

HIST 4040/7470
The Later Middle Ages
2019-2020
Thursdays 8:30-11:15 am
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What is the history of the Middle Ages? How has it developed as a field? Where should it go from here? This course will consider the place of late medieval history (c. 1250-1500 CE) in modern historiography. To do this, in Term 1 we will examine a selection of classics of medieval historical scholarship, and in Term 2 we will consider new directions for the field. The course assumes little prior knowledge of the events, people, and themes of medieval history. It does assume an open mind and a willingness to reflect, since I will expect you to read and engage with an array of theoretical and methodological approaches. During the year, we will work on critical reading, discussions, and writing, and you will give two presentations of your original work in class symposia.

Required course text

John Arnold, *What is Medieval History?* (Polity, 2008)

Other texts will be on 2-hour reserve at the Dafoe library. The assigned books in term 1 are also available quite cheaply as second-hand books on sites like abebooks.com.

Assignments and Evaluation

Written assignments:

1. Historiographical papers
 - a. HIST 4040: A scholarly biography of one medieval historian working in the 19th or 20th century, with reference to the arguments, sources, and concepts they put forward. Trace the scholar's intellectual journey through their work and works written about them. Due after class symposium in December. 2500-3000 words. 15% of course mark
 - b. HIST 7470: An investigation of a school of thought in medieval history during the 19th and 20th centuries. You can use John Arnold's work to help identify these. Trace the works of at least 3 scholars who are considered part of this school, and describe how they influenced each other. Due after class symposium in December. 3500-4000 words. 15% of course mark
2. Major research paper
 - a. HIST 4040: An essay on one aspect of later medieval history, drawing on primary and secondary materials in English. You will present your topic

and a timeline for your research to me at a meeting in January, and in late February/early March you will present a draft of the paper to students in the class for review. You will also present the essay in our final class symposium in the spring. 4000-5000 words. 25% of course mark. Due after the final symposium presentation.

- b. HIST 7470: An essay on one aspect of later medieval history, drawing on primary and secondary materials in English and other languages if possible. You will present your topic and a timeline for research to me at a meeting in January, and present a draft of the paper to students in the class for review in late Feb/early March. You will also present the essay in our final class symposium in the spring. 5000-6000 words, 25% of course mark. Due after the final symposium presentation.

Class participation. This mark will be based on: a) your participation in each week's seminar (participation includes asking/discussing questions within the smaller and larger groups as well as listening actively), and b) your presentation of the two papers you have written for the course. Please note the statement about attendance, below. We will discuss how to take notes to facilitate participation at our first meeting. 20%

Readings journal. This will include two sections: 1) notes for all of the material we discuss in class and 2) after-class reflections on the discussions of the assigned texts. You must hand the journal in twice per term (we will decide on due dates together) – and anyone who wants more help with their analytical reading/writing is encouraged to bring it to me more often. 20%

Final take-home exam. An opportunity to think about what the whole course means. Written during the examination period in April. 20%

Attendance

Attending seminars is crucial. University policy also requires attendance. Of course sometimes missing class is unavoidable – in the event of illness, snowstorms, and important life events, please don't hesitate to contact me and stay home! But if you miss more than one class meeting in a term without a compelling reason, we will have to talk about how to help you stay on track.

Late policy

Papers and journals are due on dates we determine together. All materials should be typed and double spaced, with citations in Chicago style. I do grant extensions when necessary, but you must contact me and discuss timelines for completion of work.

Civility in the classroom

Seminars require significant energy from you, both as you present your ideas and as you listen to your peers. Respectful critical engagement must be the foundation of these interactions. That can mean that students might disagree with each other's interpretations, but they must always do so respectfully. As the course instructor my job is to monitor discussions to ensure that everyone can participate equally in the exchange of ideas. I will

redirect discussion and/or speak to students separately if I believe it's necessary. And if you have concerns about the classroom environment, please speak to me and we will find a solution together.

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work have been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Statement on Academic Dishonesty

Students should acquaint themselves with the University's policy on plagiarism, cheating, and other forms of academic dishonesty in the General Academic Regulations in the online Academic Calendar and Catalogue and the Faculty of Arts regulation

(http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

which reads: *The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Grading Equivalents

A+ 88-100 %
A 80-87 %
B+ 75-79 %
B 70-74 %
C+ 65-69 %
C 60-64 %
D 50-59 %
F Below 50

Evaluative feedback will be provided prior to the voluntary withdrawal deadline of January 17, 2020.

