Senior Seminar  
History 4499/01  
Heretics and Martyrs (c. 1200-1600)  

<table>
<thead>
<tr>
<th>Fall semester, 2011</th>
<th>Professor: Gerrit Voogt</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW 12:30-1:45 PM</td>
<td>Office: SO 4106</td>
</tr>
<tr>
<td>SO 3032</td>
<td>Office hours: MW 2:00-4:00 PM, or by appointment</td>
</tr>
</tbody>
</table>

Content (as listed in the course catalog): This course will examine heretical movements in Europe in the 13th-16th centuries, from the Cathars to the Anabaptists. The focus will be both on the persecutory mindset and motivations, as well as on the motivations of the martyrs–since one side’s heretic was the other side’s martyr. During the first weeks we will lay the groundwork by studying and discussing common readings on the whole period, providing the context and orientation for the construction of the senior thesis. Then the students prepare and write their theses, meeting regularly to critique drafts and discuss individual research.

Course prerequisites: HIST 2270 and HIST 3376 with a grade of ‘C’ or better

Academic Honesty: Please refer to policy stated in the current KSU Undergraduate Catalog. See the Student Code of Conduct regarding section II Academic Honesty (plagiarism and cheating). It reads as follows:

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.) When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.

Required texts:

Recommended Texts:

- Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th ed.)

Nature and purpose of this course

The Senior Seminar is unlike other History courses you have taken. It is meant to be the culmination of previous classes and will rely on your application and use of the tools and the experience you have accumulated in your years as a History major. I assume you retain the research basics that were covered in History 2270 and that you are familiar with the use of footnotes, endnotes, bibliography etc. as well as historiographical issues (3376) – but there will be some opportunity for practicing or refreshing these skills. The assignments and activities in this class are all geared towards your production of a 20 to 25-page original and scholarly research paper on a topic related to the theme of Heretics and Martyrs. The history of the great medieval heresies, of the authorities’ response to them, and of the cross-denominational martyrdom of the early modern period will function as the organizing topic of this course, and we will intensely study and discuss these issues. But the main point of this class, rather than simply to master the details of religious conflict, is to demonstrate that you have mastered the skills and knowledge that one might reasonably expect of a graduating history major at Kennesaw.

The work load in this class is challenging, but executing the task successfully can also prove to be one of the most rewarding experiences you have in college.

As a seminar, this class is predicated upon the full and serious participation of students. Students will present and discuss the progress and results of their research in class, and there will be few lectures. The students are expected to come to class having done the readings and/or assignments and prepared to contribute to the discussions. From time to time I will ask one or more students to help lead discussion, which means that they will have to devise discussion questions for the seminar hour. They will then serve as class facilitators.

Structure: Assignments, activities, requirements

The grade for this course will be determined as follows:

<table>
<thead>
<tr>
<th></th>
<th>Preparedness and participation</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>List of tentative topics</td>
<td>5%</td>
</tr>
<tr>
<td>III.</td>
<td>Topic proposal</td>
<td>5%</td>
</tr>
<tr>
<td>IV.</td>
<td>Article search and summaries</td>
<td>5%</td>
</tr>
<tr>
<td>V.</td>
<td>Book review</td>
<td>5%</td>
</tr>
</tbody>
</table>
VI. Prospectus 10%
VII. First draft/ peer review 10%
VIII. Oral presentation 5%
IX. Final paper 50%

To expand on the aforementioned requirements:

I. Preparedness and participation

Class attendance and participation are expected (see above) – absences in excess of three will reduce the participation grade by 3 points per absence.

Arrive promptly; late arrivals will be counted as absent if over fifteen minutes late. If you have to leave class early, inform the instructor at the beginning of class. Turn off all cell phones – in case of an anticipated emergency, please set phone to vibrate and inform the instructor.

II. Two tentative topics

Early in the semester I will ask you to present a description of two tentative topics for your senior paper. Even if you think you already know what you want to write about, you also need to develop a second possible topic.

For the purpose of this assignment you will have to examine what scholars have already written on your tentative topics. You can start in the bibliographies of the assigned books and in the selective bibliography I have provided (separately, on Vista), in the library holdings and electronic resources.

