



# CH010-612/812

## Reformation in Europe & Britain

### Online Unit

### Unit Outline

#### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **The Reformation in Europe & Britain**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2021

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at [www.acttheology.edu.au](http://www.acttheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at [www.acttheology.edu.au/documents/](http://www.acttheology.edu.au/documents/) for full details.

# Information about this unit

## Unit description

The unit *The Reformation* involves an in-depth study of the political, economic and social setting of the Protestant Reformation of the Sixteenth Century with particular reference to developments in Germany, Switzerland, England & Scotland. It also devotes significant attention to the "Catholic Reformation" (also known as the "Counter-Reformation") of the same period. Some of the major personalities of the Reformation such as Luther, Zwingli, Calvin and Cranmer are studied in detail, together with how their lives and writings impacted on history. Brief consideration is also given to the Radical Reformation and the Anabaptists, and the lessons to be learned from those movements.

## ACT Census Date

**19 March 2021**

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 19 March 2021. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au).

## Learning Outcomes

### CH010-612 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate developing knowledge and understanding of the Reformation in Europe & Britain

#### Be able to:

1. Analyse major phases and developments of the Reformation in Europe & Britain in their political and social contexts
2. Comment critically on the contribution of selected people to the Reformation in Europe and Britain
3. Utilise data from selected primary and secondary source to formulate historical viewpoints on the history of the Reformation in Europe & Britain
4. Present analytical evidence-based perspectives on the history of the Reformation in Europe & Britain

Be in a position to:

1. Apply perspectives from 'The Reformation in Europe & Britain' to inform ministry contexts

### **CH010-812 Learning Outcomes**

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate advanced knowledge and understanding of, and the research underlying, the Reformation in Europe & Britain

Be able to:

1. Examine the major phases and developments the Reformation in Europe & Britain in their political and social contexts
2. Critique the contribution of selected people to the Reformation in Europe and Britain
3. Interpret a selection of primary sources to formulate critical historical viewpoints on the history of the Reformation in Europe & Britain
4. Present research and historiographically aware evidence-based perspectives on the history of the Reformation in Europe & Britain

Be in a position to:

1. Apply advanced perspectives from the 'The Reformation in Europe & Britain' to inform ministry practice as a reflective practitioner

## **How this Unit Contributes to the Course**

Study of the Reformation period is of central importance for Protestants from Reformed and other churches today. Firstly, it helps us to understand why we are in fact Protestant rather than Roman Catholic, and what it means to be part of a Protestant church and denomination. Secondly, it sharpens our thinking on certain key doctrines and important church practices and ministry issues that were thought and fought over in the Sixteenth Century. Thirdly, the historical context of the Reformation is that very period when the modern age was dawning – reflecting upon how Christians of the time responded to new intellectual, cultural, economic and political phenomena which have shaped Western Civilization ever since can therefore be of help to us as we seek to live faithfully in our own time.

It is intended that students be able to grasp how church history and historical theology can be a useful tool in helping us to understand how God's people can live and think as Christians in the midst of a changing world – a world where social, economic and cultural factors interact constantly with our attempts at biblical study, theological formulation and faithful ministry. By examining how selected well-known Christian individuals, churches and movements sought to live as faithful Christians at a time of rapid change and serious challenges for the gospel, it is intended that we can gain greater insight into how we might do the same today. The study of the events and personalities of this period has encouraged many modern Christians.

## Pre-requisites and Co-requisites

There are no required pre-requisites or co-requisites for this unit. You cannot enrol in this unit if you have previously studied CH006 or CH008, or CH424/624 or CH306/506.

## How this unit is organized & what we expect of you

This unit is taught in online mode, with 1-3 topics covered per week for the 13 teaching weeks of the QTC Semester. Materials will be provided each week for the topic(s) covered that week, and you will be expected to engage with these and reflect what you are learning in your interactions on the online forum as well as in your assessments.

This unit is worth 12 credit points towards your course. A 12 credit point unit is considered to require an average total time commitment of around ten hours per week across all of the teaching and assessment weeks of the Semester. Please contact the Unit Coordinator as a matter of urgency if you find that you are regularly needing to spend significantly more time than this on your studies for this unit.

Students are required to listen to / read / view all online weekly teaching materials, complete any set reading and complete any assessment task by the relevant due date, including contributing regularly to the online forum for the unit.

