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## **The Saint & the Heretic**

All students are expected to adhere to all rules and regulations set out by the College, including and most especially, the Honor Code.

### **Course Description:**

The Middle Ages was a time of miracles and crusades, of saints and of heretics. Understanding the religious beliefs and practices of medieval Europeans is essential to understanding medieval Europe and, as the Western world traces its roots to the Middle Ages, to understanding western civilization.

This research seminar will allow students to create a major research project in European history with a focus on the subfield of medieval religious history. Topics may be drawn from the dawn of Christianity through the Reformation, but must use religion as the lens for understanding the past.

Given the nature of the topic, I would emphasize that this is not a course in either religious studies or in theology. I also want to emphasize that the “religious history of Europe” is in no sense a “Christian history of Europe.” The course does assume you have some basic knowledge of European history and the basic skills of a historian.

**Attendance:** Class is important. Each student may have two absences without explanation. Beginning with the third absence, unless otherwise determined by the instructor, the student will be docked half a letter grade with each absence (i.e. Student had A and at 3<sup>rd</sup> absence became an A-, 4<sup>th</sup> absence B+, 5<sup>th</sup> absence B, etc.).

**Cell phones, i-pods, computers, etc.** – Students are allowed to take notes on their computers, but for each instance in which the instructor finds a student using the computer for non-note-taking activities (surfing the web, updating facebook, tweeting, etc.) the student will be docked half a letter grade. The same policy applies for any use of cell phones, i-pods or other electronic devices.

### **Required texts:**

Peters, Edward. *Inquisition* (1988)  
Ginzburg, Carlo. *The Cheese and the Worms* (1980)  
→Most readings will be provided through WebCT or EReserves.

I also encourage the purchase of Mary Lynn Rampolla’s *A Pocket Guide to Writing in History*

**Course Requirements:**

- 1. Research Paper:** This is the major requirement of the course. You must write a research paper 25-30 pages in length that combines primary and secondary sources to produce a clear, original and well-supported argument. All papers must be double-spaced, with regular (1 inch) margins and Times New Roman size 12 font. They must be documented in Chicago style using footnotes. All topics must be discussed with me and approved in advance. Final papers are due 22 April. No exceptions.
- 2. Annotated Bibliography:** In order to encourage early research, you must submit a list of your most important sources (articles, books, various primary materials) by 25 February. This will obviously be a beginning bibliography and you should aim for around 20 different items. Each note should be followed by two-three sentences explaining how the source helps you with your planned project. This is not simply a short description of the source, but rather a description of what the source provides your project.
- 3. Prospectus:** A two-three page outline of your paper that describes the problem or question you are dealing with, the methodology and sources you plan to use and your tentative thesis. The prospectus is due 2 March.
- 4. Draft:** A rough draft of the paper should be turned in by 30 March. Please submit two copies, one blind for a classmate who will read and comment on your work.
- 5. Critical evaluation of draft:** You will turn in a critical evaluation of one of your peer's papers by 6 April. This will be a 'blind' review meaning you will not know who they are and they will not know you (this is a typical method of evaluation in the world of scholarship). You will write a response dealing with the following questions: What is the author's argument? Does the author make good use of evidence? Is the paper documented properly? What are the major strengths and weaknesses? What are some specific recommendations you could make for improving the paper?

**Grading:**

Final Paper: 45%

Annotate Bibliography: 10%

Prospectus: 10%

Draft: 15%

Prospectus: 10%

Participation: 10%

→ Details for what constitutes an A, A-, etc. paper are found at the end of the syllabus.

**Week 1: Introduction**

**12/14 January**

*Primary Sources* (59 pages)

"Saint Benedict" as found in *The Golden Legend: Readings on the Saints* by Jacobus de Voragine, Vol. I, 186-93.

"Saint Peter Martyr" as found in *The Golden Legend: Readings on the Saints* by Jacobus de Voragine, Vol. I, 254-66

“Saint Bernard” as found in *The Golden Legend: Readings on the Saints* by Jacobus de Voragine, Vol. II, 98-108

“Saint Francis” as found in *The Golden Legend: Readings on the Saints* by Jacobus de Voragine, Vol. II, 220-30

“Saint Elizabeth” as found in *The Golden Legend: Readings on the Saints* by Jacobus de Voragine, Vol. II, 302-18.

*Secondary Readings* (151 pages)

Biller, Peter “The Historiography of Medieval Heresy in the United States of America and Great Britain, 1945-1992” as found in *The Waldenses, 1170-1530*, 25-47.

Bruschi, Caterina and Peter Biller “Texts and the Repression of Heresy: Introduction” as found in *Texts and the Repression of Heresy*, ed. Bruschi & Biller (2003), 3-19.

Ginzburg, Carlo. *The Cheese and the Worms*.

**Week 2: Proof and testimony**

**19-21 January**

*Primary Sources* (32 pages)

“Bologna Canonization Process” in *Biographical documents of St. Dominic of Guzman* ed. Francis Lehner – available online – 25 pages in Word

“Toulouse Canonization Process” in *Biographical documents of St. Dominic of Guzman* ed. Francis Lehner – available online – 7 pages in Word

*Secondary Readings* (112 pages)

Klaniczay, Gábor. “Proving Sanctity in the Canonization Processes” as found in *Procés de canonization au moyen âge. Medieval Canonization Processes*, G. Klaniczay, ed. (2004), 117-48.

