Master of Divinity and Related Programs

CH624D
The Reformation in Europe and Britain

Semester 1, 2017

Malyon College
is an approved institution of the
Australian College of Theology

CH624D is offered by Malyon College as part of the Master of Divinity and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
(1) the Anglican Primate of Australian and the Dean of the ACT,
(2) the principals of 10 Anglican Theological Colleges,
(3) 21 persons elected by the House of Bishops of the General Synod,
(4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
(5) 5 graduates holding an ACT research degree,
(6) 5 graduates holding any other degree of the ACT.

CH624D The Reformation in Europe and Britain
**UNIT DETAILS**

**Unit Description**

CH624D The Reformation in Europe and Britain is an advanced elective Christian Thought unit. As the unit title suggests, it provides an overview of the main developments in the reforming movements which took place in the Christian church in the sixteenth century in Europe and Britain.

At Malyon, CH624D is paired with CH505/D Early Church History (30-451) to enable MDiv students to complete the two units of church history required for this degree.

**Credit Points**

This unit is valued at 4 credit points.

**Co- and Pre-Requisites**

4 credit points chosen from CH501-CH505.

**Exclusions**

This unit cannot be completed for credit purposes if the student has already received credit for the following unit/s:

CH621 The Continental Reformation

**Unit Content**

The unit is made up of the following sections and sub-sections:

**Section A: The Reformation in its Historical Contexts**

The study of at least five of the following topics:

1. The Medieval and Renaissance background
2. Martin Luther and the German Reformation
3. Huldrych Zwingli; the Anabaptists
4. John Calvin and the Reformation in Geneva
5. The English Church under Henry VIII, Edward VI and Mary I
6. The Elizabethan Settlement: Cranmer, Puritanism; Hooker
7. The Catholic Reformation: Council of Trent and the Jesuits
8. The Reformation in Scotland

**Section B: The Reformation – Primary Sources**

The study and analysis of a selection of texts, chosen from the following:

- Luther, *Three Treatises of 1520*
- Zwingli, *Of the Clarity and Certainty of the Word of God*
- Hubmaier, *On Free Will*
Calvin, *Ecclesiastical Ordinances* and *Institutes* (Book IV, chapters 8-12)
Elton, *The Tudor Constitution* (document numbers 174-185; 190-209)

### Unit Outcomes

On completion of this unit, students will:

**Knowledge and Understanding**

Know and understand:

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

**Skills**

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

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

**Application**

Be in a position to:

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

**Workload Requirement**

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
   a. Lectures – 3 hours per week;
   b. Preparation and revision – 2 hours per week;
   c. Assignments – 5 hours per week.
2. Distance students:
   a. Home study; including forums and revisions – 5 hours per week;
   b. Assignments – 5 hours per week.
Learning Guides

You should access the Learning Guides on the unit Moodle page for guidance through your studies for the semester.

Assessment Requirements

You will need to complete the following assessment requirements:

1. 2400 word Document Analysis on ONE document or set of documents from Section B of the unit content (see pages 3-4 above) (40%);
2. 3600 word Major Essay on a theme from Section A of the unit content (see page 3 above) (60%).
3. Weekly forum posts (compulsory for online/distance students; no mark value).

Contact students will be expected to attend all lectures; while the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.

Required Resources

In order to complete the unit, the student will be required to have access to the following resources:


AND


Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

Lecture Schedule

On the next page is the schedule for contact students, but I am also making it available to you as an online student for your information. Contact class is on Thursday afternoons, hence the dates on the schedule (you are welcome to join us as you are able). Of course, you may choose ANY ONE document (or set of documents in the case of the Reformation in England) for your document analysis; contact students present these document analyses as class seminars.

