



Thursday, 1-3 pm
NE 272

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Description

Less known than kings, knights and popes, those kept at the margins of medieval Europe can tell us much about the society that defined them. This seminar course proposes to look at how medieval people conceptualized, identified and treated minorities and marginal groups and how these groups saw their own place within their world. The course will cover a variety of marginal categories: religious (Jews, Muslims, and Heretics), social and economic (poor, slaves), disease and health (lepers), legal (criminals), and gender and sexuality (prostitutes, homosexuals, and transsexuals). The class will examine how each group was depicted in art and popular culture, how they were defined, and what place they occupied, if at all, within the structure of society as well as points of contact and conflict. Special attention will be paid to whether attitude towards minorities varied according to time (1000-1500) and space (northern and southern Europe, urban and rural areas). Students will have opportunity to engage with a variety of primary and secondary sources; written assignments will allow students to both analyze primary sources and to examine the arguments made by historians.

Goals

- To understand how pre-modern European societies defined those in their margins
- To become familiar with the social, cultural, and legal mechanisms that shaped the lives of medieval people through case studies of marginal groups
- To consider/explore ideas contrary to one's own beliefs
- To write effective historical essays
- To analyze both primary and secondary sources
- To communicate one's ideas effectively in both written and oral form

Required texts

- Moore, R. I. *The Formation of a Persecuting Society: Authority and Deviance in Western Europe, 950-1250*. Malden, Mass: Blackwell Publishing, 2007.
- Nirenberg, David. *Communities of Violence: Persecution of Minorities in the Middle Ages*. Princeton, NJ: Princeton University Press, 1996.
- Blumenthal, Debra. *Enemies and Familiars: Slavery and Mastery in Fifteenth-Century Valencia*. Ithaca: Cornell University Press, 2009.

- Farmer, Sharon A. *Surviving Poverty in Medieval Paris: Gender, Ideology, and the Daily Lives of the Poor*. Ithaca: Cornell University Press, 2002.
- Arnold, John H. *History: A Very Short Introduction*. New York: Oxford University Press, 2000.
- HIS495H1-S Coursepack
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Sixth edition. Boston: Bedford/St Martin's, 2010 [recommended]

Course Format

This course is a seminar and it is therefore based on discussion of assigned readings. There are no lectures. Attendance is mandatory, as is participation in class discussion. Each week, beginning on week 3, 1-2 students will act as discussion leaders (see the last page of this handout for tips in leading discussions). **All students are required to do the assigned readings before each class so that they are fully prepared to participate.**

As a jumping off point for our in-class discussion, everyone is required to post a comment on the readings for each class on the course wiki. **Your comments should respond both to the readings themselves and to the remarks made by other students on the wiki.** Discussion leaders should use these comments as a foundation for the class they are leading.

Wiki Comments/Discussion:

This course uses a wiki page to manage discussion and serve as a hub for exchanging information about the course.

To facilitate in-class discussions and allow for a more inclusive atmosphere, students are required to post on the course's wiki page by 5:00 on class days. Some ideas include:

1. a reaction to the readings – e.g. which reading you liked best and why? Or a reaction to someone else's reaction – a major goal of this course is to get students to interact with one another. If you agree or disagree with someone else's post, you can respond to it explaining why or how you agree or disagree with your classmate.
2. A connection between the readings and previous readings or courses
3. An Aha! moment – an Aha! moment is a moment in which something you have been reading or contemplating make sense with unexpected clarity. Anybody who posts an Aha! moment and explains how and why suddenly something made sense to them will earn extra points.

Students must participate in these discussions EVERY WEEK. **Participation in the online discussion will be a part of your overall discussion grade.**

The URL for the wiki is: <http://margins10.pbworks.com>

For logging in the first time, you will need to request access to the site. To do so, go to the above URL, click on "request access", enter your email address and your name in the message section. I will then add you to the wiki. This will allow you to both read the wiki content and make comments on all aspects of the site.

