



Department of History
HIST 4219
Late Medieval Europe

Welcome to HIST 4219 – Late Medieval Europe, 1095–1400. This semester we'll explore everything from the Crusades, to the Black Death, to the early Renaissance, with some catapults and castles and Books of Hours thrown in for good measure. Get ready for a fun, challenging time!

Instructor Contact

Dr. Kathryn Beebe
Wooten Hall 244
(940) 369-8931

Office Hours: Tuesdays and Thursdays, 10:00am – 11:30am, and by appointment
kathryne.beebe@unt.edu

Course Description

Catalog Description: "Crusades, investiture controversy, papal monarchy, late medieval piety and political theory." We'll also explore the formation of national, religious, and ethnic identities in Europe; intellectual developments associated with universities and new religious movements; the expansion of Europe's borders; and the confrontation of Western Christianity with Islam. (3 credit hours)

Pre-requisites: None

Course Objectives

Students will be able to:

- A. Describe significant political changes in medieval European history, from the twelfth century to the early sixteenth century.
- B. Identify significant social, religious, demographic, and economic changes in medieval European history, from the twelfth century to the early sixteenth century.
- C. Demonstrate knowledge of the historical method and its application to an aspect of political, social, religious, demographic or economic change in medieval European history, from the twelfth century to the early sixteenth century.

Required Materials

- Judith Bennett (and C. Warren Hollister)
Medieval Europe: A Short History (2010, 11th Edition). Paperback. (Bennett)
 - ISBN: 978-0073385501
 - Professor Bennett maintains a website for her book with useful (and fun!) interactive features and quizzes:
<http://www.medievaleuropeonline.com/>
- Barbara Rosenwein, *Reading the Middle Ages, Volume II: Sources from Europe, Byzantium, and the Islamic World, c. 900 to c. 1500* (2018, 3rd edition). Paperback. (Rosenwein)
 - ISBN: 978-1-4426-3680-4
 - Professor Rosenwein also maintains a website for her textbooks:
<http://www.rosenweishistory.com/>



Additional readings will be made available in class and/or placed on reserve online.

Technical Support

Student Helpdesk:

UIT Helpdesk

Sage Hall 130

940-565-2324

helpdesk@unt.edu

Technical Skill Requirements

Technology is an important part of this course, including the class Canvas site. If you have limited access to the internet, please come to see me as soon as possible. **If you encounter problems with the online workings of this course, your first point of contact should be the online Canvas Support for Students**, available from the link on every Canvas page [<https://it.unt.edu/helpdesk>], and from the UNT IT Helpdesk at helpdesk@unt.edu.

Netiquette

Students are expected to use technology for this course responsibly and respectfully both inside and outside class.

Course Requirements**Descriptions of major assignments and examinations:****PARTICIPATION**

Participation and discussion are crucial elements of the course. The Class-Prep Online Discussion Questions, which prepare you to talk in class, and the in-class participation make up about 1/3 of the overall course grade.

Class-Prep Online Discussion Questions — 3 pts per day (Total Points: 3x38 = 114)

For each class meeting, a discussion about that day's assigned readings will be posted to our online Canvas Discussion Forum. Students are required to respond to their choice of **ONE of the THREE discussion questions** posted to the class Canvas Discussion Forum for each set of day's readings **by 2:00pm each class meeting**. Since they are designed to get you thinking *before* class, late class-prep discussion posts unfortunately will not earn credit.

These quick "prep" questions are designed to get us thinking about the sources before we get to class, and they're also a place for you to work out what you think. Consider them all, but only choose ONE to answer. Responses should be only just quick "thinking cap starters" (2-3 sentences at most). Debate with other students is highly encouraged!

In-Class Participation — 3 pts per day (Total Points: 3x39= 117)

You are expected to come to class prepared to talk about the assigned readings, and to build in class on your class-prep online discussion answers. Readings on the syllabus are listed on the day for which they are due. Please bring the assigned readings to class with you each day, along with your thoughts about the class-prep online discussion questions.

