

**Carleton University**  
**Fall 2020**  
**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 / 10:05-11:25am**

**Location: *Online: Blended Format***

**Professor: Dr. S. Bly Calkin**

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**Office Hours: Virtually, By Appointment**

Office: 1809 DT

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**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.

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 Touching the Past, or Researching the Medieval and Early Modern Worlds II: Primary Sources and How to Approach Them. In this unit, we will learn about manuscripts, early 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 virtual workshops on quill-making and printing, work digitally with manuscript and early print holdings from the Library's Rare Books Department, and hear from professors in different disciplines about what they study and how. Topics presented by our guest lecturers will include Studying Disease in the Medieval and Early Modern Worlds, Medieval and Early Modern Music, and Encounters with Medieval and Early Modern Architecture.



## Learning Objectives/Outcomes:

This year, students in MEMS 2001 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
- Identify, find, and access scholarly studies about the peoples, places, events, and/or objects of the medieval and early modern worlds
- Research, design, and write scholarly introductions to their chosen person, group, place, event, or object from the medieval and early modern worlds
- Learn about some of the media and material culture dating from the medieval and early modern periods (manuscripts, quills, printing, music, narratives, images, buildings)
- Discover what questions scholars ask of such media and material culture, and how they go about answering them

Among other things we will consider:

- how medieval people and creatures we think we know (e.g. knights, King Arthur, dragons) differ from their manifestations in the Middle Ages
- how multilingualism and multiculturalism were as much part of the medieval and early modern worlds as they are today
- how difficult it is to read and understand the writing, texts, and languages of 500-1700CE today
- how globally diffuse the medieval and early modern worlds were

- how we probably would not get along very well with a medieval or early modern person, were we to meet them
- how medieval and early modern people are racist, misogynist and nationalist in different ways than you would think, and 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

## Online Delivery in Fall 2020

Students should be prepared for a blended online course that consists primarily of synchronous class meetings online combined occasionally with some pre-recorded content and/or individual e-learning activities. We will meet via Big Blue Button (BBB), which is similar to Zoom but embedded into CULearn with better security. **Synchronous meetings will occur during our set meeting time but will be recorded for those who are unable to attend.**

Small group work and active participation are central components of this course. Most evaluations assess students' individual work, but our exploration of course topics and the preparation for the individual assessments will be mediated by class participation. Therefore, *engagement in small group work and class discussions will be crucial to student success in this course.* Often during our regularly scheduled class time, students will be required to interact with each other in small groups for participation grades. **Any students who anticipate that they will be unable to attend the regularly scheduled class time to engage in these group discussions online must contact the professor at the start of the term so that accommodations can be made and they can be assigned to a group that will meet at a mutually agreed upon time outside of class and perform their groupwork through the group discussion forums online at CULearn.**

This course best fits the Carleton definition of a Blended Course, with the qualification that we will meet **most of the time** online via web conferencing tools:

**Blended Courses:** An online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates will be communicated by the instructor in the course outline. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

### Technology likely to create best experience:

- reliable high-speed internet access at the class meeting times
- a headset/ear buds with a microphone

- computer, ideally with a webcam function (phones may work but BBB seems to work better on computer)

See also the Carleton Educational Technology Web Pages re:

- Technological Specifications for Online Learning: <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>
- Browser Requirements: <https://carleton.ca/culearnsupport/students/browser-support/>
- Accessing and Using Big Blue Button as a student: <https://carleton.ca/culearnsupport/students/bigbluebutton/>

I have chosen this blended model of online delivery because it best allows me to re-create virtually some of the elements students identified as very enjoyable components of the course in the past:

- small group discussions;
- live lectures with the chance to ask questions, engage the professor directly, and discuss some of the key ideas presented
- encounters with some of the images, products and technology of the pre-modern period.

If you have any questions, please contact me (Professor Calkin) at [siobhain.calkin@carleton.ca](mailto:siobhain.calkin@carleton.ca).

### **Required Text:**

- Marcus Bull. *Thinking Medieval: An Introduction to the Study of the Middle Ages* (New York: Palgrave, 2005). ISBN: 978-1403912954 (paperback) or ISBN 978-0-230-50157-7 (e-book)

### **Please note:**

*I have placed an order for our paperback text through the student-run Haven Books near campus (43 Seneca Street), which sells used and new books. During Covid-19 Haven has moved to an online model of selling books in which they offer shipping across North America and free curbside pickup (tel: 613-730-9888 /e-mail: [havenbooks@cusaonline.ca](mailto:havenbooks@cusaonline.ca); [www.havenbooks.ca](http://www.havenbooks.ca)). You may also order the book directly from the publisher ([www.palgrave.com](http://www.palgrave.com)) or seek a copy from your preferred online booksellers.*

**\*\*Please obtain your required text before classes start so that you can complete the readings for September 16, 21 and 23.\*\***

**Other required readings and/or viewing will be available from online sources or ARES (the library's electronic reserves system).**

**The Book Arts Labs are designed to be completed with materials that are readily available, but some purchase (e.g. of ink, an eraser) may be needed.** A list of necessary materials will be distributed in advance of the labs. If you are unable to access the necessary materials for these labs, please let Prof. Calkin know and an alternative participation assignment can be arranged.

