

## HIS 200. Gateway to History: Deviants in Medieval Europe



*Chroniques de Saint-Denis (Grandes Chroniques de France)*, illuminated by Jean Fouquet, Paris, Bibliothèque nationale de France, MS fr. 6465, fol. 236r.

TuTh 2:00-3:15 p.m.	Professor Laura A. Smoller
Rush Rhees 305	<a href="mailto:laura.smoller@rochester.edu">laura.smoller@rochester.edu</a>
Spring 2024	Office hours: M, 2-3; W, 11:30 a.m.-12:30, and by appointment Rush Rhees 369A

*History 200 is an introduction to historical practice: what professional historians actually do. This section focuses upon the concept of deviance in medieval European society, studying the process of identifying persons as “deviants” because of their religious beliefs, sexual preferences, alleged witchcraft, or presumed status as werewolves. Along the way, we will discuss the various ways in which historians have approached this topic and will engage with key primary sources. Readings will address the question of whether the persecution of “deviants” began only in the twelfth century as part of the process of centralizing power in church and state. We will consider the relationship between persecution and power, as we ponder why certain groups and individuals were singled out for persecution. And we will ask what Europeans really were afraid of when they labeled certain people as “deviant.”*

Date	Topic	Reading assignments
1/18	Introduction to the class	Gabriele, “Vikings, Crusaders, Confederates” (BB)
1/23	What is history?	Arnold, <i>History: A Very Short Introduction</i> , ch. 1-3; Stork, trans., confession of Bernard Benet of Montailou (BB). Recommended: Benjamin, <i>A Student’s Guide to History</i> , ch. 1
1/25	Introduction to medieval Europe (lecture)	Deane, <i>A History of Medieval Heresy and Inquisition</i> , introduction; <a href="#">Rael, “Predatory Reading”</a> (BB)
1/30	A persecuting society: R. I. Moore’s thesis, I <i>Skill: interpreting secondary sources</i>	<a href="#">Rael, “How to Read a Secondary Source”</a> (BB); Moore, <i>The Formation of a Persecuting Society</i> (2 <sup>nd</sup> ed.), both prefaces, introduction, ch. 1-2 Recommended: Benjamin, <i>Student’s Guide</i> , pp. 43-44, 67-69
2/1	A persecuting society: R. I. Moore’s thesis, II <i>Skill: interpreting secondary sources</i>	Moore, <i>Formation</i> , ch. 3-5
2/6	Moore’s examples of early heresy <i>Skill: analyzing historians’ use of primary sources as evidence</i>	<a href="#">Rael, “How to Read a Primary Source”</a> (BB); Wakefield and Evans, <i>Heresies of the High Middle Ages</i> , nos. 1 (Leutard and Vilgard), 3 (Heresy at Orléans), 11-12 (Henry of Le Mans=Henry of Lausanne) (all BB); <i>Ad abolendam</i> (BB); Arnold, <i>History</i> , ch. 4-5 Recommended: Benjamin, <i>Student’s Guide</i> , pp. 42-43, 69-72
2/8	The scholarly book review: reactions to Moore’s thesis <i>Skill: interpreting secondary sources</i>	Reviews of Moore’s <i>Formation</i> by Arnold, Given, Lerner, Murray, Peters, and Rubin (BB); Nirenberg, <i>Communities of Violence</i> , pp. 1-10 (BB); Moore, <i>Formation</i> , “Bibliographical Excursus: Debating the Persecuting Society” (N.B.: This section is found only in the second edition) Recommended: Benjamin, <i>Student’s Guide</i> , pp. 95-101
	<b>Book review due 2/12 at 11:59 p.m.</b>	
2/13	Looking at primary sources: medieval manuscripts. <i>Skill: analyzing primary sources</i>	Session with Anna Siebach-Larsen, head of the Robbins Library. <b>No reading or discussion assignment</b>
2/15	Testing Moore’s thesis: the Good Christians (“Cathars”), I <i>Skill: analyzing primary sources</i>	Deane, <i>History of Medieval Heresy</i> , ch. 1; Wakefield and Evans, <i>Heresies</i> , nos. 57b (“Catharist Rituals,” with introduction),