## Teaching staff

UNIT CO-ORDINATOR & ONLINE TUTOR

**Dr Simon Kennedy**

E [skennedy@qtc.edu.au](mailto:skennedy@qtc.edu.au)

LECTURER

**Rev Dr Andrew Bain**

Please contact Simon if you have any problems or concerns about the unit.

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, for finding full-text database articles, for help with logging into the library databases and catalogue, to request a chapter of a book or article emailed to you, to request a book posted to you, and for help with how to renew a book for longer or place a hold on a book currently out to another person. Also contact the library for any queries about audio recordings of your class on Moodle.

P 07 3062 6939

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

	TOPIC	READINGS
WEEK 1	<ol style="list-style-type: none"> <li>1. Getting Started with the Reformation, Getting Started with Church History</li> <li>2. Writing Church History Assignments</li> <li>3. Medieval Politicians and Popes</li> </ol>	<p>Lindberg Ch 1</p> <p>Lindberg Ch 2</p>
WEEK 2	<ol style="list-style-type: none"> <li>1. Medieval Theology – Part 1</li> <li>2. Medieval Theology – Part 2</li> <li>3. Renaissance Humanism / Social &amp; Economic Background to the Reformation</li> </ol>	<p>Lindberg Ch 2</p> <p>Bagchi &amp; Steinmetz, Ch 1 (Chapter by Janz)</p>
WEEK 3	<ol style="list-style-type: none"> <li>1. CH Resources (Annette McGrath, Librarian)</li> <li>2. Introducing Martin Luther</li> <li>3. Reading Luther (see Luther docs on Moodle)</li> </ol>	Lindberg Ch 3
WEEK 4	<ol style="list-style-type: none"> <li>1. Luther Part 2 – From Questioner to Reformer</li> <li>2. Luther Part 3 – Establishing the Reformation</li> <li>3. Catching Our Breath...</li> </ol>	<p>Lindberg Ch 3</p> <p>Lindberg Ch 4</p>
WEEK 5	<ol style="list-style-type: none"> <li>1. Zwingli / Early Swiss Reformation</li> <li>2. Radical Reformation / Anabaptists Part 1</li> <li>3. Radical Reformation / Anabaptists Part 2</li> </ol>	<p>Lindberg Ch 7</p> <p>Lindberg Ch 8</p>
WEEK 6	<ol style="list-style-type: none"> <li>1. Calvin &amp; Geneva Part 1</li> <li>2. Calvin &amp; Geneva Part 2</li> </ol>	Lindberg Ch 10
WEEK 7	<ol style="list-style-type: none"> <li>1. Calvin's Theology</li> <li>2. Calvin's Writings</li> </ol>	<p>McKim, CC to Calvin, Ch 3</p> <p>Bagchi &amp; Steinmetz, Ch 10</p>
WEEK 8	<ol style="list-style-type: none"> <li>1. Reformation in England - Background</li> <li>2. Reformation in England Phase 1: Henry VIII</li> <li>3. Reformation in England Phase 2: Edward &amp; Mary</li> </ol>	Lindberg Ch 13

WEEK 9	<ol style="list-style-type: none"> <li>1. Reformation in England, Phase 3: Elizabeth I</li> <li>2. Elizabethan Anglicanism</li> <li>3. The Netherlands</li> </ol>	<p>Lindberg Ch 13</p> <p>Lindberg Ch 12</p>
WEEK 10	<ol style="list-style-type: none"> <li>1. Scotland: Background &amp; Beginnings</li> <li>2. Scotland Reformed</li> <li>3. France</li> </ol>	<p>Lindberg Ch 13</p> <p>Lindberg Ch 11</p>
WEEK 11	<ol style="list-style-type: none"> <li>1. Catholic Reformation 1</li> <li>2. Catholic Reformation 2</li> </ol>	Lindberg Ch 14
WEEK 12	<ol style="list-style-type: none"> <li>1. Lutheranism After Luther</li> <li>2. Calvinism after Calvin</li> <li>3. Later Reformed Theology</li> </ol>	<p>McKim, CC to Luther, Ch 14 (Hillerbrand's chapter)</p> <p>McKim, CC to Calvin, Ch 13 (Trueman's Chapter)</p>
WEEK 13	<ol style="list-style-type: none"> <li>1. England 1600-1660: An Overview</li> <li>2. Who is Where? – The Wash-Up, place by place</li> <li>3. The Reformation &amp; Today</li> </ol>	



