CARLETON UNIVERSITY
COLLEGE OF THE HUMANITIES
MEMS 3001A "Researching the Medieval and Early Modern Past"
Winter Term 2021

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OFFICE HOURS
By appointment

E-MAIL COMMUNICATION
Carleton communications policy states that faculty must communicate with students through their Carleton email account. To ensure that this policy is upheld without too much trouble, please send email to me via your Carleton account/CULearn. Please be advised, further, that students can normally expect up to a 24hour turn-around time on e-mail communication, especially during high volume times (i.e. before examinations, at essay time, etc.).

COURSE PURPOSE and LEARNING OBJECTIVES
In accordance with the calendar entry, participants in this course will be invited to investigate the characteristics of various "late antique, medieval and early modern worlds". The overall aim of the exercise is to furnish participants with both practical and theoretical knowledge concerning the adjacent interdisciplinary fields of "medieval studies" and "early modern studies" (together, MEMS).

Identification of the aforesaid characteristics proceeds from, *inter alia*, the boundary conditions – "definition" *stricto sensu* – imposed on "the medieval" (e.g., in relation to late antiquity and early modernity), as well as from the projected aspirations of generations of medievalists who have debated and disputed various meanings of "medieval." These have produced visions of diverse medieval worlds – worlds suspended between antiquarianism-exoticism, on the one hand, and presentism-universalism, on the other. **Thus, the most basic purpose of this course is not just to explore *how* to study medieval worlds, but to consider *why* scholars do so…and should continue to do so.**

READINGS
There is no assigned textbook for this course. Instead, I will post materials via ARES or CULearn. Some of these materials are already indicated in the class schedule below, and others will be suggested as we go. Please note that familiarity with posted materials is a prerequisite rather than a substitute for class attendance. *Your ability to follow in class and to participate effectively will depend on your keeping up with the materials.* It is not my expectation, however, that you will read all the texts suggested for consideration as if you were preparing for a test on their contents (there are no tests in this course). Instead, you should "get into" any particular subject via reading (as any mature scholar would); you are also encouraged to "read around" scheduled topics (as any mature scholar would).

LECTURES

Officially, this is a lecture course ("oooh...how *medieval*!"). Nevertheless, we will also devote a certain amount of time in each class to both formal and informal discussions, moderated conversation, etc. Under current pandemic conditions, all such interactions will take place in the virtual space of CULearn. Given the current closure of the university, as well as most individuals' capacity to focus on virtual interactions in real time, it is my intention to post lecture notes (PowerPoint slides) well in advance of class meetings, and then limit our "real time" class interaction to approximately half of the allotted 3 lecture hours. Thus, ***this course will be delivered in a "blended" format***.

Note: *I consider regular participation in class essential in this course* (see evaluation section, below)*.* I absolutely cannot reproduce class materials and interactions in an email, over the phone, etc. Finally, in my experience (which is considerable) students who participate in class enjoy considerably greater success in all evaluated aspects of the course than those who don't. (Of course, I am aware that there is such a thing as the *post hoc ergo propter hoc* fallacy…)

EVALUATION

In this course you will be evaluated on your ability to ***identify*** and ***develop*** a medieval/early modern research topic of your choice. While your final ***essay*** could be a conventional "research paper," other outcomes might take the form of a digital or even non-textual essay on a topic (e.g. performance video, craft manufacture project). Proposal (2-5 pages); Execution Plan (5-10 pages, as appropriate); Product (to be determined, depending on your Execution Plan). All three of these are weighted equally at 25% of your final grade in this course. Your ongoing participation in the course will account for the remaining 25%. Detailed assignment briefs will be issued during the term.

CLASS SCHEDULE

Week I (13 January)

Entering and Exiting Medieval Worlds: *Sunt certi denique fines*

Time orientation – beginnings and endings, ruptures or continuities?

Spatial location – "Roman," "European," "National," "Global,"…?

Characterizations – is *this* past another country?