		59 (“Book of Two Principles,” only introduction and Part IV) (BB)
2/20	Testing Moore’s thesis: the Good Christians (“Cathars”), II <i>Skill: analyzing primary sources</i>	Pegg, “Historians and Inquisitors: Testimonies from the Early Inquisitions into Heretical Depravity” (BB); Biller, <i>Inquisitors and Heretics in Thirteenth-Century Languedoc</i> , depositions of Guillelma of Toulouse, Fabrissa of Limoux, and Philippa of Toulouse (BB)
2/22	Testing Moore’s thesis: the Poor of Lyon (“Waldensians”) <i>Skill: analyzing primary sources</i>	Deane, <i>History of Medieval Heresy</i> , ch. 2; Shahar, <i>Women in a Medieval Heretical Sect</i> , introduction and appendix (“Interrogations of Agnes and Huguette”) (BB)
2/27	Testing Moore’s thesis (or, Sometimes a heretic really is a heretic?): the Guglielmites <i>Skill: interpreting secondary sources</i>	Newman, “The Heretic Saint: Guglielma of Bohemia, Milan, and Brunate” (BB)
2/29	Understanding the records: inquisitors and inquisition (mock inquisition trial) <i>Skill: analyzing primary sources</i>  <b>Primary source list for final paper, potential question to be addressed, and justification for your selection due by 11:59 p.m. on 2/29</b>  <b>Make an appointment with either the professor, Lara Nicosia, or Robbins Library head Anna Siebach-Larsen to talk about searching for secondary sources in medieval history</b>	Deane, <i>History of Medieval Heresy</i> , ch. 3; Wakefield and Evans, <i>Heresies</i> , no. 55 (“Bernard Gui’s Description of Heresies,” pp. 373-404 only) <b>No discussion assignment due.</b>
3/5	Testing Moore’s thesis: the Boswell thesis, I <i>Skills: interpreting secondary sources; analyzing historians’ use of primary sources as evidence; historians and current social issues</i>	Boswell, <i>Christianity, Social Tolerance, and Homosexuality</i> , ch. 9-10; “Spurious Letter of Alexius Comnenus”; Hilary the Englishman, “Love Poems” (BB)
3/7	Testing Moore’s thesis: the Boswell thesis, II <i>Skills: interpreting secondary sources; historians and current social issues</i>	Elliott, <i>The Corrupter of Boys</i> , introduction and ch. 6 (BB)
3/9-3/17	<b>Spring break</b>	<b>Work on annotated bibliography</b>
3/19	Same-sex possibilities: evidence from trial records <i>Skills: interpreting secondary sources; analyzing historians’ use of primary sources as evidence</i>	Puff, “Female Sodomy” (including translated text in the Appendix) (BB); Arnold, <i>History</i> , ch. 7

