



**ST. JEROME'S**  
**UNIVERSITY**

**St. Jerome's University in the University of Waterloo**

Department of History

HIST 304/MEDVL 304/RS 342 Winter 2020

Heresy: Late Medieval Europe

Monday, Wednesday 11:30-12:50; SJ2 2001

**INSTRUCTOR INFORMATION**

Instructor: Jolanta N. Komornicka  
Office: Sweeney Hall 2016  
Phone: 519-884-8111 x28255 (email is better)  
Office Hours: M 3-4, Th 10-12, and by appointment  
Email: jkomorni@uwaterloo.ca

**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 assumptions and to seek answers to 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 OBJECTIVES**

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

## REQUIRED TEXTS

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

David Henderson and Frank Kirkpatrick. *Constantine and the Council of Nicaea Defining Orthodoxy and Heresy in Christianity, 325 CE* (University of North Carolina Press, 2016). ISBN-13: 978-1-4696-3141-7

In addition to the books, further required readings can be found either in the electronic course reserves or in an online journal database.

## COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Date of Evaluation (if known)	Weighting*
Participation	Daily	10%
Game Participation	Jan 20-29	10%
Paper 1	Jan 31	15%
Paper 2	Feb 7	20%
Discussion Questions	Weekly	20%
Research Paper/Project	April 17	25%
Total		100%

Please Note: You have the option of adjusting the weightings listed above. You may take 10% from anywhere on the distribution and move it somewhere else. The rules that apply are as follows:

- 1) No assessment may be worth less than 5%
- 2) Participation cannot be more than 15%
- 3) No assessment may be worth more than 35%

If you want to take advantage of this option, simply indicate your desired totals (being sure they add up to 100% and that you've not played with more than 10%) in the online Getting-to-Know-You Quiz. Your weightings must be submitted by the time the quiz closes on January 20. At that point, your weightings will be locked in for the term.

### Participation

Due: Every Class Day.

Attendance and participation are required for the course. Participation includes not just showing up, but paying attention, engaging with the lecture and discussions, and observing classroom etiquette and rules.

HIST 304 covers a lot of time and material to give a broad overview of developments in medieval heresy. Students who do not participate in weekly lectures and discussions, or who fall behind on weekly readings, 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 the SJU Library's and Dana Porter Library's reference department at D114.D5 1982. The best online academic site for medieval primary sources is Fordham University's Medieval Sourcebook. Each week's class focuses on a given theme or topic (except during the RTTP Game from Jan. 13-29, when we will be doing a deep-dive into the questions that set the stage for the rest of the debates around heresy that came later.) The Monday lecture is followed by a discussion period on Wednesdays. It is essential to have the readings done in advance of class and to bring the primary readings with you to discussion section, whether printed out or on an electronic device.

### **Game Participation**

Due: January 20-29

Students will participate in a Reacting to the Past game, designed to increase your understanding of the course material by having the opportunity to put it into practice. As part of the game, students will engage in debate and give short (2-4 minute) speeches. The Game Manual is part of your course texts available in the bookstore.