## **Evaluation:**

**Unit 1 Critical Reflection: How We Think About the Middle Ages and Renaissance 5%**  
*(500-word written reflection on what brought you to the course, what your ideas of the medieval and/or early modern were, and how they intersect with trends identified in class and by scholars in your readings. Use MLA or Chicago style to cite readings in your bibliography. NOTE: bibliography is not part of word count).*

**DUE: Sept. 28 via CULearn Assignment 1** (early feedback: will be returned by Oct. 13)

## **Unit 2: Research Project**

**50%**

*(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 of the 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 50%:**

#### **Part 1: Annotated Bibliography 5%**

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

**DUE: Oct. 5 via CULearn Assignment 2**

#### **Part 2: Preliminary Draft Report 5%**

*(A 250-500 word + image/media (if desired) draft of your report on your research topic.*

**DUE: Oct. 19 on CUPortfolio (class page 1)**

#### **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 Nov. 2-4 in class (via BBB)**

#### **Part 4: Feedback on other group members' Draft Reports**

**5%**

*(100-200 word long comment on each draft report by the other members of your small group. Will be assessed on civility, constructiveness and thoughtfulness of post as well as on timely completion.)*

**DUE: Nov. 4 via CULearn Group Forums**

***Part 5: Personal Reflection on Feedback 5%***

*(100-250 word reflection upon feedback your draft report received and what you plan to do to revise your report for final submission based on that feedback and your own thoughts after your oral presentations.)*

**DUE: Nov. 11 via CULearn Assignment 3**

***Part 6: Final Polished Research Report 20%***

*(1000-1250 words +media polished final version of report on your assigned topic. 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. 23 on CUPortfolio (class page 2); shared with class as resource for final exam revision.**

**Unit 3: Primary Sources Work**

**5%**

*(Transcription of assigned manuscript page portion.)*

**DUE: Dec. 11 via CULearn Assignment 4**

**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**

**20%**

- *You are expected to participate in small group work and small group discussions. You will be able to participate in these either synchronously in break-out chatrooms during our Big Blue Button meetings or, if you cannot attend those meetings, in asynchronous discussion forums on CULearn*
- *You are expected to meet your presentation and group work commitments (barring illness, bereavement etc.).*
- *You are expected to complete all major assignments*
- *You are expected to complete 20 of the set 1% participation assignments on class meetings/labs over the course of the term.*

**\*\*\*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.*” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- 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 without acknowledgement;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts 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, suspension from a program, suspension from the university, or even expulsion from the university. For more information please go to:

<https://carleton.ca/registrar/academic-integrity/>

### **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, 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 assignments worth 5% or more will be returned via CULearn or e-mail.**
- **The 1% assignments that are part of the 20% Class Participation grade will not usually receive comments and will be assessed at the end of term as completed (0.5/1) or not completed (0/1) + satisfactory (0.5/1) or unsatisfactory (0-0.25/1). Groups will receive the same mark out of 1 for the Group Worksheets they complete (one note-taker's copy only needed; submit via CULearn forums). The Guest Lecture Worksheets and Book Arts Labs assignments are expected to be completed individually and will be graded accordingly. Only a cumulative Class Participation grade out of 20 will be posted for each student, as part of the individual final grade. A breakdown of the 1% grades may be obtained from the professor via e-mail after the 20 submitted have been assessed and tabulated. If you wish feedback on an early submission to make sure it is satisfactory, please contact Prof Calkin via e-mail.**

#### **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 CULearn 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):**

- Go to CULearn for this course
- Read the Syllabus
- Complete the Intake Survey
- Read Your E-mail message from prof re: Groups

- Class:**
- Online learning and this course
  - Syllabus Questions?
  - Meet Your Groups
  - Introduce Yourself and Your Group Manuscript to the Class
  - Get Your Group's Posting Assignment for next class

### **Day 2 / M. Sept. 14**

#### **How Do We Think About the Medieval and Early Modern?: The Popular Culture 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)**