3/21	Testing Moore's thesis: the Jews, I (Jews in Christian art) <i>Skills: interpreting secondary sources; using images as primary sources</i>	Lipton, "Unfeigned Witness: Jews, Matter, and Vision in Twelfth-Century Christian Art" (BB)
	<b>Annotated bibliography due by 11:59 p.m. on 3/24</b>	
3/26	Testing Moore's thesis: the Jews, II (host desecration charges) <i>Skills: interpreting secondary sources; using images as primary sources</i>	Rubin, <i>Gentile Tales</i> , introduction, ch. 3, and appendix (Rabbi Avigdor Kara, "All the Afflictions," lament on massacres in Prague, 1389) (BB); Jaume Serra, <i>Altarpiece of the Virgin</i> (BB)
3/28	Testing Moore's thesis: from heresy to witchcraft? <i>Skills: analyzing primary sources; interpreting secondary sources; mining an article for historiography</i>	Deane, <i>History of Medieval Heresy</i> , ch. 6 (pp. 169-89); Wakefield and Evans, <i>Heresies</i> , no. 55 ("Bernard Gui's Description of Heresies," pp. 444-45 only) (BB); Fründ "Report on Witchcraft in Valais," in Bailey, <i>Origins of the Witches' Sabbath</i> ; Bailey, "The Feminization of Magic and the Emerging Idea of the Female Witch" (BB)
4/2	Testing Moore's thesis: the witch stereotype <i>Skill: analyzing primary sources</i>	Deane, <i>History of Medieval Heresy</i> , ch. 6 (pp. 189-200); Johannes Nider, "Anthill," in Bailey, <i>Origins of the Witches' Sabbath</i>
4/4	Testing Moore's thesis: early witch trials <i>Skill: analyzing primary sources</i>	Anonymous, "The Vauderie of Lyon," and "A Pair of Fifteenth-Century Trials," in Bailey, <i>Origins of the Witches' Sabbath</i>
4/9	Extending Moore's thesis? Werewolves, from victim to enemy, I <i>Skill: analyzing primary sources</i>	Marie de France, <i>Bisclavret</i> (BB); Gerald of Wales, "About a Wolf that Talked with a Priest" (BB); Arnold, <i>History</i> , ch. 6
4/11	Extending Moore's thesis? Werewolves, from victim to enemy, II <i>Skills: interpreting secondary sources; analyzing historians' use of primary sources as evidence</i>	Bynum, "Metamorphosis, or Gerald and the Werewolf" (BB)
4/16	Extending Moore's thesis? Werewolves, from victim to enemy, III <i>Skill: analyzing primary sources; interpreting secondary sources; analyzing historians' use of primary sources as evidence</i>	<i>A Most True Discourse, Declaring the Life and Death of One Stubbe Peeter</i> [Peter Stump] (BB), modern transliteration available online <a href="#">here</a> ; Blécourt, "The Werewolf, the Witch, and the Warlock: Aspects of Gender in the Early Modern Period" (BB)
4/18	Workshop with Joe Testani, Deputy to the President of UR; former Assistant Dean and Executive Director, Gwen M.	<b>No reading or discussion assignment</b>

	Greene Center for Career Education and Connections, and Associate Vice Provost for Career Education Initiatives	
	<b>Draft of final paper due by 11:59 p.m. on Friday, 4/19</b>	
4/23	Workshop on drafts	
4/25	Presentations, I	
4/30	Presentations, II	
	<b>Schedule a meeting with the professor regarding your draft some time between 4/24 and 5/3</b>	

**Final paper due Thursday, May 9, at 5 p.m. (uploaded to Blackboard).**

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### Learning objectives

At the end of this course, students will be able to

- Distinguish between primary and secondary sources in historical research
- Analyze primary sources in history
- Articulate and analyze the arguments made by secondary authors
- Assess the effectiveness with which historians marshal primary sources as evidence
- Correctly cite primary and secondary sources in the University of Chicago/Turabian (Humanities) format
- Identify and ask historical questions
- Locate and discuss the key historiography on a topic
- Express historical concepts clearly orally and in writing
- Write a paper that asks a significant historical question, situates it within a body of scholarship, answers it with a clear thesis and a logical argument, supports it with both primary and secondary sources documented according to the standards of the Chicago Manual of Style, and articulates its points in clear and artful prose with the grammar and spelling associated with formal composition

### Course materials

The following books are available for purchase at the campus Barnes & Noble. All also should be available as reserves via Rush Rhees Library. Additional readings are accessible through Blackboard (marked BB in the syllabus).

#### *Required:*

Arnold, John. *History: A Very Short Introduction*. Oxford: Oxford University Press, 2000. ISBN: 9780192853523.