The wiki will be used for:

- posting all assignment sheets

- discussion on the readings (see below for requirements)
- questions regarding course issues, readings, assignments etc.

Blackboard

Blackboard is the course management platform used by this course; although the course does not rely on Blackboard for most of its weekly activities, students will be able to access their grades through it. The URL is <http://portal.utoronto.ca>

Grading, assignments, and plagiarism

Grading scheme & due dates

Book Review/Document Study	20%
Major Essay	40%
- Proposal/Bibliography	
- Draft	
Participation	40%
- Oral presentation & leading discussion	
- Weekly contributions to course wiki	
- Informed in-class participation	

Assignments

- **Essay 1 (Due Feb 8th, online) – 1,500 words (5 pages)** This is a short essay assignment to allow students to begin thinking about the major assignment and ensure that the student and instructor have a chance to spot major problems with writing and conceptualization. Students may choose from the following options:
 1. A Book Review: The student will write a critical book review (“critical” in the sense of analytical) of a book we have read or will read in the course of the term, or a book chosen in consultation with the instructor. The review should be no longer than 5 pages or 1500 words. Instructions on how to write a book review will be posted on the wiki site.
 2. A Document Study: The student will write a short document study of a document we have read or will read in the course of the term, or a document chosen in consultation with the instructor. The document study should be no longer than 5 pages or 1500 words. Instructions will be posted on the wiki site.
- **Essay 2 (Due: April 5th) – worth 40% of final grade** – This is a longer essay assignment; it will be the major piece of work produced by the student in the course of the term. In this essay, the student will focus on a particular subject in relation to the course; the student will meet with the instructor early in the term to determine the subject and approach. The topic may be chosen in relation to the broad subjects of the

weekly class meetings, or another subject if the student wishes, as long as it falls within the purview of the course. Following one or more consultations with the instructor, the student will submit an **essay proposal**, outlining the proposed approach and bibliography, on **March 1, 2010**. The essay will be written taking one of the two following forms:

1. Focus on primary sources: the student will rely mainly on a body of primary sources to write an original essay of about 5000 words (15-17 pages). The instructor will help the student determine an appropriate body of primary sources on which to focus.
 2. Focus on historiography: the student will write a historiographical essay of about 5000 words (15-17 pages), analyzing the historical literature on a particular subject. The student will determine an appropriate body of literature on which to focus using the bibliographical aids listed in the course web page and with the help of the instructor.
- **Oral Presentation & Leading Class Discussion** - Each student will lead the class discussion one week; the student will not be required (or encouraged) to make a long presentation, but a short (e.g. **10**-minute) opening address outlining some of the major questions the literature poses will be in order. The other students will, as usual, do the required reading and will be expected to participate as usual. Instructions on how to lead class discussions will be posted on the wiki site.

Note on interconnection of assignments

Students are encouraged to interconnect assignment; in other words, all the assignments may be focused on the same general topic. Although the first assignment will be a complete essay in itself, it should be written on a document or book that is central to the long essay, and parts of the short essay may be spliced into the longer essay. Similarly, the student may choose to lead discussion on a week where the readings are germane to the essay.

Late papers:

Assignments are due electronically on the date marked on the syllabus. [INCLUDE DIRECTIONS] **NO LATE PAPERS will be accepted**, except in cases of medical emergencies or death, and only with appropriate documentation.

Plagiarism:

Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself; you may not submit work for this class that you did for another class. Refer to <http://www.utoronto.ca/writing/plagsep.html> for further information. Be forewarned that this class adopts a zero-tolerance policy towards plagiarism.

Office hours & email etiquette:

Students are strongly encouraged to come to office hours to introduce themselves and to discuss any aspect of the course. There is no need to make an appointment, as I will be available at my office during office hours precisely for that purpose.

If my office hours are not suitable to your schedule, please contact me for an alternative arrangement. E-mail is the best way of contacting me. I will respond to emails within 24 hours during the week and 48 hours during the weekend; if you get no acknowledgement of your email within that time frame, please don't hesitate to send a second message. Although email is usually reliable, it has happened in the past that students' emails ended up in my spam box.

