

HISTORY 590 001 CRN 13410: CAPSTONE (SAINTS AND HERETICS)

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Office Hours:

M 10:45 AM – 12:45 PM

M 9:45 – 10:45 AM in my Medieval Studies office (Bancroft 105)

W 10:45 AM – 1:45 PM

W 9:45 – 10:45 AM in my Medieval Studies office (Bancroft 105)

or by appointment

Fall 2018

Class Time: MW 2:00 – 3:15 PM

Classroom: Bancroft 371

Credit Hours: 3

The papers you produce and the presentations you make in this course are literally the “capstone” of your academic career here as a history major at Winthrop University. This is your opportunity to apply all that you have learned to write on a subject that you find interesting and then present what you found. All history majors are required to take this course in their senior year. Over the course of the semester, you will not only participate in, but also lead class discussions on readings. More importantly, you will conduct research using both primary and secondary sources on a topic of your choosing (the topic must be approved and somehow relate to the umbrella course topic this semester, “Priests and Heretics in the Middle Ages”), and write a substantial twenty- to twenty-five page research paper (that is 6,000 – 8,000 words) based on your research findings. You will then get to present your work to the class, which is something that all historians do.

History is a dynamic discipline, something that will become apparent over the course of the semester. Events that seem set in stone can be interpreted in different ways. Further, you will be exposed to a diversity of academic skills critical to any college education including learning to read closely, write, and critically analyze (in this class) historical sources. This is an opportunity to apply those skills that you learned and honed as history majors over the course of your entire collegiate career.

In this course, students will learn to apply historical theory and practical history-related skills. Class readings will not only reflect current historical paradigms—or how historians currently interpret the past—but also the larger conversations historians are having as well as the diversity of academic questions being asked of the topic, in this case cultural extremes (saints and heretics) during the Middle Ages. In consultation with your professor, you will get to choose a research topic, identify relevant research materials (both primary and secondary), practice interpreting sources, and produce a written paper that articulates, in a carefully crafted and well-argued manner, what you discovered in the sources. To accomplish this, we will practice history strategies and techniques over the course of the semester. After producing a substantial paper, students will present their findings to the class as well as have the chance to constructively criticize others' work.

Much of the content in this course stems from the individual research topic each student chooses. Once your topic is approved, you will have more leeway to make decisions about how you accomplish this project, although you will have the support of your peers and guidance of the professor.

GENERAL EDUCATION GOALS, UNIVERSITY-LEVEL COMPETENCIES, AND STUDENT LEARNING OUTCOMES

This course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program.

Satisfied University-Level Competencies for undergraduate students include:

- First: Winthrop graduates think critically and solve problems
- Third: Winthrop graduates understand the interconnected nature of the world and the time in which they live
- Fourth: Winthrop graduates communicate effectively

The global learning component(s) of this course is/are the following: By its very nature, this course adheres to the Global Learning Initiative.

In order to achieve these goals, this course will have the following student learning outcomes:

History Department Component Learning Objectives

Students in this course are expected to achieve the following learning objectives of the

History Department:

- (Department Outcome Two) History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments
- (Department Outcome Four) History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form

Historical Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related to the historical perspective:

- Read, write, and speak standard English on historical topics
- Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages
- Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competence appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments
- Identify sound and unsound historical reasoning
- Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus
- Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another
- Demonstrate an understanding of how historical change occurs and what causes it
- Articulate a philosophy of history or be able to use the “tools” of historiographical study and research
- Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed
- Analyze, synthesize, and critically evaluate “difference” and the value of

- diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”
- Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience
 - Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures
 - Identify the root causes of historical changes or conflict and articulate methods of conflict resolution
 - Demonstrate recognition of historical causes for present realities
 - Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities
 - Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
 - Demonstrate understanding of the relationships among various art forms within their socio-historical contexts
 - Critically evaluate the connections between the arts and society

Humanities and Arts Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related to the humanities and arts perspective:

- Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints
- Critically evaluate diverse intellectual and/or cultural viewpoints
- Demonstrate knowledge of the history of the arts
- Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts
- Demonstrate knowledge of and appreciation for diverse values and beliefs
- Critically evaluate those values and beliefs
- Examine their own values and beliefs
- Critically evaluate materials in a variety of formats (e.g., written, oral, visual, etc.)
- Gather information and to develop and effectively communicate ideas in Standard English

Global Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related to the global perspective:

- To expose students to multiple perspective such as the influences of economic, historical, political, social, and cultural forces in the development and functioning

- of the world
- To study the effects of such forces on particular countries, cultures, and geographic regions
- To apply critical thinking and analytical skills
- To recognize human diversity (both past and present)

This course conforms to the *General Education* guidelines by requiring four written assignments.