Whether online or in class, however, quality participation also means interacting with your peers in a critical yet positive manner – knowing how to disagree courteously is a valuable skill, as is learning how to acknowledge the validity of someone else's point. (I encourage everyone to refer to evidence in the source material as often as possible during our discussions.)

DISPUTATIONES**(Total Points: 235)**

The Disputatio is a teaching method developed in the first universities in medieval Europe. For four days each week, students listened to the masters, who read from a text (usually from the New Testament, or Aristotle, or Gratian, etc.) and added their own comments, called "glosses". On the fifth day, however, the students participated in debates called *disputationes*. The master would pose a question and the students would then offer concise answers and arguments to support their answers. For this

class, the Disputatio will be a modified form of debate. Four times throughout the semester, I will pose a question related to that week's reading assignment, as indicated on the syllabus. Participating in a Disputatio requires both a written and an oral component responding to the question for that week.

- **Written Arguments – 50 pts each** (Total Points: 50 x 4 = 200)
A brief (250 words *for* and 250 words *against*) written statement of your answer to the question posed and the argument(s) supporting your answer. The statement is to be uploaded to Canvas by 2:00 pm, the beginning of class on the Disputatio day.
- **Oral Presentation – 10 pts** (Total Points: 10)
Your individual presentation of one of your Disputatio arguments in one Disputatio debate. You will present your argument orally once in the semester. More information about the format of the disputationes will be made available in class.
- **Oral Questions – 5 pts each** (Total Points: 5 x 4 = 20)
Everyone on the day of the disputatio will ask the presenters at least one question, either reacting to their arguments, or bringing up an argument of your own.
- **Week 4: In-Class Reflection – 5 pts** (Total Points: 5)
A short, in-class reflection piece on the previous week's online Disputatio debate.

PRIMARY SOURCE ESSAY – 50 pts (Total Points: 50)

For your short primary source essay, you will interpret your choice of a primary source selection (a “gobbet”) using the interpretive framework provided by Rosenwein and your knowledge of the historical context and events and environment of a particular topic, issue, or debate in medieval Europe gained from class lectures and the Bennett textbook. The purpose of this assignment is to practice interpreting primary sources and communicating your interpretation of them in written form. A sheet with additional information about this assignment will be handed out in class.

The Primary Source Essay is DUE FRIDAY, February 8, at 11:59pm, uploaded to Canvas.

Week 14 In-Class Live Blog Assignment (Total Points: 10)

On Friday, April 12, Week 14, we will have an in-class live blog assignment. Students will need to come to class with the technical means necessary to participate in a live class blog event. If technology is not available, **please contact the instructor in advance so a laptop can be arranged for your use in class on this day.**

Additional assignment details will be made available in Week 13 of the semester and on Canvas.

PRIMARY SOURCE EXPANSION PAPER– 275 pts**(Total Points: 275)**

For this longer (1,000 word) paper, you will build upon the primary source that you evaluated in your Primary Source Essay — only now, you will compare it to at least two other primary sources and at least three secondary sources to put your primary source in its greater historical, and historiographical, context.

CHOICE OF PRIMARY SOURCES FOR PAPER PROJECT: 5 pts

- Due Friday, February 15, at 11:59pm, uploaded to Canvas Discussions.

WORKING BIBLIOGRAPHY: 10 pts

- Due Friday, February 22, at 11:59pm, uploaded to Canvas.

PAPER PROPOSAL (250 words): 50 pts

- Due Friday, March 8, at 11:59pm, uploaded to Canvas.

ROUGH DRAFT & REVISED BIBLIOGRAPHY: 10 pts

- Due Friday, March 29, at 11:59pm, uploaded to Canvas.

FINAL DRAFT: 200 pts

- Due Monday, May 6, at 11:59pm, uploaded to Canvas.

