

Carleton University
Fall 2026
College of the Humanities
 (Minor in Medieval and Early Modern Studies)

MEMS 2001 A: *Discovering the Medieval and Early Modern Past*

Prerequisites: None

Preclusions: None

Mondays and Wednesdays / 11:35am-12:55pm

Location: *Please confirm location on Carleton Central*

Format: In-person

Course Brightspace Link: <https://brightspace.carleton.ca/d2l/home/451322>

Professor: Dr. S. Bly Calkin

Email: siobhain.calkin@carleton.ca

Office: 1809 DT

Phone: (613) 520-2600x2337

Office Hours: Thursdays 10:30-11:30am; other times by appointment;
 I will meet in-person or on Zoom

Course Description:

Are you interested in the medieval and early modern past, and how it is imagined today? Would you like to make a medieval quill and try writing with it? Do you want to discover how scholars study the world as it was between 500 and 1700CE? Do you want to learn more about what was actually happening then and how those centuries infuse the world around us today? If so, then this is the course for you.

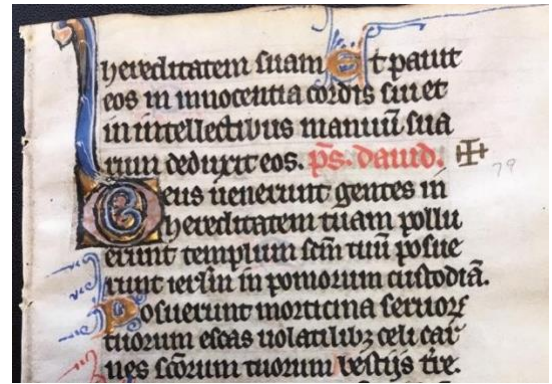
MEMS 2001 introduces students to the arcane world of the medieval and early modern past, preparing you for more advanced interdisciplinary research in the field. We focus initially on popular representations of the medieval past, which reveal broad themes about modern understandings of the

Middle Ages and Renaissance. But our larger goal is to question these images of the medieval and early modern world, to excavate some of that world's intellectual origins and global historical realities, and to learn how the rich tapestry of medieval and early modern culture is studied today.

We will begin by reading and talking about what we think the medieval and early modern periods are, where they turn up in the contemporary world, and what pre-conceptions we have about these periods. We will also explore what scholars are saying in response to popular conceptions of these periods and how they define, debate, and label those historical periods today.



In late September we will move to a unit entitled Researching the Medieval and Early Modern Worlds I: People, Places, Things, and Events, and what Secondary Sources Can Tell You About Them. In this unit, students will learn through their own project work what a trustworthy scholarly source is, how to find and access such sources for the medieval and early modern periods, and what these sources say about some key events, people, places, and things from the period 500-1700CE.



In November, we move to the final unit, entitled Researching the Medieval and Early Modern Worlds II: Touching the Past, Working With Primary Sources. In this unit, we will learn about manuscripts, print texts, and other direct material records of the medieval and early modern past, and consider how scholars today use media and material culture from that past to learn about life back then. We will participate in some workshops on quill-making and printing, work with manuscript and early print holdings from the Library's Rare Books Department, and hear from professors in different disciplines about what primary sources they study and how they approach them. Topics presented by our guest lecturers will include Studying Disease in the Medieval and Early Modern Worlds, Studying Art in the Medieval and Early Modern Periods, and Studying Early Modern Literature.

Learning Objectives/Outcomes:

Students in MEMS 2001 will:

- Learn how to *read*, how to *write*, how to *research* and most importantly how to *think* like a medievalist or early modern historian
- Learn to recognize the limitations of evidence (and thus our knowledge) of the medieval and early modern past. (Being a scholar of these periods means that you have to come to terms with ambiguity and that you will not always uncover a clear or simple answer to the questions you ask)
- Learn terminology (i.e. the language used by professional historians) and different ways (i.e. methodologies) to describe the medieval and early modern past.
- Model proper academic engagement by discovering history, sharing your findings and receiving peer feedback
- Learn about the complexity and detail of the past and how this is elided in many modern representations of it

More specifically, in the various units, students will:

- Explore how our contemporary popular culture creates persuasive representations of the Middle Ages and Early Modernity
- Reflect on how these representations are partial and often in disagreement with how scholars view the same time and culture
- Reflect on why people today need to think about invocations of the past, their accuracy or inaccuracy, and the political and socio-political ends to which the medieval and early modern past are put

- Learn how multilingualism and multiculturalism were as much part of the medieval and early modern worlds as they are today
- Explore the possibilities and problems of globalized approaches to these periods
- Identify, find, and access **scholarly** studies about the people, places, events, and/or objects of the medieval and early modern worlds
- Identify, find, and access primary historical sources from 500-1700CE
- Learn about the media and material culture (aka primary evidence) dating from the medieval and early modern periods (manuscripts, narratives, art, images, buildings)
- Learn the advantages and difficulties of working with these primary sources
- Explore and experience the challenges of producing material culture during these historical periods
- Discover what questions scholars ask of primary evidence from the medieval and early modern periods, and how they go about answering them

Required Texts:

Required readings and/or viewings will be available from online sources or ARES (the library's electronic reserves system) and are listed under the daily assignments in the Schedule of Readings and Classes. (Students are not required to purchase textbooks or other learning materials for this course).

Evaluation:

I. Class Attendance and Engagement:

15%

- ***Attendance will be taken at each class meeting; If you need to miss a class due to illness/bereavement/religious obligation, you are expected to e-mail the Professor and inform her so that those legitimate absences can be excused and withdrawn from calculation of your attendance and participation grade. Please do stay home if you are ill; that is an excused absence.***
- ***You are expected to participate in the class discussions and small group work (this requires you to come to class with the readings/viewings completed)***
- ***You are expected to meet your presentation and work commitments in a timely fashion (barring illness, bereavement etc.)***
- ***You are required to submit 6 In-Class worksheets (pen-and-paper format) over the course of the semester. Some of these may be individual worksheets to take notes on guest lectures. Some may be group worksheets on assigned readings to be completed by your group as a whole on days when you are present and contributing. These will be submitted at the end of class as directed, marked as complete or incomplete, and returned. These worksheets help you select and process information from larger articles and presentations to enable you to answer questions on the final examination. They also serve as review materials for the exam.***
- ***You are required to complete individually 4 Mandatory Posting Assignments on Brightspace, which are:***
 - 1) ***The Post + image of your favourite medieval or early modern thing (due Sept. 14 before class)***
 - 2) ***The Rare Books Tour image and comment (due Nov. 9-16)***

3) ***The Reflection on Book Arts Lab 1 (due Nov. 16-23)***

4) ***The Reflection on Book Arts Lab 2 (due Dec. 7-11) .***

The expected length of each Post is 3-8 sentences. These will be marked as complete/incomplete. These assignments develop your understanding of medieval and early modern materials and their production.

Breakdown of 15%:

- *A mark out of 5 will be assigned for attendance*
- *Another mark out of 5 will be assigned for completion of the 10 short assignments (each is worth 0.5)*
- *A mark out of 5 will be assigned for your overall constructive engagement with course materials and lectures (i.e. participating constructively in group worksheet discussions; focusing on this class's material while in this class; attending to classmates' presentations; engaging with lectures and presentations by staying off your phone and asking constructive, thoughtful questions in response to what you are learning about).*

II. Research Project

55%

*A multi-part research assignment designed to introduce you to: a) the process of identifying, locating and accessing scholarly knowledge of the medieval and early modern periods; b) some key places, people, things and events from 500-1700CE; and c) the differences in what you can learn and access from secondary vs primary scholarly sources. Students will choose their own unique topics from a list circulated in class and must e-mail their choices to the professor by **Sept. 23**. The professor will guide students through each discrete task; more detailed descriptions of each component/requirement will be distributed during the term.*

Breakdown of 55%:

Part 1: Annotated Bibliography of Secondary Sources 10%

(A bibliography containing accurate bibliographic information and a 3-4 sentence annotation of each entry for 3 appropriate scholarly sources on your assigned research topic).

DUE: Oct. 5 either in hard copy at class or as an e-mailed Word document

Part 2: Annotated Bibliography of Primary Sources 10%

(Should contain full, correct bibliographic citations for:

- *1 medieval or early modern image (i.e. from 500-1700CE) related to your specific topic (nb: a photo of an actual, extant relevant medieval or early modern artefact is fine; a post-1700 drawing or painting or AI-generated image is not—though that could be used as an extra image for your CUPortfolio entry)*
- *1 medieval or early modern primary source (i.e. from 500-1700CE) related to your specific topic)*

DUE: Oct. 14 either in hard copy at class or as an e-mailed Word document

Part 3: Preliminary Draft Report 5%

(A 250-500 word + image draft of your report on your research topic).