### **Papers 1 and 2**

Due: January 31 (Paper 1) and February 7 (Paper 2), Learn, 5pm

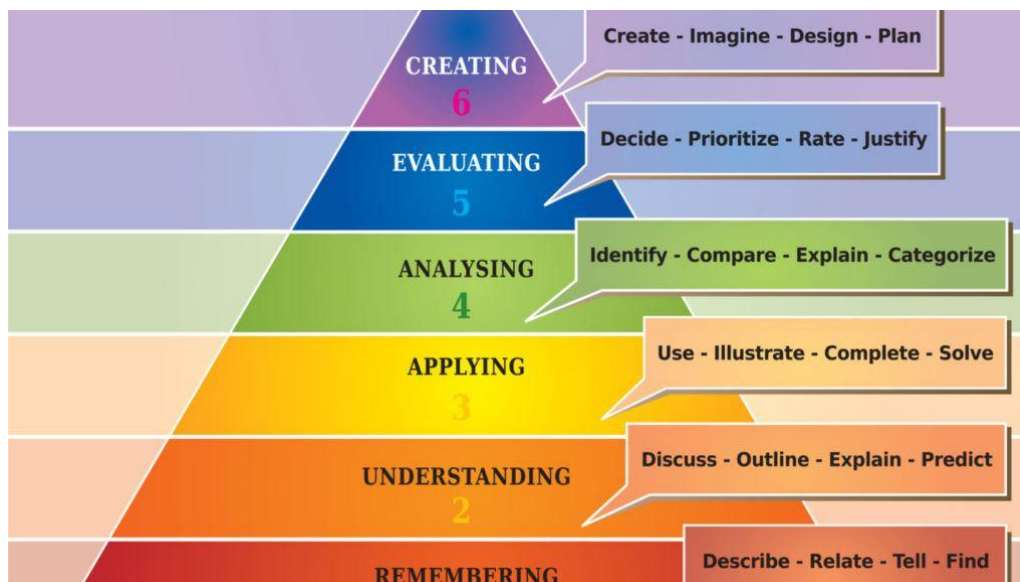
For both papers, students will write a longer version of their speeches. Paper 1 will be a longer version of a speech delivered on either January 20<sup>th</sup> or 22<sup>nd</sup>, Paper 2 for one delivered on January 27<sup>th</sup>. A rubric on Learn tells you what I expect for the papers. The papers must be more than the speech you delivered. Each paper should be 3-4 pages long and include citations, appropriately formatted according to Chicago Manual of Style footnoting (see link on Learn).

### **Discussion Questions**

Due: Weekly, except during Game Sessions, Learn

Every week, students are assigned a set of readings consisting of primary and secondary materials. Students will write 2 discussion questions in preparation for each discussion section and for the post-game debrief. These questions must reference an aspect of the readings and be designed to elicit thoughtful conversation. Questions that can be answered with a yes/no will not receive passing marks. One of the two questions students write each week may be a clarifying question, asking for better understanding of a concept or idea from the readings. Discussion questions must be submitted on Learn 24 hours prior to the start of class and you should have a copy with you in class.

I use Bloom's Taxonomy as a rule-of-thumb for evaluating your questions. Refer to the image below. A question on the level of Remember, where you are effectively just quizzing your fellow students to recall names/dates/facts, will earn no higher than a C. The next level is around a B, then B+, A- and so on. These are not absolutes, as depending on how you ask the question and the response it generates in class I may award more points. An A+ level question is very hard to effectively ask, especially early in the term. See the link on Learn for more information about Blooms' Taxonomy.



### Research Paper/Project

Due: April 17, Learn, 5pm

Students have the choice of writing a formal research paper or doing a final research project. The research paper requires you to do outside scholarly research and engage with the primary sources. The research project asks you to design your own mini RTTP game, which will similarly require you to engage in outside research and wrestle with the primary sources. Instructions for both options will be available on Learn.

### COURSE SCHEDULE

Readings are due for the day listed. Thus, a reading in the row for 1/8 should be read before coming to class on 1/8. Similar for assignments.