Lectures and reading schedule

All items marked with a (*) are in the coursepack

1. **Jan 07 – Course introduction**
2. **Jan 14 – Library/Research Workshop**
3. **Jan 21 – Heretics: the Cathars of Languedoc**

Primary sources online – Internet Medieval Sourcebook [links on the wiki site]

- Fourth Lateran Council: Canon 3 on Heresy (1215)
- Confession of Barthélemy Amilhac, (1320)
- Confession of Beatrice de Plenissoles (1320)

*Arnold, John H. "The lump and the leaven: the move to Inquisition." In *Inquisition and Power*, 19-48. University of Pennsylvania Press, 2001.

Pegg, Mark Gregory. "On Cathars, Albigenses, and good men of Languedoc." *Journal of Medieval History*. [online]

*Snyder, Susan Taylor. "Cathars, confraternities, and civic religion: the blurry border between heresy and orthodoxy." In *Heresy and the Persecuting Society in the Middle Ages: Essays on the Work of R.I. Moore*, edited by Michael Frassetto, 241-251. Leiden ; Boston: Brill, 2006.

4. **Jan 28 – Jews in Northern Europe**

Primary sources online – Internet Medieval Sourcebook [links on the wiki site]

- Thomas of Monmouth: The Life and Miracles of St. William of Norwich (1173)
- Richard I of England: Charter to the Jews (1190)
- Bishop of Speyer: Grant of Lands & Privileges to the Jews (1084)
- Fourth Lateran Council: Canon 68 on the Jews (1215)
- Gerald of Wales: A Witty Jew, c. 1185
- Contact between English Jews and Christians

*Langmuir, Gavin I. "Medieval Antisemitism." In *Toward a Definition of Antisemitism*, 301-10. Berkeley: University of California Press, 1990.

David Malkiel, "Jews and Apostates in Medieval Europe — Boundaries Real and Imagined," *Past and Present* 194, no. 1 (2007): 3-34. [online]

*William C. Jordan, "Adolescence and Conversion in the Middle Ages: A Research Agenda," in *Jews and Christians in Twelfth-Century Europe*, ed. Michael Alan Signer, and John H Van Engen (Notre Dame, IN: University of Notre Dame Press, 2001).

Aryeh Grabois, "The Hebraica Veritas and Jewish-Christian Intellectual Relations in the Twelfth Century," *Speculum* 50, no. 4 (October 1975): 613-634. [online]

5. **Feb 04 – Jews & Muslims in Spain**

Primary sources online – Internet Medieval Sourcebook [links on the wiki site]

- Alfonso X, *Las Siete Partidas*: Laws on Jews & Muslims (1265)
- Barcelona Jewish Court Documents (1293)
- Royal Grants to the Jewish Community of Barcelona (1241-1271)
- A Business Partnership between a Jew and Christian in Barcelona (1235-1242)

*Muslims and Christians in Valencia

*Ramon Llull: On preaching and conversion

David Nirenberg, *Communities of Violence*, ch. 1

Nirenberg, David. "Conversion, Sex, and Segregation: Jews and Christians in Medieval Spain." *The American Historical Review* 107, no. 4 (October 2002): 1065-1093. [online]

Burns, Robert I. "Christian-Islamic Confrontation in the West: The Thirteenth-Century Dream of Conversion." *The American Historical Review* 76, no. 5 (December 1971): 1386-1434. [online]

6. Feb 11 - From magicians to witches: witchcraft in the Middle Ages

Levack, Brian P. *The Witchcraft Sourcebook*. London ; New York: Routledge, 2004. [online through Library catalogue]

- The trial of Dame Alice Kyteler in Ireland (1324)
- Nicolau Eymeric: Magic and Heresy (1376)
- Heinrich Kramer: *Malleus Maleficarum* (1486)

*Kieckhefer, Richard. "Witch trials in Medieval Europe." In *The Witchcraft Reader*, edited by Darren Oldridge, 25-35. London ; New York: Routledge, 2002.

