

HIS-3942: History practicum

Love and Marriage in the Middle Ages



Time and Location

T 1:55-2:45; R 1:55-3:50

Flint 119

Description

What is history? Why do we study it? What skills do professional historians need to do their work? In this course, we will attempt to provide answers to those and other related questions, in a manner designed to introduce new History majors to the professional study of the discipline and to facilitate the development of skills in the practice of problem-centered history. The course is organized around the theme of “love and

marriage in the Middle Ages," which will be covered in lectures, readings, and discussions. At the same time, the goal of this course is to enable you to master a set of skills that are essential to what historians do: identifying and evaluating source materials; critical reading of primary and secondary sources; formulating research questions; documenting and writing papers. In short, this course is designed to provide both knowledge and skills that will serve you in your academic career at the University of Florida and in your professional career after graduation.

Required texts

- Conor McCarthy (ed.), *Love, Sex, and Marriage in the Middle Ages. A Sourcebook* (London: Routledge 2004); ISBN: 0-415-30746-5; on two-hour reserve in [Library West](#) [hereafter *McCarthy*]
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. 10th edition (Boston: Bedford/St. Martin's, Macmillan Learning, 2021); ISBN: 97813192444415 [hereafter *Rampolla*]

Assignments and grading policies

There is no attendance policy, but you are responsible for attending all lectures and reading the required texts. Class participation and preparation constitutes 35 percent of your final grade. Participation refers not only to regular attendance (despite the absence of a specific attendance policy), but also to your contribution to class discussions, to short-response papers, and a variety of other assignments over the course of the semester (e.g., exercises). Be aware that thorough preparation for, and active participation in weekly discussions is crucial for success in this course. Plan in advance at least two blocks of time (minimally 5 hours a week outside of class) when you can do the required reading and weekly writing assignments.

The Midterm and the Final represent 40 percent of your final grade (each for 20 percent). They will cover everything from lectures and readings, in both multiple choice and essay format. The remaining 25 percent of your final grade will be based on the writing assignments for every week. They are all due on the day indicated in the course weekly schedule.

The following scale will be used in determining your final grade

Points	Grades
97-100	A
93-96	A-
88-92	B+
81-87	B
75-80	B-
68-74	C+
61-67	C
55-60	C-
48-54	D+
41-47	D
35-40	D-
under 35	E

Weekly Topics

January 6: Introduction to the course. What is love? What is marriage? Why is the history of love and marriage important?

Read: *McCarthy* 30-33, 36-40, 64-68, 184-191; *Rampolla* 1-8

Klaus Oschema, "Sacred or profane? Reflections on love and friendship in the Middle Ages," in *Love, Friendship, and Faith in Europe, 1300-1800*, edited by Laura Gowing, Michael Hunter, and Miri Rubin (Basingstoke: Palgrave MacMillan, 2005), pp. 43-65.

January 11: Discussion: What is history and (why) is it important?

Written assignment: Imagine you are traveling by plane. You enter a conversation with the person sitting next to you, who is very curious to know why you want to study history. He/she cannot understand why you study history when so many other subject matters are faster tracks to money-making professions. In a two-page essay (due in class), develop an argument that history is worth the effort and can lead to a life-fulfilling profession. You need to explain to him/her 1) why history is important as a subject of study in and for itself; 2) why teaching history is in fact a key component of any profession. Come to class prepared to discuss.

January 13: Falling in love in the Middle Ages. Sex and the Middle Ages. How to study history?

Read: *McCarthy* 191-195, 266-268, 272-273; *Rampolla* 106-107

Bernard McGinn, "Love's last millennial turn," in *Truth as Gift. Studies in Medieval Cistercian History in Honor of John R. Sommerfeldt*, edited by Marsha Dutton, Daniel M. La Corte, Paul Lockety (Kalamazoo: Cistercian Publications, 2004), pp. 3-26.