DUE: Oct. 19 on CUPortfolio (shared with class for feedback and presentation)

Part 4: Communication of Research to Class via Group Timeline Presentation 10%

(A presentation of basic information about your medieval/early modern topic as part of a small group timeline presentation. You will be responsible for the portion of the presentation showcasing your topic and will be assessed both on that individual portion and on the overall clarity, cohesiveness and effectiveness of the group's presentation)

DUE: Nov. 2 in class

Part 5: Feedback on other students' Draft Reports 5%

(100-200 word constructive comment on draft reports by 2 other students assigned to you by Prof Calkin. Will be assessed on civility, constructiveness and thoughtfulness of comment as well as on timely completion. Assignment designed to introduce students to scholarly peer review process and to allow you to practise how professional scholars work together collegially to improve their presentation and communication of knowledge)

DUE: Nov. 11 (to be communicated by direct e-mail to each of your assigned colleagues, with Professor CCed)

Part 6: Final Polished Research Report 15%

*(1000-1400 words +image/media polished final version of report on your assigned topic. You are expected to cite or present 1 primary historical source from the period, to include at least 1 historical image, and to present information based on appropriate scholarly secondary sources. All sources must be cited in a bibliography in your report using either **MLA or Chicago style format**. NOTE: Bibliography does not count towards word count).*

DUE: Nov. 23-27 on CUPortfolio (shared with class as resource for final exam revision)

III. Primary Sources Work**5%**

(Transcription of assigned manuscript page portion; will be assessed on effort to identify medieval letter-forms accurately, engagement with hand and its patterns/repeated letters, and effort to identify appropriate abbreviations.)

DUE: Dec. 9 in hard copy at class or digitally as an attachment to an e-mail to the Prof.

IV. Final Examination**25%**

(will be scheduled during final examination period; will likely include short answer questions, a brief transcription, essay question(s) and some sort of timeline construction)

Regarding Evaluation, Please Note:

- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.
- Student or professor materials created for this course (including presentations, reflections, CUPortfolios, projects, hand-outs, assignments, lectures, drafts, and exams) remain the

intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

- Letter/Number Grades and professor comments on individual assignments worth 5% or more will be returned on hard copies or via e-mail depending on the assignment.

*****Why am I Making You Use CUPortfolio for your Research Project Reports?**

CUPortfolio allows students to use media of different sorts to communicate their scholarly research in whatever ways they find compelling. In other words, CUPortfolio allows you to be more creative than a Word document would and to do things such as include images, media, and/or maps.

CUPortfolio also allows us to share research. Your projects will be the items we plot on our timeline of the medieval and early modern periods. Sharing research on CUPortfolio allows us to create a shared textbook for our course—and will help you when reviewing materials for the final examination. Be aware that some questions on the exam will require you to deploy your own and some of your colleagues' research; access to the CUPortfolio reports will allow you to flesh out and correct your notes from the various presentations as you prepare for the final exam.

- ***N.B. Training in the use of CUPortfolio will be provided as part of the course.***

STATEMENT ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

In MEMS 2001, students may only use AI tools to check grammar and spelling of an already-drafted assignment before submitting it or to create a map or graph for their research reports and presentations (if it can produce an accurate one based on your research data). Any and all AI usage must be explicitly acknowledged in your bibliographies.

You are expected to read the assigned articles and the sources for your research project completely and fully yourselves. AI tends to produce superficial analyses of primary and secondary sources about medieval and early modern topics, and can present some very strange and inaccurate or misleading summaries. It will also sometimes make up citations and/or evidence, leading to factual inaccuracies or imprecision.

So, in MEMS 2001, you are not permitted to use AI to generate ideas, text, or images other than a map or graph for your written assignments, presentations, or worksheets, or to complete any readings for class or research.