ASSIGNMENTS AND GRADE BREAKDOWN

The primary assignment in this course is the **research paper**. As stated above, the research paper (due on Thursday, November 8th by midnight through Turnitin *and* as an email attachment; 40% of your overall grade) should be twenty- to twenty-five double-spaced pages in length (6,000 – 8,000 words). It is a paper on a topic of your own choosing (with approval), and it requires substantial research using both primary and secondary source materials. There are a number of assignments associated with this larger research paper. A **paper proposal** (due on Thursday, September 6th by midnight via Turnitin; 7.5%) will be a written proposition of what you intend to write about in your larger research paper. While this is a short paper assignment (it should only be a page or two in length), it is critical to start off with a clear idea of what you want to examine specifically for the remainder of the semester. A good paper proposal will greatly reduce the amount of work you will have to do later in the semester, and streamline the process of writing the paper. A **historiographical paper and an annotated bibliography** are due on Thursday, September 27th, by midnight via turnitin (15% of your overall grade). This three- to four-page paper (about 1,000 words) will capture what historians have written on your topic in a short space. This material can then be used in your larger research paper, as it will provide context for what you have found in your own research. An **abstract** of your paper (5% of your overall grade) is due by midnight on Thursday, October 18th. The abstract gives you a chance to capture the gist of your paper in a single, short paragraph. Finally, there will be a **final exam** (7.5% of your overall grade), which will be an opportunity to discuss what you learned in the class. The final will be due by 5:30 PM on Wednesday, December 5th. **Class participation and presentations**

combine to make up 25% of the overall mark. Your overall class participation grade reflects regular attendance, which will be taken. This class requires regular participation in class discussions of readings, and you will also present what you discovered in your larger research paper during the last few weeks of the semester. These require active participation, and, therefore, multiple unexcused absences will significantly reduce your class participation grade. Abuse of the attendance policy (regular absenteeism, whether excused or not) will result in a *zero* class participation grade. **Four or more unexcused absences will result in an N or F.**

Again, the breakdown of the overall grade is as follows:

Paper Proposal	7.5% of grade	Thurs., Sept. 6 th (Midnight)
Historiography and Biblio	15% of grade	Thurs., Sept. 27 th (Midnight)
Abstract	5% of grade	Thurs., Oct. 18 th (Midnight)
Research Paper	40% of grade	Thurs., Nov. 8 th (Midnight)
Class Participation / Present	25% of grade	Aug. 20 th – Dec. 3 rd
Final Exam	7.5% of grade	Wed., Dec. 5 th by 5:30 PM

This course will be graded on a plus/minus basis. Each course component (the Paper Proposal, Historiography and Bibliography, the Abstract, the Research Paper, Class Participation and Presentations, and the Final Examination) will receive a letter grade. The numerical value of the letter grade is equal to the grade points listed in the Winthrop University Catalog (e.g., a C equals 2.0). Your overall mark will reflect a weighted average of those grades.

TURNITIN

Class Name: HIST 590 Capstone
 Class ID: 18791765
 Enrollment Key: Witch

READINGS

Required Readings include:

- Steven A. Epstein's *An Economic and Social History of Later Medieval Europe, 1000 – 1500* (Cambridge University Press, 2009)
- Jennifer Kolpacoff Deane's *A History of Medieval Heresy and Inquisition* (Rowman & Littlefield, 2011)
- **Optional:** Edward Peters, editor, *Heresy and Authority in Medieval Europe* (University of Pennsylvania Press, 1980)

These books can be bought at the textbook store located within the DiGiorgio Campus Center. All three are also available through Dacus Library. Epstein's book will be placed on closed reserve and is available in the library for three-hour stints. Both Deane's and Peters' books are available as ebooks. The links can be found through the library Website or on the reserves list. Other reading assignments will either be placed on reserve at the Dacus Library, posted in the "Content" section of our Blackboard Website or handed out in class. We will often discuss readings in class, so make sure to check Blackboard to see what readings you should do before attending a class. In some cases, you will be leading the discussion of those readings, so it is of utmost importance that you consider what you read in advance of class discussions (respect yourself and your peers). There may be an occasional article or book chapter assigned in addition to those listed on the syllabus.

The Internet Medieval Sourcebook, out of Fordham University (<http://legacy.fordham.edu/halsall/sbook.asp>), is an excellent Web site that contains collections of primary documents in translation. Excerpts from this Web site as well as translations of primary documents found elsewhere online (with approval to ensure legitimacy) are fair game as sources in class.

ADDITIONAL INFORMATION

Students with Disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 803-323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Review the student code of conduct for university policies on academic misconduct. Academic misconduct will not be tolerated and will result in a failing grade on the assignment and/or in the course. The full handbook is available online at: (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>)

All electronic devices (including cell phones) should be set to silent and kept in your book bag or purse throughout class time unless otherwise instructed. If such devices are seen at times when we are not using them as a class you will be counted absent.