Stephens, Walter. "Witches who steal penises: Impotence and illusion in *Malleus maleficarum*." *Journal of Medieval and Early Modern Studies* (Fall 1998). [online]

*Whitney, Elspeth. "Witches, Saints and Other 'Others': Women and Deviance in Medieval Culture." In *Women in Medieval Western European Culture*, edited by Linda Elizabeth Mitchell. New York: Garland Pub., 1999.

7. Feb 25 – Beggars and the Poor: the transformation of poverty

*Rubin, Miri. "The Poor." In *Fifteenth-Century Attitudes: Perceptions of Society in Late Medieval England*, edited by Rosemary Horrox. Cambridge: Cambridge University Press, 1994.

Farmer, Sharon A. *Surviving Poverty in Medieval Paris: Gender, Ideology, and the Daily Lives of the Poor*. Ithaca, NY: Cornell University Press, 2002.

*Brucker, Gene, ed. *The Society of Renaissance Florence: a documentary study*. Toronto: University of Toronto Press, 1998.

- An Imprisoned Pauper
- A Marginal Subsistence
- Succor for the Indigent
- The Distribution of Alms

8. Mar 04 – Slavery in the Middle Ages

Blumenthal, Debra. *Enemies and Familiars: Slavery and Mastery in Fifteenth-Century Valencia*. Ithaca: Cornell University Press, 2009.

*Alfonso X, *Las Siete Partidas*: Laws on Slavery (1265), in Muldoon, J., ed. *The Expansion of Europe*. Philadelphia: University of Pennsylvania Press, 1977.

Ibn Battuta on Slaves, in *Medieval Sourcebook Online* [online] [VERY short piece]

9. Mar 11 – Lepers: the Living Dead?

Goodich, Michael, ed. *Other Middle Ages: Witnesses at the Margins of Medieval Society*. Philadelphia: University of Pennsylvania Press, 1998. [online]

- Third Lateran decree on Lepers (1179)
- Humbert of Romans, *To the Leprous*

"Regulations of Sherburn leper hospital", in Richards, Peter. *The Medieval Leper and his northern heirs*. London: Butler & Tanner, 1977. [online]

* "Interpretation of Particular symptoms", in Grant, Edward, ed. *A source book in medieval science*. Cambridge, MA: Harvard University Press, 1974

Miller, Timothy S. and Rachel Smith-Savage. "Medieval Leprosy Reconsidered" *International Social Science Review* vol. 81 (2006), Issue 1/2: 16-28. [online]

10. Mar 18 – Criminals and Criminal Justice

* Charter of Jaca (1077)

* Justice in Catalonia

*Brucker, Gene, ed. *The Society of Renaissance Florence: a documentary study*. Toronto: University of Toronto Press, 1998:

- Passion and Uxoricide
- Infanticide
- Forgery and Homicide
- Incest and Sacrilege
- The career of a professional criminal

Aberth, John. "Crime and Justice under Edward III: The Case of Thomas De Lisle." *The English Historical Review* 107 (1992): 283-301 [online]

*Gauvard, Claude. "Fear of Crime in Late Medieval France." In *Medieval Crime and Social Control*, edited by Barbara Hanawalt and David Wallace, 1-48. Minneapolis: University of Minnesota Press, 1999.

Ruggiero, Guido. "Sexual Criminality in the Early Renaissance: Venice 1338-1358." *Journal of Social History* 8 (1975): 18-37.

11. Mar 25 – Prostitutes and other sexual deviants

*Brucker, Gene, ed. *The Society of Renaissance Florence*:

- The Establishment of Communal Brothels, 1415
- Prostitution and the Courts, 1398-1400
- The Recruitment of Prostitutes, 1379

The Questioning of John Rykener, A Male Cross-Dressing Prostitute, 1395 [online]

* David Lorenzo Boyd and Ruth Mazo Karras, "'Ut cum muliere': A Male Transvestite Prostitute in Fourteenth Century London".