(Total Points for Entire Paper Project: 275)**Grading**

Student performance will be evaluated based on the following:

	<i>Points</i>
Class-Prep Online Discussion Questions	114
In-Class Participation	117
Disputationes	230
Week 4 In-Class Disputatio #1 Reflection	5
Week 14 In-Class Live Blog Assignment	10
Primary Source Analysis Essay	50
Primary Source Expansion Paper Project	<u>275</u>
Total Possible Points to be Earned:	<u>801</u>

Your final grade will be determined by:

dividing the number of points you earned / by the total number of points possible.

Roughly: $\frac{1}{3}$ of your overall grade will be participation (online and in-class combined);

$\frac{1}{3}$ will be the Disputationes;

$\frac{1}{3}$ will be your Primary Source Expansion Paper Project.

There are no midterm or final exams in this class.

- **LATE WORK WILL ONLY BE ACCEPTED FOR THE DISPUTATIONES, THE DISPUTATIO #1 REFLECTION PIECE, THE PRIMARY SOURCE ESSAY, AND ASSIGNMENTS RELATED TO THE PRIMARY SOURCE EXPANSION PAPER; NO CLASS-PREP ONLINE DISCUSSION QUESTIONS WILL BE ACCEPTED LATE WITHOUT AN EXCUSED ABSENCE.**
- Late work will be subject to a penalty of **25%** off the original grade. If emergency circumstances require you to submit late work, you must speak to me before the assignment is due when at all possible to avoid the penalty.
- **The final deadline to turn in any late work will be by 11:59pm on THURSDAY, May 2, the last day of classes for the semester.**

Extra Credit Opportunities

Extra credit opportunities will be made available at various points throughout the semester at the discretion of the instructor. **The deadline to complete any extra credit opportunities that are made available is 11:59pm on THURSDAY, May 2, the last day of classes for the semester.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Expectations

As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course goals,
- guidance,
- providing timely and helpful feedback within the stated guidelines,
- and assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for

- reading and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students,
- an, assisting in maintaining a positive learning environment for everyone.

Policies

Academic Integrity:

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. **In this course, cases violating the Academic Integrity policy will result in a zero on the assignment for the first offense. Subsequent violations may result in a zero for the course and further disciplinary action.**

<https://deanofstudents.unt.edu/academic-integrity>

Acceptable Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ADA Policy:

I am committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Assignments:

All assignments must be turned in on the date on which they are due. See above, under “Grading,” for further information about late work.

Electronic Communication:

Students’ access point for business and academic services at UNT is located at: my.unt.edu.

All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu. **All communications for this course are required to be conducted via Canvas and Eagle Connect.**

Emergency Notification & Procedures:

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Expectations for Out-of-Class Study:

Outside of our regular class meetings, students enrolled in this course should expect to spend at least 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grading: See above for a detailed explanation of the grading policy.

Late Work: See above for a detailed explanation of the late work policy.

Librarian to Contact: Pamela Andrews – pamela.andrews@unt.edu.

Make-up Exams:

It is not generally possible to make up missed exams. However, see the section concerning “late work” under “grading” above.

Sexual Assault Prevention:

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

Student Feedback Survey:

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Technology:

The use of technology is a fundamental part of this course, and it is your responsibility to make sure that you have the required equipment for the successful completion of the course. **If you encounter problems with the online workings of this course, your first point of contact should be the online Canvas Support for Students**, available from the link on every Canvas page [<https://help.Canvas.com/Learn/Student>], and from the UNT IT Helpdesk at helpdesk@unt.edu.

Policy References:

UNT Policy 04.008, Records Management and Retention
UNT Policy 06.035, Academic Freedom & Academic Responsibility
UNT Policy 06.038, Safety in Instructional Activities
UNT Policy 06.039, Student Attendance and Authorized Absences
UNT Policy 06.003, Student Academic Integrity
UNT Policy 16.001, Disability Accommodation for Students and Academic Units
UNT Policy 16.005, Sexual Harassment

Course Schedule

Week One: Introduction

- Monday, Jan. 14 Introduction: Thinking Medieval?
- Wednesday, Jan. 16 Medieval Lives
Read:
 - Excerpt from Barbara Rosenwein's *other* textbook, *A Short History of the Middle Ages* (Ch. 4: Political Communities Reordered). Available as a PDF on our Canvas page.

