
St. Jerome's University in the University of Waterloo
Department of History
HIST 304-001 / MEDVL 304 / RS 342
Heresy: Late Medieval Europe
Fall 2018
M 10:30-12:20; W 10:30-11:20
SJ1 2009

Instructor Information

Instructor: Jolanta N. Komornicka
Office: Sweeney Hall 2016
Office Phone: 519-884-8111 x28255
Office Hours: M 1-3pm; W 12:30-1:30

Email: jolanta.komornicka@uwaterloo.ca

I am available outside of office hours by
appointment

Course Description

The 800-year span between the fifth-century fall of the Roman Empire and the end of the thirteenth century saw the elaboration and dissemination of new, dominant, modes of governance, religious belief, and cosmology. Within the first two decades of the fourteenth century, however, everything changed. The Great Famine, the Black Death, the Hundred Years War, and the Great Schism all contributed to a sudden, urgent, and pervasive state of social crisis that lasted throughout the fourteenth century and into the fifteenth. These traumas struck medievals, many of whom distrusted change and innovation, violently. Problems which had been buried or suppressed for many years bubbled to the surface even as new challenges to traditional ways arose. Many of these took the form of rebellions against previous beliefs or assumptions. Heresies, in particular, abounded and Europeans began to re-interrogate old assumption and to seek answers new questions. The net result was a weakening of European hegemony and the birth of a more complex, and, ultimately, more modern Europe. Students in HIST 304 will use so-called heresies and religious crises to trace this evolution. In addition, students will engage relevant methodological questions, develop their skills at doing historical research, contemplate the relationship between heresy, orthodoxy, and authority, and evaluate notions of alterity.

Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Contextualize events and occurrences within the basic outlines of medieval history
- B. Analyse primary documents, answering who, what, why, and for whom
- C. Accurately identify the main argument and thesis in a scholarly article
- D. Apply historical methodology in an evaluation of scholarly work and in their own writing
- E. Identify the holes in their own knowledge, then structure and execute a plan to fill those gaps
- F. Work constructively with a team to assign tasks and equitably distribute the workload
- G. *Write your own course-related goal in the space below, including how you intend to monitor your progress toward the achievement of that goal:*

Expectations

The basic requirement for participation is attendance and, in HIST 304, attendance is mandatory. Students who do not attend 80% of the classes have not adequately participated in the course and may, consequently, be denied the credit.

Students, moreover, must fulfill all the course requirements in order to receive credit. This not only includes attendance at lectures and tutorials but also all written assignments and examinations.

History 304 is not a survey course. It presupposes a basic familiarity with the major names, dates, and events of the European Middle Ages. While there is no prerequisite for the course, students may find it advantageous to first take HIST 260. Students who have not previously studied the details of medieval history may find it useful to “brush up” independently on their medieval history and are encouraged to speak with the instructor about appropriate ways to do so. **There will be ample opportunity within the course to fill-in your own knowledge gaps.** These are things we all have and the best solution is to learn how to efficiently plug the holes.

There are several tools available to help students familiarize themselves with the Middle Ages. The best reference source for quick facts about medieval topics is the *Dictionary of the Middle Ages*, which is available in the reference department at both the St. Jerome and Porter Libraries. The best online academic site for medieval primary sources is Fordham University’s *Medieval Sourcebook*. The standard textbook used in survey courses on the Middle Ages is Edward Peters’ *Europe and the Middle Ages*.

Each week’s classes focus on a given theme or topic. The weekly two-hour lecture is supported by a discussion period with required exercises. During this time, students will explore a series of questions pertaining to the facts of medieval history and to the study of primary and secondary sources.

Required Texts

Malcolm Lambert, *Medieval Heresy: Popular Movements from the Gregorian Reform to the Reformation*, 3rd edition (Wiley-Blackwell, 2002). ISBN-13: 978-0631222767.

