

Carleton University
Fall 2022
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 / 1:05-2:25pm

Location: SA 317 currently; please confirm on Carleton Central

Format: In-person

Professor: Dr. S. Bly Calkin

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Office: 1809 DT

Phone: (613) 520-2600x2337

Office Hours: Tuesdays 10:15-11:45am and by appointment

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.

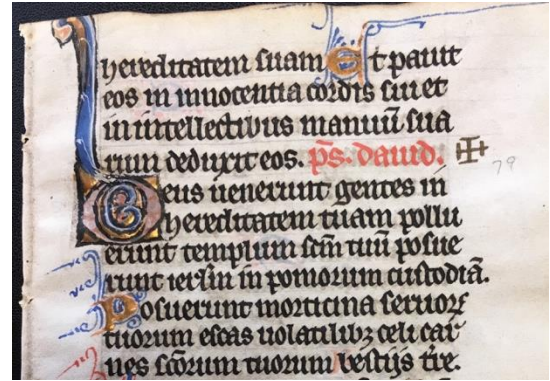
MEMS 2001 introduces students to the arcane world of the medieval and early modern past, preparing you for more advanced interdisciplinary research in the field. We focus initially on popular representations of the medieval past, which reveal broad themes about modern understandings of the

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 people 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, Art History and Early Modern Sources, and Medieval Architecture.

Learning Objectives/Outcomes:

This year, students in MEMS 2001 will:

- Learn how to *read*, how to *write*, how to *research* and most importantly how to *think* like a medievalist/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.
- Learn and practise how scholars work together in order to research and write up their findings
- Model proper academic life, by discovering history, sharing your findings and receiving peer feedback

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 today
- 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 peoples, places, events, and/or objects of the medieval and early modern worlds
- Learn about some of 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).

Evaluation:

Unit 1 Critical Reflection

5%

How We Think About the Medieval and Early Modern Past

(400-500-word double-spaced written reflection answering the following questions:

- *What were your ideas of the medieval and/or early modern when you started this class?*
- *How do those initial ideas intersect with the popular ideas identified in the readings assigned so far (e.g. those by Sturtevant, Bull, and/or Kaufman and Sturtevant)?*
- *Have the scholarly texts we have read so far confirmed, and/or changed, and/or added to your ideas of the medieval and/or early modern past? In what ways?*

Use MLA or Chicago style to cite readings in your bibliography.)

NOTE: bibliography is not part of word count

DUE: Sept. 26 OR Sept. 28 in hard copy at class

(early feedback assignment: will be returned by Oct. 12)

Unit 2: Research Project

55%

(A multi-part research assignment designed to introduce students to: a) the process of identifying, locating and accessing scholarly knowledge of the medieval and early modern periods, and b) some key places, people, things and events from 500-1700CE. Students will choose their own unique topics from a list circulated in class. The professor will guide students through each discrete task and more detailed descriptions of each component/requirement will be distributed during the term.)

Breakdown of 55%:

Part 1: Annotated Bibliography 10%

(A bibliography containing both the bibliographic entries and a 3-4 sentence annotation of each entry for 3 scholarly sources and 1 medieval or early modern image related to your specific topic.)

DUE: Oct. 5 OR Oct. 7 in hard copy at class or as an e-mailed Word document

Part 2: Preliminary Draft Report 5%

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

DUE: Oct. 17 on CUPortfolio (shared with class for feedback and presentation)

Part 3: 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: Week of Oct. 31-Nov. 2 in class

Part 4: Feedback on other students' Draft Reports 5%

(100-200 word long constructive comment on draft reports by 2 other students assigned to you by Prof Calkin (1 member of your small group and 1 other). 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 to improve the presentation and communication of knowledge)

DUE: Nov. 7, to be communicated by direct e-mail to each of your assigned colleagues, with Professor CCed

Part 5: Final Polished Research Report 25%

*(1000-1250 words + image/media polished final version of report on your assigned topic. It is 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 scholarly secondary sources. **All sources must be cited in a bibliography at the bottom of your report/page using either MLA or Chicago style format. NOTE: Bibliography does not count towards word count).***

DUE: Nov. 21 on CUPortfolio (shared with class as resource for final exam revision)

Unit 3: Primary Sources Work

5%

(Transcription of assigned manuscript page portion.)

