



HIST*3750 The Reformation

Fall 2026

Section 01

Department of History

Credit Weight: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the **Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit**. We recognize the significance of the **Dish with One Spoon Covenant** to this land and offer respect to our **Anishinaabe, Haudenosaunee and Métis** neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and **acknowledging them reminds us of our important connection to this land** where we work and learn.

1 Course Details

1.1 Calendar Description

The changes in religious, social and cultural life in 16th-century Europe and in an expanding European world will be discussed. This course will examine the impact of humanism, the developments in urban culture known as the Renaissance, the reform movements in central and western Europe, the Catholic response, and the resulting dismantling and even disintegration of the medieval social order.

Pre-Requisites: 7.50 credits including HIST*1010

1.2 Course Description

Students in HIST*3750 analyze upheaval in Christian religious and social organization from 1400 to 1600. Topics include "Traditional Christianity" and popular religion, the challenges of early modern life, including response to pandemics, Luther's reforms, the theological and political challenges of early Reformation, Calvin's Church in Geneva, Scotland and the Low Countries, the "Radical Reformation" of the Mennonites, Hutterites and others, reform in the Northern and Northwestern Kingdoms of Europe as well as the Catholic world, including missions beyond Europe, and

transformations in early modern social, political and gender relations. We ask: how did churn in religious practice change individuals and communities, and, to what extent are these effects apparent in modernity?

1.3 Timetable

[REDACTED]

1.4 Final Exam

A Final Exam will take place in December's Exam period. Part of the exam involves essay topics that are released in advance.

2 Instructional Support

2.1 Instructional Support Team

Instructor: [REDACTED]

Office Hours: Wednesday 3:40-4:45 p.m. or by arrangement. MS Teams or phone meetings possible.

3 Learning Resources

3.1 Required Resources

Michael William Bruening, ed. [A Reformation Sourcebook. Documents from an Age of Debate.](#) Toronto: University of Toronto Press, 2017 (Document resource, avail from **Omni** as digital text).

Euan Cameron, *The European Reformation*, 2nd ed. Oxford: OUP, 2012. (Textbook and E-book))

3.2 Cost of Textbooks and Learning Resources

Textbook	Required / Recommended	Cost
Cameron, <i>The European Reformation</i>	Required	\$75.25 (paper copy) e-book (no cost)
Breuning, <i>Reformation Sourcebook</i>	Required	e-book (no cost)

3.3 Additional Resources

Other assigned digitized documents and articles are linked to syllabus, website and/or HIST*3750 Course Reserve. (Readings)

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. demonstrate perspective on religious change in the early modern West and show familiarity with the historiography of the Reformation
2. articulate key concepts in Reformation history, including "church", "confession", penitential cycle, Augustinianism, civic reformation, lay empowerment, Christian welfare models, mission.
3. Demonstrate increased research, writing and debate capacities through execution of course assignments, including class activity, Question sets (2) and Document Precis essay as well as a written Final Exam.
4. address stereotypes and contemporary ignorance of historical forms, and address stereotypes and prejudices of the past with empathetic understanding of: thinking about God; role of religion in structure of emotions and interpersonal relations; and social and governmental action, shaped by religious impulse or not, in the early modern world.

5 Teaching and Learning Activities

5.1 Lecture

14 and 16 September

Topics:

1500 CE: what was going on 526 years ago? Traditional Christianity and the currents of change and reform.

References:

Cameron, *European Reformation*, Introduction, Ch. 1 – 4 Inclusive (pp. 1-69)

*John Bossy, *Christianity in the West* (Oxford, 1985): 14-34

Martin Luther on *Whether One May Flee a Deadly Plague* (1527).

("*" indicates link to HIST3750 Courselink and/or to Library Reserve)

21 and 23 September

Topics: Crisis in Late Medieval World.

References:

Cameron, *European Reformation*, Ch 6 (pp. 84-100)

Breuning, *Reformation Sourcebook* Section I “Late Medieval Background to the Reformation” Docs I, 3 and 4.

*Bossy, *Christianity in the West*: 35-42

*The Seven Sacraments (doctrinal documents c.1439)

28 and 30 September

Topics: Late Medieval Heretics and other Dissidents

References:

Cameron, *European Reformation* Ch. 5 (pp. 75-83)

Breuning, *Reformation Sourcebook* Section I doc II

Friday 2 October 11:00 p.m. Question Set #1 due (to Dropbox in Courselink)

5 and 7 October

Topics: Emergent Martin Luther: the Ninety-Five Thesis and genesis of Reform

References: Cameron, *European Reformation* Ch. 7-9 inclusive (pp. 101-137)

Breuning, *Reformation Sourcebook* Section II docs VI-VIII

Luther, Ninety-five Theses: digitally distributed.