- POST BY 9AM:** Each group member must post 2-3 examples (images/web links/titles) from your group's pop culture category (assigned last class) to your group's forum in CULearn **(1%)**

- Class:**
- Analyze Pop Culture Representations
  - Discuss Sturtevant

### Day 3 / W. Sept. 16

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

#### What is meant by Middle Ages, Medieval, Renaissance, or Early Modern? The Terms and Their Challenges

**Before Class:**

**READ:**

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

**E-MAIL TO PROF BY 9AM:**

An image of your favourite medieval / early modern thing that you are willing to share/discuss in class (or a link) **(1%)**

**Class:** Our Ideas of these Terms  
How Scholars Define Them  
Problems with Scholars' Definitions

### Day 4 / M. Sept. 21

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

#### Bridging the Scholarly and Popular Worlds

**Before Class:**

**READ:**

- 1) Marcus Bull, "Popular Images of the Middle Ages," in *Thinking Medieval*, 7-41.
- 2) Umberto Eco, "Dreaming the Middle Ages," in *Travels in Hyperreality: Essays*, trans. William Weaver (New York: Harvest, 1986): 60-72 **(ARES)**

**Class:** Introduce Research Project Topics  
Group Worksheet/Set of Questions on Articles **(1%)**  
Discussion/Lecture

### Day 5 / W. Sept. 23

## How Do We Think About the Medieval and Early Modern?: Relevance Today: Language and Politics

**DUE: Research Topic Selection (E-mail me your choice of topic before 10:05am)**

### Before Class:

- READ:**
- 1) Marcus Bull, "Is Medieval History Relevant?" in *Thinking Medieval*, 99-136.
  - 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 version)
- OR:**
- "Internet Medievalism and the White Middle Ages," *History Compass* 16, no. 3 (March 2018): e12441 (ARES)  
(scholarly article version)

**Class:** Group Worksheet/Set of Questions on Articles (1%)  
Discussion/Lecture

**\*\*\*PLEASE NOTE: AT THE END OF UNIT 1 I WILL ASSESS HOW CLASS AND GROUPWORK ARE GOING AND MAY MAKE SOME ADJUSTMENTS\*\***

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

**Day 6 / M. Sept. 28**

### **Researching the Medieval and Early Modern Worlds I: Introduction to Research Project and Secondary Source Searching**

**DUE: Critical Reflection  
(via CULearn, Assignment #1: 5%)**

**Class:**

**Class-Work I (10:05-11am):** Components of Research Project  
What is a Scholarly Source vs a Reputable One?  
Why Must I Use a Scholarly Source?  
Helpful Databases and Resources

**Class-Work II (11-11:25am and/or complete asynchronously by Sept. 30):**  
Intro to CUPortfolio On-line Course

**Day 7 / W. Sept. 30**

### **Researching the Medieval and Early Modern Worlds I: 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)

**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)

**Class:** Group Worksheet/Set of Questions on Articles (1%)  
Discussion/Lecture

**Day 8 / M. Oct. 5**

**Researching the Medieval and Early Modern Worlds I:  
Globalizing MEMS: The Importance and The Challenges**

**DUE: Research Project Part 1: Annotated Bibliography**  
(via CULearn, Assignment #2: 5%)

**Before Class:**

**READ:** Julia McClure, "A New Politics of the Middle Ages: A Global Middle Ages for a Global Modernity," *History Compass* 13, no. 11 (November 1, 2015): 610-19 (ARES)

(N.B. This is a dense but rich article about how to understand the concept of the Global Middle Ages. In class, we will be examining closely the argument this article makes and extending it to the Early Modern Period as well, so you need to read it very carefully, look up words you do not understand, and make sure you can define the key terms she uses.)

**Class:** Group Worksheet/Set of Questions on Articles (1%)  
Discussion/Lecture

**Day 9 / W. Oct. 7**

**Researching the Medieval and Early Modern Worlds I:  
King Arthur, Knights and Chivalry**

Have you ever heard of King Arthur? What is his story? Did he exist? We will briefly consider some of your understandings of this medieval personage and then I will lead you through some of the historical and textual medieval actualities.

