

HISTORY 590 001: CAPSTONE (SAINTS AND HERETICS)

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Office Hours (on campus):

MW 11 AM – 12 PM (Bancroft 105)

TR 10 AM – 1:45 PM (Bancroft 366)

or by appointment

Fall 2020

Class Time: TR 2:00 – 3:15 PM

Classroom: Kinard 204

Credit Hours: 3

Virtual Office Hours: Available via email, Monday through Friday from 10 AM – 4 PM. I will also be teaching, so immediate replies are not guaranteed. However, I do tend to respond quickly (within a few hours). Expect a delayed response if you contact me on Friday afternoon or over the weekend.

COURSE OUTLINE FOR CAPSTONE (HIST 590)

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, “Saints 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.

Due to its small size, this class can be face-to-face. But Covid-19 has forced us into a new venue—Kinard 204, which is smelly and the desks are bolted to the floor (perhaps not the most conducive environment for discussions). Until September 8th, our class will be fully online (Winthrop University sometimes calls this “virtual”). Likewise, class will be virtual from the week of Thanksgiving Break through the end of the semester. When we are virtual, online content will be provided. In this class, you will not only participate in discussions but lead them. If we go virtual, this will be done through online discussion forums or via Zoom/Blackboard. In general, we will be working on our research papers and reading about medieval history in the first 1/3 of this course. You—the students—will lead many of the reading discussions. The central 1/3 of the semester will be dedicated to writing your research papers, and the final 1/3 of the semester will be class discussions of each research paper (again the discussions will be led by you).

Although we will be virtual through September 8th, you will still want to participate in the discussion forums, which are mandatory. When this class is online, participation in a discussion forums is the equivalent of attending class. There is a stricter attendance policy in Capstone, so make sure to attend and to participate in online discussion forums.

TENTATIVE SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENT DUE DATES

AUGUST

Week One (*Virtual*; August 25th and 27th): Introductions

- **Introduction to course and classmates**
- **Setting the Stage: Medieval Europe around the year 1000**
 - Jordan, pp. 1 – 37 (the Prologue and Chapter One and Two)

Week Two (*Virtual*; September 1st and 3rd): Historical Context and Discussions

- **Setting the Stage: Introduction to the concept of medieval heresy**
 - Deane, pp. 1 – 23 (introduction)
- **Northern, Western, and Central Europe**
 - Jordan, pp. 38 – 84 (Chapters Three, Four, and Five)

SEPTEMBER

Week Three (*In classroom*; September 8th and 10th): Historical Context and Discussions

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

Research Essay Proposal due by midnight on Thursday, September 10th

Week Four (September 15th and 17th): Historical Context and Discussions

- **Lawyering up (Vlad Markarov)**
 - Deane, pp. 87 – 122 (“Lawyer Popes, Mendicant Preachers, and New Inquisitorial Procedures”)
- **Investiture Controversy and the First Crusade (Kelsey McDuffie)**
 - Jordan, pp. 85 – 112 (Chapters Six and Seven)

Week Five (September 22nd and 24th): Historical Context and Discussions

- **Holy poverty and the end of days * (Joey Morris)**
 - Deane, pp. 123 – 152 (Spiritual Franciscans, the Poverty Controversy, and the Apocalypse)
- **Learning and Innovation * (Cierra Rahman)**
 - Jordan, pp. 113 -- 142

SEPTEMBER / OCTOBER

Week Six (September 29th and October 1st): Historical Context and Discussions

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

Historiographical Essay / Annotated Bibliography due by midnight on Thursday, October 1st

Week Seven (October 6th and 8th): Historical Context and Discussions

- **Pope Innocent III and Medieval Learning * (Christian Beach)**
 - Jordan, pp. 194 -- 225
- **Read your bible * (Cbason Blocker)**
 - Deane, pp. 217 – 246 (“Wyclif, the Word of God, and Inquisition in England”)