The Luther DVD in Week 2 is “Martin Luther” in the Empires series (Martin Luther is played by Timothy West, and Liam Neeson is the narrator). Watch it if you can – it’s a really good documentary. I bought my copy from the ABC shop.
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<td>German Protestantism Established</td>
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<td>Calvin</td>
<td>Calvin</td>
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<td>4 May</td>
<td>Calvin</td>
<td>Calvin</td>
<td>Seminar: Calvin, “Ecclesiastical Ordinances”</td>
<td>Module 10: Calvin and the Reformation in French-Speaking Switzerland (2)</td>
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<td>Seminar: Calvin, “Institutes”, selection from Book IV</td>
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<td>12</td>
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<td>Seminar: Elton, “Royal Supremacy”</td>
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CH624D The Reformation in Europe and Britain
UNIT LECTURER

The unit CH624D The Reformation in Europe and Britain is taught by Rev Dr D L Morcom. My first name is Donald, but everyone calls me by my initial “D”; I hope you will feel free to do the same.

I was born in Brisbane but spent most of my childhood and youth and much of my adulthood in South Africa, where my parents served as missionaries. I have been a passionate Christ-follower for as long as I can remember. My professional background was in the printing industry and in Christian publishing. I studied at the Baptist Theological College of Southern Africa (LThHons) and at the University of South Africa (BA). After serving as pastor of two Baptist churches in the Johannesburg area, I studied at the Southern Baptist Theological Seminary in Louisville, Kentucky in the United States (MDiv, PhD). I was then appointed lecturer and later Principal of the Baptist Theological College in Johannesburg, where I taught for thirteen and a half years. I returned to Australia with my family at the beginning of 2002. After three years of pastoral ministry I was appointed to Malyon College at the beginning of 2005, where I presently serve as lecturer.

I am married to Jackie, and we have three adult children (Michelle, Bryan and Joanne), four grandchildren (so far!) and an energetic golden Labrador.

Contact details:
Office number  (07) 3354 5656
E-mail  d.morcom@malyon.edu.au
UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The College requirements for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current Assignment Style and Writing Guides are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The due date is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. With respect to length, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the List of References, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:

6. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.

7. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

8. The failure to adhere to the stipulated assessment format requirements will be penalized as follows:
   a. Body of assignment:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
Grade Criteria

Graduate Diploma and Master’s students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

Pass

✓ Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
✓ Evidences a grasp of the foundational features of the discipline.
✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Credit

✓ Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
✓ Evidences a sound grasp of the foundational features of the discipline.
✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

Distinction

✓ Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

High Distinction

✓ Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.
**ASSESSMENT REQUIREMENTS**

**Requirement 1: Document Analysis (2400 words; 40%)**

Write a document study of approximately 2400 words on **ONE** primary source document or set of documents (listed below) from the Reformation period. Your essay must also demonstrate application of the insights gained to current issues in ministry and the contemporary world. All of the documents are posted on the Moodle page for this unit.


- “The Royal Supremacy” (documents 174 – 185)
- OR “Settlement of Religion” (documents 190 – 196)
- OR “The Catholic Threat” (documents 197 – 201)
- OR “The Puritan Movement” (documents 202 – 209)

**NOTE:**

For additional guidance on completing this requirement, please see “How To Write a Document Analysis” (posted on the CH624D Moodle page). Note too that the shorter documents are not necessarily “easier”.

[Continued on the next page]
The **key assessment criteria** for this requirement are as follows:

1. The **focus** is on the text of document itself.
2. The document is properly named, referenced and set in context.
3. The main themes and argument of the document are empathetically reported and understood, analysed and critiqued; unfamiliar ideas and concepts are explained.
4. The entire document receives even coverage.
5. The document analysis is structured in a logical and orderly manner, and reaches appropriately substantiated conclusions.
6. Application: the student derives appropriate lessons from the content of the assigned document and applies these lessons to contemporary ministry.
7. The list of references is indicative of appropriate research.
8. Requirements for the writing of assignments have been adhered to.

**Length:** 2400 words

**References:** The assigned primary source document is the foundational text; other primary sources by contemporaries as they have a bearing on understanding the assigned document; at least FIVE secondary sources to provide the necessary context

**Due:** Friday 7 April 2017 by electronic submission on Moodle

**Mark allocation:** 40%
**Requirement 2: Major Essay (3600 words; 60%)**

Write an essay of approximately 3600 words on any **ONE** of the following themes. Essays must conform to College regulations regarding form, style and documentation. **Adequate attention to primary reformation sources is essential**: essays that do not comply with this criterion will be rejected as unsatisfactory. Your essay must also demonstrate application of the insights gained to current issues in ministry and the contemporary world.