Then,

View: your choice of ONE of the following episodes from *Terry Jones' Medieval Lives*

[<https://www.youtube.com/playlist?list=PLEr7udSNoJQPbn36sutvWLbC8fl4CUhVvk>] (runtime c. 30min) **and follow the instructions for the "Medieval Lives" Online Assignment on our class Canvas Page.**

- 1) *The Peasant*
- 2) *The Monk*
- 3) *The Damsel*
- 4) *The Minstrel*
- 5) *The Knight*
- 6) *The Philosopher*
- 7) *The Outlaw*
- 8) *The King*

Note: for today, Jan. 16, you will have a class-prep discussion question and the "Medieval Lives" assignment to complete by the **2:00pm start of class.**

- Friday, Jan. 18 Reading Primary Sources
Read:
 - Rosenwein, Section 4.1, *Defeat of the Zanj Revolt* (c. 915)

Review: Rosenwein, *Short History*, Ch. 4.

Week Two: *The Expansion of Europe (c.1050-c.1150)*

- Monday, Jan. 21 NO CLASS – MLK DAY
- Wednesday, Jan. 23 The Agricultural Revolution
Read:
 - Bennett, Ch. 6 “Economic Takeoff,” pp. 131-150
 - [Medieval Sourcebook: Manorial Management & Organization, c. 1275](#) (online)
- Friday, Jan. 25 The Commercial Revolution
Read:
 - Bennett, Ch. 6, pp. 150-166
 - Two Views of Trade and Merchants, Godric of Finchale & Ibn Khaldun (online)

Week Three: *The Expansion of Europe (c.1050-c.1150) continued...*

- Monday, Jan. 28 The Norman Invasion of England
Read:
 - Bennett, Ch. 10, pp. 248-250
 - Rosenwein, Section 5.15, *The Deeds of the Dukes of the Normans* (c. 1070)
 - Rosenwein, Section 5.16, *Chronicle of Chronicles* (early 12C)
 - Rosenwein, Plate 4, pp. VI *The Bayeux Tapestry* (11C, end)**View:**
 - [The Complete Bayeux Tapestry](#) (online)**Watch:**
 - [The Animated Bayeux Tapestry](#) (online), runtime: 4 min, 24 sec
- Wednesday, Jan. 30 Normans in England: the Fallout
Read:
 - Rosenwein, Section 5.13 *Domesday Book* (1087)
 - Henrietta Leyser, “1066 for Women,” in *Medieval Women: a Social History of Women in England, 450-1500* (online)
- Friday, Feb. 1 – **ONLINE DISPUTATIO – NO FACE-TO-FACE CLASS**
 - **Disputatio #1** [Topic: Normans and the Expansion of Europe]

Week Four: *The Expansion of Europe (c.1050-c.1150) continued...*

- Monday, Feb. 4 Crusades
Read:
 - Bennett, Ch. 9, pp. 221-231
 - [Five Versions of Urban II's Speech at the Council of Clermont](#) (online)

- Wednesday, Feb. 6 Crusades & Reconquista Primary Source Roundtable
Read:
 - Choose for yourself ONE primary source reading from the list of hyperlinks to primary sources posted on the class Canvas Discussions page under "Week 4 Readings". See "Instructions for Choosing a Reading" in Canvas page for more details on how to claim a reading for yourself and what to do with it!