Week Eight (October 13th and 15th): Historical Context and Discussions

- **Famine, Plague, and Violence * (Tyler Gibson)**
 - Jordan, pp. 289 – 313 (Black Death)

Final Abstracts due by midnight on Tuesday, October 13th

- **Individual appointments**

Week Nine (October 20th and 22nd): One-on-One Discussion of Project

- **Individual appointments**
- **Writing Workshop**

Week Ten (October 27th and 29th): Individual Appointments and Writing Workshops

- **Writing Workshop**
- **Writing Workshop**

NOVEMBER

Week Eleven (November 3rd and 5th): Research Paper Due

- **Election Day: No Classes**
- **Research Papers due by midnight on Wednesday, November 4th**
- **Exit Exam (not the final exam, but an ungraded exam for the department)**

Week Twelve (November 10th and 12th): Paper presentations

- **Paper presentations: Presenter (topic); Discussant**
 - One: presenter (topic); discussant
 - Two: presenter (topic); discussant
 - Three: presenter (topic); discussant
- **Paper presentations: Presenter (topic); Discussant**
 - Four: presenter (topic); discussant
 - Five: presenter (topic); discussant
 - Six: presenter (topic); discussant

Week Thirteen (November 17th and 19th): **Paper Presentations**

- **Paper presentations: Presenter (topic); Discussant**
 - Seven: presenter (topic); discussant
 - Eight: presenter (topic); discussant
 - Nine: presenter (topic); discussant
- **Paper presentations: Presenter (topic); Discussant**
 - Ten: presenter (topic); discussant
 - Eleven: presenter (topic); discussant

Week Fourteen (November 24th and 26th): **Thanksgiving Break**

- **Thanksgiving Break: No Classes**
- **Thanksgiving Day: No Classes**

DECEMBER

Week Fifteen (December 1st, 3rd, and 4th): **Virtual classes / Last day of class**

- **Virtual Class: Online viewing of *Name of the Rose*?**
- **Last Day of Class: Virtual Class (Online viewing of *Name of the Rose*?)**
- **Friday, December 4th: Study Day**

FINAL EXAM: DUE BY MIDNIGHT ON WEDNESDAY, DECEMBER 9TH

ASSIGNMENTS AND GRADE BREAKDOWN

The primary assignment in this course is the **research paper**. As stated above, the research paper (due on Wednesday, November 4th 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 (a minimum of eight secondary sources and seven primary sources are expected). There are a number of assignments associated with this larger research paper. A **paper proposal** (due on Thursday, September 10th 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, October 1st, by midnight via Turnitin (15% of your overall grade). This three- to four-page historiography (about 1,000 words) along with an annotated bibliography 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 Tuesday, October 13th. The abstract gives you a chance to capture the gist of your paper in a single, short paragraph. The abstract and the historiography can be combined to create the formal introduction to your final research paper. This provides you the opportunity to receive and incorporate critical feedback on portions of your research paper before you submit the final copy.

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 midnight on Wednesday, December 9th. All written work must be submitted in order to pass the course. *Failure to submit any of the written assignments or the final exam will result in a failure in Capstone.*

Class participation and **presentations** combine to make up 25% of the overall mark.

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. In addition to your participation in class discussions, your overall class participation grade reflects regular attendance, which will be taken. You also must participate in online discussion forums to be considered present during the weeks we are virtual. *Therefore, overall participation in the course includes 1) regular attendance, 2) helping lead a discussion of the readings, 3) active participation in class discussions, 4) your end-of-semester presentation (how you present your project), and 5) your role as a discussant of someone else's project. Each of these five parts of your class participation grade are weighted equally (each are 20% of your participation grade).* Multiple unexcused absences (either missing classes or skipping discussion forums) will result in a reduced class participation grade. Abuse of the attendance policy (regular absenteeism, whether excused or not, from class or discussion forums) 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. 10 th (midnight)
Historiography and Biblio	15% of grade	Thurs., Oct. 1 st (midnight)
Abstract	5% of grade	Tues., Oct. 13 th (midnight)
Research Paper	40% of grade	Wed., Nov. 4 th (midnight)
Class Participation / Present	25% of grade	
Final Exam	7.5% of grade	Wed., Dec. 9 th by midnight