This syllabus is tentative, and may be updated over the course of the semester. Over the course of the semester, an up-to-date syllabus reflecting any changes that occurred will be available on Blackboard.

TENTATIVE SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENT DUE DATES

AUGUST

Week One (August 22nd): Introductions

- **Introduction to course and classmates**

Week Two (August 27th and 29th): Historical Context and Discussions

- **Setting the Stage: Medieval Europe around the year 1000**
 - Epstein, pp. 1 – 69 (the introduction and the first two chapters)
- **Setting the Stage: Introduction to the concept of medieval heresy**
 - Deane, pp. 1 – 23 (introduction)

SEPTEMBER

Week Three (September 3rd and 5th): Historical Context and Discussions

- **Labor Day: No Class**
- **Trade and commerce in Medieval Europe**
 - Epstein, pp. 70 – 128 (Chapters three and four on Trade; Cities, Guilds, and Political Economy)

Research Essay Proposal due by midnight on Thursday, September 6th

Week Four (September 10th and 12th): Historical Context and Discussions

- **Living like the apostles: Good Christians and heretics (Monica Cannon)**
 - Deane, pp. 25 – 56 (“Good Christians, Heresy, and the Apostolic Model”)
- **The Poor of Lyon: Initial heresies during the medieval period (Marshall Cockrell)**
 - Deane, pp. 57 – 86 (Poverty, preaching, and the Poor of Lyon—the Waldensians)

Week Five (September 17th and 19th): Historical Context and Discussions

- **Lawyering up (Autumn Drake)**
 - Deane, pp. 87 – 122 (“Lawyer Popes, Mendicant Preachers, and New Inquisitorial Procedures”)
- **Economic and social thought during the Middle Ages (Kaitlynn Fillet)**
 - Epstein, pp. 129 – 158

Week Six (September 24th and 26th): Historical Context and Discussions

- **Holy poverty and the end of days (Will Frost)**
 - Deane, pp. 123 – 152 (Spiritual Franciscans, the Poverty Controversy, and the Apocalypse)
- **Apocalypse now (LaShawn Head)**
 - Epstein, pp. 159 – 189 (“The Great Hunger and the Big Death”)

Historiographical Essay / Annotated Bibliography due by midnight on Thursday, September 27th

OCTOBER

Week Seven (October 1st and 3rd): Historical Context and Discussions

- **Whose in charge? Women and personal experiences of God (Abby Hieber)**
 - Deane, pp. 153 – 184 (Mysticism, Lay Religious Women, and the Problem of Spiritual authority)
- **Magic and Demonology (Cody Hightower)**
 - Deane, pp. 185 – 216 (Witchcraft, identifying witches and demons)

Week Eight (October 8th and 10th): Historical Context and Discussions

- **Economic changes following the Black Death (Lauren Leonard)**
 - Epstein, pp. 190 – 222 (Technology and consumerism)
- **Read your bible (Me’Chelle McIntyre)**
 - Deane, pp. 217 – 246 (“Wyclif, the Word of God, and Inquisition in England”)

Week Nine (October 15th and 17th): Fall Break and One-on-One Discussion of Project

- **Fall Break**
- **Devastation of war and social unrest (Drew Russell) / Individual appointments**
 - Epstein, pp. 223 – 249 (Hundred Years’ War and peasants’ revolts)

Final Abstracts due by midnight on Thursday, October 18th

Week Ten (October 22nd and 24th): Individual Appointments and Writing Workshops

- **Individual appointments**
- **Individual appointments**

Week Eleven (October 29th and 31st): Writing Workshops

- **Writing Workshop**
- **Happy Halloween! No Class: Work on writing your papers**

November

Week Twelve (November 5th and 7th): Writing Workshops

- **Exit Exam**
- **No Class: Keep writing!**

Research Papers due by midnight on Thursday, November 8th by Midnight

Week Thirteen (November 12th and 14th): **Paper Presentations**

- **Paper presentations: Presenter (topic); Discussant**
 - One:
 - Two:
- **Paper presentations: Presenter (topic); Discussant**
 - Three:
 - Four:

Week Fourteen (November 19th and 21st): Paper Presentations

- **Paper presentations: Presenter (topic); Discussant**
 - Five:
 - Six:
- **Thanksgiving Break: No Class (Happy Thanksgiving!)**

Week Fifteen (November 26th and 28th): Paper Presentations

- **Paper presentations: Presenter (topic); Discussant**
 - Seven:
 - Eight:
- **Paper Presentations: Presenter (topic); Discussant**
 - Nine:
 - Ten:

December

Week Sixteen (December 3rd): Last Day of Class (Evaluation and Paper Present)

- **Last day of class!: Paper Presentations: Presenter (topic); Discussant**
 - Eleven:

FINAL EXAM: DUE BY 5:30 PM ON WEDNESDAY, DECEMBER 5TH