- Friday, Feb. 8 Persecutions
Read:
 - Bennett, Ch. 9, pp. 231-235
 - Rosenwein, Section 5.12, Jewish martyrs: Solomon bar Samson, *Chronicle* (c.1140)

PRIMARY SOURCE ESSAY DUE INTO Canvas by 11:59pm.Week Five: *The Expansion of Europe (c.1050-c.1150) continued...*

- Monday, Feb. 11 The Twelfth-Century Renaissance
Read:
 - Bennett, Ch. 11, pp. 269-282
 - Avicenna, *Treatise on Logic* (c. 1030) (online)
 - Rosenwein, Section 5.14, Abelard, *Glosses on Porphyry* (c. 1100)

- Wednesday, Feb. 13 Twelfth-Century Renaissance, continued...
Read:
 - Rosenwein, Section 5.20, Medical Science: Constantine the African's translation of Johannitius's *Isagoge* (before 1098)
 - Heloise, [First Letter to Abelard](#) (1130s)

- Friday, Feb. 15
 - **Disputatio #2** [Topic: The Formation of a Persecuting Society]

**PRIMARY SOURCE CHOICES FOR PROJECT DUE INTO CANVAS DISCUSSIONS
by 11:59pm on Friday, Feb. 15.**

Week Six: *The Expansion of Europe and Institutionalizing Aspirations (c. 1150-c.1250)...*

- Monday, Feb. 18 Women and the Twelfth-Century Renaissance
Read:
 - Bennett, Ch. 11, pp. 278-280
 - REVIEW: [Heloise, First Letter](#)

- Wednesday, Feb. 20 Popes and the Papacy, c. 1000-1300
Read:
 - Bennett, Ch. 7, pp. 167-178 AND pp. 182-189
 - Rosenwein, Sections 6.9 – 6.11 (“Bureaucracy at the Papal Curia”)
 - Innocent III, *Letters* (6.9)
 - *Register of Thomas of Hereford*, 1281 (6.10)
 - Mocking the papal bureaucracy, *The Gospel According to the Marks of Silver* (6.11)

- Friday, Feb. 22 Medieval University Life
Read:
 - Bennett, Ch. 7, pp. 178-182
 - Three medieval student university songs:
 - [“In taberna quando sumus”](#) (When we are in the tavern...)
 - [“Si puer cum puella”](#) (If a boy with a girl...)
 - [“O Fortuna”](#) (O Fortune...)
 - Feel free to explore other lyrics here:
<http://www.tylatin.org/extras/index.html>.

**WORKING BIBLIOGRAPHY (WITH PRIMARY & SECONDARY SOURCES) DUE
INTO CANVAS ASSIGNMENT PAGE by 11:59pm, Friday, Feb. 21.**

Week Seven: Institutionalizing Aspirations (c. 1150-c.1250) continued...

- Monday, Feb. 25 Justice and Royal Law in England & Iberia
Read:
 - Bennett, Ch. 10, pp. 248-258 & p. 267
 - Rosenwein, Section 6.4, *The Assize of Clarendon* (1166)
 - Rosenwein, Section 6.5, *The Laws of Cuenca* (1189–1193)

- Wednesday, Feb. 27 Justice and Royal Law in France
Read:
 - Bennett, Ch. 10, pp. 258-267
 - Rosenwein, Section 6.8, *Guild Regulations* (13C)
 - [Letter of Barral, lord of Baux, to Blanche of Castille, Queen of France \(c. 1250\)](#)

- Friday, March 1 Confrontations
Skim all, but just read TWO in-depth:
 - Rosenwein, Section 6.12, Henry II and Becket, *Constitutions of Clarendon* (1164)
 - Rosenwein, Section 6.13, Emperor & Pope, *Diet of Besançon* (1157)
 - Rosenwein, Section 6.14, King and Nobles, *Magna Carta* (1215)
 - Rosenwein, Section 6.2, Saladin, *Rare...History of Saladin* (1198-1216)**Review:**
 - Bennett, Ch. 7, pp. 182-184

Week Eight: Institutionalizing Aspirations (c. 1150-c.1250) continued...