CONSIDER:

- Cynthia Hahn, "The Voices of the Saints: Speaking Reliquaries," *Gesta* 36/1 (1997), 20-31.
- R.W. Scribner, "Incombustible Luther: The Image of the Reformer in Early Modern Germany," *Past and Present* 110 (1986), 38-68.

Week II (20 January)

Viewing Medieval Worldviews: between *urbs et orbis*

Textual and Visual sources -- chorography and cartography.

Village-city-world-cosmos (and other "homes" in other times)

Matters of scale and multiplicity in the Hereford Map and the *Albertinischer Plan*.

CONSIDER:

- David Woodward, "Medieval Mappaemundi" in: J.B. Harley and David Woodward, eds., *The History of Cartography Volume 1* (Chicago: University of Chicago Press, 1987). https://www.press.uchicago.edu/books/HOC/HOC_V1/HOC_VOLUME1_chapter18.pdf;
- The Hereford *Mappamundi* https://www.themappamundi.co.uk/mappa-mundi/
- The *Albertinischer Plan* http://www.habsburger.net/de/medien/albertinischer-plan-altester-stadtplan-von-wien-um-142122
- DARMC https://darmc.harvard.edu/

Week III (27 January)

Unity and Integrity of Medieval Worlds: *Corpus Christi/Corpus Christianum*

Late medieval social theories and political practices

Rituals, myths and social formations...

Is "ideology" a useful historiographical category?

CONSIDER:

- Nicholas Terpstra, "The Body of Christ Defined and Threatened," in: idem., *Religious Refugees in the Early Modern World* (New York: Cambridge University Press, 2015), 21-73.
- R. Po-Chia Hsia, "The Myth of the Commune," *Central European History* 20 (1987), 203-215. https://www.jstor.org/stable/pdf/4546103.pdf

Week IV (3 February)

Fragmentations of Medieval Worlds 1.0

Peasant rebellions and urban revolts: are there patterns?

Interpreting narrative and non-narrative sources (or are they all tactical?)

The (radical) hermeneutics of (radical) "events"…

CONSIDER:

- Communal Revolt at Laon (Guibert of Nogent)
  https://sourcebooks.fordham.edu/source/guibert-laon.asp
- The Ordinance of Labourers https://sourcebooks.fordham.edu/seth/ordinance-labourers.asp
- The Great Revolt of 1381 https://sourcebooks.fordham.edu/source/anon1381.asp
- The Twelve Articles of the Peasants of Swabia http://germanhistorydocs.ghi-dc.org/pdf/eng/Doc.52-ENG-12%20Articles_en.pdf

Week V (10 February)

Excursus I: Project workshop - plotting a modern(-ish) essay on a medieval(-ish) topic.

What's a modern(-ish) "essay"?

What's a medieval(-ish) "topic"?

"What would a medievalist do?"

CONSIDER:

- Michel de Montaigne, *The Essayes Or Morall, Politike and Millitarie Discourses* […] (London, 1603) [via EEBO]
- https://library.carleton.ca/research/subject-guides/medieval-history-quick-guide

WINTER BREAK

Week VI (24 February) [DUE: Topic Proposal]

Fragmentation of Medieval Worlds 2.0

Medieval outsiders and outcasts

Worlds of honour and dishonour

Domains of difference and refuge

CONSIDER:

- Nicholas Terpstra, "Purifying the Body," in: idem., *Religious Refugees in the Early Modern World* (New York: Cambridge University Press, 2015), 75-132.
- Helmut Puff, "The Politics of Sodomy (1277-1532)," in: idem, *Sodomy in Reformation Germany and Switzerland, 1400-1600* (Chicago: University of Chicago Press, 2003), 17-30.
- Penelope Galloway, "Beguine Communities in Northern France, 1200-1500" in: Diane Watt, ed., *Medieval Women in their Communities* (Toronto: University of Toronto Press, 1997), 92-115.

