

**HIS 200: Gateway to History**  
**Homosexuals, Heretics, Witches, and Werewolves:**  
**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.

TR 12:30-13:45  
 Rush Rhees 362  
 Fall 2019

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Office hours: W 11-12, R 2:30-3:30, 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 such real and imagined “deviants” as homosexuals, heretics, Jews, witches, and 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 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 were singled out for persecution. And we will ask what Europeans really were afraid of when they labeled certain groups as deviant.*

Date	Topic	Assignments
8/29	Introduction to the class	

9/3	What is history?	Arnold, <i>History: A Very Short Introduction</i> , ch. 1-3; Stork, trans., confession of Bernard Benet of Montailou (BB); Benjamin, <i>A Student's Guide to History</i> , ch. 1
9/5	Introduction to medieval Europe (lecture)	Deane, <i>A History of Medieval Heresy and Inquisition</i> , introduction; ); <a href="#">Rael, "Predatory Reading"</a> (BB)
9/10	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; Benjamin, <i>Student's Guide</i> , pp. 42-43, 65-67
9/12	A persecuting society: R. I. Moore's thesis, II <i>Skill: interpreting secondary sources</i>	Moore, <i>Formation</i> , ch. 3-5
9/17	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, 3, 11-14; <i>Ad abolendam</i> (BB); Arnold, <i>History</i> , ch. 4-5; Benjamin, <i>Student's Guide</i> , pp. 85-93
9/19	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); Benjamin, <i>Student's Guide</i> , pp. 93-101
9/24	Testing Moore's thesis: the Good Christians, I <i>Skill: analyzing primary sources</i>	Deane, <i>History of Medieval Heresy</i> , ch. 1; Wakefield and Evans, <i>Heresies</i> , nos. 57b (with introduction), 58, 59 (only introduction and Part IV, pp. 551-67)
9/26	Testing Moore's thesis: the Good Christians, 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 Guilelma of Toulouse, Fabrissa of Limoux, Philippa of Toulouse, and Raymond Baussan (BB).

10/1	Looking at primary sources: medieval manuscripts <i>Skill: analyzing primary sources</i>	Meet in Rare Books and Special Collections (Rush Rhees, second floor) <b>Book review due 10/1 in class</b>
10/3	Testing Moore's thesis: the Poor of Lyon <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)
10/8	Understanding the records: inquisitors and inquisition (mock inquisition trial) <i>Skill: analyzing primary sources</i>	Deane, <i>History of Medieval Heresy</i> , ch. 3 (pp. 87-106 only); Wakefield and Evans, <i>Heresies</i> , no. 55 (pp. 373-404 only) ( <b>No written response due.</b> )
10/10	Workshop with Joe Testani, Assistant Dean and Executive Director, Gwen M. Greene Center for Career Education and Connections; Associate Vice Provost for Career Education Initiatives	Deane, <i>History of Medieval Heresy</i> , ch. 3 (pp. 106-22 only) ( <b>No written response due.</b> )
10/15	<b>Fall Break (no class)</b>	
10/17	Testing Moore's thesis: the Boswell thesis, I <i>Skill: interpreting secondary sources; analyzing historians' use of primary sources as evidence</i>	Boswell, <i>Christianity, Social Tolerance, and Homosexuality</i> , ch. 9-10; "Spurious Letter of Alexius Comnenus"; Hilary the Englishman, "Love Poems" (BB)
10/22	Testing Moore's thesis: the Boswell thesis, II <i>Skill: interpreting secondary sources</i>	Kuefler, "The Boswell Thesis" (BB). <b>Hand in proposed source list for final paper (and justification for your selection); make an appointment to meet this week with either the professor, a reference librarian, or Robbins Library head Anna Siebach-Larsen to talk about searching for secondary sources in medieval history</b>
10/24	Same-sex possibilities: the evidence from trial records <i>Skill: 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
10/29	Testing Moore's thesis: from heresy to witchcraft? <i>Skill: interpreting secondary sources; mining an article for historiography</i>	Deane, <i>History of Medieval Heresy</i> , ch. 6 (pp. 185-205); Wakefield and Evans, <i>Heresies</i> , no. 55 (pp. 444-45 only); Bailey, "The Feminization of Magic and the Emerging Idea of the Female Witch"