- Monday, March 4 New Religious Sensibilities: Lateran IV, 1215
Read:
 - Rosenwein, Section 6.22, *Decrees of Lateran IV* (1215)**Review:**
 - Bennett, Ch. 7, pp. 184-189

- Wednesday, March 6 New Religious Sensibilities: Heretics, or Not?
Read:
 - Bennett, Ch. 8, pp. 204-210
 - Rosenwein, Section 6.24, *Life of Mary of Oignies* (1213)
 - Rosenwein, Section 6.25, The mendicant movement (1217–1226)

- Friday, March 8 New Religious Sensibilities : Persecuting “the Other”
 Read:
 - Bennett, Ch. 8, pp. 197-199 AND Ch. 9, pp. 228-231
 - Rosenwein, *Short History* excerpt: pp. 241-245 (online)
 - Rosenwein, Section 6.29, *Chronicle of Trier* (1231)

PAPER PROPOSAL DUE INTO CANVAS BY 11:59pm

Week Nine: Spring Break

- NO CLASS – March 11 – March 15 SPRING BREAK



Week Ten: Discordant Harmonies (c.1250-c.1350)

- Monday, March 18 Literature of the Central Middle Ages
 Read:
 - Bennett, Ch. 11, pp. 283-290
- Skim all, but just read TWO in-depth:**
- Rosenwein, Section 6.16, *The Tale of Bayad and Riyad* (early 13C)
 - Rosenwein, Section 6.18, A troubairitz love song (late 12C - early 13C)
 - Rosenwein, Section 6.20, Fabliaux, *The Piece of Shit* and *The Ring That Controlled Erections* (13C)
 - Rosenwein, Section 6.21, Romance, *Lancelot* (c. 1177-1181)

- Wednesday, March 20 Mongols
Read:
 - Rosenwein, *Short History* excerpt, pp. 251-255 (online)
 - Rosenwein, Section 7.1, Rashid al-Din, *Universal History* (before 1318)
 - Rosenwein, Section 7.3, *Letter to Pope Innocent IV* (c.1250)

- Friday, March 22 Transformations in Urban Life
Read:
 - Rosenwein, Section 7.11, *The Ghibelline Annals of Piacenza* (1250)
 - Rosenwein, Section 7.12, *Decrees of the [Hanseatic] League* (1260–1264)**Review:**
 - Bennett, Ch. 6, pp. 156-161

Week Eleven: *Catastrophe and Creativity* (c. 1350 – c. 1500)

- Monday, March 25 The Late Middle Ages – Crisis or New Opportunities?
Read:
 - John van Engen, *Multiple Options* (online)

- Wednesday, March 27 Primary Source Roundtable: The Black Death
Read:
 - Bennett, Ch. 12, pp. 297-305
 - Choose for yourself ONE additional primary source reading from the list of hyperlinks to primary sources posted on the class Canvas Discussions page under "Week 11 Readings". See "Instructions for Choosing a Reading" on our class Canvas page for more details on how to claim a reading for yourself and what to do with it!

- Friday, March 29 The Hundred Years' War
Read:
 - Bennett, Ch. 13, pp. 322-332
 - Rosenwein, Section 8.10, Froissart, *Chronicles* (c. 1400)
 - Rosenwein, Section 8.11, Jeanne d'Arc, *Letter to the English* (1429)

**PRIMARY SOURCE EXPANSION PAPER - *Rough Draft & Revised Bibliography*
DUE INTO CANVAS at 11:59pm.**

Week Twelve: Catastrophe and Creativity (c. 1350 – c. 1500):

- Monday, April 1 Medieval Book-making and Literary Culture
View:
 - The interactive website, “The Making of a Medieval Manuscript” at the Fitzwilliam Museum, University of Cambridge:
http://www.fitzmuseum.cam.ac.uk/pharos/images/swf/manuscript/manuscript_5a.html
 - The 11min video: “Medieval Books of Hours in the Public Library of Bruges”:
<https://www.youtube.com/watch?v=pXISnFgFnp4>

- Wednesday, April 3 New Opportunities for Salvation
Read:
 - Bennett, Ch. 12, pp. 313- 321
 - Rosenwin, Section 7.22, *Directions for an Annunciation play* (14C)

- Friday, April 5 Recovery and Reorganization
Read:
 - Bennett, Ch. 12, pp. 306-313
 - and Ch. 14, pp. 344-345

✓ **Disputatio #3** [Topic: Crisis or Creativity?]