**Class:** Your Ideas on Arthur, Knights and Chivalry  
Historical Arthur Evidence (or Lack Thereof)  
Chivalric and Knightly Overlays  
Chivalry and Knighthood (Some Basic Actualities)

M. Oct. 12 NO CLASS—THANKSGIVING HOLIDAY

**Day 10 / W. Oct. 14**

**Researching the Medieval and Early Modern Worlds I:  
King Arthur in 12<sup>th</sup>-Century England**

**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)

**Class:** Group Worksheet/ Set of Questions on Reading (1%)  
12<sup>th</sup>-Century Ideas of Arthur  
Political Uses of Arthur  
Multiculturalism and Multilingualism

**Day 11 / M. Oct. 19**

**Researching the Medieval and Early Modern Worlds I:  
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. This may be done on BBB during our class meeting time and I will be around to answer questions and help. It may also be done by CULearn forum at a different time Oct. 18-20. Groups can choose their preferred mode for preparing their class presentation. (1% for attendance/process)

**Day 12 / W. Oct. 21**

## **Researching the Medieval and Early Modern Worlds I: 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. This may be done on BBB during our class meeting time and I will be around to answer questions and help. It may also be done by CULearn forum at a different time Oct. 21-23. Groups can choose their preferred mode for preparing their class presentation. **(1% for attendance/process)**

M. Oct. 26                    **NO CLASS MEETINGS: READING WEEK**  
W. Oct. 28

**Day 13 / M. Nov. 2**

## **Researching the Medieval and Early Modern Worlds I: Timeline Travails II**

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

**Before Class:** Assemble your group's presentation. One of the presenters will need to make a PDF of the Powerpoint and be prepared to upload it to BBB in class for live presentations, or to share their link and screen with class during the presentations.

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

**Day 14 / W. Nov. 4**

## **Researching the Medieval and Early Modern Worlds I: Timeline Travails II (continued)**

**DUE: Research Project Part 4: Feedback on Group Members' Draft Reports  
(via CULearn group forum; 5%)**

**Before Class:** Assemble your group's presentation. One of the presenters will need to make a PDF of the Powerpoint and be prepared to upload it to BBB in class for live presentations, or to share their link and screen with class during the presentations.

**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. 9**

### **Researching the Medieval and Early Modern Worlds II: Introduction to Written Documents 500-1700 I**

**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>)

**ASSEMBLE:** Materials for the 2 book arts labs (distributed by e-mail and listed on CULearn)

**Class: (10:05-10:30am) Guest Lecture: John Osborne**

“Introduction to the use of material culture (buildings, their decoration, objects) as documents I”

**(10:30-11:05am)** Finish Group Presentations if necessary  
What People Wrote On: Paper and Parchment/Vellum  
How People Wrote: Manuscript Production and Scribes

**(11:05-25am/Homework):**

**Book Arts Lab 1:** Make Paper (1%; submit a photo when done)

**Book Arts Lab 2:** Make a Quill (1%; submit a photo when done)

**Day 16 / W. Nov. 11**

### **Researching the Medieval and Early Modern Worlds II: Introduction to Written Documents 500-1700 II**

**DUE: Research Project Part 5: Personal Reflection on Feedback Received  
(via CULearn Assignment #3; 5%)**

**Class:** (10:05-10:30am) **Guest Lecture: John Osborne**  
“Introduction to the use of material culture (buildings, their decoration, objects) as documents II”

(10:30-11:25am): **FIELD TRIP: Virtual Visit To Rare Books Department  
(or Medieval Libraries Scavenger Hunt)**  
**Guests: Dr. Lloyd Keane (ASC) and Dr. Marc Saurette (History)**

Unfortunately, we cannot go together in person to Carleton’s Rare Books Room as we usually do in MEMS 2001, but, Covid access permitting, this class will include a virtual show and tell of the medieval manuscripts, fragments, and early print books held in Carleton University Library’s Collection, involving a live question and answer session with our rare books librarian Dr. Lloyd Keane and Prof Marc Saurette who has worked extensively with the two manuscripts

**Personal Reflection on Visit (1%; due by e-mail to Prof by Nov. 18)**

**Day 17 / M. Nov. 16**

**Researching the Medieval and Early Modern Worlds II:  
Reading and Transcribing Manuscripts Written in Latin**

**Before Class:**

**READ:** Marcus Bull, “The Evidence for Medieval History,” in *Thinking Medieval*, pp. 62-98.

**Class:** (10:05-10:30) **Guest Lecture: John Osborne**  
“Image-text relationships (Manuscripts, the Bayeux tapestry, murals)”

(10:30-11:25am) Discuss Bull Chapter  
Reading and Transcribing Latin Manuscripts

**Day 18 / W. Nov. 18**

**Researching the Medieval and Early Modern Worlds II:  
Reading and Transcribing Manuscripts Written in 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: (10:05-10:30am): Guest Lecture: John Osborne**

“Material Culture and the Cult of the Saint”

(Complete **Guest Lecture Worksheet 1** and send me photo when done: **1%**)

**(10:30-11:25am):** Reading and Transcribing Medieval English Manuscripts  
Introduction to The *King of Tars* manuscripts