DUE: Dec. 5 in hard copy at class or digitally as an attachment to an e-mail to the Prof

Final Examination

20%

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

Class Participation

15%

- *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 expected to respond to **10 of the Class Discussion questions posed on-line in Brightspace, including at least 1 of the Book Arts Lab reflections and the reflection on the Rare Books Field Trip Experience.** The expected length of posts will range between 2-8 sentences and a guideline length will be listed on each question posted. Questions will be posted for each class, either after or before it depending on what we are doing in class and my pedagogical goals on the day (these vary by class, reading and activity!)*

Please Note:

- **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, quizzes, 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).**
- **Group 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.**
- **Letter/Number Grades and professor comments on individual assignments worth 5% or more will be returned on hard copies, or via e-mail, or via Brightspace depending on the assignment.**
- **The 10 Participation/Discussion Posts are generally evaluated as a group at the end of term, and then a grade out of 10 is assigned for the total based on 1) completion of the required number and type of posts, 2) submissions of expected length, and 3) analytical engagement of question/topic posted and course material. If you wish feedback on an early submission to make sure it is satisfactory, please contact Prof Calkin via e-mail.**

*****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 timeline—and will help you when reviewing the materials of Unit 2 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.

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” Examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

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.

Information on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you’re sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton’s [symptom reporting protocols](#).

Masks: Carleton has paused its mandatory mask mandate as of June 25, 2022. Even though masks will no longer be mandatory, **we continue to strongly recommend masking when indoors**, particularly if physical distancing cannot be maintained. For more information please visit <https://carleton.ca/covid19/policies-and-protocols/mask-policy/>.

Vaccines: While proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

****We will discuss ways of managing the attendance challenges Covid and other illnesses create for our course at the first class and decide on a preferred management strategy then****

Statement on Student Mental Health

As a University 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. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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; 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. 7

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

Before Class (if possible):

READ: the Syllabus (on Brightspace)

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

Day 2 / M. Sept. 12

Popular Representations of the Medieval and Early Modern Around Us Today

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)

In Class: Discuss Sturtevant article
Analyze Our Posted Representations

Day 3 / W. Sept. 14

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)

In Class: Discussion/Lecture on Bull and Kaufman/Sturtevant Readings
Distribute Critical Reflection Assignment

Day 4 / M. Sept. 19

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 3 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. (available online via ARES)

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

Day 5 / W. Sept. 21

Globalizing MEMS: The Importance and The Challenges

Before Class:

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

(*NB: If the library is unable to obtain permissions for this piece, we will read instead:

- 1) Geraldine Heng and Lynn Ramey, “Early Globalities, Global Literatures: Introducing a Special Issue on the Global Middle Ages,” *Literature Compass* 11.7 (2014): 389–394,
- 2) Geraldine Heng, “Reinventing Race, Colonization, and Globalisms across Deep Time: Lessons from the *Longue Durée*” *PMLA* 130.2 (2015), pp. 358-66)

In 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. 26

Introduction to Research Project and Secondary Source Searching

DUE: Critical Reflection; hard copy; 5%

Before Class:

TODAY: E-mail me your choice of Research Project topic if you haven't already done so
*****BETWEEN NOW AND OCT. 12***:** Complete the Intro to CUPortfolio On-line Course (available through Brightspace)

In Class: 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. 28

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

DUE: Critical Reflection if not handed in yet; hard copy; 5%

(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)

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) Richard Utz, "Academic Medievalism and Nationalism," in *The Cambridge Companion to Medievalism*, ed. Louise D'Arcens (Cambridge: Cambridge University Press, 2016): 119-34 (ARES)

In Class: Discussion/Lecture re: articles

Day 8 / M. Oct. 3

Case Study: Historical King Arthur and Historical Knights (Secondary Sources)

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

(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. 1-21 and 26-29

(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 secondary sources

Day 9 / W. Oct. 5

Case Study: Writing King Arthur in 12th-Century England (Primary Sources and their Complexities)

DUE: Research Project Part 1: Annotated Bibliography; in hard copy or as an e-mailed Word document; can be submitted today through Friday Oct. 7; 10%

Before Class:

READ: Geoffrey of Monmouth, *The History of the Kings of Britain*, ed. and trans. Michael Faletra (Peterborough: Broadview, 2008), pp. 41-2, 127-30, 163-99. (ARES*)

(*NB: If the library is unable to obtain permissions for this piece, we will read instead the translation of a different manuscript:

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:

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

M. Oct. 10 NO CLASS—THANKSGIVING HOLIDAY

Day 10 / W. Oct. 12

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

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

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

Day 11 / M. Oct. 17

Timeline Travails I

DUE: Research Project Part 2: 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. 19
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. 24 **NO CLASS MEETINGS: READING WEEK**
W. Oct. 26

Day 13 / M. Oct. 31
Timeline Travails II: Group Presentations

DUE: Research Project Part 3: Group Timeline/Map Presentation; in class; 10%

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

In Class: Group Research Presentations (4-5 groups)

Day 14 / W. Nov. 2
Timeline Travails II: Group Presentations continue

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

In Class: Group Research Presentations (4-5 groups)

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

Day 15 / M. Nov. 7

Introduction to Written Documents 500-1700 CE

DUE: Research Project Part 4: 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" (<https://www.bl.uk/medieval-english-french-manuscripts/videos/5-making-manuscripts-vellum>)

"The Manuscript Page" (<https://www.bl.uk/medieval-english-french-manuscripts/videos/6-making-manuscripts-the-page>)

"Quills » <https://www.bl.uk/medieval-english-french-manuscripts/videos/3-making-manuscripts-quills>)

In Class:

What People Wrote On: Paper and Parchment/Vellum
How People Wrote: Manuscript Production and Scribes

Day 16 / W. Nov. 9

FIELD TRIP 1!!

