



CH006-512/812

The Reformation

Online Learning Mode

Unit Outline

About this Unit Outline

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

SUMMER 2022-23

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

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/ for full details.

Information about this unit

Unit overview

The learning and assessment activities of this unit in the summer of 2022 -2023 will occur as follows:

Week 1 - commences Monday 7 November

Week 2 – commences Monday 14 November

Week 3 – commences Monday 21 November

Week 4 – commences Monday 28 November

Week 5 – commences Monday 5 December

Week 6 – commences Monday 12 December

Week 7 – commences Monday 19 December

Primary Document Study 1 DUE Thursday 22 December

Christmas Break – Sunday 25 December – Sunday 1 January

Week 8 – commences Monday 2 January

Week 9 – commences Monday 9 January

Week 10 – commences Monday 16 January

Primary Document Study 2 DUE Monday 16 January 2023

Week 11 – commences Monday 23 January

Week 12 – commences Monday 30 January

Week 13 – commences Monday 6 February

Take-Home Exam issued Friday 10 February, DUE Friday 17 February

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

5 December 2022

Students must confirm their enrolment in this unit with the QTC Registrar by Monday 5 December 2022. 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.

Learning Outcomes

CH006-512 Learning Outcomes

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

Know and understand

1. Demonstrate foundational knowledge and understanding of the Reformation

Be able to:

1. Trace the major developments of the Reformation
2. Outline the contribution of selected people to the Reformation
3. Draw on selected primary and secondary sources to formulate historical viewpoints on of the Reformation
4. Present organised evidence-based perspectives on of the Reformation

Be in a position to:

1. Apply perspectives from of 'The Reformation' to inform ministry contexts

CH006-812 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 the Reformation

Be able to:

1. Analyse the major phases and developments of the Reformation in their political and social contexts
2. Examine the contribution of selected people to the Reformation
3. Critically engage with selected data from primary and secondary sources to formulate critical historical viewpoints of the Reformation
4. Evaluate critical evidence-based perspectives on the Reformation

Be in a position to:

1. Apply knowledge, critical thinking skills and perspectives from the 'The Reformation' 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 CH008 or CH010.

How this unit is organised & what we expect of you

This unit is delivered in online mode over 13 teaching weeks and organised in terms of learning activities for you to undertake each week.

Every week we will look at a number of topics with learning each week involving a combination of reading notes provided by the lecturer, viewing video material from the lecturer, short readings from relevant books and articles, and short non-assessed exercises to get you thinking about and applying the material learnt.

Videos and reading notes will normally be provided to you in brief sections, to help your learning to be more varied and enjoyable.

The unit will involve the completion of three assessments which are designed not only to assess your learning, but also to help you to deepen your understanding of the unit content.

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 lecturer 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 expected to view all lectures, complete any set readings and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date, and if you require an extension for one of your assessments, please contact the QTC Registrar as early as possible.

Teaching staff

UNIT COORDINATOR & LECTURER

Dr Andrew Bain

ONLINE TUTOR & MARKER

Dr Simon Kennedy

E skennedy@qtc.edu.au

Please feel free to 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

Moodle and Turnitin functions and queries

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

P 07 3062 6939

E 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.