1. Explain, in historical context, the contribution made by the reformers to the understanding of the doctrine of justification by faith alone (*sola fide*). In what ways, if any, was the reformation understanding of justification by faith alone different from the late medieval Roman Catholic understanding?

2. The role of Scripture in the reformation was so important that one of the enduring slogans of the reformation is *sola scriptura*, “by Scripture alone”. Explain the reformers’ understanding of the nature and role of Scripture against the backdrop of late medieval understandings of Scripture and tradition.

3. How was the Lord’s Supper (eucharist) variously understood in the sixteenth century? Explain in detail the theological foundations and implications of these divergent understandings.

4. According to some scholars, the main difference between the radical reformers (“Anabaptists”) and their “mainline” counterparts lay in their respective understandings of the doctrine of the church. Compare and contrast these divergent reformation approaches to ecclesiology.


6. “The Anglican Church did not follow any single Continental model, but the two men who exercised the greatest influence, partly through Cranmer and partly direct to other Englishmen, were Heinrich Bullinger and Martin Bucer” (David Loades, *Revolution in Religion: The English Reformation 1530-1570*, p 71). What was the nature of this influence, and why did they have such a powerful impact on developments within the Church of England?

7. Can the agenda of Elizabeth for the Church of England legitimately be described as a *via media* (“middle way”) or “way of comprehension”? How successful was Elizabeth in achieving her goals in this regard?

8. Is it appropriate to refer to developments in the sixteenth-century Roman Catholic Church as the “Counter-Reformation”? Substantiate your answer fully.

9. Critically evaluate the legacy of Ignatius Loyola as a reformer of the church.

The **key assessment criteria** for this requirement are as follows:

1. **Primary sources**: relevant primary sources are selected, identified, analysed and quoted as appropriate.

2. There is clear evidence of the foundational features of church history as a discipline.

3. There is clear evidence of the ability to understand the argument of, report empathetically on and critically evaluate both primary and secondary sources.
4. Topic: the student understands what is required, identifies critical issues and remains focused on the topic.
5. Argument: the student formulates an appropriate hypothesis, structures and argues the essay in a logical manner and organises the material accordingly, and reaches well-substantiated conclusions.
6. Application: the student draws appropriate lessons from the substance of the essay and applies these lessons to contemporary ministry.
7. The list of references is indicative of appropriate research.
8. Requirements for the writing of assignments have been adhered to.

   **Length:** 3600 words
   **References:** If available, no fewer than FIVE primary sources; at least EIGHT secondary sources
   **Due:** Friday 26 May 2017 by electronic submission on Moodle
   **Mark allocation:** 60%
Requirement 3: Weekly Online Forum Posts (compulsory; no mark value)

At the end of each Module Learning Guide, all thirteen of them, you will find a reflection topic or a question which is related to some aspect of the material in that Learning Guide. For each of these, please post on the Moodle forum for each module a brief but meaningful response not later than the Monday of the following week. (So, for example, your forum posting for Module 1, which commences on Monday 13 February 2017, is due not later than Monday 20 February 2017, and so on). For distance/online students these forum posts are a compulsory component of the unit (even though they attract no mark value), and are intended to make up in some way for the fact that you do not have the benefit of the classroom experience.

There is no formal word length for these forum postings; by “brief” I mean a paragraph or two, and by “meaningful” I mean that I want to see evidence that you have given at least some serious thought to the issues raised. Ideally, your response will contain a personal element: for example, how is the topic or question relevant to your own personal faith development, what new understanding have you gained, or how might you apply what you have learned to your present situation (ministry or otherwise)? No formal “research” is required beyond a considered engagement with the material contained in each Module; similarly no List of References or technical formatting is required. I do hope that you’ll also interact with the contributions made by other students.