The topics you present should meet the following criteria:

- They are interesting and significant to you
- They are doable within the framework of one semester and a 20-25 page paper
- They have historical significance
- They promise an original angle or approach with regard to the subject matter
- Sufficient sources are available

Describe your topics on a single sheet of paper: the main heading and possible subpoints. Name minimally two relevant primary and two secondary sources per topic. For example:

Topic 1: John Wyclif and the Hussite Movement

a. Wyclif’s life and times
b. Wyclif’s realism
c. Wyclif’s anti-monasticism
d. Wyclif’s denial of transubstantiation
e. Lollards
f. Wyclif’s impact in Prague: John Hus and Utraquism

Some works on this topic:

Primary:


Secondary:


*You should be prepared to talk about these potential topics with your classmates on the day that they are due.

III. Topic proposal

Work out one of the topics into a more elaborate “definitive” topic proposal. In maximally 600 words, describe your thesis, outline the historiographical context and list chief primary and secondary sources, explaining how they might contribute to proving your thesis. After you submit the proposal, I will schedule individual conferences to discuss the proposals.
IV. Article search and summaries

Find two articles from scholarly journals that relate to one of your topics (from II, above). Provide a brief summary of the articles (one or two paragraphs per article). The articles should be cited according to Chicago style. They should be read in their entirety. Your summary should home in on the major argument made in each article and the way the case is made. You should be prepared to discuss the articles you have read on the day this assignment is due.

V. Book review

Find a monograph that you think is relevant to one of your topics (from II, above). Read it and write a scholarly book review of maximally 800 words. In your review, address at least the following questions:

- What is the book’s main thesis?
- What type of sources does the author use?
- Is the author successful in making her case?
- Is the book well-written? Interesting? (motivate your view)
- Are there lacunae? (areas not addressed etc.)

Further considerations regarding the writing of good reviews will be posted on Vista.

In addition, find three reviews of the book in question written by scholars in journals and list them at the end of your own review. Be sure to cite them in accordance with the Chicago Manual of Style.

You should be prepared to discuss this book in class the day that this assignment is due.

VI. Prospectus

By now, you should have begun serious work on your topic. The prospectus lays down your plan of action. It should be 5-7 pages, well-organized and grammatically correct, and include the following:

- a good working title
- a concise and precise statement of your topic: this is your “abstract” where you summarize and make the case for your topic
- a synopsis of the argument: summarize the main line of argument in the paper – you can do this paragraph by paragraph
- a discussion of how your project will fit into the historiographical context – with reference to existing secondary literature on your topic
- a review of the available literature
o a preliminary bibliography. This bibliography should contain the sources that you have found so far and that you deem useful. It should adhere to Chicago style
o a research plan with your own schedule for completing this project

Prospectuses will be distributed to me and to your fellow students. You should be prepared to present and discuss briefly your prospectus on the day that it is due. We will schedule another round of individual conferences.

VII. First draft/ peer review

- You need to submit two copies of this draft: one for your instructor, and one for your peer reviewer – both will read and comment on your paper
- Peer reviewers will return their marked copy to you and will submit a copy of the paper with their comments to me
- There are no extensions on the due date for the first draft
- The drafts should be at least 15 pages in length; they don’t have to start from page one, but the majority of the pages (c. 12) must be consecutive
- The text you turn in should manifest the following features:
  o Polished prose and well-crafted sentences
  o No typos and/or grammatical errors
  o Carefully constructed argumentation
  o A scholarly apparatus (footnotes that adhere to the Chicago Manual of Style)
- The peer reviewer will carefully read the draft, critique it and suggest corrections and improvements.
- A final round of individual meetings with the professor to discuss the drafts will be held during the week following their submission.

VIII Oral presentation

This is a formal presentation of your research results to your classmates and to invited faculty members of the History department. Your presentation should be well-organized and interesting, and last for c. 15 minutes, after which your audience may ask questions.

IX Final paper

This is the finished product. Make sure to incorporate the comments and suggestions made by your professor and peer reviewer. The following stipulations apply:

- The paper is due on December 5. As a rule, no extensions will be granted. There will be no class that day – but you must deliver the paper in person to the professor’s office (hard copy)
- The paper should have the following sections:
  A cover page with, centered: 1. -The title of the paper-; 2. -Your name-;

At least 20-25 pages of text – double spaced in a normal font (Times New Roman, Book Antiqua). This length does not count the title page, the bibliography and the bibliographical essay.

Margins should be normal-sized (75’ – 1’); the footnotes in footnote text.

Bloc quotes should be indented, single-spaced, without quotation marks.