ECR = Electronic Course Reserves, accessed via Learn

L = Learn

Game Book = *Constantine and the Council of Nicaea*

Date	Topic	Readings	Assignments
1/6	Intro and Early Christianities Lecture		
1/8	Introduction to RTTP. Discussion of the historical setting of the council of Nicaea  Role Sheets Distributed	Game Book, Ch. 1 and 2 Lambert, Ch. 1	
1/13	Introduction to RTTP. Discussion on the idea of the Trinity and the development of canonical scripture	Role Sheet Game Book, Ch. 3 and 4, Appendix 3 Bible: Gospel Mark, Acts of the Apostles, Romans, I Corinthians (you may use any edition/translation you like) ESV Guide to the Bible (L) Gospel of Thomas (L)	
1/15	Discussion on the idea of the Trinity and the development of canonical scripture	Eusebius, <i>Church History</i> (aka <i>History of the Church</i> ), Book I, Book II:1, 13, Book III:3, 25 (L) Game Book, Appendix 1	
<b>Game Schedule</b>			
1/20	Game Session 1	Develop a Creed  Read before today: Game Manual, your Role Sheet, To Learn More readings from your Role Sheet, Rubenstein <i>When Jesus Became God</i> ch. 4 (L)	Final day to complete Getting-to-Know-You Quiz on Learn. Last chance to adjust weightings for assignments.
1/22	Game Session 2	Nature of Jesus and his relationship to God	
1/27	Game Session 3	What to do about Meletius?	
1/29	Game Debrief	* Secondary: Peters, "Heretics of Old" (ECR) Peters, "Introduction: Heresy and Authority" (L) * Primary: St. Augustine (L) Pelagius' Letters (L)	Discussion Questions 24 hours prior  Paper 1 Due Jan. 31, Learn

**End of Game Schedule**

Date	Topic	Readings	Assignments
2/3	Popular Heresy Lecture	* Secondary: Lambert, ch. 2	
2/5	Popular Heresy Discussion	* Primary: Gregory of Tours Excerpts (L)	
			Discussion Questions 24 hours prior
			Paper 2 Due Feb. 7, Learn
2/10	Inquisition against Heresy Lecture	* Secondary: Lambert, ch. 3	
		Kelly, "Inquisition and the Prosecution of Heresy" (CP)	
		* Primary: Visit Fordham University's <i>Internet Medieval Sourcebook</i> and read the primary sources listed under the heading "The Inquisition." (L)	
		a. Begin with the article by David Burr, "Introduction to Inquisition Documents," then scan through the following items; you should have a fair sense as to their content	
		b. Fourth Lateran Council: Canon 63	
		c. Bernard Gui: Technique of Interrogations	
		d. Angelo Clareno, a spiritual Franciscan: On Torture	
		e. Petrus Iohannes Olivi: Selections from the Apocalypse Commentary	
2/12	Inquisition against Heresy Discussion		Discussion Questions 24 hours prior
2/17-21	Reading Week	<b>No Class</b>	
2/24	Forms of Inquisition Lecture	* Secondary: Lambert, ch. 6, 10	
		Emmanuel LeRoy Ladurie (L)	
		Given, "Inquisitions of Languedoc and Medieval Technologies of Power" (Jstor.org)	

2/26	Forms of Inquisition Discussion	<p>* Primary: Visit <a href="http://www.sjsu.edu/people/nancy.stork/jacquesfournier/">http://www.sjsu.edu/people/nancy.stork/jacquesfournier/</a> (L). Skim all of the documents, but select 2 to read closely. Prepare, in writing, a brief synopsis of these confessions for the class on Wednesday that includes the following information: Who the person being interrogated was (name, age, gender, profession, any other pertinent information you find), What they confess to, What the major theme of the confession is, and a comment on how the confession reflects one of the themes discussed in the Secondary Reading from this week or last week.</p>	<p>Discussion Questions 24 hours prior</p> <p>Summary described in Readings for Monday</p>
3/2	Cathars Lecture	<p>* Secondary: Lambert, ch. 7-8  * Primary: Once again, visit <a href="http://www.sjsu.edu/people/nancy.stork/jacquesfournier/">http://www.sjsu.edu/people/nancy.stork/jacquesfournier/</a> (L). Refresh your memory of all of the documents, but this time select 2 <i>different</i> ones to read closely. Then, return to <u>one</u> of the documents you'd read and written a synopsis for last week. Review your summary of the document. Write a 1 paragraph commentary on how your understanding of the document has changed from last week to this based on the readings and lecture concerning the Cathars and the Albigensian Crusade.</p>	<p>Discussion Questions 24 hours prior</p> <p>Summary described in Readings for Monday</p>
3/4	Cathars Discussion		<p>Discussion Questions 24 hours prior</p> <p>Summary described in Readings for Monday</p>