## CH010-612 Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Primary Document Assignment 1</b>  <b>1250 words</b>  <b>Due Friday 09 April 2021</b>  <b>Worth 25% of final grade</b></p>	<p>According to John Calvin in his <i>Institutes</i> Book 1, Chapters 6-9, what are the key things that Christians should believe regarding Scripture?</p>
<p><b>Primary Document Assignment 2</b>  <b>1250 words</b>  <b>Due Friday 14 May 2021</b>  <b>Worth 25% of final grade</b></p>	<p>In the <i>Form of Ordering Priests</i> in the 1552 <i>Book of Common Prayer</i>, how is the role or office of "priest" understood, and in what ways do you think the authors sought to distinguish their understanding from a pre-Reformation approach?</p>

<p><b>Take-Home Exam:</b> <b>2600 words</b> <b>Due Friday 11 June 2021</b> <b>Worth 50% of final grade</b></p>	<p>The exam will have six compulsory questions in total (i.e. students will be required to answer all six questions), arranged into two sections.</p> <p><b>Section A</b> will comprise <b>four</b> compulsory <b>short-response</b> questions requiring answers of approximately 250 words each. Each question in Section A will be worth 10% of the total marks within the take-home exam (i.e. 5% of the total marks for the unit).</p> <p><b>Section B</b> will comprise <b>two</b> compulsory <b>longer-response</b> questions which will require answers of approximately 800 words each. Each question in Section B will be worth 30% of the total marks within the take-home exam (i.e. 15% of the total marks for the unit).</p> <p>The Take-Home Exam questions will be supplied to students via QTC Moodle seven days before the due date.</p>
--	---

## CH010-812 Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Primary Document Assignment 1</b>  <b>1750 words</b>  <b>Due Friday 09 April 2021</b>  <b>Worth 25% of final grade</b></p>	<p>How does Calvin understand the doctrine of Justification in his <i>Institutes</i> Book 3, Chapters 11-18, and how does he regard his understanding as differing from that of those he calls "Papists"?</p>
<p><b>Primary Document Assignment 2</b>  <b>1750 words</b>  <b>Due Friday 14 May 2021</b>  <b>Worth 25% of final grade</b></p>	<p>Reading <i>The Order for the Administration of the Lord's Supper or Holy Communion</i> within the 1552 <i>Book of Common Prayer</i>, what do you think were the main theological beliefs which the authors sought to communicate to people in English congregations at the time? In what ways do they differentiate their presentation of the sacrament from that of the Papacy?</p>

<p><b>Take-Home Exam:</b> <b>3750 words</b> <b>Due Friday 11 June 2021</b> <b>Worth 50% of final grade</b></p>	<p>The exam will have six compulsory questions in total (i.e. students will be required to answer all six questions), arranged into two sections.</p> <p><b>Section A</b> will comprise <b>three</b> compulsory <b>short-response</b> questions requiring answers of approximately 250 words each. Each question in Section A will be worth 8.33% of the total marks within the take-home exam (i.e. 4.17% of the total marks for the unit).</p> <p><b>Section B</b> will comprise <b>three</b> compulsory <b>longer-response</b> questions which will require answers of approximately 1000 words each. Each question in Section B will be worth 25% of the total marks within the take-home exam (i.e. 12.5% of the total marks for the unit).</p> <p>The Take-Home Exam questions will be supplied to students via QTC Moodle seven days before the due date.</p>
--	--

## Guide to Assessments

**Regarding the first two assessments, the *Primary Document Studies* (1 & 2),** your main focus should be on what the Reformation-period authors wrote, rather than on what scholars have written more recently about those documents. The main aim of these exercises is to encourage you to read and understand two key documents of the Reformation period on some important topics. It is therefore *not* expected that you will consult a large number of resources beyond the primary documents.

You will be marked primarily on how well you have understood and analysed the *set primary documents*. Strong engagement with a small number of other scholars may improve your mark a little (and should be included in papers awarded higher grades), but your primary focus should be very much on Calvin's Institutes and the Prayer Book documents themselves.