A bibliographical essay (maximally two pages) briefly discussing the chief primary and secondary sources used for the paper. Note possible discrepancies between these sources.

A comprehensive bibliography listing all the sources that you consulted (not just those you cited). This bibliography should be divided into primary and secondary sources (in that order).

❖ Your final paper will be evaluated according to the following criteria:

- Quality and extent of research
- Quality of writing
  - Syntax and grammar
  - Organization and clarity
  - Style and flow
- Demonstrated analytical ability
  - Sophistication and significance of argument
  - Coherence and cogency
  - Use of source material
- Originality and Creativity
- Adherence to guidelines and instructions

Schedule of meetings and deadlines

*PLEASE NOTE: This schedule is tentative and may be changed at the discretion of the instructor. You are responsible for being aware of all changes that are announced in class or on Vista.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 17</td>
<td>Definitions: heresy/ orthodoxy; twelfth-century</td>
<td>Wednesday, August 24</td>
<td>The mendicant orders; Spirituals and</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Text</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Monday, August 29</td>
<td>Wyclif and Lollards; John Hus and Bohemian heresy; conclusions</td>
<td>Deane pp. 1-36</td>
<td></td>
</tr>
<tr>
<td>Monday, August 29</td>
<td>Deane pp. 1-86</td>
<td>Conventions; apocalypticism; beguins, beghards, and mystics; demonology and witchcraft</td>
<td></td>
</tr>
<tr>
<td>Wednesday, August 31</td>
<td>Combatting heterodoxy: The Inquisitions – definitions – medieval Inquisition – Inquisitions in Spain, Portugal, Italy and the New World</td>
<td>Peters pp. 1-10; 40-121</td>
<td></td>
</tr>
<tr>
<td>Monday, September 5</td>
<td>“Salvation at Stake”: the Early Modern Martyr; the willingness to kill the heterodox</td>
<td>Gregory pp. 1-96</td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 7</td>
<td>Inquisition as topos; inquisition and toleration debates; conclusions</td>
<td>Peters pp. 122-188; 263-295</td>
<td></td>
</tr>
<tr>
<td>Monday, September 12</td>
<td>Railway Day: no classes</td>
<td>Wednesday, September 12</td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 14</td>
<td>Required individual conferences with Professor – no group meeting</td>
<td>Due: List of two tentative topics</td>
<td></td>
</tr>
<tr>
<td>Monday, September 19</td>
<td>“Salvation at Stake”: the Early Modern Martyr; the willingness to kill the heterodox</td>
<td>Gregory pp. 1-96</td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 21</td>
<td>Required individual conferences with Professor – no group meeting</td>
<td>Due: List of two tentative topics</td>
<td></td>
</tr>
<tr>
<td>Monday, September 26</td>
<td>Martyrdom: the willingness to die</td>
<td>Gregory pp. 97-138</td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 28</td>
<td>Due: Book review</td>
<td>Gregory 139-196</td>
<td></td>
</tr>
<tr>
<td>Monday, October 3</td>
<td>Anabaptist martyrs</td>
<td>Wednesday, October 5</td>
<td></td>
</tr>
<tr>
<td>Wednesday, October 5</td>
<td>No group meeting; professor will be available for individual consultation</td>
<td>Wednesday, October 5</td>
<td></td>
</tr>
<tr>
<td>Monday, October 10</td>
<td>Prospectus due</td>
<td>Wednesday, October 12 – Midpoint (last day to withdraw w/o academic penalty)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, October 17</td>
<td>Required individual conferences with Professor – no group meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, October 19</td>
<td>Required individual conferences with Professor – no group meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, October 19</td>
<td>No group meeting; professor will be available for individual consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, October 24</td>
<td>Group meeting: Catholic martyrs; conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, October 26</td>
<td>No group meeting; professor will be available for individual consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, October 26</td>
<td>Required individual conferences with Professor – no group meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, October 31</td>
<td>No group meeting; professor will be available for individual consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, November 7</td>
<td>Group meeting: reflections on research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, November 9</td>
<td>First draft/ peer review due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, November 14</td>
<td>Required individual conferences with Professor – no group meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, November 21</td>
<td>No group meeting; professor will be available for individual consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, November 28</td>
<td>Oral presentation of papers I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, December 5</td>
<td>Oral presentation of papers I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, December 5</td>
<td>Papers due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, November 23</td>
<td>Thanksgiving break: no classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, November 30</td>
<td>Oral presentation of papers II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>