Information Now: A Graphic Guide to Student Research, Upson, Hall, and Cannon. ISBN: 9780226095691

In addition to the book, further required readings will can be found either in the electronic course reserves or in an online journal database. There will also be a series of required-reading handouts.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting*
Participation	Daily	5%
Student-Chosen Assignments (x2)	Nov. 14	18%
Précis and Intro Blurbs (x4 each)	Sept. 29; Oct. 20; Nov. 10; Nov. 24	32%
In-Class Exam	Dec. 3	11%
Final Project	Dec. 5	36%
Total		100%

Participation

The basic requirement for participation is attendance and attendance is mandatory. Students also earn participation points by attending the the medieval lecture on Oct. 4th at 4:30 or the CAMELOT conference on Sept. 16th. Please arrange personal and work schedules in advance so that you are able to attend. You must submit a one-page written reflection, before the last day of classes, to summarize your thoughts on the event. You may upload it via Dropbox on Learn.

Students who do not participate in weekly lectures and discussions, or who fall behind on weekly readings and group work, will find it challenging to catch up. The best way to avoid this difficulty is to keep up to date with the workload. This means, each week, reading carefully and taking meticulous notes. Students should come to class armed with questions or opinions and be prepared to voice them.

Some students find it helpful to read more extensively on the material covered in the course. The best reference source for quick facts about medieval topics is the Dictionary of the Middle Ages, available in Porter Library's reference department at D114.D5 1982.

Student-Chosen Assignments

On Learn, you will find all the assignment descriptions. Within that document, there is a section entitled Student-Chosen Assignment Options with a list of 5 possibilities. You are required to do 2. Both are due by October 29th. You can do more than two, but the bonus marks earned will be less than 9%.

Précis and Intro Blurbs

As you do research in your groups, you will be reading a vareity of primary and secondary sources. For the primary sources that you select (minimum of 4 over the term), you will write a brief blurb introducing that source. For the secondary texts (again, a minimum of 4), you will write a précis: a brief 4-sentence summary indicating who wrote it, what it's about, how it makes its argument, and why it's valuable for understanding the question of medieval heresy. We will discuss how to do all of this in class and the guidelines are on Learn.

In-Class Exam

There will be an in-class exam. It will consist of Multiple Choice, True/False, and Chronology (at the instructor's discretion). No Essay!!

Final Project

Your final project asks you to make sense of all the information you've accumulated as part of the research you and your team has done. See the instructions on Learn in the Assignment Guidelines document. The final project draws on all the work you've done over the course of the term. We will discuss it at the beginning of the course and then in more depth as time draws nearer to preparing and submitting the project.

*** Please look at the assessment weighting provided above once again.** You have the opportunity to change how you want your grade weighted. Some students know they excel at written work, while others prefer formal examinations. To that end, you have 5% that you can redistribute as you will (subtracting from one area, adding to another, but such that the total remains 100%). There are two hard rules.

#1. No assessment can be worth less than 3%.

#2. You cannot change the Participation weighting.

Submit your weighting adjustment and your self-created course goal to the instructor via email no later than Sept. 19th at 10pm. At this point all weightings will be locked in for the term.

Course Outline / Class Schedule

Assigned readings are to be completed for our first class meeting of the week, with the exception of Week 1, when they're due for Wednesday.

The week tags on electronic course reserves are wrong. I am working on getting them fixed. Go by what's in the syllabus, not the tags.

Please Note: "Secondary Reading" does not mean it is less important than "Primary Reading." These terms are part of History jargon that you are expected to know (I'm sure you all know this by now, but every term someone surprises me). Refer to the explainer on Learn if you require a refresher.

Date	September 10th and 12th
Topic	Introduction and Early Heresies
Secondary Reading	<ol style="list-style-type: none"> 1. Edward Peters: "Heretics of Old" Electronic Reserves via Learn 2. Malcolm Lambert: chapter 1 of <i>Medieval Heresy</i>
Primary Reading	In Edward Peters reading: St. Augustine: On Manichaeism