Please note that I do not use AI (beyond a calculator or spell-checker) for marking or grading tasks, nor do I use it to produce ideas or content for my worksheets or lectures. In class I may provide, for instructional purposes, examples of what generative AI can produce when given certain tasks. Any experimentation with generative AI for in-class instructional purposes will be explicitly discussed and indicated by me. For example, we may explore together in class what AI produces in transcription or bibliographic research activities, and discuss its results, their quality (or lack thereof), and why those results emerged so that you can learn some of this tool's capacities and limitations in humanities research and have some sense of why I have adopted the policy I use.

This policy is adopted

- to encourage student acquisition and practice of the intellectual skills and discernment needed when studying the humanities disciplines and specifically the medieval and early modern past.

- to promote accuracy in student understanding of the premodern past and in the research and statements students produce about this period.
- to prepare students for the final exam (where no aids are allowed)
- to promote human-centered student-professor interactions in class and coursework
- in response to consideration of the risks and impacts of AI, as presented in workshops for Carleton faculty and summarized in the RISK-IMPACT infographic shared on https://ai-impact-risk.com/media/ai_impact_risk_acronym_infographic.pdf.

RISK-IMPACT

Reality Distortion: Fabricating falsehoods and undermining trust

Injustice: Digital Divide and Worker Exploitation

Stereotyping: Averaging that produces clichéd [and sometimes wildly inaccurate] results

Knockoff Experiences: Shortcuts that replace real learning or relationships

Infowar: Disinformation and propaganda

Monopoly: Power concentrated in a few companies

Plagiarism and Privacy: Unauthorized use of art, code, text, or data

Automated Labour: Loss of human jobs and control over society

Climate Impact: Carbon and water use

Tainted Data: Bias and voids in training data (as well as hallucinated citations and textual events in analyses it produces)

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course. Students may also be required to meet with the professor to discuss their research reports or other assignments and display their knowledge and comprehension orally and independently with no digital aids.

STATEMENT ON ACADEMIC INTEGRITY

- A. **Submitting substantially the same piece of work more than once** (i.e. from another course) for academic credit is generally not permitted in this course. Discuss any possible overlap with previously completed work with the professor before submission.
- B. **Group or Collaborative Work** is involved in some assignments and is indicated in the assignment title or document describing it. However, other assignments are to be completed individually. If you have any questions about which assignments are to be completed as a group vs as an individual, please consult Prof. Calkin
- C. **Use of generative AI tools:** Please see above statement.

D. Plagiarism:

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer

code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties are not trivial. They can include a final grade of "F" for the course.

Schedule of Classes and Readings

Readings/Viewings are to be completed before class by the date under which they are listed.

Please note that I reserve the right to adjust this syllabus to meet the needs of the class or to accommodate guest lecture scheduling; however, major changes will be announced in advance. The readings that do not have an URL provided are to be accessed via ARES reserves (which can be accessed through Brightspace or the Library's web page).

UNIT 1: How Do We Think About the Medieval and Early Modern?

Day 1 / W. Sept. 9

Course Introduction: Who We Are and What We're Doing

Before Class (if possible):

READ: the Syllabus (on Brightspace)

Class: Syllabus Overview and Your Questions
Introduce Yourself
Get Your Posting Assignment for next class

Day 2 / M. Sept. 14

Popular Representations of the Medieval and Early Modern Around Us Today

DUE: Post an image of your favorite medieval or early modern thing on Brightspace and include 3-8 sentences re: why you like it

Before Class:

READ: Paul Sturtevant, "'You don't learn it deliberately, but you just know it from what you've seen': British Understandings of the Medieval Past Gleaned from Disney's Fairy Tales," in *The Disney Middle Ages: A Fairy-Tale and Fantasy Past*, ed. Tison Pugh and Susan Aronstein (New York: Palgrave MacMillan, 2015): 77-96. (ARES)

Class: Discuss Sturtevant article and idea of medievalism
Analyze Our Posted Representations

Day 3 / W. Sept. 16

Bridging the Popular and Scholarly Worlds

Before Class:

READ: 1) Marcus Bull, "Popular Images of the Middle Ages," Chapter 1 of *Thinking Medieval: An Introduction to the Study of the*

Middle Ages (New York: Palgrave Macmillan, 2005), pp. 7-41. (ARES)