Week VII (3 March)
Fragmentation of Medieval Worlds 3.0
Religious dissent and diversity
medieval sources and modern attitudes in conversation or collision?
CONSIDER:
- Andreas Pietsch and Sita Steckel, "New Religious Movements Before Modernity? Considering from a Historical Perspective," *Nova Religio* 21/4 (2018), 13-37;
- Michael Driedger, "Thinking Inside the Cages: Norman Cohn, Anabaptist Münster and Polemically Inspired Assumptions About Apocalyptic Violence," *Nova Religio* 21/4 (2018), 38-62.

Week VIII (10 March)
Excursus II:
"Defragmentation" as the methodological LCD of medieval studies?
"Modernist" approaches to *Quellenlage*
 selection for/with integrity
 Humpty Dumpty and all that…)
CONSIDER: (note: this article does not deal with any medieval or early modern subjects directly, but the central issue addressed is also a crucial one for medievalists).
- Russell T. McCutcheon, ""It's a Lie. There's No Truth in It! It's a Sin!" On the Limits of Humanistic Study of Religion and the Cost of Saving Others from Themselves," *Journal of the American Academy of Religion* 74/3 (2006), 720-750.

Week IX (17 March)
Medieval and/or Medievalist "World-Making" 1.0
...in texts
The canon of "Great Books"
The archival "harvest of bureaucracy"
CONSIDER:
- Judith Herrin, "Afterword" in: idem, *The Formation of Christendom* (Princeton: Princeton University Press, 1987), 481-487.
- Joel Harrington, "Tortured Truths: The Self-Expositions of a Career Criminal in Early Modern Nuremberg," *German History* 23/2 (2005), 143-171.

Week X (24 March) [DUE: Execution Plan]
Medieval "World-Making" 2.0
...in objects
Makers and their worlds; the importance of guilds
Consumption and production histories
Everyday objects and special objects (after the "material culture turn")

CONSIDER:
- Anthony Black, "Guild Polities and Urban Ideology, 1250-1550," in: idem, *Guilds and Civil Society in European Political Thought from the Twelfth Century to the Present* (London: Methuen, 1984), 66-75.
- Michael Baxandall, "The Period Eye" in: idem, *The Limewood Sculptors of Renaissance Germany* (New Haven: Yale University Press, 2004 [1980]), 143-216.
- Caroline Bynum, "Holy Pieces" in: idem, *Christian Materiality: An Essay on Religion in Late Medieval Europe* (New York: Zone Books, 2009), 177-216.

Week XI (31 March)
Medieval "World-Making" 3.0
...in actions
 Rituals -- sacred and profane
Are the middle ages an age of ritual?
Is ritual a meaningful category of scholarship (or a "folk category"?)

CONSIDER:
- Edward Muir, "What is Ritual?" in: idem, *Ritual in Early Modern Europe* (Cambridge: Cambridge University Press, 1997), 1-11.
- Frits Staal, "The Meaninglessness of Ritual," *Numen* 26/1 (1979), 2-22.
- Philip Buc, "Introduction" to *The Dangers of Ritual: Between Early Medieval Texts and Social Scientific Theory* (Princeton: Princeton University Press, 2001), 1-12.
- Geoffrey Koziol, "Review Article: The Dangers of Polemic: Is Ritual Still an Interesting Topic of Historical Study?" *Early Medieval Europe* 11/4 (2002), 367-388.

Week XII (7 April)
Chips from my own workshop and visit to MacOdrum rare books
Upper German manuscript chronicle as scribal craft and ritual practice: Diepold Schilling of Bern and Johannes Bertlin of Lindau.
CONSIDER:
- Contract of the Council Secretary/Municipal Scribe of Lindau (via CULearn).
- Other images/examples via CULearn

FINAL RESEARCH "PRODUCT" DUE AT THE END OF THE EXAM PERIOD
(classified as a "take-home exam")

University Regulations for All College of the Humanities Courses

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.

Online Learning Resources

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

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

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

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

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

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.

   More information on Final Exam Deferrals
   Registrar's Office "Defer an Exam" page

Financial vs. Academic Withdrawal

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

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
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