Jill Mann, "Falling in love in the Middle Ages," in *Traditions and Innovations in the Study of Medieval English Literature. The Influence of Derek Brewer*, edited by Charlotte Brewer and Barry Windeatt (Cambridge: D. S. Brewer, 2013), pp. 88-110

January 18: Discussion: How to succeed in the history major? How to take notes in a history course?

Written assignment: Come to class with notes (they can be electronic) on all of the readings for this week (*McCarthy*, McGinn, and Mann).

January 20: A medieval invention: courtly love.

Read: *McCarthy* 174-177, 184-191; *Rampolla* 9-13

Sarah Kay, "Courts, clerks, and courtly love," in *The Cambridge Companion to Medieval Romance*, edited by Robert L. Krueger (Cambridge: Cambridge University Press, 2000), pp. 81-96.

Albrecht Classen, "Dialectics and courtly love: Abelard and Heloise, Andreas Capellanus and the *Carmina Burana*," *Journal of Medieval Latin* 23 (2013), 161-183.

Georges Duby, "The courtly model," in *A History of Women in the West, 2: Silences of the Middle Ages*, edited by Christiane Klapisch-Zuber (Cambridge, Mass: Belknap, 1992), pp. 250-266.

January 25: Discussion: Reading and evaluating primary sources

See a [guide](#) to how to read primary sources

Written assignment: in a one-page essay (**due in class**), reflect on two of the secondary literature items pertaining to one of the primary source readings (in *McCarthy*) for January 20 (either Andreas Capellanus or Marie de France). How did the analysis in these items either support or undermine *your* interpretation of that source? How are those two items different from each other in *their* interpretation of that source? Be specific and include at least one footnote (using the Chicago Manual of Style) in your response.

January 27: Marriage in the early Middle Ages

Read: *McCarthy* 53-60, 102-107, 167-171; *Rampolla* 13-18, 34-40

Auður Magnúsdóttir, "Women and sexual politics," in *The Viking World*, edited by Stefan Brink (Abingdon: Routledge, 2008), pp. 40-48.

Bart Jaski, "Marriage laws in Ireland and on the Continent in the early Middle Ages," in *The Fragility of Her Sex? Medieval Irish Women in the European Context*, edited by Christine Meek and Katharine Simms (Dublin: Four Courts Press, 1996), pp. 16-42.

Martha Rampton, "Love and the divorce of Lothar II," in *On the Shoulders of Giants. Essays in Honor of Glenn W. Olsen*, edited by David F. Abbleby and Teresa Olsen Pierre (Toronto: Pontifical Institute of Mediaeval Studies, 2015), pp. 91-115.

February 1: Discussion: Interrogating primary sources and deriving research questions from them.

Written assignment: choose two sources from among those in the assigned readings for last week—a narrative (e.g., Beowulf) and a non-narrative (e.g., laws of Canute)—and answer the following questions: 1. When was the text written, and who was (or may have been) the author? What is the broader historical context in which this text was created? 2. What genre is the text, and how is it organized? 3. What is the goal of the author, and who is the audience? 4. What are the main points or arguments in the text? 5. Are there any indications of rhetorical strategies, and if so why are they used?

February 3: Marriage in the High Middle Ages

Read: *McCarthy* 61-64, 108-109, 112-121; *Rampolla* 19-26, 43-51

Gillian Kenny, "When two worlds collide: marriage and the law in medieval Ireland," in *Married Women and the Law in Premodern Northwest Europe*, edited by Cordelia Beattie and Matthew Frank Stevens (Woodbridge: Boydell Press, 2013), pp. 53-70.

Jörg Peltzer, "The marriages of the English earls in the thirteenth century: a social perspective," *Thirteenth-Century England, XIV. Proceedings of the Aberystwyth and Lampeter Conference, 2011*, edited by Janet Burton, Philipp Schofield, and Bjorn Weiler (Woodbridge: Boydell Press, 2013), pp. 61-85.

John R. Sommerfeldt, "Bernard of Clairvaux on love and marriage," *Cistercian Studies Quarterly* 30 (1995), no. 2, 141-146.