- 2) Amy Kaufman and Paul Sturtevant, Introduction (“Weaponizing History”) and Chapter 1 (“The Middle Ages: Foundational Myths of *The Devil’s Historians: How Modern Extremists Abuse the Medieval Past* (Toronto: Toronto UP, 2020), pp. 1-8 and 9-28. (ARES)

Class: Discussion/Lecture on Bull and Kaufman/Sturtevant Readings

Day 4 / M. Sept. 21

What do scholars mean by “Middle Ages,” “Medieval,” “Renaissance,” or “Early Modern”? The Founding Terms and Their Challenges

Before Class:

- READ:**
- 1) Marcus Bull, “What are the ‘Middle Ages’?” Chapter 2 of *Thinking Medieval*, pp. 42-61. (ARES)
 - 2) Leah Marcus, “Renaissance/Early Modern Studies,” in *Redrawing the Boundary*, ed. S. Greenblatt and G. Gunn (New York: MLA, 1996), pp. 41-63. (ARES)

Class: Our Ideas of these Terms
How Scholars Define Them
Problems with Scholars’ Definitions
Discuss Research Project Topics

Day 5 / W. Sept. 23

Globalizing MEMS: The Importance and The Challenges

DUE: E-mail me your choice of Research Project topic if you haven’t already done so.

Before Class:

- READ:** Geraldine Heng, *The Global Middle Ages: An Introduction* (Cambridge Elements: Cambridge UP, 2021), pp. 9-40 (Sections 3-10). (ARES)

Class: Discussion/Lecture re: reading

UNIT 2: Researching the Medieval and Early Modern Worlds I: People, Places, Things, and Events, and What Secondary Sources Can Tell You About Them

Day 6 / M. Sept. 28

Introduction to Research Project and Secondary and Primary Source Searching

Before Class:

*****BETWEEN NOW AND OCT. 14*****: Complete the Intro to CUPortfolio On-line Course (available through Brightspace)

Class:

Finish Discussion of Heng
Components of the Research Project
What is a Scholarly Secondary Source vs a Reputable One?
Why Must I Use a Scholarly Source?
What is a Primary Medieval or Early Modern Source?
Helpful Databases and Resources (maybe an OMNI scavenger hunt!)

Day 7 / W. Sept. 30

Academic Medievalism and the Birth of Medieval Studies, or When and Why did Modern Scholars Start Studying the Medieval World?

(We've all got to start somewhere. Medieval Studies has a dirty little secret: medievalists started their research by creating the basis of what would become modern nationalism—and it has been put to some disreputable uses since then)

Before Class:

READ:

1) Patrick Geary, "A Poisoned Landscape: Ethnicity and Nationalism in the Nineteenth Century," in *The Myth of Nations: The Medieval Origins of Europe* (Princeton: Princeton University Press, 2003): 15-40 (**ARES**)

2) Andrew B. R. Elliott, "A Vile Love Affair: Right Wing Nationalism and the Middle Ages," *The Public Medievalist*, February 14, 2017.
<https://www.publicmedievalist.com/vile-love-affair/>. (popular article)

OR:

"Internet Medievalism and the White Middle Ages," *History Compass* 16, no. 3 (March 2018): e12441
<https://doi.org/10.1111/hic3.12441>. (scholarly version)

Class:

Finish/Re-cap Scholarly vs Reputable Articles and Primary vs Secondary Sources
Discussion/Lecture re: article

Day 8 / M. Oct. 5**Case Study: Historical King Arthur and Historical Knights (Secondary Sources)**

DUE: Research Project Part 1: Annotated Bibliography of Secondary Sources; in hard copy or as an e-mailed Word document; can be submitted today through to 11:59pm; 10%

Have you ever heard of King Arthur? What is his story? Did he exist? Did his knights exist? (We will briefly consider some of your ideas of this medieval personage and where they come from, and then I will lead you through some of the historical actualities, drawing on these secondary sources.)