Week Thirteen: Catastrophe and Creativity (c. 1350 – c. 1500):

- Monday, April 8 The Ottomans
Read:
 - Bennett, Ch. 12, p. 299 and Ch. 13, pp. 336-338
 - Rosenwein, Section 8.5, *Othman Comes to Power* (late 15C)
 - Rosenwein, Section 8.6, *Peace Agreement* (1478)

- Wednesday, April 10 Byzantium, Decline and Fall
Read:
 - Bennett, Ch. 6, pp. 136-137
 - Rosenwein, *Short History* excerpt, pp. 291-292 (online)
 - Rosenwein, Section 8.8, George Sphrantzes, *Chronicle* (before 1477)

- Friday, April 12 Conciliarism and Church Reform
Read:
 - Rosenwein, Section 8.14, Gerson, *Sermon at the Council of Constance* (1415)

Review:

- Bennett, Ch. 12, pp. 314-316

IN-CLASS LIVE BLOG ASSIGNMENT – Wyclif and the Lollards (10 points)Week Fourteen, Catastrophe and Creativity (c. 1350 – c. 1500):

- Monday, April 15 Daily Life: Medieval Food
Read (and attempt to cook the recipes if you dare!):
 - [The Goodman of Paris 1392/4](#)
 - The British Library “Medieval Food” page (medieval recipes in the grey sidebar to the right):
<http://www.bl.uk/learning/langlit/booksforcooks/med/medievalfood.html>
- Wednesday, April 17 The Rise of the Vernacular
Read:
 - Bennett, Ch. 14, pp. 345-347 & p. 350
 - *Sir Gawain and the Green Knight* (14C) – (online)
- Friday, April 19 Wonderful Blood: Pilgrimage and Material Culture
Read:
 - Review of Carolyn Walker Bynum’s *Wonderful Blood: Theology and Practice in Late Medieval Northern Germany and Beyond* by R. Po-Chia Hsia in *Speculum* 83:03 (2008), 675-677. (Online)

Week Fifteen: Catastrophe and Creativity (c. 1350 – c. 1500)

- Monday, April 22 The City of Ladies & its Opposite: medieval gender construction
Read:
 - Bennett, Ch. 14, pp. 350-352
 - Rosenwein, Section 8.18, *The Book of the City of Ladies* (c. 1405)

- Wednesday, April 24 Late Medieval Art & Music
Read:
 - Rosenwein, *Short History* excerpt, pp. 270-276
- Friday, April 26 Toward the Sovereign State, c. 1300-1500
Read:
 - Bennett, Ch. 13 – ALL, although some of it will be review – pp. 322-343

Week Sixteen: *The Expansion of Europe (c.1050-c.1150)*

- Monday, April 29 The Renaissance
Read:
 - Bennett, Ch. 14, pp. 347-349
 - Rosenwein, Section 8.16: Cincius Romanus, *Letter* (1416)
 - Rosenwein, Section 8.17: Alberti, *On Painting* (1435–1436)
- Wednesday, May 1 Abolish the Middle Ages?
Read:
 - Alexander Murray, “Should the Middle Ages be Abolished?,” in *Essays in Medieval Studies* 21 (2005) 1-22.

✓ **Disputatio #4** [Topic: Should the Middle Ages be Abolished?]

THURSDAY, MAY 2

LATE WORK DEADLINE: 11:59pm on Thursday, May 2.

MONDAY, MAY 6

PRIMARY SOURCE PAPER *FINAL DRAFT* DUE INTO DROPBOX 11:59pm.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

– Dr. Kathryn Beebe

