

Unit Outline



CH324/524 The Reformation in Europe & Britain

QUEENSLAND THEOLOGICAL COLLEGE

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.

UNIT OUTLINE SEMESTER 2, 2015

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 Undergraduate or Postgraduate 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 section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

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

Information about this unit

Unit description

The unit *The Reformation in Europe & Britain* 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.

Learning outcomes

CH324 Learning Outcomes

On completion of the unit, students will:

Know and understand

- The major phases and developments in the Reformation in Europe and Britain identified in the unit content
- The life and thought of selected key figures in the Reformation in Europe and Britain

For the Reformation in Europe and Britain, be able to:

- Discuss the impact of the social, political, religious and cultural context on Christian beliefs, practices and movements
- Evaluate historical evidence using primary and secondary sources
- Present an analytical evidence-based argument or narrative

Be in a position to:

- Inform their theological studies with perspectives from the Reformation in Europe and Britain
- Apply perspectives from the Reformation in Europe and Britain to current issues in ministry and the contemporary world

CH524 Learning Outcomes

Know and understand

- The major phases and developments in the Reformation in Europe and Britain identified in the unit content
- The life and thought of selected key figures in the Reformation in Europe and Britain
- Interpretations of the Reformation in Europe and Britain

For the Reformation in Europe and Britain, be able to:

- Discuss the impact of the social, political, religious and cultural context on Christian beliefs, practices and movements
- Evaluate historical evidence using primary and secondary sources
- Present an analytical evidence-based argument or narrative
- Discuss interpretations of the Reformation in Europe and Britain

Be in a position to:

- Inform their theological studies with perspectives from the Reformation in Europe and Britain
- Apply perspectives from the Reformation in Europe and Britain to current issues in ministry and the contemporary world
- Evaluate interpretations of the Reformation in Europe and Britain

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

As this unit is being taught at QTC at foundation level (300/500 level), there are no prerequisite requirements. Normally within the ACT this unit is taught at 400/600 level and the prerequisite requirement is completion of one standard unit (4cps) of foundation-level CH. Students who have completed this unit at 400 or 600 level at another ACT college cannot also gain credit for it at 300/500 level at QTC.

How this unit is organised & what we expect of you

CH424/624 is taught as a weekly unit across a full Semester. This unit will involve 3 hours per week of contact time, involving lectures, class discussion time, and examination of primary sources from the period of the Reformation.

This unit is worth 4 credit points towards your degree. A 4 cp unit is considered to require an average total time commitment of 8 - 9 hours per week. 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 CH324/524.

Students are required to attend all lectures, complete any set pre reading and complete any assessment tasks by the relevant due date.

Teaching staff

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Unit timetable: topics & teaching & learning activities

	LECTURE TOPIC	READINGS
WEEK 1	<ol style="list-style-type: none"> 1. Getting Started With the Reformation 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. CH Resources (Annette McGrath, Librarian) 	<p>Lindberg Ch 2</p> <p>Bagchi & Steinmetz, Ch 1 (Chapter by Janz)</p>
WEEK 3	<ol style="list-style-type: none"> 1. Renaissance Humanism / Social & Economic Background to the Reformation 2. Introducing Martin Luther 3. Reading Luther (see Luther docs on Moodle) 	<p>Lindberg Ch 2</p> <p>Lindberg Ch 3</p>
WEEK 4 FRIDAY 14TH AUG	<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 3. Calvin's Writings 	<p>Lindberg Ch 10</p> <p>McKim, CC to Calvin, Ch 3</p>
WEEK 7	<ol style="list-style-type: none"> 1. Calvin's Theology 2. Reformation in England - Background 3. Reformation in England Phase 1: Henry VIII 	<p>Bagchi & Steinmetz, Ch 10</p> <p>Lindberg Ch 13</p>
WEEK 8	<ol style="list-style-type: none"> 1. Reformation in England Phase 2: Edward & Mary 2. Reformation in England, Phase 3: Elizabeth I 3. Elizabethan Anglicanism 	<p>Lindberg Ch 13</p>
MISSION WEEK & HOLIDAYS	No Classes	