Cynthia Johnson, "Marriage agreements from twelfth-century southern France," in *To Have and to Hold. Marrying and its Documentation in Western Christendom, 400-1600*, edited by Philip L. Reynolds and John Witte (Cambridge: Cambridge University Press, 2007), pp. 215-259.

February 8: Discussion: Reading and using secondary sources.

Writing assignment: In a two- to three-page essay highlight what you believe to be the three most important characteristics of marriage in Western Europe between *ca.* 1000 and *ca.* 1300. You must select one trait from each of the four secondary literature items. In the second part of the essay consider the legal sources in the readings for July 7. Do they complement or contradict the conclusions of the secondary literature? Explain. Do these texts approach the question of marriage in the Middle Ages in different and perhaps conflicting ways, or do they really agree in perspective and outlook? Make sure you support your answer with examples from the texts (both primary and secondary sources).

February 10: Marriage in the Late Middle Ages

Read: *McCarthy* 83-88, 206-207, 242-245; *Rampolla* 51-54

Charlotte Vainio, "Empowered spouses: matrimonial legal authority in Sweden, 1350-1442," in *Authorities in the Middle Ages. Influence, Legitimacy, and Power in Medieval Society*, edited by Sini Kangas, Mia Korpiola, and Tuija Ainonen (Berlin: Walter De Gruyter, 2013), pp. 283-305.

Patrick J. Hornbeck II, "Love and marriage in the Norwich heresy trials, 1428-1431," *Viator* 44 (2013), no. 3, 237-255.

Christine Peters, "Gender, sacrament, and ritual: the making and meaning of marriage in late medieval and early modern England," *Past and Present* 169 (2000), 63-96.

February 15: Discussion: How to study for a history course? History exams and test-taking strategies.

Writing assignment: Using all the readings for last week (including the primary sources), bring a list of 7-10 discussion questions (in the form of important ideas, people and events) that highlight the major themes of this week's topic—marriage in the Late Middle Ages. Bring the list to class as a hard copy.

February 17: Heloise and Abelard—a sex scandal or a great love story?

Read: *McCarthy* 146-149; *Rampolla* 55-65

Deborah Fraioli, "Heloise's first letter as a reponse to the *Historia Calamitatum*," *Mediaevistik* 26 (2016), 119-141.

Sally Livingstone, "'Consider, I beg you, what you owe me'. Heloise and the economics of relationship," in *Women and Wealth in Late Medieval Europe*, edited by Theresa Earenfight (New York: Palgrave MacMillan, 2010), pp. 51-65.

Constant J. Mews, "Abelard, Heloise, and discussion of love in the twelfth-century schools," in *Rethinking Abelard. A Collection of Critical Essays*, edited by Babette S. Hellemans, Brill's Studies in Intellectual History, 229 (Leiden: Brill, 2014), pp. 11-36.

February 22: Discussion: Developing a thesis and constructing an argument.

Writing assignment: Developing a topic that is effective and appropriate for an undergraduate research paper requires significant thought and work. You will describe and justify a topic in class by means of a brief presentation to your peers. So come to class with notes that address three major issues:

1. What is the broad theme or issue you will be addressing?
2. How you are going to examine that theme? What is the specific gateway to your topic? It needs to be discrete, concrete and worthy of study.
3. What are the primary sources that you will use to examine that specific focus of your paper? Also briefly mention the types of secondary sources you will use.

February 24: Family love and affection

Read: *McCarthy* 208-210, 250-253; *Rampolla* 65-77

John Moore, "Inside the Anglo-Norman family: love, marriage, and the family," in *Anglo-Norman Studies, XXVIII. Proceedings of the Battle Conference, 2005*, edited by C. P. Lewis (Woodbridge: Boydell Press, 2006), pp. 1-18.

Diane Owen Hughes, "Domestic ideals and social behavior: evidence from medieval Genoa," in *Medieval Families. Perspectives on Marriage, Household and Children*, edited by Carol Neel (Toronto: University of Toronto Press, 2004), pp. 125-156.