P 07 3062 6939

E library@qtc.edu.au

Unit timetable: topics & teaching and learning activities

WEEK	TOPIC	READINGS
WEEK 1	<ol style="list-style-type: none"> 1. Getting Started with the Reformation, Getting Started with Church History 2. Writing Church History Assignments 3. Medieval Politicians and Popes 	<p>Lindberg Ch 1</p> <p>Lindberg Ch 2</p>
WEEK 2	<ol style="list-style-type: none"> 1. Medieval Theology – Part 1 2. Medieval Theology – Part 2 3. Renaissance Humanism / Social & Economic Background to the Reformation 	<p>Lindberg Ch 2</p> <p>Bagchi & Steinmetz Ch 1 (Chapter by Janz)</p>
WEEK 3	<ol style="list-style-type: none"> 1. CH Resources (Annette McGrath, Librarian) 2. Introducing Martin Luther 3. Reading Luther (see Luther docs on Moodle) 	Lindberg Ch 3
WEEK 4	<ol style="list-style-type: none"> 1. Luther Part 2 – From Questioner to Reformer 2. Luther Part 3 – Establishing the Reformation 3. Catching Our Breath... 	<p>Lindberg Ch 3</p> <p>Lindberg Ch 4</p>
WEEK 5	<ol style="list-style-type: none"> 1. Zwingli / Early Swiss Reformation 2. Radical Reformation / Anabaptists Part 1 3. Radical Reformation / Anabaptists Part 2 	<p>Lindberg Ch 7</p> <p>Lindberg Ch 8</p>
WEEK 6	<ol style="list-style-type: none"> 1. Calvin & Geneva Part 1 2. Calvin & Geneva Part 2 	Lindberg Ch 10
WEEK 7	<ol style="list-style-type: none"> 1. Calvin's Theology 2. Calvin's Writings 	<p>McKim, CC to Calvin, Ch 3</p> <p>Bagchi & Steinmetz, Ch 10</p>
CHRISTMAS BREAK: 25 December – 1 January		
WEEK 8	<ol style="list-style-type: none"> 1. Reformation in England - Background 2. Reformation in England Phase 1: Henry VIII 3. Reformation in England Phase 2: Edward & Mary 	Lindberg Ch 13

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WEEK 9	<ol style="list-style-type: none"> 1. Reformation in England, Phase 3: Elizabeth I 2. Elizabethan Anglicanism 3. The Netherlands 	<p>Lindberg Ch 13</p> <p>Lindberg Ch 12</p>
WEEK 10	<ol style="list-style-type: none"> 1. Scotland: Background & Beginnings 2. Scotland Reformed 3. France 	<p>Lindberg Ch 13</p> <p>Lindberg Ch 11</p>
WEEK 11	<ol style="list-style-type: none"> 1. Catholic Reformation 1 2. Catholic Reformation 2 	Lindberg Ch 15
WEEK 12	<ol style="list-style-type: none"> 1. Lutheranism After Luther 2. Calvinism after Calvin 3. Later Reformed Theology 	<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"> 1. England 1600-1660: An Overview 2. Who is Where? – The Wash-Up, place by place 3. The Reformation & Today 	

CH006-512 Assessments

Assessments are submitted online via Moodle by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

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 **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 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 **12%** of the total possible marks for the assessment item **per calendar day**, up to 3 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. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. 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>Primary Document Study 1</p> <p>1100 words</p> <p>Due Thursday 22 December</p> <p>Worth 25% of final grade</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>Primary Document Study 2</p> <p>1100 words</p> <p>Due Monday 16 January</p> <p>Worth 25% of final grade</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>

See over for next assessment item.

<p>Take-Home Exam 2300 words Due Friday 17 February Worth 50% of final grade</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>Section A will comprise four compulsory short-response questions requiring answers of approximately 200 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>Section B will comprise two compulsory longer-response questions which will require answers of approximately 750 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>
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CH006-812 Assessments

Assessments are submitted online via Moodle by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

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 **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 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 **12%** of the total possible marks for the assessment item **per calendar day**, up to 3 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. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. 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
Primary Document Study 1 1500 words Due Thursday 22 December Worth 25% of final grade	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"?
Primary Document Study 2 1500 words Due Monday 16 January Worth 25% of final grade	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 about the Lord's Supper and the church 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?

See over for next assessment item.

<p>Take-Home Exam 3300 words Due Friday 17 February Worth 50% of final grade</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>Section A will comprise three compulsory short-response 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>Section B will comprise three compulsory longer-response questions which will require answers of approximately 850 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>
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Guide to Assessments

What are we looking for?

General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for CH006-512 or CH006-812.