10/31	Testing Moore's thesis: early witch trials, I <i>Skill: analyzing primary sources</i>	Deane, <i>History of Medieval Heresy</i> , ch. 6 (pp. 205-16); Gow et al., <i>The Arras Witch Treatises</i> , pp. 1-79
11/5	Witchcraft in Africa (Professor Elias Mandala) <i>Skill: comparative history</i>	Reading TBA. <b>Annotated bibliography due</b>
11/7	Testing Moore's thesis: early witch trials, II <i>Skill: analyzing primary sources</i>	Gow et al., <i>Arras Witch Treatises</i> , pp. 81-144
11/12	Extending Moore's thesis? Werewolves, from victim to enemy, I <i>Skill: interpreting secondary sources; analyzing historians' use of primary sources as evidence</i>	Bynum, "Metamorphosis, or Gerald and the Werewolf" (BB); Gerald of Wales, "About a Wolf that Talked with a Priest" (BB); Arnold, <i>History</i> , ch. 6
11/14	Extending Moore's thesis? Werewolves, from victim to enemy, II <i>Skill: analyzing primary sources</i>	Marie de France, <i>Bisclavret</i> (BB); <i>A Most True Discourse, Declaring the Life and Death of One Stubbe Peeter</i> (BB); modern transliteration available online <a href="#">here</a>
11/19	Testing Moore's thesis: the Jews, I (blood libel, and ritual murder) <i>Skill: interpreting secondary sources; analyzing primary sources; using images as primary sources</i>	Bowd, "Tales from Trent: The Construction of 'Saint' Simon in Manuscript and Print, 1475-1511" (BB); Bowd and Cullington, ed. and trans., "On Everyone's Lips": <i>Humanists, Jews, and the Tale of Simon of Trent</i> , pp. 36-57 (Zovenzoni, Hinderbach, Tiberino) (BB)
11/21	Testing Moore's thesis: the Jews, II (the iconography of "the Jew") <i>Skill: interpreting secondary sources; using images as primary sources</i>	Lipton, <i>Dark Mirror</i> , ch. 5 and 7 (BB) <b>Draft of final paper due by 5 p.m. on Sunday, November 25</b>
11/26	Field trip to Memorial Art Gallery <i>Skill: interpreting secondary sources; using images as primary sources</i>	Kelly, "The Metamorphosis of the Eden Serpent" (BB)
11/28	<b>Thanksgiving (no class)</b>	
12/3	Workshop on drafts	
12/5	Presentations, I	
12/10	Presentations, II	<b>Schedule a meeting with the professor regarding your draft for some time this week (reading period)</b>

**Final paper due Tuesday, December 17, at noon (uploaded to Blackboard).**

## 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 *required* books are available for purchase at the campus Barnes & Noble. They are also to be found on reserve at the Rush Rhees Q&I desk. Additional readings are accessible through Blackboard (marked BB in the syllabus), in a section called “Electronic Reserves.”

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

Benjamin, Jules R. *A Student's Guide to History*. 13th ed. New York: Bedford/St. Martin's, 2015. ISBN-13: 978-1319027513; ISBN-10: 1319027512

Deane, Jennifer Kolpacoff. *A History of Medieval Heresy and Inquisition*. Lanham, MD: Rowman & Littlefield, 2011. ISBN-13: 978-0742555761; ISBN-10: 0742555763.

Gow, Andrew C., et al., ed. and transl. *The Arras Witch Treatises: Johannes Tinctor's Invectives contre la secte de vauderie and the Recollectio casus, status et condicionis Valdensium ydolatrarum by the Anonymous of Arras (1460)*. College Park, PA: Pennsylvania State University Press, 2016. ISBN-10: 0271071281; ISBN-13: 978-0271071282.

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-10: 1405129646; ISBN-13: 978-1405129640.

Wakefield, Walter, and Austin Evans. *Heresies of the High Middle Ages*. New York: Columbia University Press, 1969, 1991. ISBN-10: 0231096321; ISBN-13: 978-0231096324.

## Assignments

- Attendance at and participation in all class discussions and activities—15%
- Written responses to 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 10-12 page research paper utilizing primary sources from the source banks—30%

*About the written responses to the readings:*

For each class, please submit in writing (unless otherwise indicated on Blackboard):

- a classification of the type of source for each assigned reading (historical monograph, textbook, journal article, article/chapter in an edited volume, primary source)
- full bibliographic citations for each work read, using the University of Chicago humanities/Turabian (notes and bibliography) style
- a 1-2 sentence statement of the author's thesis for relevant secondary works (i.e., monographs, journals, and chapters from edited volumes, but not Arnold's or Deane's textbooks)
- for each primary source read, a quotation that you would like to discuss in class, properly footnoted using the University of Chicago humanities/Turabian (notes and bibliography) style, and a brief explanation of why you chose that quotation

*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).

All references in this course must be in University of Chicago Style (the humanities style, also called the Turabian notes and bibliography style). For a quick start, see Benjamin, ch. 10, and [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html). See Benjamin, *A Student's Guide to History*, ch. 7 and Appendix A, for research strategies and pp. 180-82 for an example of a correctly formatted bibliography.

*About the final paper:*

The most substantial written assignment this semester is a 10-12 page (2500-3000 word) 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 ("Homosexuals Sources," "Heretics Sources," "Witches Sources," and "Werewolves Sources"). In each of the source banks, you will find an introductory article that poses a question (or questions) that you might ask of those sources.

Your job is to choose a set of primary sources with which you can address that question (or another historical question, if you get it approved by the instructor), 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 assignment sheets will be provided in class.

### **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.

### **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. (See, 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 to class (hard copy or digital) with you on discussion days.



### **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. I do not accept emailed assignments without prior arrangement and only under the most exigent of circumstances.

#### *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 four 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, please let us 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/>. 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. 74-77 and 82-84.

#### *Disclaimer:*

The instructor reserves the right to change topics and assignments on the syllabus at any point in the semester.