

**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  
Hybrid: Bausch & Lomb 269 and Zoom

Professor Laura A. Smoller  
[laura.smoller@rochester.edu](mailto:laura.smoller@rochester.edu)

Spring 2021

Office hours: MR 2:30-3:30, and by appointment  
Zoom or Rush Rhees 369A

Zoom link for all class meetings:

<https://rochester.zoom.us/j/94420430134?pwd=cEtjbmRoV1hteVhVSXdwV2FDVGJUZ09>

Zoom link for all office hours:

<https://rochester.zoom.us/j/95813471330?pwd=ektGRGdSelBDQlItb08vbIYzOXdsZz09>

*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, as well as the myths medieval Christian authors constructed about these persons. 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	Reading assignments
2/2	Introduction to the class	Gabriele, “Vikings, Crusaders, Confederates” (BB)
2/4	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
2/9	Introduction to medieval Europe (lecture)	Deane, <i>A History of Medieval Heresy and Inquisition</i> , introduction; <a href="#">Rael, “Predatory Reading”</a> (BB)
2/11	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. 43-44, 67-69
2/16	A persecuting society: R. I. Moore’s thesis, II <i>Skill: interpreting secondary sources</i>	Moore, <i>Formation</i> , ch. 3-5
2/18	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; Benjamin, <i>Student’s Guide</i> , pp. 42-43, 69-72
2/23	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. 95-101
2/25	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	<b>No reading or discussion assignment</b>
	<b>Book review due 2/28 at 11:59 p.m.</b>	

3/2	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 (with introduction), 59 (only introduction and Part IV) (BB)
3/4	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).
3/9	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)
3/11	Testing Moore's thesis (or, Sometimes a heretic really is a heretic?): the Guglielmites <i>Skill: interpreting secondary sources</i>	Peterson, "Social Roles, Gender Inversion, and the Heretical Sect" (BB)
3/16	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 3/16</b>  <b>Make an appointment this week 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 (pp. 373-404 only) <b>No discussion assignment due.</b>
3/18	Testing Moore's thesis: the Boswell thesis, I <i>Skill: 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)
3/23	Testing Moore's thesis: the Boswell thesis, II	Elliott, <i>The Corrupter of Boys</i> , introduction and ch. 6 (BB).

	<i>Skill: interpreting secondary sources; historians and current social issues</i>	
3/25	Same-sex possibilities: 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
3/30	<b>No class: Study break day</b>	
4/1	Looking at primary sources: medieval manuscripts <i>Skill: analyzing primary sources</i>  <b>Submit annotated bibliography by 12:30 p.m. on 4/1</b>	Session with Anna Siebach-Larsen, head of the Robbins Library
4/6	Testing Moore's thesis: the Jews, I the iconography of "the Jew" <i>Skill: interpreting secondary sources; using images as primary sources</i>	Lipton, "What's in a Nose?" (BB)
4/8	Testing Moore's thesis: the Jews, II (host desecration charges) <i>Skill: interpreting secondary sources; using images as primary sources</i>	Rubin, <i>Gentile Tales</i> , introduction and ch. 3 (BB); Jaume Serra, Altarpiece of the Virgin (BB)
4/13	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) (BB); Bailey, "The Feminization of Magic and the Emerging Idea of the Female Witch" (BB)
4/15	Testing Moore's thesis: early witch trials <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
4/20	Testing Moore's thesis: the iconography of "the witch" <i>Skill: analyzing visual sources</i>	Zika, "The Witch of Endor before the Witch Trials" (BB)
4/22	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
	<b>Draft of final paper due by 11:59 p.m. on Sunday, 4/25</b>	

4/27	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>
4/29	Workshop on drafts	
5/4	Presentations, I	
5/6	Presentations, II	
	<b>Schedule a meeting with the professor regarding your draft some time between 4/30 and 5/7</b>	

**Final paper due Wednesday, May 12, 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 *required* books are available for purchase at the campus Barnes & Noble. Some are also available as electronic reserves via Rush Rhees Library. Additional readings are accessible through Blackboard (marked BB in the syllabus).

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

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.

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 vanderie 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.

### **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.

#### *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. 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 ("Homosexuals 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.

#### *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, 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. 78-79, 81, 84-86.

#### *University of Rochester COVID-19 regulations:*

The University is committed to protecting the health and safety of the entire community – students, faculty and staff. For this reason, it is mandatory that everyone wear a mask in University buildings and observe appropriate social distancing, including classrooms. Masks have been provided to

students, faculty and staff and classrooms have been specifically assigned to allow for social distancing to support these requirements. You must wear a mask appropriately (e.g. over nose and mouth) if you are attending class in person, and you must do this for every class session and for the entire duration of each class session. If you fail to do this, you will be politely reminded of the requirement and then asked to leave if you do not comply.

If you do not want to wear a mask, you may consider taking the course remotely (online). This may require you to complete a set of online requirements different from the in-person requirements, although these will be equivalent in their learning objectives.

Students who refuse to adhere to requirement for mask wearing or social distancing the course will be in violation of the COVID-19 Community Commitment and will be referred to the Student Conduct system through a COVID-19 Concern Report. Such referrals will lead to student conduct hearings and may result in disciplinary action.

Students who feel unable to wear a mask may contact the Office of Disability Resources to explore options for accommodations. Students requiring accommodations may be asked to participate in the course through synchronous or asynchronous learning as part of this accommodation.

*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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