**(1%:** E-mail me at [siobhain.calkin@carleton.ca](mailto:siobhain.calkin@carleton.ca)

before 9am tomorrow re: whether you wish to transcribe English or Latin for your Transcription Assignment )

**Day 19 / M. Nov. 23**

**Researching the Medieval and Early Modern Worlds II:**

**Medical History**

**DUE: Research Project Part 6: Final Polished Research Report**

**(via CUPortfolio; 20%)**

**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 CULearn

**Class: GUEST LECTURE: Dr. Lori Jones, AMS Postdoctoral Fellow (History)**

“Studying Disease in the Medieval and Early Modern Worlds”

(Complete **Guest Lecture Worksheet 2** and send me photo when done: **1%**)

**Day 20 / W. Nov. 25**

**Researching the Medieval and Early Modern Worlds II:**

**Music**

**Before Class:**

**WATCH:**

Introduction to the Medieval Liturgy [https://youtu.be/DGaHI2\\_NdmU](https://youtu.be/DGaHI2_NdmU)  
The Gradual <https://youtu.be/HYHK6BIn9xw>  
The Missal - part 1 <https://youtu.be/xTX5qk8IKAU>  
Musical Notation - part I <https://www.youtube.com/watch?v=xDvE4o8Jfbo>

**Class:** **GUEST LECTURE: Dr. Alexis Luko (SSAC: Music)**  
“Medieval and Early Modern Music”  
(Complete **Guest Lecture Worksheet 3** and send me photo when done: **1%**)

**Day 21 / M. Nov. 30**

**Researching the Medieval and Early Modern Worlds II:  
Architecture**

**Class:** **GUEST LECTURE: Dr. Peter Coffman (SSAC; History of Architecture)**  
“Medieval Architecture”  
(Complete **Guest Lecture Worksheet 4** and send me photo when done: **1%**)

**Day 22 / W. Dec. 2**

**Researching the Medieval and Early Modern Worlds II:  
Religious Studies**

**Class:** **GUEST LECTURE: Dr. Johannes Wolfart (Religious Studies)**  
“Confrontations with Mundane Chronicles”  
(Complete **Guest Lecture Worksheet 5** and send me photo when done: **1%**)

**Day 23 / M. Dec. 7**

**Researching the Medieval and Early Modern Worlds II:  
Manuscript Variation**

**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:** Comprehension Questions?  
Manuscript Variation: Codicology and Philology  
Group Assignments on the manuscripts and versions of *KT* (1%)

**Day 24 / W. Dec. 9**  
**Researching the Medieval and Early Modern Worlds II:**  
**Introduction to Printed Documents 500-1700**

**Before Class:**

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

**ASSEMBLE:** Materials for the 2 book arts labs (distributed by e-mail and listed on CULearn)

**Class:** Introduction to Printing 500-1700CE  
**Book Arts Lab 3:** Block Printing at home (1%; submit a photo when done)  
**Book Arts Lab 4:** Typesetting at home (1%; submit a photo when done)  
**Book Arts Lab Demo:** Printing Press

**Day 25 / F. Dec. 11 (NB: Carleton Classes follow MONDAY Schedule)**  
**Researching the Medieval and Early Modern Worlds II:**  
**Finish Up and Exam Format**

**DUE: Manuscript Transcription Exercise**  
**(via CULearn Assignment #4; 5%)**

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



# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

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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.

### Online Learning Resources

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While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [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.

### Copies of Written Work Submitted

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

### Academic Integrity at Carleton

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

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- 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;
- handing in "substantially the same piece of work for academic credit more than once without

prior written permission of the course instructor in which the submission occurs." Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 a final grade of "F" for the course

[Academic Integrity Policy](#)  
[Academic Integrity Process](#)

## Academic Accommodation Policy

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### Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

**Parental Leave:** The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

**Religious obligation:** Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

### **Academic Accommodations for Students with Disabilities:**

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

### **Survivors of Sexual Violence**

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident of or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or support.](#)

### **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. [More information.](#)

## Grading System at Carleton University

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Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. 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, is listed below. Grade points indicated are for courses with 1.0 credit value.

## Course Sharing Websites and Copyright

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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

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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.

[7 Student Rights and Responsibilities](#)

## Deferred Term Work

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In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. 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 illness or injury for a significant period of time/or long term, 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.

[More information of deferred Term Work](#)

## Deferred Final Exams

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Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control 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 working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the 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](#).

[More information on Final Exam Deferrals](#)

## Financial vs. Academic Withdrawal

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Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). 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. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

## Department Contact Information

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*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)