Your essay should show that you have accurately understood Calvin's / the Prayer Book's thinking on the matter referred to in the question, and that you have followed the logic of their approach. You should take care to make sure that within the documents referred to by the question, you focus on what the question asks you to write about (in the same sections, the documents also write about some other matters: you need to avoid becoming preoccupied with these matters which don't relate directly to the question). You will need to work out which sections of the documents that the question refers to are most relevant to your answer, and in your assignment give the greatest amount of time to these sections.

You should show some awareness of the historical context in which the documents were written about the matters they address. However this should not dominate your essay and you should not write heaps about this, but instead focus on what the documents actually say (and how they say it) in relation to the question set.

Students should note that reading Calvin, especially for the first time, may take some time, especially the selections set for the graduate-level (Masters degree) assignment. It is therefore important to start your reading well ahead of the due date.

**The Take-Home exam** is quite a different kind of exercise from the two Primary Document Studies. The take-home is about *breadth* of knowledge and understanding, rather than depth. You only have a small number of words with which to answer each question, and so you should not waste words going into highly specific details, or into any matters which are only indirectly related to the question.

Your main aim in each of your take-home exam answers should be to summarize briefly the major important points in relation to the question set, in a way that directly answers the question. The take-home exam is not seen primarily as a research exercise, and so you are not expected to do a large amount of reading for it.

You should answer the questions set from what you have learnt in lectures, from the textbook (Lindberg), and from a small number of additional resources relevant to the set topics.

If you do use resources beyond the lectures and the textbook well, this will contribute to your mark – but the main thing you will be marked on will be your ability to clearly and accurately give a short answer to the question. This should be an answer which argues a case rather than just lists off or describes relevant facts and details.

All direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the lectures. As is the case with a formal on-site exam, lecture notes and audio recordings of lectures should not ordinarily be footnoted or included in the bibliography of a Take-Home Exam.

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for CH010-612 or CH010-812. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*, and refer to the requirements outlined in the ACT Handbook for students (you are bound by the requirements published by the ACT, and will be held to these).

## Learning Resources

**Textbooks (students must buy their own copies and can be purchased through QTC – see the QTC Textbook List on Moodle):**

Lindberg, C. *The European Reformations*, 2<sup>nd</sup> ed. Oxford: Blackwell, 2009.

Calvin, J. *Institutes of the Christian Religion*. Edited by J.T. McNeill. Translated by F.L. Battles. Louisville, KY: Westminster John Knox, 1960 (it is acceptable to use another translation of Calvin to write your assignment on Calvin, however if you do not already own a copy, this edition / translation is the best one to buy).

A key reference text to access in all of your Church History units is:

Cross, F.L. and E.A. Livingstone, eds. *Oxford Dictionary of the Christian Church*. 3<sup>rd</sup> rev. ed. Oxford: Oxford University Press, 2005. This Dictionary has good quality short articles on significant movements & people in all periods, often with a good starter-bibliography as well.

### Other Key Reference Texts

You do not need to buy any of these. Most are listed here as key works that relate to various essay topics or to the most important figures and movements of the time, or which are other important books that can help you with understanding the period in general.

#### 1. General

(See also for primary documents: *The Digital Library of Classic Protestant Texts* – database available through the QTC Library).

Bagchi, D and D. C. Steinmetz, eds. *The Cambridge Companion to Reformation Theology*. Cambridge: Cambridge University Press, 2004.

Brady, T. A. Jr. *German Histories in the Age of Reformations, 1400-1650*. Cambridge: Cambridge University Press, 2009.

Cameron, E. *The European Reformation*, 2<sup>nd</sup> ed. Oxford University Press, 2012.

Heinze, R. W. *Reform & Conflict*. Vol. 4 of *The Monarch History of the Church*. Oxford: Monarch; Grand Rapids, MI: Baker, 2006.

Hillerbrand, H. H. *The Division of Christendom: Christianity in the Sixteenth Century*. Louisville, KY: Westminster John Knox, 2007.

Ives, Eric. *The Reformation Experience: Life in a Time of Change*. Oxford: Lion Hudson, 2012.

Janz, D. R. ed. *A Reformation Reader*. Minneapolis, MN: Fortress, 1999.

Kolb, R. and C. Trueman. *Between Wittenberg and Geneva: Lutheran and Reformed Theology in Conversation*. Grand Rapids, MI: Baker, 2017.

Lindberg, C. ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2000.

MacCulloch, D. *Reformation: Europe's House Divided*. London: Penguin, 2003.