This course will be graded on a plus/minus basis. Each course component (the two Source Analyses, the Research Paper, the Mid-Term Examination, the Final Examination, and Class Participation) 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. Utilizing the published rubric, which will be posted on Blackboard and reflect the rubric posted on the General Education website, the following letter grades will be assigned:

A+ = 98-100 points	Level 5 ~ Exceptional	Substantially exceeds requirements
A = 95 points	Level 4 ~ Superior	Exceeds requirements
B = 85 points	Level 3 ~ Commendable	Meets requirements
C = 75 points	Level 2 ~ Rudimentary	Partially meets requirements
F = 0-59 points	Level 1 ~ Minimal	Does not meet requirements

Your grade will be assigned using the Plus/Minus grading system:

94% - 100%	=	A	74% - 76%	=	C
90% - 93%	=	A-	70% - 73%	=	C-
87% - 89%	=	B+	67% - 69%	=	D+
84% - 86%	=	B	64% - 66%	=	D
80% - 83%	=	B-	60% - 63%	=	D-
77% - 79%	=	C+	59% or less	=	F

CLASS PARTICIPATION

Participation means that, whether in class or in an online discussion forum, you should listen attentively, offer answers to questions, pose questions of your own to the group, or make informed comments about the reading or the comments of other students. In addition to attendance, which is the foundation of your class participation grade, your overall class participation mark will be based on both the quality and quantity of your in-class and online contributions over the course of the semester.

A: Comments and/or questions show thoughtful reflection, keen insight, and good understanding of ideas; contributes significantly to other students' understanding; responds to and elaborates on other students' contributions; actively challenges own

ideas; makes specific references to readings and connections to other discussions or themes discussed in class or online

B: Comments/questions show reflection and insight and some grasp of ideas; participation stimulates other students' thought; responsive to others' ideas; is willing to challenge own ideas; incorporates reading ideas, themes into discussion

C: Comments demonstrate a partial awareness of the readings; discussion is largely independent of others' remarks; shows little awareness of ideas other than own

D: Comments/questions are little developed; little interaction with remarks of others; participates rarely or reluctantly; focuses primarily on own experience; comments make it clear that the student did not do the readings

F: Comments/questions are irrelevant or disrespectful; pays little or no attention to others; shows no interest in self-examination; unresponsive to readings

Please Note: *Sleeping or the use of cell phones during class will result in an automatic 0 for daily attendance (even a short catnap). Likewise, regular tardiness, which includes being late for class or participating in discussion forums long after the rest of the class, and/or constant use of electronic devices, when used for something other than class, is inappropriate and will negatively affect your class participation grade.*

READINGS

Required Readings include:

- William Chester Jordan's *Europe in the High Middle Ages*
- 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. Deane and Peters are also available through Dacus Library. Both Deane's and Peters' books are available as ebooks. I have a copy of Jordan's *Europe in the High Middle Ages* in my office. 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

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request.

If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with me as soon as

possible to discuss your accommodations so that they may be implemented in a timely manner.

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>)

Papers with significant documentation problems and/or plagiarism issues will earn a 0 (Please see your University Undergraduate Catalogue for more information on Academic Misconduct). Cheating, plagiarism, or any other form of academic dishonesty can result in your receiving an F in this course. Plagiarism refers to the act of presenting someone else's thoughts, words, ideas, or lines or argument as your own. Plagiarism is a serious academic offense and, whether intentional or not, is a violation of the Code of Student Conduct.

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.

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 Three) History majors demonstrate their understanding of the interconnectedness of the world, past and present, by conducting independent research based on the critical assessment of both primary and secondary sources
- (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.