Deane, Jennifer Kolpacoff. *A History of Medieval Heresy and Inquisition*. 2<sup>nd</sup> ed. Lanham, MD: Rowman & Littlefield, 2022. ISBN: 978-1-5381-5294-2.

Bailey, Michael D., transl. *Origins of the Witches' Sabbath*. College Park, PA: Pennsylvania State University Press, 2021. ISBN: 978-0-271-08910-2.

Moore, R. I. *The Formation of a Persecuting Society: Authority and Deviance in Western Europe 950-1250*, 2<sup>nd</sup> ed. Hoboken, NJ: Wiley-Blackwell, 2007. ISBN: 978-1-405-12964-0.

*Recommended:*

Benjamin, Jules R. *A Student's Guide to History*. 14th ed. New York: Bedford/St. Martin's, 2015. ISBN-13: 978-1-319-10970-7.

The history department's Kelly Family Book Fund can assist students with financial need by purchasing materials for history courses. This fund was established to provide support for course materials for students in need who are pursuing an undergraduate degree in history. All students taking a history course may apply; preference will be given to those who are majoring in history. To apply for assistance in purchasing your textbooks, use the following link:

[https://docs.google.com/forms/d/e/1FAIpQLScxPwiai1gQMlnU5\\_Vae458UzwwgEZNI6R6Dy53aqBYEnhg-cg/viewform](https://docs.google.com/forms/d/e/1FAIpQLScxPwiai1gQMlnU5_Vae458UzwwgEZNI6R6Dy53aqBYEnhg-cg/viewform).

### Assignments

- Attendance at and participation in all class discussions and activities—15%
- Discussion postings about the readings as assigned—10%
- A 4-5 page scholarly book review of R. I. Moore's *Formation of a Persecuting Society* (2<sup>nd</sup> ed.)—20%
- A proposed list of primary sources for the final paper, with 1-2 page justification of your selection—5%
- An annotated bibliography of at least 5-7 secondary works relevant to the final paper—10%
- A full draft of the research paper, plus participation in a peer-review workshop on drafts—10%
- A 2500-3000 word research paper utilizing primary sources from the source banks—30%

*About the discussion assignments:*

For each class (unless otherwise indicated), you will find a discussion assignment on Blackboard. Many of those assignments take the form of commenting on the readings using Perusall (linked to Blackboard). These assignments are meant to start you thinking about the readings before class and are typically due the night before each class meeting. **Because I use these postings and comments to structure our class discussions, I cannot give credit for late submissions and postings.**

*About the annotated bibliography:*

Your annotated bibliography should list the most important secondary works related to your research paper and make some meaningful comments about them (e.g., the author's argument, the type of or approach to history used here, and how the work is viewed by other scholars). For each item on your list, also indicate where you found a reference to that item (e.g., the International Medieval Bibliography, the WorldCat, the library's catalogue, another scholar's footnotes or bibliography).

Your list should include a minimum of five to seven entries, with at least two being books (scholarly monographs, not edited volumes) and at least three being journal articles or chapters from edited volumes.

For each book in the annotated bibliography, you must look at two scholarly book reviews of the book (and include that information in the annotation).

*Citations:*

All work in this class should be appropriately footnoted, and the final paper should also include a bibliography of works cited, separated into primary and secondary sources. All citations should be follow the University of Chicago Manual of Style Notes and Bibliography (Turabian) format. For a quick start, see Benjamin, *A Student's Guide to History*, ch. 10, and [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html). The full Chicago Manual of Style is available online through River Campus Libraries: [https://rochester.primo.exlibrisgroup.com/permalink/01ROCH\\_INST/1vg5sr1/alma9937102513405216](https://rochester.primo.exlibrisgroup.com/permalink/01ROCH_INST/1vg5sr1/alma9937102513405216). See Benjamin, *A Student's Guide to History*, ch. 7 and Appendix A, for research strategies and pp. 183-85 for an example of a correctly formatted bibliography.