Klaniczay, Gábor “Speaking about Miracles: Oral Testimony and Written Record in Medieval Canonization Trials” as found in *The Development of Literate Mentalities in East Central Europe* (2004), 365-95.

Kleinberg, Aviad “Proving Sanctity: Selection and Authentication of Saints in the Later Middle Ages” *Viator* 20 (1989), 183-205.

Spiegel, Gabrielle. “History, Historicism, and the Social Logic of the Text” in *The Past as Text: The Theory and Practice of Medieval Historiography* (1997), 3-28.

**Week 3: inquisitions and trial records**

**26/28 January**

*Primary Sources* (131 pages)

“The Varieties of Heresy” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 265-78.

“Bernard Gui’s Description of Heresies” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 373-445.

Bernard Gui “The Conduct of the inquisition of heretical depravity” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 375-8.

“The Heresy of the Cathars in Lombardy” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 159-67.

“The Origins of the Cathars in Italy” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 167-70.

“The Catharist Rituals” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 465-94.

*Secondary Readings* (321 pages)

Peters, Edward. *Inquisition* (1988).

Ames, Christine Caldwell. “Does Inquisition Belong to Religious History?” *The American Historical Review*. 110:1 (2005), 11-37.

## **Week 4: Saints or heretics?**

### **2/4 February**

*Primary Sources* (83 pages)

“A Description of Cathars and Waldenses by Peter of Vaux-de-Cernay” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 235-41.

“Franco Sacchetti on ‘Modern Saints’ (ca. 1365)” as found in *Medieval Italy: Texts in Translation* (2009), 385-88.

“Ramihrdus: Heretic or Reformer” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 95-6.

“The Heresy of Tanchelm” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 96-101.

Henry of Le Mans & Peter of Bruys (6 texts) as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 107-126.

“The Humiliati: Five Texts (1184-thirteenth century)” as found in *Medieval Italy: Texts in Translation* (2009), 390-2.

“The Origins of the Humiliati” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 158-9.

“The heresy of the Passagians” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 173-85.

“The Origins of the Waldensian Heresy” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 200-202.

“The Waldenses at the Third Lateran Council” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 202-4.

“A Profession of Faith by Waldes of Lyons” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 204-8.

“A Debate between Catholics and Waldensians” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 210-3.

“The Reconciliation of a Group of Waldenses to the Church” as found in *Heresies of the High Middle Ages*, trans. Walter Wakefield and Austine Evans (1991), 220-30.

*Secondary Readings* (106 pages)

Biller, Peter “*Curate infirmos*: the medieval Waldensian practice of medicine” as found in *The Waldenses, 1170-1530*, 49-67.

Billier, Peter “Why no Food? Waldensian Followers in Bernard Gui’s *Practica inquisitionis* and *culpe*” as found in *Texts and the Repression of Heresy*, ed. Bruschi & Biller (2003), 127-46.

Kurpiewski, Chris. “Writing beneath the shadow of heresy: the *Historia Albigensis* of Brother Pierre des Vaux-de-Cernay.” in *Journal of Medieval History*. 31 (2005), 1-27.

Pegg, Mark Gregory “Catharism and the Study of Medieval Heresy” in *New Medieval Literatures*, VI, (2003), 249-69.

Patschovsky, A. “Heresy and Society: On the Political Function of Heresy in the Medieval World.” In *Texts and the Repression of Heresy*, (2003), 23-41.

### **Week 5**

9 February: Individual work in library

11 February: Individual work in library

### **Week 6**

16 February: Discussion of research questions/problems in class

18 February: Individual work in library

### **Week 7**

23 February: Individual work in library

25 February: Annotated bibliography due, discussion of prospectus in class

### **Week 8**

2 March: Prospectus due, discussion of peer prospectus in class

4 March: Discussion of peer prospectus in class

### **Spring Break**

**7-14 March**

### **Week 9**

16 March: Individual work in library

18 March: Individual work in library

### **Week 10**

23 March: Midterm discussion of special problems

25 March: Midterm discussion of special problems

### **Week 11**

30 March: First draft due, class discussion

1 April: Individual work in library

### **Week 12**

6 April: Critiques of first draft due, individual work in library

8 April: Individual work in library

### **Week 13**

13 April: Class discussion on research, problems, etc.

15 April: Individual work in library

### **Week 14**

20 April: Presentations

22 April: Presentations, Final papers due

### **Grading**

An A or A- thesis, paper, or exam is one that is good enough to be read aloud in a class. It is clearly written and well-organized. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of specific examples, and, in the case of a research paper, is built on a critical reading of primary material.

A B+ or B thesis, paper, or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly.

A B- thesis, paper, or exam demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence.

A C+, C, or C- thesis, paper, or exam offers little more than a mere a summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems.

Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or F categories demonstrates inadequate command of course material.

A D thesis, paper, or exam demonstrates serious deficiencies or severe flaws in the student's command of course or research material.

An F thesis, paper, or exam demonstrates no competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.