



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of History

HIST 304/MEDVL 304/RS 342 (Winter 2024)

Heresy and Crisis in Late Medieval Europe

Mon./Wed., 11:30-12:50 in SJ2 2003

INSTRUCTOR INFORMATION

Instructor:

Office: Tuesday, 12:30-2:00 in ML 226

Office Hours:

Email:

COURSE DESCRIPTION

This course explores the history of High and Late Medieval Europe, specifically focusing on the prevalence of heresy and other crises that afflicted the religious world of the Latin West. We will delve into the historical events, intellectual movements, and societal transformations that shaped Europe from about the eleventh century to the opening decades of the sixteenth century. Through an in-depth analysis of various primary and secondary sources, we will examine the causes, consequences, and responses to various heretical and deviant movements, intra- and inter-religious conflicts, and other significant cultural crises that defined the age. Through a simultaneously thematic and chronological approach, students will develop their understanding of the complex interplay that arose between religious orthodoxies, heterodoxies, and authorities, all while exploring their broader implications for medieval European society.

The course will begin with a brief survey of important heresies encountered by the Fathers of the Early Church, then leap forward to the High Middle Ages to examine such issues as those surrounding the *vita apostolica* and 'heretical poverty,' the Waldensians, Catharism and the Albigensian Crusade, the Spiritual Franciscans, mysticism, the clerical necromantic underground, John Wycliffe and Lollardy, the Hussites, Renaissance Humanism, and the dawn of the Early Modern witch-craze. The relationship of medieval Christianity to Judaism and Islam will also form a major theme of the course, as so-called "infidels" were sometimes also categorized as heretics by Christians for reasons we will explore.

COURSE OBJECTIVES

- Gain a comprehensive understanding of the historical context and key events related to heresy and religious crises in late medieval Europe.

- Analyze primary and secondary sources to evaluate the causes and consequences of heretical movements and religious conflicts.
- Explore the relationship between heresy, orthodoxy, and authority, considering the impact on religious institutions, governance, and societal structures.
- Develop critical thinking and research skills through the examination and interpretation of historical evidence, and the production of a comprehensive research paper.
- Engage in thoughtful discussions and written reflections on the complexities of religious dissent and its effects on medieval European society.

REQUIRED TEXTS [AND OTHER REQUIRED/SUGGESTED READINGS]

Required: Kevin Madigan, *Medieval Christianity: A New History* (Yale University Press, 2015). ISBN-13: 978-0300216776.

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

Additional primary source readings (and some videos) will be provided on LEARN

COURSE REQUIREMENTS AND ASSESSMENT

- Quiz #1 – 15%
- Quiz #2 – 15%
- Research Essay/Paper Proposal - 5%
- Research Essay/Paper - 35%
- Final Exam - 30%

Quizzes #1, #2, and Final Exam:

There will be two quizzes held in class on **Wednesday Feb 14, and Wednesday March 13**. These will include some multiple choice and a series of short answer questions (identify and state the significance) related to both the lecture material and the readings. The final exam will follow a similar format, but will be cumulative, twice as long, and with the addition of an essay question (drawn from a list of potential topics). These quizzes will serve not only to assess students' immediate comprehension of the material covered in class and in the readings but allow them to identify and strengthen problem areas in preparation for the cumulative final exam.

Research Paper:

Students are to submit a traditional historical research paper (between 2500-3000 words, not including citations/bibliography), exploring one specific area of interest related to the course (e.g., Monastic Reform, Apocalypticism, The Crusades, Waldensians, Cathars, Beguines, Inquisition, Lollards, Hussites, mysticism, witch persecutions, etc.). These papers must be

focused in scope, and meaningfully employ a minimum of six (6) peer-reviewed scholarly articles and/or books as secondary sources (e.g., articles from JSTOR or books from reputable university presses), and at least two (2) primary sources (texts in translation or well-documented artefacts). Each of these sources must be cited in a properly formatted apparatus of footnotes (with specific page numbers included), and in a bibliography at the end of the work. Please note that sources like blogs, social media posts, or websites like Wikipedia and Encyclopedia Britannica will not be accepted as eligible sources, though some of these can certainly be useful for getting yourself oriented. This paper aims to have students dig into academic literature and engage with modern scholarly research on the history of medieval heresy and religious dissent, and to make critical use of appropriate primary and secondary sources. Assignments will be graded on quality of writing, research, analysis, and use of correct formatting. A rubric will be provided to serve as a checklist.

Important: Since these research papers are traditional essays meant to strike up a balance between descriptive and analytical writing (i.e., not merely descriptive reports of facts), these assignments must be built around defending a concrete thesis statement woven into your opening paragraph **and highlighted in bold letters**. This should take the form of a clear-cut, concrete argument, not an inventory of what the paper will discuss (i.e., a thesis does not consist of “in this essay, I will be examining X, Y, Z”). Furthermore, all supporting evidence must be well-sourced and cited with footnotes and a bibliography conforming to the Chicago manual of style (“Notes and Bibliography Style”).¹

In addition to their more critical component, these research papers/essays should seek to answer basic questions such as “Who? What? When? Where? Why? and How?” about their chosen topics and state their significance to the history of medieval heresy and religious dissent. Papers will be due at the beginning of class on **Monday March 25**. Papers must be submitted in either .pdf or .doc format through LEARN under Assessments > Assignments.

Caveat on AI: In writing papers, students are expected to not make use of new AI platforms or Large Language Models (LLMs) for generating their work, whether in whole or in part, for a few reasons. Firstly, it is academically dishonest to take credit for work which you did not produce yourself. Secondly, since the information they provide is untraceable, it means students cannot demonstrate their research work through a network of citations. The research process in writing a paper is where most of the learning experience is acquired, and getting a machine to generate this content for you will rob you of that valuable experience. Thirdly, in their current state, even advanced LLMs make frequent errors when generating text on special topics in history, drawing from both factual and fictional works with little discernment and hallucinating data and sources when nothing certain is at hand to reiterate.