Reading list

Subject to change before Sept 5, and with class consent afterwards

Please note that some of the readings are recommended for all but required for HIST 7470 students.

Term 1: This term we will examine some of the concerns and preoccupations of medieval historians writing in English during the past 75+ years.

A. Introducing the Middle Ages

Sept 5: introductions, library information, timelines for work, taking notes for participation.

Sept 12: John Arnold, *What is Medieval History?* (Polity, 2008)

Sept 19: Eileen Power, *Medieval People* (1924)

Recommended for 4040/required for 7470: Maxine Berg, *A Woman in History: Eileen Power, 1889-1940* (1996)

Sept 26: Marc Bloch, *Feudal Society vol. 1: The Growth of Ties of Dependence* (1961)

Recommended for 4040/required for 7470:

Francine Michaud, "Marc Bloch, 1886-1944," in Philip Daileader and Philippe Whalen, *French Historians, 1900-2000: new historical writing in twentieth-century France* (Wiley-Blackwell, 2010), 38-61

Oct 3: Joseph Strayer, *On the Medieval Notions of the Modern State* (1970, new edition 2005)

Please also read the forewords by Charles Tilly and William Chester Jordan

Oct 10: Barbara Hanawalt, *The Ties that Bound: Peasant Families in Medieval England* (1986)

Recommended for 4040/required for 7470:

Find 3 reviews of the book to discuss in class

Oct 17: R.I. Moore *The Formation of a Persecuting Society* (1987, updated edition 2007)

Recommended for 4040/required for 7470:

<http://rimoore.net/about-2/me/>

Oct 24: Caroline Walker Bynum, *Holy Feast and Holy Fast* (1988)

Recommended for 4040/required for 7470:

<https://www.historians.org/about-aha-and-membership/aha-history-and-archives/presidential-addresses/caroline-walker-bynum>

Oct 31: David Nirenberg, *Communities of Violence: Persecution of Minorities in the Middle Ages- updated edition* (1996, 2015)

Recommended for 4040/required for 7470:



find 3 reviews of the book to discuss in class.

Nov 7: Kathleen Biddick, *The Shock of Medievalism* (1998)

Recommended for 4040/required for 7470:

find 3 reviews of the book to discuss in class.

Nov 14: Break

Nov 21: class writing day. We will gather at our usual time to discuss our writing process and write together.

Nov 28 and Dec 5: presentations and review of the term. Planning for Term II

Term II (schedule and exact readings to be determined together during Term I)

Possible themes and readings:

A. The medieval Mediterranean world

Christopher MacEvitt, *The Crusades and the Christian World of the East: Rough Tolerance* (2008)

John Tolan, *Saracens: Islam in the Medieval European Imagination* (2002)

Hussein Fancy, *Mercenary Mediterranean: Sovereignty, Religion, and Violence in the Medieval Crown of Aragon* (2016)

David Abulafia, *The Great Sea: A Human History of the Mediterranean*

Palmira Brummett, "Visions of the Mediterranean: A Classification," *Journal of Medieval and Early Modern Studies* 37, no. 1 (2007): 9-55.

Brent D. Shaw, "Challenging Braudel: A New Vision of the Mediterranean" *Journal of Roman Archaeology* 14 (2001): 419-53.

Peregrine Horden and David Purcell, *The Corrupting Sea: A Study of the Mediterranean*

B. Records, Archives and the Middle Ages

Michael Clanchy, *From Memory to Written Record, England 1066-1307* (new edition)

Anthony Grafton, "The Footnote from De Thou to Ranke," *History and Theory* (1994): 53-76

Shannon McSheffrey, "Detective Fiction in the Archives: Court Records and the Uses of Law in Late Medieval England," *History Workshop* 65 (2008)

Roisin Cossar, *Clerical Households in late medieval Italy* (2017)

C. Medievalism and medieval restoration

Donatello among the Blackshirts: History and Modernity in the Visual Culture of Fascist Italy (2005)

Michael Camille, *The Gargoyles of Notre Dame* (2009)