Length of Assignments (Word Count)

The following section is taken from QTC Student Handbook, in the section 'Style Requirements for Written Assignments'. It is included here to answer questions that often arise in the context of written assignments. All such assignments **must** conform to these instructions.

Assessment pieces must be kept within a 10% variation of the prescribed word length as set out in the applicable Unit Outline. For example, a 3,000-word essay must be between 2,700 and 3,300 words. The **total word count excludes the following** should they occur anywhere in the assessment item:

- abstract,
- appendices,
- list of 'Works Cited', and
- any referencing details such as footnotes

If an essay exceeds the number of required words by more than 10%, a penalty of 10% of the total possible mark will apply. Whether an essay is over the allowed length or not, students should work at not using more words than they need to make their case – this is an important skill to learn for ministry.

Footnotes can take the form of bibliographic references (e.g. the publication details of the book or journal being referenced) or the form of comments which may not fit well within the body of the essay. Neither type of footnotes will be counted towards your final word count, however, your **footnotes in their entirety should not exceed 25% of the prescribed essay length. A 10% penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length.**

QTC uses the SBL note style for referencing which specifies the use of footnotes, and a list of 'Works Cited.' SBL note style excludes the use of endnotes, and specifies that biblical texts, are cited parenthetically in the body of the text, e.g. Not only does God spare Rahab from destruction, but he elects her to play a crucial role in the ancestry of the Messiah (Josh 6:24–25).

You must, therefore, put biblical references in parentheses in the text, not in footnotes. The ACT has ruled that these parenthetical biblical references *will* count towards your total word count.

All quotations (including quotations from the Bible) included in assignments *will* count towards the permitted word length. A limit of 10% verbatim quotation applies in coursework essays.

An essay should be formatted as continuous prose, therefore headings or titles should not ordinarily be used in essays. If headings or titles are used, they *will* be counted towards the total word count.

Appendices cannot be used to include extra material which does not fit with the body of the essay. When including appendices in essays, the student must assume the lecturer will not read the appendix/appendices or take appendix material into account when marking.

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 essay must be in formal essay format. i.e., no dot points, good grammar, good paragraph and essay structure. The essay submission must use the provided QTC Assessment Cover Page. Your essay should include a list of 'Works Cited' in the usual SBL format. You may also choose to include a list of 'Works Consulted' – those resources you read but didn't footnote.

The Take-Home Exam is quite a different kind of exercise from the Calvin assignment. 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 (even the longer-answer questions), 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 as much reading for it as you would for a research essay. 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, preferably relevant specialist academic journal articles, book chapters, or monographs. It is important at graduate level (Level 8) particularly that you do use a small number of additional resources beyond the lectures for your take-home exam answers. 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. Your answers should argue a case rather than just list off or describe relevant facts and details.

Take-home exams should show a similar format to essays, but condensed to match the reduced word count i.e., no dot points, good grammar, and good paragraph structure. The take-home exam submission must use the provided QTC Assessment Cover Page. It should include and a list of 'Works Cited' in the usual SBL format. You may also choose to include a list of 'Works Consulted' – those resources you read, but didn't footnote. There should be one list of 'Works Cited' (and one list of 'Works Consulted') for the entire take-home exam, not one for each question.

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 list of 'Works Cited' of a Take-Home Exam.

Learning Resources

Textbooks:

Lindberg, C. *The European Reformations*, 3rd Rev. ed. Oxford: Blackwell, 2021. [[2nd ed. avail as EBSCO eBook through library catalogue](#)]. Students may use the 2nd edition eBook or the 3rd edition in print to complete their reading.