14 October (12-13 October Thanksgiving/Fall Reading Break)

Topic: Luther’s Movement and its Allies

References:

Cameron Ch. 10-13 inclusive (pp. 138-200)

*Martin Luther, “Twenty-Seven Articles for Reform,” *Address to the Nobility of the German Nation*, 1520.

19 and 21 October

Topic: Reformation in the City

References:

Cameron, *European Reformation* Ch. 14 and 15 (pp. 201-270)

Breuning, *Reformation Sourcebook* Section IV Docs XIII and XIV; Section XVII-X

26 and 28 October

Topics: Reformation in the Northern Kingdoms

References:

Cameron *European Reformation* Ch. 16 and 17 (pp. 271-319)

Breuning, *Reformation Sourcebook* docs XXI-XXIV

2 and 4 November

Topic: Radical Reformations

References:

Cameron, *European Reformation* Ch. 18 (pp. 325-345)

Breuning, *Reformation Sourcebook* Doc XV

*The Schleithem Confession <http://www.anabaptists.org/history/the-schleithem-confession.html>

9 and 11 November (11 November is Remembrance Day)

Topics: Confessionalization and Religious War

References:

Cameron, *European Reformation*, Ch. 19 and 20 (pp. 346-401)

Breuning, *Reformation Sourcebook* Docs XXVIII-XXX

*Natalie Zemon Davis, "The Rites of Violence: Religious Riot in Sixteenth-Century France", *Past & Present*, No. 59 (May 1973), pp. 51-91 - linked to Hist*3750 Course Reserve.

16 and 18 November

Topic: Catholic Reformation

Breuning, *Reformation Sourcebook* Docs XXV-XXVII

References: John Bossy, "The Counter-Reformation and the People of Catholic Europe", *Past & Present*, No. 47 (May 1970), pp. 51-70

*Ignatius Loyola, "To Have the True Sentiment which we ought to have in the Church."

<http://www.ccel.org/ccel/ignatius/exercises.xix.v.html>

23 and 25 November

Topic: Culture Reformed? Transformation of Society through religious change.

References: Cameron, *European Reformation* Ch. 21 (pp. 402-435)

Breuning, *Reformation Sourcebook* Docs XXXI-XXXV

Alec Ryrie, *Being Protestant in Early Modern Britain*. Oxford: OUP, 2013, Chs. 15 and 16 (on "Meaning of Life", and "Stages of Life"). Must be logged on to UG library.

30 November, 2 and 4 December

Topic: Long-term change: education; the arts; the family; the food, etc.

References: Cameron, *European Reformation*, Ch. 22 (pp. 436-44)

Breuning, *Reformation Sourcebook* docs XXXVI-XL

5.2 Method of Presentation

Typical Weekly organization:

Monday class: lecture and discussion

Wednesday class: document investigation activity based on Breuning, *Reformation Sourcebook* units (student-led) and discussion; lecture.

6 Assessments

6.1 Assessment Details

Wednesday document exploration organized by student panels: seminar leadership or game-like activity based on Breuning, *Reformation Sources* units (10% of course grade). 10

Wednesdays beginning 23 September.

Student sign-up in the **Courselink Groups** tab begins Friday 18 September; **class members who have not signed up by Monday 21 September will be automatically assigned a date to present.**

For crossword construction, Instructor recommends the web application <https://crosswordlabs.com/>. Other activities could include debate, Kahoots, Jeopardy-kinds of activity, etc.

Professor will provide a model of this exercise at our class Wednesday 16 September based on the Luther 1527 reading "On whether one may flee a Deadly Plague".

Prof is happy to collaborate and review on this assignment.

Class engagement (10%)

Date: Starts 9 September; concludes 4 December

The student earns this grade through regular engagement in HIST*3750 F26 through in-class involvement including discussion, answering questions, contributing insights, listening well and paying attention.

Question set #1 (16%)

Date: Friday 2 October 11:00 PM, Courselink Dropbox

Please consult instructions & writing guide which accompany the Question Set

Question set #2 (16%)

Date: Thursday 29 October 11:00 PM, Courselink Dropbox

Please see instructions & writing guide distributed with the Question Set.