Stanley Chojnacki, "The power of love: wives and husbands in late medieval Venice," in *Women and Power in the Middle Ages*, edited by Mary Erler and Maryanne Kowaleski (Athens: University of Georgia Press, 1988), pp. 126-148.

March 1: Midterm.

March 3: Adultery, domestic violence, and divorce

Read: *McCarthy* 44-53, 89-92, 179-182, 195-198; *Rampolla* 77-88

Sarah Hamilton, "Inquiring into adultery and other wicked deeds: episcopal justice in tenth- and eleventh-century Italy," *Viator* 41 (2010), no. 2, 21-43.

Ronald P. Akehurst, "Adultery in Gascony," in *De sens rassis. Essays in Honor of Rupert T. Pickens*, edited by Keith Busby, Bernard Guidot, and Logan E. Whalen (Amsterdam: Rodopi, 2005), pp. 1-15.

Hannah Skoda, "Violent discipline or disciplining violence? Experience and reception of domestic violence in late thirteenth- and early fourteenth-century Paris and Picardy," *Cultural and Social History* 6 (2009), no. 1, 9-27.

Constance B. Bouchard, "Eleanor's divorce from Louis VII; the uses of consanguinity," in *Eleanor of Aquitaine. Lord and Lady*, edited by Bonnie Wheeler and John Carmi Parsons (New York: Palgrave MacMillan, 2002), pp. 223-235.

March 7-11: Spring break – no classes

March 15: Discussion: Editing for style and grammar.

Writing assignment: In no more than two paragraphs, answer the following questions. What is Sarah Hamilton's argument concerning adultery? In what way is she changing your own interpretation of Akehurst's arguments about the same? What is the unique perspective that each brings onto this social phenomenon in the Middle Ages, and how do their ideas contrast with the work of other scholars mentioned in their articles?

March 17: Same-sex love

Read: *McCarthy* 177-179, 183-184, 215-216; *Rampolla* 93-105

Matthew Kufler, "Male friendship and the suspicion of sodomy in twelfth-century France," in *The Boswell Thesis. Essays on "Christian, Social Tolerance, and Homosexuality"*, edited by Matthew Kufler (Chicago: Chicago University Press, 2006), pp. 179-212.

Carol Lansing, "Donna con donna? A 1295 inquest into female sodomy," *Studies in Medieval and Renaissance History* 2 (2005), 109-122.

Karma Lochrie, "Between women," in *The Cambridge Companion to Medieval Women's Writing*, edited by Carolyn Dinshaw and David Wallace (Cambridge: Cambridge University Press, 2003), pp. 70-88.

Andrzej Wyrobisz, "The 'great fear' in Venice and Florence in the 15th century and its possible causes," *Acta Poloniae Historica* 93 (2006), 55-67.

March 22: Discussion: Conducting research – bibliographical databases

Written assignment: Use the library catalog to identify one "traditional" primary source that offers a window onto some aspect of love and marriage in the Middle Ages. Provide complete citation information. Using the *International Medieval Bibliography* database, identify two articles and/or chapters dealing with homosexuality in the Middle Ages. Justify your selection and, in a single paragraph, explain how you are going to obtain a copy of each article.

March 24: *Raptus* (rape or abduction) and prostitution

Read: *McCarthy* 100-102, 126-128; *Rampolla* 111-118

Carol Lansing, "Concubines, lovers, prostitutes: infamy and family identity in medieval Bologna," *Beyond Florence. The Contours of Medieval and Modern Italy*, edited by Paula Findlen, Michelle M. Fontaine, and Duane J. Osheim (Stanford: Stanford University Press, 2003), pp. 85-100 and 256-258.

Trevor Dean, "A regional cluster? Italian secular laws on abduction, forced, and clandestine marriage (fourteenth to fifteenth century)," in *Regional Variations in Matrimonial Law and Custom in Europe, 1150-1600*, edited by Mia Korpiola (Leiden: Brill, 2011), pp. 147-159.

Caroline Dunn, "The language of ravishment in medieval England," *Speculum* 86 (2011), no. 1, 79-116.