- MacCulloch, D. *All Things Made New: Writings on the Reformation*. London: Penguin, 2016.
- McEvedy, C. *The Penguin Atlas of Modern History*. London: Penguin, 1986.
- McGrath, A. E. *The Intellectual Origins of the European Reformation*. Oxford: Blackwell, 1987.
- McGrath, A. E. *Reformation Thought: An Introduction*. 3<sup>rd</sup> ed. Oxford: Blackwell, 1999.
- Ozment, S. *Reformation Europe*. New Haven, CT: Yale University Press, 1981.
- Payton, J. R. *Getting the Reformation Wrong: Correcting Some Misunderstandings*. Downer's Grove, IL: IVP, 2010.
- Reeves, Michael. *The Unquenchable Flame: Discovering the Heart of the Reformation*. Nashville, TN: B&H, 2010.
- Rublack, U. (ed). *The Oxford Handbook of the Protestant Reformations*. Oxford: Oxford University Press, 2016.
- Thompson, M., Bale, C., and Loane, E., eds. *Celebrating the Reformation: Its Continuing Legacy and Relevance*. London: Inter-Varsity, 2017.

## 2. Medieval Background

- Arnold, J. H. *The Oxford Handbook of Medieval Christianity*. Oxford: Oxford University Press, 2014.
- Bernard, G. *The Late Medieval English Church*. New Haven, CT: Yale, 2013.
- Constable, G. *The Reformation of the 12th Century*. Rev. ed. Cambridge: Cambridge University Press, 2008,
- Frank, I. W. *A History of the Mediaeval Church*. English ed. London: SCM, 1995.
- Evans, G. R. *The Medieval Theologians: An Introduction to Theology in the Medieval Period*. Cambridge: Cambridge University Press, 2000.
- Gregory, Brad S. *Salvation at Stake: Christian Martyrdom in Early Modern Europe*. Cambridge, MA: Harvard University Press, 2001.
- Lambert, M. *Medieval Heresy: Popular Movements from the Gregorian Reform to the Reformation*. 3<sup>rd</sup> ed. Oxford: Wiley-Blackwell, 2002.
- Nieuwenhove, R. van. *An Introduction to Medieval Theology*. Cambridge: Cambridge University Press, 2012.
- Ozment, S. *The Age of Reform, 1250-1550*. New Haven, CT: Yale University Press, 1981.
- Rosenwein, B. H. and S. Farmer, eds. *Monks & Nuns, Saints & Outcasts: Religion in Medieval Society*. Ithaca, NY: Cornell, 2000.
- See also: the *Digital Library of the Catholic Reformation*, available through QTC Library.



### 3. Luther

- Brecht, M. *Martin Luther*. 3 vols. Minneapolis, MN: Fortress, 1981-1993.
- Luther, M. *Basic Theological Writings*. 3<sup>rd</sup> ed. Edited by T. F. Lull. Minneapolis, MN: Augsburg Fortress, 2012.
- Luther, M. *Selections from His Writings*. Edited by John Dillenberger. New York: Random House, 1961.
- Luther, M. *The Bondage of the Will*. Translated by J. I. Packer & O. R. Johnston. Peabody, MA: Hendrickson, 2008.
- Marty, M. *Martin Luther*. New York: Penguin, 2004.
- McKim, D. K. ed. *The Cambridge Companion to Martin Luther*. Cambridge: Cambridge University Press, 2003.
- Oberman, H. A. *Luther: Man Between God & the Devil*. New Haven, CT: Yale University Press, 1989.
- Rex, R. *The Making of Martin Luther*. Princeton, NJ: Princeton University Press, 2017.
- Roper, Lyndal. *Martin Luther: Renegade and Prophet*. London: Vintage, 2017.
- Stanford, P. *Martin Luther: Catholic Dissident*. London: Hodder & Stoughton, 2017.
- Steinmetz, D. C. *Luther in Context*. 2<sup>nd</sup> ed. Grand Rapids, MI: Baker, 2002.