THE REFORMATION IN EUROPE AND BRITAIN

WEEK 9	1. Cranmer's Work 2. England 1600-1660	Bagchi & Steinmentz, Ch 12 (Brooks' Chapter)
WEEK 10	1. Scotland: Background & Beginnings 2. Scotland Reformed 3. France	Lindberg Ch 13 Lindberg Ch 11
WEEK 11	1. Catholic Reformation 1 2. Catholic Reformation 2 3. The Netherlands	Lindberg Ch 14 Bagchi & Steinmetz Ch 17 (Chapter by Steinmetz) Lindberg Ch 12
WEEK 12	1. Lutheranism After Luther 2. Calvinism after Calvin 3. Later Reformed Theology	McKim, CC to Luther, Ch 14 (Hillerbrand's chapter) McKim, CC to Calvin, Ch 13 (Trueman's Chapter)
WEEK 13	1. Who is Where? – The Wash-Up Part 1 2. Who is Where? – The Wash-Up Part 2	

Note that some of the above readings match very closely to the lecture topics, others are designed to extend your thinking on related topics, and others are just good things to read at this particular stage of the unit.

As well as the readings from the textbook for the unit (Lindberg's *The European Reformations*), I've also listed a number from other introductory works, most notably the *Cambridge Companion to Reformation Theology* (eds Bagchi & Steinmentz). I'm not expecting that you buy this or other works, partly because buying Lindberg plus Calvin's Institutes will cost you enough, and partly also because the above are suggested readings only for those who want to learn more or bed down their understanding in certain areas – you are not expected to read them ahead of class, and in practice most of you won't, if you're anything like previous students!

CH324 Assessment

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 Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, 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.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. 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
Essay 1: 2,000 words 40% of final grade	According to John Calvin, how can human beings know God in a fallen world, and what alternative answers to this question does Calvin regard as problems in his context in the 16th Century? Discuss with reference to his <i>Institutes of the Christian Religion</i> , Book 1, Chapters 1-14.
Take-Home Exam: 2,500 words 60% of final grade	Students will answer three compulsory set questions, with each answer to be approximately 800-850 words in length. i.e. 2500 words in total.

CH524 Assessment

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 Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, 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.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. 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
Essay 1: 2,500 words 40% of final grade	How did Calvin regard his views on the way in which we receive the grace of Christ as differing from those of the Papacy? Discuss with reference to his <i>Institutes of the Christian Religion</i> , Book III. Your essay should focus on Chapters 1-5, 11, 14, 16-18 within Book III.
Take-Home Exam: 3,200 words 60% of final grade	Students will answer four compulsory set questions, with each answer to be approximately 800 words in length, i.e. 3200 words in total.

Guide to Assessments:

Regarding the first assessment, on Calvin's *Institutes*, your focus should very much be on what Calvin writes, rather than on what scholars have written more recently about the *Institutes*. The main aim of the exercise is to encourage you to read and understand a major theologian of the Reformation period on an important theological topic. It is therefore not expected that you will consult a large number of resources beyond the *Institutes*, however, it would be wise to at least look at what some scholars have said about Calvin's *Institutes* to make sure that you are on the right track in your reading of him.

You will be marked primarily on how well you have understood and analyzed Calvin's work. For a high mark (D or HD), you will also need to have engaged well with a small number of other scholars, but your primary focus should be on Calvin.

Your essay should show that you have accurately understood Calvin's thinking on the matter referred to in the question, and that you have followed the logic of his argument. You should take care to make sure that within the part of Calvin's *Institutes* referred to by the question, you focus on what the question asks you to write about (in the same sections, Calvin also writes about some other things, and goes up some side tracks here and there: you need to avoid becoming preoccupied with these matters which don't relate directly to the question). The relevant selections from Calvin are not brief, and so you will need to work out which sections of his work that the question refers to are most relevant to your answer, and in your essay give the greatest amount of time to these.

You should show some awareness of the historical context in which Calvin is writing about the matters he addresses. However this should not dominate your essay and you should not write heaps about this, but instead focus on what Calvin actually says and how he argues his point in relation to the question set.

Students should note that reading Calvin, especially for the first time, while take some time, especially the selections set for the CH524 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 to 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, 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 briefly summarize 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 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 if you wish a small number of other resources (which do not need to be specialist scholarly works: reference-level and textbook-level works are fine). If you do use resources beyond the lectures and the textbook very 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.