**Length:** “Brief” as defined above

**References:** None required

**Due:** A forum posting not later than the Monday of the week following each Module

**Mark allocation:** None (but a compulsory component)
### Developing Christians of Influence

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”
(Jeremiah 3:15)

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<th>1. A major thrust of this unit</th>
<th>2. A contribution that this unit should make</th>
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### Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’

- a. grows a deepening relationship with Jesus
- b. is secure in God’s call with a desire and ability to learn and grow
- c. is self-aware and maintains self-care
- d. seeks and builds healthy relationships
- e. is committed to living with integrity and prayerful dependence on God

### Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’

- a. knows and trusts the Bible
- b. understands the context of diverse theological ideas
- c. forms a personal theology which is both biblical and thoughtful
- d. reflects theologically and applies the Bible to real life
- e. is committed to helping others know God’s grace and truth and live God’s way

### Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’

- a. is able to have a godly influence over others
- b. possesses skills needed for chosen ministry path
- c. understands cultures and contexts and is able to minister in a range of contexts
- d. is able to work with and lead a team
- e. is committed to serving, evangelising and mentoring others

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
**Further Thoughts on Church History and Malyon’s Graduate Attributes**

**Personal Maturity**

If you want to become a person of influence, one of the most important things you can do is to cultivate relationships with influential people. But often this isn’t possible – influential leaders are busy people whose time is in great demand. Even if they were willing to do some mentoring, most of us would find ourselves a long, long way down their list of priorities. Reformation church history gives us the opportunity to meet at first hand some of the most influential Christian leaders who ever lived. Who cares if they just happen to be dead? They’ll still act as a mirror and guide for you if you let them. Your engagement with these people – letting their good qualities rub off on you and learning from their mistakes – will give you one of the best opportunities you will ever have to cultivate your personal and spiritual maturity.

**Theological Maturity**

One of the main objectives in studying reformation church history is to observe theology in action – most of the reformers believed that their critique of existing conditions in the church and its practices was at heart a biblical and theological critique, and that this critique had profound ramifications for practice and devotion as well. A first-hand encounter with the reformers will draw you into the great theological conversation and help you to ask more of the right questions. There are important lessons to be learned about the practical application of theology by observing the reformers in their struggle to work out the implications of their theological convictions in their concrete context.

**Ministry Maturity**

It’s hard to imagine a more challenging ministry context than the world of the late middle ages, nor a more thorough attempt to grapple with the realities of that context than the one made by the reformers. There is thus a tremendous amount to be learned about ministry – positively, and sometimes negatively – from the example of the reformers. Their recovery of the heart of the gospel, and their emphasis on getting the church’s ministry back on track by means of their critique of the late medieval church and their proposals for a more biblical approach, has much to teach anyone who aspires to minister in the twenty-first century.
RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

**Primary Sources**

**A. Primary Sources Relating Directly to the Document Study (Section B of the unit)**


**B. Primary Sources for General Study of the Reformation Movements**

Baillie, John, John T McNeill and Henry P van Dusen (eds). 1953 -. Library of Christian Classics. Philadelphia: Westminster Press. The following volumes: *Luther: Lectures on Romans; Luther: Early Theological Works; Luther and Erasmus: Free Will and Salvation; Luther: Letters of Spiritual Counsel; Melanchthon and Bucer; Calvin: Theological Treatises; Calvin: Commentaries; Calvin: Institutes of the Christian Religion (2 vols); Zwingli and Bullinger; Spiritual and Anabaptist Writers*.


**General Works on the Reformation**

A grasp of pertinent geography is extremely useful when seeking to understand historical developments. The following work is recommended for church history:


For general reference on the reformation, the following can hardly be bettered:


There is an enormous amount of secondary literature available on the reformation movements. Out of this vast literature, the following general works may be mentioned as being representative and helpful:


### Luther and the Reformation in Germany


### Zwingli and the Reformation in German-Speaking Switzerland


### The Radical Reformation


### Calvin and the Reformation in French-Speaking Switzerland


### The Reformation in Britain


**The Catholic Reformation and Counter-Reformation**

**ACT POLICIES AND PROCEDURES**

**Key Policies**

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

**Accessing Documents**

These and other policy documents are publically available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.*