Document Precis based on Section chosen from *Reformation Sourcebook* (16%)

Date: Friday 20 November

Please consult instructions for this assignment on Courselink.

The individual precis provides opportunity for critical engagement with a group of primary sources as they appear in the *Reformation Sourcebook*. The precis analyzes, compares and interprets a body of texts, demonstrating the student's historical thinking and precision in presentation. 1500 words including bibliography . Guide to Assignment will be distributed.

HIST*3750 employs the [Chicago format](#) for documentation.

December 2026: Final Exam (32%); t.b.a.

7 Course Statements

7.1 HIST*3750 Fall 2026 policy on late assignments:

Writing Assignments uploaded CourseLink Dropbox after 11:00 p.m. on due date will be considered late if not accompanied by the grant of academic consideration. Late assignments will be penalized at a rate of 2% per day, or 10% per week. Students who are unable to attend a given class but would like to demonstrate their understanding of the assigned historical documents are encouraged to submit a brief written summary of their views of the primary readings, no later than one week after the missed class (as many as three such summaries will be considered in the “Class Engagement” grade calculation). In the event of prolonged absence or other situations requiring academic consideration, please consult the B.A. Counselor.

7.2 Turnitin

HIST*3750 Fall 2026 uses Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in academic writing. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin.com is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

7.3 HIST*3750 Fall 2026 Generative Artificial Intelligence policy

HIST*3750 F26 notes the pervasiveness of Generative AI at the University of Guelph as in the larger world. Our policy is to provide guidelines to source identification and Artificial Intelligence composition in HIST*3750 writing assignments. First, all cited material must conform to [Chicago Guide Traditional Humanities](#) format. Such citation practice requires **precise page numbers of all sources that the student employs in the writing project**. The Professor will check one or more of the citations in all submitted assignments; submitted assignments which lack precise and accurate page numbers for citations will be returned to the student for revision. Second, the *Precis on Selected Primary Sources* due 20 November 2026 will **contain a precise and limited thesis as well as precise reference of the documents**.

The following table is an appendix of **the American Historical Association’s Ad Hoc Committee on Generative AI in History Education Report**, published by the AHA in July 2025 and presented here with permission.

The table assesses GAI’s academic acceptability by Academic History Task. The AHA suggests that this chart may spur discussion on how HIST*3750 students approach AI in their own academic work.

The table assesses GAI's academic acceptability by Academic History Task.

Task	Could this be acceptable use?	Under what conditions?
Ask generative AI to identify or summarize key points in an article before you read it	Yes	Acceptable without explicit citation
Use an AI chatbot as a writing partner to help generate and develop ideas	Yes	Acceptable, may require explicit citation depending on circumstances
Ask generative AI to produce a starter bibliography	Yes	Acceptable without explicit citation only if each reference is checked and additional databases and sources are mined
Ask generative AI to produce a historical image for a paper or presentation	Yes	Image should be clearly marked as AI generated and with explicit discussion as to how the image was created. Images should not be shared beyond the classroom
Ask generative AI to fix the structure or formatting of your footnotes	Yes	Acceptable without explicit citation
Ask generative AI to write an essay or chapter. Submit that essay or chapter as your own work	No	Never acceptable
Ask AI to sharpen the language of your essay/chapter, but not modify, add to, or replace the main points	Yes	Acceptable use without explicit citation only if changes suggested by AI are limited to grammar and syntax
Write an essay/chapter. Ask AI to add additional points	Yes	Acceptable with explicit citation only if fact-checked and adapted in your own words
Ask AI to summarize a book or article in your field. Use this as a starting point for critical engagement	Yes	Acceptable without explicit citation

Ask AI to summarize a book or article in your field. Reproduce that summary in your literature review without reading the book or article	No	Never acceptable, as there has been no engagement with the book or source itself
Use an AI generated summary of scholarship to critique another scholar's approach	No	Never acceptable, as AI frequently makes basic errors and there has been no engagement with the scholarship
Include a reference generated by AI in a footnote without checking the original	No	Never acceptable

8 Standard Statements for Undergraduate Courses

8.1 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is outlined in the Undergraduate Calendar.

8.2 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website.

8.3 Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations.

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses.

8.6 Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.7 Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness. If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. The Student Wellness team are here to help and welcome the opportunity to connect with you.

8.8 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

8.9 Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.10 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

8.11 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.