Select two of the following:

* Rossiaud, Jacques. "Prostitution, Youth and Society." In *Medieval Prostitution*, 1-51. Translated by Lydia G. Cochrane, *Family, Sexuality, and Social Relations in Past Times*. New York, NY: Blackwell, 1988.

* Karras, Ruth Mazo. "Prostitution in medieval Europe." In *Handbook of Medieval Sexuality*, edited by Vern L Bullough and James A Brundage, 243-260. New York ; London: Garland, 2000.

* Otis, Leah. "Prostitution and Public Authority: an evolution." In *Prostitution in Medieval Society: The History of an Urban Institution in Languedoc*, 7-45. Chicago: University of Chicago Press, 1985.

* Perry, Mary Elizabeth. "Prostitutes, penitents, and brothel padres." In *Gender and Disorder in Early Modern Seville*, 137-152. Princeton, N.J.: Princeton University Press, 1990.

12. Apr 01 – Was Medieval Europe a Persecuting Society?

Moore, R. I. *The formation of a persecuting society : authority and deviance in Western Europe, 950-1250*. Malden, Mass: Blackwell Publishing, 2007, esp. chapter 5.

Nirenberg, David. *Communities of violence: persecution of minorities in the Middle Ages*. Princeton, NJ: Princeton University Press, 1996, part I

Tips on Leading Discussions

Leading and facilitating Discussions involves three parts:

1. **Asking** questions.
2. **Listening** to other students' comments/answers.
3. **Responding** to their comments/answers.

Make sure to plan ahead:

- what topics are we going to cover?
- in what order?
- what questions are we going to ask?

Student Comments on the Wiki

- make sure to read all of the comments posted by your fellow students on the course wiki for that week
- use these comments as a way of structuring your discussion or to begin the class

Good and Bad Questions

The most productive questions are ones that are designed to elicit a variety of responses. That is, questions for which a number of answers are equally valid. Try not to ask fact-oriented or yes/no questions as these will not generate much discussion.

Opening Questions:

- start with a general, open-ended question to warm people up
 - some examples
 - what did you think of today's reading?
 - which reading did you like the best? Why?
 - which one did you find hard or problematic? Why?
 - how do you think this week's readings relate to what we talked about last week?
- then shift to more specific questions (how you organize this is up to you; can be done reading by reading, or by means of topics)
 - some examples
 - small, detailed questions such as "what's the argument for this conclusion?"
 - large, abstract questions such as "how does this compare with what so and so said?"
 - interpretive questions such as "what does the author mean here?"
 - evaluative questions such as "is the author right about this?"

Other Ways of Generating Discussion

- read a section of an article/document and ask students to respond to it
- use brainstorming such as "What does this material tell us about x topic?", then write the answers on the board and use to explore other questions

MAKE SURE

- to give people enough time to think after you have asked your question
- to listen closely to what they have to say
 - respond to their comments or ask for greater clarification if you're not quite sure what they are getting at

Don't worry:

- about students that monopolize the discussion (I will take care of this).
- about having all the answers to questions; the idea is for us together to reach some interesting conclusions, or even to figure out perhaps there are no concrete answers
- about getting a grade, students will not be graded on leading discussions but instead this will be included in your participation mark