### 4. English Reformation, Cranmer

- Ayris, P. and D. Selwyn. *Thomas Cranmer: Churchman & Scholar*. Woodbridge, Suff: Boydell, 1999.
- Dickens, A.G. *The English Reformation* 2<sup>nd</sup> ed. University Park, PA: Pennsylvania State University Press, 1989.
- Haigh, C. *English Reformations: Religion, Politics & Society under the Tudors*. Oxford: Oxford University Press, 1993.
- Heal, F. *The Reformation in Britain & Ireland*. Oxford: Oxford University Press, 2005.
- MacCulloch, D. *The Later Reformation in England, 1547-1603*. 2<sup>nd</sup> ed. London: Palgrave MacMillan, 2001.
- MacCulloch, D. *Thomas Cranmer*. New Haven, CT: Yale University Press, 1996.
- MacCulloch, D. *Tudor Church Militant: Edward VI & the Protestant Reformation*. London: Penguin, 1999.
- MacCulloch, D. *Thomas Cromwell: A Revolutionary Life*. London: Penguin, 2018.
- Marshall, Peter. *Reformation England, 1480-1642*. 2<sup>nd</sup> ed. Reading history. London: Bloomsbury Academic, 2012.
- Marshall, Peter. *Heretics and Believers: A History of the English Reformation*. New Haven, CT: Yale University Press, 2017.

Null, A. *Thomas Cranmer's Doctrine of Repentance: Renewing the Power to Love*. Oxford: Oxford University Press, 2007.

Shagan, E. H. *Popular Politics & the English Reformation*. Cambridge: Cambridge University Press, 2002.

## 5. Elizabethan Settlement

Coffey, J. and P. C. H. Lim. *The Cambridge Companion to Puritanism*. Cambridge: Cambridge University Press, 2008.

Collinson, P. *Elizabethans*. 2<sup>nd</sup> ed. London: Hambledon and London, 2003.

MacCulloch, D. *The Later Reformation in England, 1547-1603*. 2<sup>nd</sup> ed. Basingstoke: Palgrave MacMillan, 2001.

Duffy, E. *The Stripping of the Altars: Traditional Religion in England, c 1400-1580*. New Haven, CT: Yale University Press, 2005.

Lake, P. *Moderate Puritans & the Elizabethan Church*. Cambridge: Cambridge University Press, 2004.

Questier, M. *Dynastic Politics and the British Reformations, 1558-1630*. Oxford: Oxford University Press, 2018.

## 6. Zwingli & Bullinger

Bromiley, G. W. ed. *Zwingli & Bullinger: Selected Translations with Introductions & Notes*, LCC. Louisville, KY: Westminster John Knox, 1953.

Gabler, U. *Huldrych Zwingli: His Life & Work*. Edinburgh: T&T Clark, 1986.

Gordon, B. and E. Campi. eds. *Architect of Reformation: An Introduction to Heinrich Bullinger*. Grand Rapids, MI: Eerdmans, 2004.

Jackson, S. M., ed. *Ulrich Zwingli: Early Writings*. New York: Labyrinth, 1987.

Pipkin, H. W. and E. J. Furcha, eds. *Prophet, Pastor, Protestant: The Work of Huldrych Zwingli After Five Hundred Years*. Allison Park, PA: Pickwick, 1984.

Potter, G. R. *Zwingli*. Cambridge: Cambridge University Press, 1984.

Stephens, W.P. *The Theology of Huldrych Zwingli*. Oxford: Oxford University Press, 1988.

Stephens, W.P. *Zwingli: An Introduction to His Thought*. Oxford: Oxford University Press, 1992.

## 7. Calvin

Balserak, J. *John Calvin as Sixteenth-Century Prophet*, Oxford: Oxford University Press, 2014.

Calvin, J. *Theological Treatises*. ed. J.K.S. Reid. London: SCM, 1954.

De Kroon, M. *The Honour of God and Human Salvation: Calvin's Theology According to His Institutes*. Edinburgh: T&T Clark, 2001.

Gordon, Bruce. *John Calvin's Institutes of the Christian Religion: A Biography*. Princeton, NJ: Princeton University Press, 2016.

Hall, D. W. and P. A. Lillback, eds. *A Theological Guide to Calvin's Institutes: Essays & Analysis*. Phillipsburg, NJ: P&R, 2008.

Helm, P. *John Calvin's Ideas*. Oxford: Oxford University Press, 2004.

McKim, D. K., ed. *The Cambridge Companion to John Calvin*. Cambridge: Cambridge University Press, 2004.

Muller, R. A. *The Unaccommodated Calvin: Studies in the Foundation of a Theological Tradition*. New York: Oxford University Press, 2000.