Before Class:**READ ONE OF THE FOLLOWING SECONDARY SOURCES:**

- 1) **(King Arthur)** Ronald Hutton, "The Early Arthur: History and Myth," in *The Cambridge Companion to the Arthurian Legend*, ed. Elizabeth Archibald and Ad Putter (Cambridge: Cambridge UP, 2009), pp. 21-35. **(ARES)**
- 2) **(Knights)** Frances Gies, *The Knight in History* (New York: Harper and Row, 1984), pp. 1-4 and 8-20. **(ARES)**
(This overview is slightly dated in vocabulary at points but offers a clear sense of the development of scholarship and of some key basic information with important scholarly provisos about complexity, lack of uniformity, and chronological change in the development of the ideas of knights in Europe)
- 3) **(Knights)** Richard Kaeuper, *Chivalry and Violence in Medieval Europe* (Oxford: Oxford UP, 1999), pp. 7-21 and 28-29. **(ARES)**
(A more recent introduction to the issue of knights and violence in Europe with helpful reminders about the need for scholars of chivalry not to romanticize the topic given lived realities)

Class: Your Ideas on Arthur, Knights and Chivalry
 Historical Arthur Evidence (or Lack Thereof)
 Chivalry and Knighthood (Some Basic Actualities)
 Reflecting on types of sources

Day 9 / W. Oct. 7**Case Study: Writing King Arthur in 12th-Century England (Primary Sources and their Complexities)****Before Class:**

READ: Geoffrey of Monmouth, *The History of the Kings of Britain: An Edition and Translation of the De Gestis Britonum [Historia Regum Britanniae]*,

ed. and trans. Michael D. Reeve and Neil Wright (Woodbridge: Boydell and Brewer, 2007), pp. 4, 136-40 and 192-252. (ARES)

Class: Chivalric and Knightly Overlays (or Collapsing Medieval Time)
 12th-Century Ideas of Arthur (Anachronism and Historia vs History)
 Multiculturalism and Multilingualism
 Manuscript Variation
 Writers, Patronage, and Political Prefaces
 Political Uses of Arthur (The Afterlife of Texts and Ideas)

M. Oct. 12 NO CLASS—THANKSGIVING HOLIDAY

Day 10 / W. Oct. 14

Researching the Medieval and Early Modern Worlds I: Class Round-Up

DUE: Research Project Part 2: Bibliography of Primary Sources; in hard copy or as an e-mailed Word document; can be submitted today through to 11:59pm; 10%

Before Class: Complete Online CUPortfolio Course if you haven't already done so

Class: Finish Up King Arthur via Primary Sources
 Research Project Troubleshooting (Your Questions and Problems)
 CUPortfolio Questions

Day 11 / M. Oct. 19

Timeline Travails I

DUE at class: Research Project Part 3: 250-word Draft Preliminary Report; via CUPortfolio; 5%

Class: You will be introducing your group to your researched topic and assembling your small group presentation of a timeline and key basic information about your assigned medieval or early modern persons, places, events or things to present to the class next week. I will be around to answer questions and help.

Day 12 / W. Oct. 21

Timeline Travails I (continued)

Class: You will be assembling your small group presentation of a timeline and key basic information about your assigned medieval or early modern persons, places, events or things to present to the class. I will be around to answer questions and help.

M. Oct. 26 **NO CLASSES—READING WEEK**
W. Oct. 28

Day 13 / M. Nov. 2
Timeline Travails II: Group Presentations

DUE at class: Research Project Part 4: Group Timeline/Map Presentation; in class; 10%

Before Class: Assemble your group's presentation and organize any PPT etc components.

Class: Group Research Presentations (3-4 groups)

Day 14 / W. Nov. 4
Timeline Travails II: Group Presentations continue

Before Class: Assemble your group's presentation and organize any PPT etc components.

Class: Group Research Presentations (3-4 groups)

UNIT 3: Researching the Medieval and Early Modern Worlds II: Touching the Past, Working With Primary Sources

Day 15 / M. Nov. 9

FIELD TRIP 1!!

Rare Books Visit: Touching Medieval and Early Modern Texts

****This class will be held in MacOdrum Library, Rm 252****

DUE Nov. 9-16: Rare Books Image and Participation Post on Brightspace

Before Class:

- 1) **Read the Prompt on Brightspace** before you go as this is a required Post and you will want to know what you have to do before you see the items on display
- 2) **READ (optional)** Marcus Bull, "The Evidence for Medieval History," in *Thinking Medieval*, pp. 62-98.(ARES)

Class: Rare Books Display and Discussion

Day 16 / W. Nov. 11

Introduction to Written Documents 500-1700CE

DUE: Research Project Part 5: Feedback on 2 Other Students' Draft Reports ; due via e-mail to each student and copied to Prof; 5%