3/9	Trial of the Templars Lecture	* Secondary: Julien Théry, "A Heresy of State" (Jstor.org) * Primary: Selections from the Trial of the Templars (L) In Praise of the New Knighthood (L) Rule of the Order of the Templars (L)	
3/11	Trial of the Templars Discussion		Discussion Questions 24 hours prior
3/16	Late Medieval Politics Lecture	* Secondary: Lambert, ch. 12-14 * Primary: Raimon de Cornet, Poem Criticizing the Avignon Papacy (L) Dante Alighiere, <i>Divine Comedy</i> (L)	
3/18	Late Medieval Politics Discussion		Discussion Questions 24 hours prior
3/23	Hussites Lecture	* Secondary: Lambert, ch. 15-16 McSheffrey, "Heresy, Orthodoxy, and English Vernacular Religion" (Jstor.org) * Primary: Condemnation of Wycliffe and Reply (L)	Discussion Questions 24 hours prior
3/25	Hussites Discussion		Discussion Questions 24 hours prior
3/30	Hussites and Reformation Lecture	* Secondary: Lambert, ch. 17 Klassen, "Hus, Hussites, and Bohemia" (L) Van Engen, "Multiple Options" (L) * Primary: Jan Hus, "Final Declaration" (L)	
4/1	Europe on the Eve of Crisis Lecture	* Secondary: Arnold, "Dissent" (L)	Discussion Questions 24 hours prior
4/17			Research Paper/Project due on Learn, 5pm



### **IMPORTANT DATES TO REMEMBER**

January 20: Getting-to-Know-You Quiz Due

January 31: Paper 1 Due on Learn, 5pm

February 7: Paper 2 Due on Learn, 5pm

April 17: Research Paper/Project Due on Learn, 5pm

### **POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS**

Late work is accepted, but with a 5% penalty per 24 hours late.

### **ATTENDANCE POLICY**

Attendance is required for the course. Excessive non-attendance risks being administratively dropped from the course. All students are given 2 get-out-of-class free days. Any missed days beyond 2 will be penalized. Students are still responsible for all work due on a given day, regardless if they are in class or not.

### **ELECTRONIC DEVICE POLICY**

Use of laptops and tablets is permitted. No phones are allowed in class. If I see you on your phone, you will lose participation points for that day. It is rude to the instructor and a distraction to other students. Laptops and tablets are to be used for classroom purposes only.

### **CORRESPONDENCE**

I prefer students email me rather than call. I try to respond within 24 hours during the week, 36 on weekends. When emailing, use a proper salutation and valediction, include your name and the course you're in.

### **OTHER IMPORTANT INFORMATION [REQUIRED LANGUAGE APPROVED BY SJU SENATE COUNCIL]**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

**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, [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSApproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSApproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] 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 instructor, 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, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**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, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](http://www.uwaterloo.ca/accessability-services/).

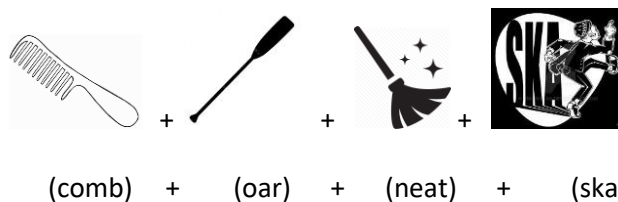
### How do I pronounce your name?

As someone with a foreign name, I am sensitive to how frustrating it can be when someone gets your name wrong. Please don't hesitate to correct me until I get it right.

For my first name: In Polish, Js are pronounced as Ys. Hence Jola is pronounced like Yola.

As for my last name, which is a little trickier, here's a handy Rebus puzzle to help you out:

Komornicka =



The emphasis is on the penultimate syllable; in the case of the Rebus: Neat