Julie Coleman, "Rape in Anglo-Saxon England," in *Violence and Society in the Early Medieval West*, edited by Guy Halsall (Woodbridge: Boydell Press, 1998), pp. 193-204.

Keiko Nowacko, "Persecution, marginalization, or tolerance: prostitutes in thirteenth-century Parisian society," in *Difference and Identity in Francia and Medieval France*, edited by Meredith Cohen and Justine Firnhaber-Baker (Farnham: Ashgate, 2010), pp. 175-196.

March 29: Discussion: What is plagiarism and how to avoid it?

Written assignment: Complete the following exercises on plagiarism

<https://plagiarism.arts.cornell.edu/tutorial/exercises.cfm>

https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html

<https://usm.maine.edu/sites/default/files/library/PlagiarismExercise.pdf>

March 31: Contraception, abortion, and infanticide

Read: *McCarthy* 198-203; *Rampolla* 119-124

Emily R. Coleman, "Infanticide in the early Middle Ages," in *Women in Medieval Society*, edited by Susan Mosher Stuard (Philadelphia: University of Pennsylvania Press, 1977), pp. 47-70.

Danuta Shanzer, "Voices and bodies: the afterlife of the unborn," *Numen* 56 (2009), nos. 2-3: 326-365.

Marilyn Sandidge, "Changing contexts of infanticide in medieval English texts," in *Childhood in the Middle Ages and the Renaissance. The Results of a Paradigm Shift in the History of Mentality*, edited by Albrecht Classen (Berlin: Walter de Gruyter, 2005), pp. 291-306.

April 5: Discussion: To quote or not to quote

Writing assignment: Analyzing secondary material. Read Danuta Shanzer's essay, "Voices and bodies...". Your writing assignment consists of no more than two paragraphs. In one paragraph, summarize her arguments and answer the following questions: what is the main point? what are her major claims? In the other paragraph, analyze her use of evidence through the footnotes. What are the sources she uses? How many can you identify? How does she deploy them to support her claims? Does she ever make a claim that she does not seem able to substantiate?

April 7: Bigamy and celibacy

Read: *McCarthy* 139-145, 220-241; *Rampolla* 124-126

Sara McDougall, "Bigamy: a male crime in medieval Europe?" *Gender and History* 22 (2010), no. 2, 430-446.

Brian Patrick McGuire, "In search of the good mother: twelfth-century celibacy and affectivity," in *Motherhood, Religion, and Society in Medieval Europe, 400-1400. Essays Presented to Henrietta Leyser*, edited by Conrad Leyser and Lesley Smith (Farnham: Ashgate, 2011), pp. 85-102.

Jennifer D. Thibodeaux, "The sexual lives of medieval Norman clerics: a new perspective on clerical sexuality," in *Sexuality in the Middle Ages and Early Modern Times. New Approaches to a Fundamental Cultural-*

Historical and Literary-Anthropological Theme, edited by Albrecht Classen (Berlin: Walter de Gruyter, 2008), pp. 471-483.

April 12: Discussion: Documenting sources

Writing assignment: Read and complete the following exercises on documenting sources:

http://www.grammar-quizzes.com/writing_citations.html

<http://www8.esc.edu/htmlpages/writerold/exwhedoc.shtml>

April 14: Marriage patterns: nobles, peasants and “the right of the first night”

Read: *McCarthy* 123-125; *Rampolla* 127-158

Robert F. Berkhofer, “Marriage, lordship, and the ‘greater unfree’ in twelfth-century France,” *Past and Present* 173 (2001), 3-27.

Paul Branda and Paul R. Hyams, “Seignorial control of women’s marriage,” *Past and Present* 99 (1983), 123-133.

Michael Sheehan, “Theory and practice: marriage of the unfree and the poor in medieval society,” *Mediaeval Studies* 50 (1988), 457-487.

April 19: Discussion: Documentation models

Writing assignment: Using the resources discovered in this class, create an annotated bibliography on the topic presented on February 22. Your bibliography should have at least 25 titles—books, articles, or chapters.

April 27, 7:30 to 9:30 am: **Final exam**