Before Class:

WATCH: "The Making of Japanese Hand-made Paper: A Short Film Documents an 800-Year-Old Tradition" <http://www.openculture.com/2016/05/the-making-of-japanese-handmade-paper.html>
 "Vellum," British Library, <https://www.youtube.com/watch?v=aEPpURAIsw4>
 "The Manuscript Page," British Library, <https://www.youtube.com/watch?v=RRIWpKRm0WU>
 "Quills," British Library, <https://www.youtube.com/watch?v=ocnhYzKLeHU>

Class: Finish Group Presentations if needed
 What People Wrote On: Paper and Parchment/Vellum
 How People Wrote: Manuscript Production and Scribes

Day 17 / M. Nov. 16**FIELD TRIP 2!!****Book Arts Lab 1: Make a Quill and Write with It**

****This class will be held in MacOdrum Library, Book Arts Lab, Rm 234 E ****

DUE: Nov. 16-23 Participation Reflection on Book Arts Lab I Post on Brightspace

Before Class:

- 1) **Read the Posting Prompt on Brightspace** before you go as this is a required Post and you will want to know what you have to write before you do the lab.
- 2) **Sign up** for a timeslot as class will be divided into 2 groups due to Health and Safety requirements

Class: Make a Quill and Write With It

Day 18 / W. Nov. 18**Introduction to Written Documents and Manuscript Transcription****Before Class:**

READ: Marc Saurette, Tips on Transcription (Brightspace Post)

Class: Finish Introduction to How People Wrote Who Was Writing
Reading and Transcribing Latin, English, and French Manuscripts

Day 19 / M. Nov. 23**Primary Sources: Early Modern History**

DUE THIS WEEK: Research Project Part 6: Final Polished Research Report; via CUPortfolio; can be submitted until Friday Nov. 27 at 11:59pm; 15%

Before Class:

READ/VIEW: TBA (Lecturer 's choice)

Class: **GUEST LECTURE: Dr. Paul Nelles (History)**

Day 20 / W. Nov. 25**Primary Sources: Medical History****Before Class:**

READ: Lori Jones and Richard Nevell, "Plagued by Doubt and Viral Misinformation: The Need for Evidence-Based Use of

Historical Disease Images,” *The Lancet* 16.10 (2016): e235-e240 available as a PDF on Brightspace

Class: **GUEST LECTURE: Dr. Lori Jones (History)**
 “Studying Disease in the Medieval and Early Modern Worlds”

Day 21 / M. Nov. 30

Primary Sources: Early Modern Literature

Before Class:
READ: TBA (Lecturer’s choice)

Class: **GUEST LECTURE: Dr. Micheline White (College of the Humanities + English Dept)**
 “Studying Early Modern Queens”

Day 22 / W. Dec. 2

Primary Sources: Art History

Before Class:
READ: TBA (Lecturer’s choice)

Class: **GUEST LECTURE: Dr. Morgan Currie (School for Studies in Art and Culture)**

Day 23 / M. Dec. 7

FIELD TRIP 3!!!

Book Arts Lab 2: Printing

****This class held in MacOdrum Library, Book Arts Lab, Rms 234 E and F****

DUE: Dec. 7-11 Participation Reflection on Book Arts Lab II Post on Brightspace

Before Class:
WATCH: “The [European] Print Workshop in the Fifteenth Century,” Cambridge University (<https://www.youtube.com/watch?v=v4ARRcED3Ro>)

(The video speaks of printing generally but describes only Europe; the timing and nature of printing was earlier and different in other parts of the world, as we will discuss in class)

Class: Introduction to Printing 500-1700CE
Lab: Block Printing
Book Arts Demo: Printing Press

Day 24 / W. Dec. 9

Primary Sources: Architecture

DUE: Manuscript Transcription Exercise 5%

Before Class:

READ: TBA (Guest Lecturer's Assignment)

Class: GUEST LECTURE: Dr. Gül Kale (School for Studies in Art and Culture)

Day 25 / F. Dec. 11 (CLASSES FOLLOW MONDAY SCHEDULE)

Finish Up Lecture Material and Exam Format

Class: Finish Up any remaining material
Last Questions on Course?

University Regulations for All College of the Humanities Courses (Updated Aug 12,2026)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems

and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In

specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

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