Learning resources

Textbooks:

Lindberg, C. *The European Reformations*, 2nd edition. Oxford: Blackwell, 2009.

Calvin, J. *Institutes of the Christian Religion* (trans. F.L. Battles, ed. J.T. McNeill). Louisville, Ky.: Westminster John Knox Press, 1960.

A key reference text to access in all of your Church History units is the *Oxford Dictionary of the Christian Church*, edited by Cross & Livingstone (3rd edition: 1997). This 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*, 2nd edition. Oxford University Press, 2012.

Heinze, R. W. *Reform & Conflict*. Vol. 4 in the Monarch History of the Church. Oxford & Grand Rapids: Monarch / Lion, 2006.

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

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

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

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

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*. 3rd edition. Oxford: Blackwell, 1999.

Ozment, S. *Reformation Europe*. New Haven: Yale University Press, 1981.

Payton, J. R. *Getting the Reformation Wrong: Correcting Some Misunderstandings*. Downer's Grove, Il.: IVP, 2010.

2. Medieval Background

Frank, I. W. *A History of the Mediaeval Church*. English edition. London: SCM, 1995.

Ozment, S. *The Age of Reform, 1250-1550*. New Haven: Yale University Press, 1981.

Lambert, M. *Medieval Heresy: Popular Movements from the Gregorian Reform to the Reformation*. 3rd edition. Oxford: Wiley-Blackwell, 2002.

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

See also: the *Digital Library of the Catholic Reformation*, available through QTC Library.

3. Luther

Luther, M. *Basic Theological Writings*. ed. T. F. Lull. Minneapolis: Augsburg Fortress, 1989.

Luther, M. *Selections from His Writings*. ed. Dillenberger. New York: Random House, 1961.

Luther, M. *The Bondage of the Will*. trans. J. I. Packer & O. R. Johnston. Peabody, Mass.: Hendrickson, 2008.

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: Yale University Press, 1989.

Steinmetz, D. C. *Luther in Context*. 2nd ed. Grand Rapids: Baker, 2002.

4. English Reformation, Cranmer

Ayris, P. and D. Selwyn. *Thomas Cranmer: Churchman & Scholar*. Woodbridge: Boydell, 1999.

Dickens, A.G. *The English Reformation* 2nd ed. University Park, Pa.: Pennsylvania State University Press, 1989.

Haigh, C. *English Reformations: Religion, Politics & Society under the Tudors*. Oxford: Oxford University Press, 1993.

MacCulloch, D. *The Later Reformation in England, 1547-1603*. 2nd ed. London: Palgrave MacMillan, 2001.

MacCulloch, D. *Thomas Cranmer*. New Haven: Yale University Press, 1996.

MacCulloch, D. *Tudor Church Militant: Edward VI & the Protestant Reformation*. London: Penguin, 1999.

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*. 2nd ed. London & New York: Hambledon Continuum, 2003.

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

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

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

6. Zwingli & Bullinger

Bromiley, G. W. ed. *Zwingli & Bullinger: Selected Translations with Introductions & Notes*, Library of Christian Classics. 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: 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

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

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

Selderhuis, H. J. ed. *The Calvin Handbook*. English edition. Grand Rapids: Eerdmans, 2009.

8. Bucer, Bullinger, Melancthon & Knox

Bromiley, G. W., ed. *Zwingli & Bullinger: Selected Translations with Introductions & Notes*. Library of Christian Classics. Louisville, Ky.: Westminster John Knox, 1953.

Gordon, B. & E. Campi, eds. *Architect of Reformation: An Introduction to Heinrich Bullinger*. Grand Rapids: 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*, Wipf & Stock, 2009.

Maag, K. *Melancthon in Europe: His Work & Influence Beyond Wittenberg*. Grand Rapids & Carlisle: Baker & 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. *Melancthon & 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: Yale University Press, 2002.

10. The Radical Reformation / Anabaptists

Estep, W. R. *The Anabaptist Story*. Grand Rapids: Eerdmans Publishing Company, Mich.: 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. The Library of Christian Classics*. Philadelphia, Pa.: Westminster, 1957.

Williams, G. H. *The Radical Reformation*. 3rd edition. Ann Arbor, Mich.: 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. & Pavel, H. 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, Ind.: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.

See also: the *Digital Library of the Catholic Reformation*, available though QTC Library.

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