Date	September 17th and 19th
Topic	Popular Heresy after the First Millennium and the Inquisition against Heresies
Secondary Reading	<ol style="list-style-type: none"> 1. Malcolm Lambert: chapters 2 and 3 2. <i>Information Now</i>: Introduction and chapter 1
	<p>In class on Wednesday you will receive your first text for your group. Your précis and primary blurb for Text 1 should be submitted by Saturday Sept. 29th at 10pm.</p>
Date	September 24th and 26th
Topic	The Cathars and the Albigensian Crusade
Secondary Reading	<ol style="list-style-type: none"> 1. Malcolm Lambert: chapters 7-8, 10 2. <i>Information Now</i>: chapter 6
Date	October 1st and 3rd
Topic	The Trial of the Templars
Secondary Reading	<ol style="list-style-type: none"> 1. Hilaire Belloc: On Learn 2. Peter Biller: "Through a Glass Darkly" Electronic Reserves 3. Jeffrey Russel, ed.: "Part VII: Personality, Society, and Dissent" Physical Reserves
	<p>NB: Lecture for this week will be "flipped," that is, you will find it uploaded on Learn. We will still meet that day in person, but it will be an extended discussion. It is essential that you have done and thought about the readings prior to today's class.</p> <p>In class on Wednesday you will receive your second text for your group. Your précis and primary blurb for Text 2 should be submitted by Saturday Oct. 20th at 10pm.</p>
Date	NO CLASS 8-10. 11th=Tuesday, 12th=Wednesday
Topic	Hundred Years War
Secondary Reading	<ol style="list-style-type: none"> 1. Malcolm Lambert: chapters 12 and 13 2. <i>Information Now</i>: chapter 2
	<p>NB: Lecture for this week will be "flipped," that is, you will find it upload on Learn. We will spend our class time preparing for our minigame of the Siege of Montségur.</p>
Date	October 15th and 17th
Topic	Minigame: Siege of Montségur – Day 1
Secondary Reading	<ol style="list-style-type: none"> 1. <i>Information Now</i>: chapter 3

Date	October 22nd and 24th
Topic	Minigame: Siege of Montségur – Day 2
Secondary Reading	1. Malcolm Lambert: chapter 14
	NB: Lecture for this week will be “flipped” – Papacy and Schism
	In class on Wednesday you will receive the third text for your group. Your précis and primary blurb for Text 3 should be submitted by Saturday Nov. 10th at 10pm.
Date	October 29th and 31st
Topic	The Hussites
Secondary Reading	1. Malcolm Lambert: chapters 15-17
Date	November 5th and 7th
Topic	Elite Magic
Secondary Reading	1. Richard Kieckhefer, “The Specific Rationality of Medieval Magic,” available on JSTOR 2. Excerpts from Richard Kieckhefer’s <i>Forbidden Rites: A Necromancer’s Manual of the Fifteenth Century</i> on Learn 3. <i>Information Now</i> : chapter 4
Date	November 12th and 14th
Topic	Trial of Joan of Arc and Sanctity vs Heresy
Secondary Reading	1. Dyan Elliott, “Seeing Double: Jean Gerson, the Discernment of Spirits and Joan of Arc,” available on JSTOR 2. Renate Blumenfeld-Kosinski, “The Strange Case of Ermine de Reims,” available on JSTOR
	In class on Wednesday you will receive the fourth (and last) text for your group. Your précis and primary blurb for Text 4 should be submitted by Saturday Nov. 24th at 10pm.
	Your Student-Chosen Assignments are due on Wed. by 10am.
Date	November 19th and 21st
Topic	Eve of the Witch-Craze
Secondary Reading	1. Michael Bailey: “From Sorcery to Witchcraft: Clerical Conceptions of Magic in the Later Middle Ages” available on JSTOR 2. <i>Information Now</i> : chapter 5
Date	November 26th and 28th
Topic	Rounding out the term and Exam Review
Secondary Reading	1. <i>Information Now</i> : chapter 8 and conclusion
Date	Monday, Dec. 3
Topic	In-Class Exam

Late Work

Late work will be accepted, but subject to a 5% penalty for every 24-hour period the assignment is late. The final project must be submitted on or before the due date and time.

Attendance Policy

Attendance is mandatory, both for discussion and lecture. See above. However, life happens. Every student gets 2 absences at no penalty to their participation marks. No advance notice, excuses, notes, etc. required. Use them wisely. Any absences after the first two will count against your participation marks.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Services:

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655

- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.