Possible review books

- Assis, Yom Tov. *The golden age of Aragonese Jewry: community and society in the crown of Aragon, 1213-1327*. Portland, OR: Vallentine Mitchell, 1997.
- Blumenthal, Debra. *Enemies and Familiars: Slavery and Mastery in Fifteenth-Century Valencia*. Ithaca: Cornell University Press, 2009.
- Bonfil, Roberto. *Jewish life in Renaissance Italy*. Berkeley: University of California Press, 1994.
- Boswell, John. *Christianity, social tolerance, and homosexuality : gay people in Western Europe from the beginning of the Christian era to the fourteenth century*. Chicago: University of Chicago Press, 1980.
- . *The Royal Treasure: Muslim Communities Under the Crown of Aragon in the Fourteenth Century*. New Haven: Yale University Press, 1977.
- Chazan, Robert. *European Jewry and the First Crusade*. Berkeley: University of California Press, 1996.
- Cohen, Jeremy. *Living letters of the law : ideas of the Jew in medieval Christianity*. Berkeley, Calif: University of California Press, 1999.
- . *The friars and the Jews : the evolution of medieval anti-Judaism*. Ithaca: Cornell University Press, 1982.
- Cohen, Mark R. *Poverty and Charity in the Jewish Community of Medieval Egypt*. Princeton, NJ: Princeton University Press, 2005.
- Cohn, Norman Rufus Colin. *Europe's Inner Demons: The Demonization of Christians in Medieval Christendom*. Rev. ed. Chicago: University of Chicago Press, 2000.
- Farmer, Sharon A. *Surviving Poverty in Medieval Paris: Gender, Ideology, and the Daily Lives of the Poor*. Ithaca: Cornell University Press, 2002.
- Geremek, Bronisław. *Poverty: A History*. Oxford ; Cambridge, Mass.: Blackwell, 1994.
- . *The Margins of Society in Late Medieval Paris*. Cambridge: Cambridge University Press, 1987.
- Ginzburg, Carlo. *The Night Battles: Witchcraft & Agrarian Cults in the Sixteenth & Seventeenth Centuries*. Johns Hopkins paperbacks ed. Baltimore, Md.: Johns Hopkins University Press, 1992, 1992.
- Karras, Ruth Mazo. *Common women : prostitution and sexuality in Medieval England*. New York: Oxford University Press, 1996.
- Kieckhefer, Richard. *European Witch Trials: Their Foundations in Popular and Learned Culture, 1300-1500*. London: Routledge & K. Paul, 1976.

- Lansing, Carol. *Power & Purity: Cathar Heresy in Medieval Italy*. New York: Oxford University Press, 1998.
- Le Roy Ladurie, Emmanuel. *Montaillou: The Promised Land of Error*. New York: Vintage Books, 1979.
- Malkiel, David Joshua. *Reconstructing Ashkenaz: The Human Face of Franco-German Jewry, 1000-1250*. Stanford, Calif.: Stanford University Press, 2009.
- Meyerson, Mark D. *A Jewish renaissance in fifteenth-century Spain*. Princeton, NJ: Princeton University Press, 2004.
- . *Jews in an Iberian frontier kingdom: society, economy, and politics in Morvedre, 1248-1391*. Boston: Brill, 2004.
- . *The Muslims of Valencia in the Age of Fernando and Isabel: Between Coexistence and Crusade*. Berkeley, CA: University of California Press, 1991.
- Moore, R. I. *The formation of a persecuting society : authority and deviance in Western Europe, 950-1250*. Malden, Mass: Blackwell Publishing, 2007.
- Nirenberg, David. *Communities of violence: persecution of minorities in the Middle Ages*. Princeton, NJ: Princeton University Press, 1996.
- OtisCour, Leah. *Prostitution in Medieval Society: The History of an Urban Institution in Languedoc*. Chicago: University of Chicago Press, 1985.
- Pegg, Mark Gregory. *The Corruption of Angels: The Great Inquisition of 1245-1246*. Princeton, N.J.: Princeton University Press, 2001.
- Ray, Jonathan. *The Sephardic frontier: the reconquista and the Jewish community in medieval Iberia*. Ithaca, N.Y: Cornell University Press, 2006.
- Rossiaud, Jacques. *Medieval prostitution*. Oxford ; New York: Blackwell, 1988.
- Smail, Daniel Lord. *The Consumption of Justice: Emotions, Publicity, and Legal Culture in Marseille, 1264-1423*. Conjunctions of religion & power in the medieval past. Ithaca, N.Y: Cornell University Press, 2003.
- Stow, Kenneth R. *Theater of acculturation: the Roman ghetto in the sixteenth century*. Seattle: University of Washington Press, 2001.