Calvin, J. *Institutes of the Christian Religion*. Edited by J.T. McNeill. Translated by F.L. Battles. Louisville, KY: Westminster John Knox, 1960. [[avail on Perlego and avail as EBSCO eBook through library catalogue](#)]

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

Cross, F.L. and E.A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. 3rd ed. 1 vol. Peabody, MA: Hendricksen, 1997. This Dictionary has good quality short articles on significant movements & people in all periods, often with a good starter-bibliography as well. The 3rd edition is out of print but available as an eBook from Logos for students to purchase for themselves. A fourth edition has just become available (mid-2022), but as a new publication it is prohibitively expensive, and students are not expected to refer to the Fourth edition in this offering of CH006.

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. [[eBook avail via QTC Library](#)]

Brady, T. A. Jr. *German Histories in the Age of Reformations, 1400-1650*. Cambridge: Cambridge University Press, 2009. [[avail as an EBSCO eBook via library catalogue](#)]

Cameron, E. *The European Reformation*. 2nd 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. [[eBook avail on Perlego](#)]

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. [[avail as an EBSCO eBook via library catalogue](#)]

Janz, D. R. ed. *A Reformation Reader: Primary Texts with Introductions*. 2nd ed. Minneapolis, MN: Fortress, 2008.

Kolb, R. and C. Trueman. *Between Wittenberg and Geneva: Lutheran and Reformed Theology in Conversation*. Grand Rapids, MI: Baker, 2017. [[eBook avail on Perlego](#)]

- Lindberg, C. ed. *The European Reformations Sourcebook*. 2nd ed. Oxford: Wiley-Blackwell, 2014.
- 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*. 2nd ed. Oxford: Wiley-Blackwell, 2003.
- McGrath, A. E. *Reformation Thought : an introduction*. 5th ed. Oxford: Wiley-Blackwell, 2021. [\[4th ed avail as an EBSCO eBook via library catalogue\]](#)
- Methuen, C. *Luther and Calvin: Religious Revolutionaries*. Oxford: Lion Hudson 2011. [\[eBook avail on Perlego\]](#)
- 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. [\[eBook avail on Perlego\]](#)
- Reeves, Michael. *The Unquenchable Flame: Discovering the Heart of the Reformation*. Nashville, TN: B&H, 2010. [\[eBook avail on Perlego\]](#)
- Rublack, U. ed. *The Oxford Handbook of the Protestant Reformations*. Oxford: Oxford University Press, 2016.
- Stjerna, K. *Women and the Reformation*. Malden, MA and Oxford, UK: Blackwell, 2009.
- Thompson, M., Bale, C., and Loane, E., eds. *Celebrating the Reformation: Its Continuing Legacy and Relevance*. London: Inter-Varsity, 2017. [\[eBook avail on Perlego\]](#)

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. [\[avail as an EBSCO eBook via library catalogue\]](#)
- Constable, G. *The Reformation of the 12th Century*. Rev. ed. Cambridge: Cambridge University Press, 2008,
- Frank, I. W. *A Concise History of the Mediaeval Church*. English ed. London: SCM, 1995. [\[eBook avail on archive.org\]](#)
- 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. [\[eBook available on Perlego\]](#)
- Lambert, M. *Medieval Heresy: Popular Movements from the Gregorian Reform to the Reformation*. 3rd ed. Oxford: Wiley-Blackwell, 2002.
- Nieuwenhove, R. van. *An Introduction to Medieval Theology*. Cambridge: Cambridge University Press, 2012. [\[avail as an EBSCO eBook via library catalogue\]](#)

Ozment, S. *The Age of Reform, 1250-1550 : an intellectual and religious history of late Medieval and Reformation Europe*. New ed. New Haven, CT: Yale University Press, 2020.

[\[avail as a ProQuest eBook via library catalogue\]](#)

Rosenwein, B. H. and S. Farmer, eds. *Monks & Nuns, Saints & Outcasts: Religion in Medieval Society*. Ithaca, NY: Cornell, 2000.

3. Luther

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Hendrix, S. H. *Martin Luther: A Visionary Reformer*. New Haven, CT: Yale University Press, 2015. [\[avail as an EBSCO eBook via library catalogue\]](#)

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