Touching Documents Written 500-1700CE

****This Class will likely be held in MacOdrum Library Rm 583** (TBC)**

Before Class:

1) **Sign Up** for Field Trip Time Slot 1 or 2

2) **Read the Discussion Prompt on Brightspace** before you go as this is a required Participation Post and you will want to know what you have to write before you see the items on display

3) **READ** Marcus Bull, "The Evidence for Medieval History," in *Thinking Medieval*, pp. 62-98. (ARES)

In Class:

FIELD TRIP: Rare Books Department MacOdrum library Room 583

Because of our class size, we cannot go all together to the Rare Books Room display of medieval and early modern books so you will have signed up for either Slot 1 (1:05-1:45pm) or Slot 2 (1:45-2:25pm). Please show up for your chosen slot on time.

Day 17 / M. Nov. 14

Reading and Transcribing Manuscripts Written in Latin and English

Before Class:

READ: Lines 1-50 of *The King of Tars*, ed. John H. Chandler (Kalamazoo: TEAMS, 2015), available online at:
<https://d.lib.rochester.edu/teams/publication/chandler-the-king-of-tars>

Note: This is going to be challenging. We will be going over the text together for two class meetings so give it your best shot and bring questions, confusion, etc to class to sort out there. Helpful hints: 1) Remember that spelling in Middle English is variable and often different from today's English—and relax about it!; 2) Read bits you don't understand aloud as the different spelling will trip you up but the sounds will be more familiar; 3) If you are totally lost and too curious to wait for class, read the Introduction—it gives you a rough sense of what happens.

Class: Reading and Transcribing Latin and Middle English Manuscripts
Introduction to *The King of Tars* manuscripts

Day 18 / W. Nov. 16

FIELD TRIP 2!!

Book Arts Lab 1: Make a Quill and Write with It

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

Before Class:

Read the Discussion Prompt on Brightspace before you go as this is a required Participation Post and you will want to know what you have to write before you do the lab.

Class: Make a Quill

Day 19 / M. Nov. 21

Primary Sources: History

DUE: Research Project Part 5: Final Polished Research Report; via CUPortfolio; 25%

Before Class:

READ: TBA (Guest Lecturer's assignment)

In Class: GUEST LECTURE: Dr. Marc Saurette, Dept. of History (TBC)

Day 20 / W. Nov. 23

Primary Sources: Medical History

****This class may be online via Zoom or in-person; Prof. Calkin will confirm before class****

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, AMS Postdoctoral Fellow in History
“Studying Disease in the Medieval and Early Modern Worlds”

Day 21 / M. Nov. 28

Primary Sources: Literature

Before Class:

READ: Lines 51-end of *The King of Tars*, ed. John H. Chandler (Kalamazoo: TEAMS, 2015), available online at:
<https://d.lib.rochester.edu/teams/publication/chandler-the-king-of-tars>

Note: This is going to be challenging. We will be going over the text together so give it your best shot and bring questions, confusion, etc to class to sort out there. Helpful hints: 1) Remember that spelling in Middle English is variable and often different from today’s English—and relax about it!; 2) Read bits you don’t understand aloud as the different spelling will trip you up but the sounds will be more familiar; 3) If you are totally lost and too curious to wait for class, read the Introduction—it gives you a rough sense of what happens.

Class: Manuscript Variation, Codicology, and Philology
Different Editions and Their Goals
Why Read Medieval Literature Today?

Day 22 / W. Nov. 30

Primary Sources: Art History

Before Class:

READ/VIEW: TBA (chosen by Guest Lecturer)

In Class: GUEST LECTURE: Dr. Morgan Currie (SSAC; Art History)

Day 23 / M. Dec. 5

Primary Sources: Architecture

DUE: Manuscript Transcription Exercise 5%

Before Class:

READ/VIEW: “Introduction to Medieval Architecture” videos by Prof. Coffman; available on Brightspace

Class: GUEST LECTURE: Dr. Peter Coffman (SSAC; History of Architecture)
“Medieval Architecture”

Day 24 / W. Dec. 7

FIELD TRIP 3!!!

Book Arts Lab 2: Printing

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

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 the situation in 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

Labs: Block Printing or Typesetting

Book Arts Lab Demo: Printing Press

Day 25 / F. Dec. 9 (NB: Carleton Classes follow MONDAY Schedule)

Finish Up and Exam Format

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



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- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
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3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
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