*About the final paper:*

The most substantial written assignment this semester is a 2500-3000 word (excluding footnotes and bibliography) research paper, which demonstrates your mastery of the historian's toolkit. The paper must be based upon a subset of the (translated) primary sources from one of the four source banks posted on Blackboard ("Sexual 'Deviants' Sources," "Heretics Sources," "Witches Sources," and "Werewolves Sources"). In each of the source banks, you will find an introductory article.

Your job is to choose a set of primary sources with which you can address a historical question, to use those sources to argue for a thesis related to that question, and to situate your own work within a body of secondary scholarship about the topic. (You will be locating those works for your annotated bibliography.) The important goal is to be able to make an argument based upon primary source evidence that contributes to a larger scholarly conversation. The best papers result from reading primary sources without imposing in advance a thesis or even an overly focused question; you should let the sources guide your thinking and not vice versa.

The paper should be properly footnoted, in University of Chicago Humanities/Turabian (notes and bibliography) style, and should include a bibliography at the end. See Benjamin, *Student's Guide*, ch. 6-10, for more details about preparing and formatting your paper.

*About the other written assignments:*

Detailed instructions will be provided on Blackboard.

**Grading scale**

A	100-93%
A-	92.9-90%
B+	89.9-87%
B	86.9-83%
B-	82.9-80%
C+	79.9-77%
C	76.9-73%
C-	72.9-70%



D+	69.9-67%
D	66.9-63%
D-	62.9-60%
F	Below 60%

In case of some mix-up, it is a good idea to save all returned work until you receive your grade at the end of the semester.

### **Statement regarding credit hours**

The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in HIS 200 are expected to devote at least one hour each week to analyzing the course readings, working alone or in groups, and to researching in depth their topics for the final paper.

### **General policies**

#### *Late work:*

Late work will be penalized 5% for each calendar day late, with the exception of the discussion assignments, which must be received by the specified due date and time in order to receive credit.

#### *Attendance:*

This is a discussion-intensive course. Attendance at and active participation in all classes are both mandatory. Students are responsible for all material covered in and announcements made in class. If it appears that students are not doing the readings, I will give reading quizzes without prior notice. **I also reserve the right to impose a failing grade for the course after a student's absence from seven or more class periods.** (For the sake of accounting, three tardies will constitute one absence.)

#### *Students with disabilities:*

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall. If you have any questions or concerns, please feel free to contact me as well.

#### *Classroom etiquette:*

Please turn off cell phones or set them to a silent alert. Do not take them out in class unless instructed to do so. In the rare event you must enter late or leave class early, or enter and leave the classroom during our class period, please let me know in advance.

#### *Academic honesty:*

All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at



<http://www.rochester.edu/College/honesty/>. Submitting as one's own any work produced by another, including by AI such as ChatGPT, constitutes plagiarism. Close paraphrasing of another's words is also plagiarism. For helpful discussions of plagiarism (including subtle instances), see the American Historical Association's "Defining Plagiarism," <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>, and Benjamin, *Student's Guide*, ch. 4, especially pp. 78-79, 81, 84-86.

*A note regarding the use of computers in the classroom:*

While I do not (yet) ban laptops from the classroom, there is a significant body of research that shows that people retain material more effectively when they take notes by hand rather than on a computer. (E.g., <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>.) Needless to say, the opportunities for distraction are much greater if the Internet and the world of social media beckon. Similarly, while there are numerous readings posted on Blackboard for the class, researchers have demonstrated that reading a physical, hard copy of a text results in more focused and critical reading. (E.g., <https://newrepublic.com/article/135326/digital-reading-no-substitute-print>.) Ideally, you will print out readings that have been posted on Blackboard to read them. **At the very least, you should plan to bring some version of the text(s) under discussion to class (hard copy of digital) with you.**

*Disclaimer:*

The instructor reserves the right to change topics and assignments on the syllabus at any point in the semester. Any such change will be posted on Blackboard.

*Copyright notice:*

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