¹ Chicago Style Quick Guide:

https://www.chicomanualofstyle.org/tools_citationguide/citation-guide-1.html

Note that, when writing a research paper, it is always more important to show how you got to your conclusions than simply reaching them. Just like in a math class, you do not get full marks for simply putting down the answer without demonstrating the steps you took to get to that answer. Your instructor is not against the use of AI in principle, but against their use for generating academic work submitted for credit. By taking this course, you are making a pledge not to submit work that you did not research and produce yourself.

Research Essay Proposal:

Topics must be chosen and cleared with the instructor no later than **FEBRUARY 28**. Proposals should be 1-2 pages in length and include (1) a 1-3 paragraph description of what you plan to research and what you plan to use as your evidence; (2) a tentative thesis statement **in bold** (which you are free to change if you change your mind); and (3) a Chicago-style bibliography of some of the scholarly books and articles you are planning to use.

COURSE SCHEDULE

Note: The following lecture schedule is only intended as a general guide and may be subject to change as some topics may take more or less time than planned

DATE	TOPICS	READINGS	QUIZZES AND ASSIGNMENTS
JAN 8	Introduction of the course content and expectations	Eusebius, <i>Church History</i> , Book I, Book II:1, 13-14 (on LEARN)	
JAN 10	Overview of Medieval Christianity	Madigan Ch. 1	
JAN 15	The Patristic Context: Early Christian Heresies and the Development of Orthodoxy	Madigan Ch. 2	Video: "Irenaeus and his Against Heresies - Catholic Orthodoxy vs the Valentinian Gnostics" by Dr. Justin Sledge
JAN 17	St. Augustine and the Manichaeans; Brief overview of Middle Ages	Madigan Ch. 3-4	
JAN 22	The High Middle Ages: Monasticism, Spiritual Warfare, and the Church Militant	Madigan Ch. 5, 7	
JAN 24	Apocalyptic Expectations: Joachim of Fiore	Madigan Ch. 8-9	

JAN 29	Cathars, Waldensians, and Heretical Poverty	Madigan Ch. 10; Selection from <i>Heresies of the High Middle Ages</i> - The Summa of Rainerius Sacconi (p. 329-346)	Video: "Cathars and Catharism: Historical Fact or Delusion of the Inquisition?" by Dr. Justin Sledge
JAN 31	Rise of the Mendicant Orders: Franciscans and Dominicans	Madigan Ch. 11; Rosenwein and Little, <i>Social Meaning in the Mendicant Spiritualities</i> (1974)	Film: BBC4's <i>Gnostics 2/4 - Cathars and Bogomils: The True Christians</i>
FEB 5	Inquisition and the Persecuting Society; the Franciscan Spirituals	Madigan Ch. 12; Twelfth Ecumenical Council: Lateran IV 1215, Selected Canons	
FEB 7	Scholasticism and the Universities	Madigan Ch. 13-14	
FEB 12	Catch-up and Review		
FEB 14	*QUIZ #1*		*QUIZ #1*
FEB 19	READING WEEK – NO CLASS	Madigan Ch. 18	
FEB 21			
FEB 26	Crises of the 14 th century: the Black Death, the Avignon Papacy, and Lollards	Madigan Ch. 19	Film: John Wycliffe: The Morning Star
FEB 28	Medieval Magic and the Clerical Necromantic Underworld	Excerpts from Levak, <i>The Witchcraft Sourcebook</i> , 31-50; Thomas Aquinas, <i>Summa Contra Gentiles</i> 3 c104-107 (on LEARN)	*Deadline for proposal
MAR 4	Not Quite Heretics: Medieval Mystics (Christian and Jewish);	Dionysius the Areopagite, <i>The Mystical Theology</i> and <i>The Celestial Hierarchy</i>	
MAR 6	Jewish-Christian Relations (1096-1492)	Madigan Ch. 6, 17	Film: The Disputation
MAR 11	Catch-up and Review; Printing Press, Early Renaissance Humanism	Madigan Ch. 20	
MAR 13	*QUIZ 2*		*QUIZ #2*
MAR 18	The Renaissance: A Pagan Revival? Pt. 1		

MAR 20	The Renaissance: A Pagan Revival? Pt. 2	Pico Della Mirandola, <i>Oratio</i> ; and excerpts from Savonarola, <i>Triumph of the Cross</i>	
MAR 25	Dawn of the Witch-Craze;	<i>Malleus Maleficarum</i> ; Michael Bailey: "From Sorcery to Witchcraft: Clerical Conceptions of Magic in the Later Middle Ages"	*Research papers due
MAR 27	Dawn of the Protestant Reformation	Martin Luther, 95 Theses; Pope Leo X, <i>Exsurge Domine</i>	
APR 1	Catch-up		
APR 3	Conclusions		

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

Late work will be penalized at a rate of up to 5% per day after the initial due date.

There will be no "make-up" tests/exams. A student who does not provide an acceptable documented *medical reason* will receive a grade of zero for that test/exam. It is also vital that students realize their own responsibility for informing the instructor promptly (preferably prior to missing the test/exam, but certainly no more than 24 hours after it).

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission

before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

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 the [Office of Academic Integrity](#) 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](#). 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 the [Office of Academic Integrity](#) 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](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

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: [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.

MENTAL HEALTH SERVICES

All of us need a support system. The SJU faculty and staff encourage students to seek out mental health support if they are needed.

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 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. Phone: 519-749-4300 x6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for LGBT or questioning teens in Waterloo. Phone: 519-884-0000 x213