Selderhuis, H. J. ed. *The Calvin Handbook*. Eng. ed. Grand Rapids, MI: Eerdmans, 2009.

## 8. Bucer, Bullinger, Melanchthon & Knox

Bromiley, G. W., ed. *Zwingli & Bullinger: Selected Translations with Introductions & Notes*. LCC. Louisville, KY: Westminster John Knox, 1953.

Gordon, B. & E. Campi, eds. *Architect of Reformation: An Introduction to Heinrich Bullinger*. Grand Rapids, MI: Eerdmans, 2004.

Greschat, M. *Martin Bucer: A Reformer & His Times*. Louisville, KY: Westminster John Knox, 2004.

Kyle, R. G. & Johnson, D. W. *John Knox: An Introduction to His Life & Works*. Eugene, OR: Wipf & Stock, 2009.

Maag, K. *Melanchthon in Europe: His Work & Influence Beyond Wittenberg*. Grand Rapids, MI: Baker; Carlisle: Paternoster, 1999.

Marshall, R. K. *John Knox*. Edinburgh: Birlinn, 2008.

McCoy, C. and J. W. Baker. *Fountainhead of Federalism: Heinrich Bullinger & the Covenantal Tradition*. Louisville, KY: Westminster John Knox, 1991.

Pauck, W. ed. *Melanchthon & Bucer*. Louisville, KY: Westminster John Knox, 1969. (selections from their writings).

Wright, D. F. ed. *Martin Bucer: Reforming Church & Community*. Cambridge: Cambridge University Press, 1994.

## 9. Scottish Reformation, Presbyterianism & Knox

Donaldson, G. *The Scottish Reformation*. Cambridge: Cambridge University Press, 2008.

Kirk, J. *Patterns of Reform: Continuity & Change in the Reformation Kirk*. Edinburgh: T&T Clark, 2000.

Kyle, R. G. and D. W. Johnson. *John Knox: An Introduction to His Life & Works*. Eugene, OR: Wipf & Stock, 2009.

Marshall, R. K. *John Knox*. Edinburgh: Birlinn, 2008.

Todd, M. *The Culture of Protestantism in Early Modern Scotland*. New Haven, CT: Yale University Press, 2002.

## 10. The Radical Reformation / Anabaptists

Estep, W. R. *The Anabaptist Story*. Grand Rapids, MI: Eerdmans, 1975.

Goertz, H.-J., ed. *Profiles of the Radical Reformers: Biographical Sketches from Thomas Muntzer to Paracelsus*. Scottdale, PA: Herald, 1982.

Horst, I. B. *The Radical Brethren: Anabaptism and the English Reformation to 1558*. Nieuwkoop: De Graaf, 1972.

Klaasen, W. ed. *Anabaptism in Outline: Selected Primary Sources*. Scottdale, PA: Herald, 1981.

Wandel, L. P. *Voracious Idols and Violent Hands: Iconoclasm in Reformation Zurich, Strasbourg, and Basel*. Cambridge: Cambridge University Press, 1995.

Williams, G. H. and Angel M. Mergal, eds. *Spiritual and Anabaptist Writers*. LCC. Philadelphia, PA: Westminster, 1957.

Williams, G. H. *The Radical Reformation*. 3<sup>rd</sup> ed. Ann Arbor, MI: Sixteenth Century Journal Publishers, 1992.

## 11. The Catholic Reformation / Counter-Reformation / Jesuits

Birely, R. *The Refashioning of Catholicism, 1450-1700: A Reassessment of the Counter-Reformation*. Washington, D.C: Catholic University of America Press, 1999.

Comerford, K. M. & H. Pavel eds. *Early Modern Catholicism: Essays in Honour of John W. O'Malley*. Toronto: University of Toronto Press, 2001.

Connelly, J. P. ed. *Jesuit Writings of the Early Modern Period*. Indianapolis, IN: Hackett, 2006.

Jones, M. D. W. *The Counter-Reformation: Religion & Society in Early-Modern Europe*. Cambridge: Cambridge University Press, 1995.

Miola, R. ed. *Early Modern Catholicism: An Anthology of Primary Sources*. Oxford: Oxford University Press, 2007.

Mullett, M. A. *The Catholic Reformation*. Oxford: Routledge, 1999.

Worcester, T., ed. *The Cambridge Companion to the Jesuits*. Cambridge: Cambridge University Press, 2008.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4