

Unity and Unrest in Medieval Towns History 309



Course Information:

History 309-01 (CRN 13610)

Time: TR 11:00-12:15

Place: MHRA 2209

Instructor Information:

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Office hours: Tuesdays 1-2 PM, Thursdays 9-10 AM, and by appointment

Course Description:

This course explores medieval urban culture through examination of the lives, values, religious beliefs, conflicts and historical roles of town-dwellers, some of whom include nobles, bishops, friars, merchants, artisans, women, servants, slaves, criminals, students, and the poor. We will also investigate the role of the town itself as a social, political, and cultural force in the broader arena of medieval history.

A major theme of this course will be the ways in which townspeople came to define their particular urban communities. We will find that because of their relatively high population density, medieval urban communities were especially interested in attaining moral, political and social unity. They craved harmony, and attempted to achieve that harmony both by encouraging the formation of certain groups and activities (guilds, confraternities, civic festivals) and by defining their community in specific ways, ways that came to include certain individuals and exclude others (the poor, certain women, slaves, heretics, and so forth). We will thus be interested in some of the following questions: Who belonged to the urban community? Who did not? What ceremonies and rituals served to promote communal identity? In what ways, and for what reasons, did medieval cities come to be increasingly more tightly defined, and thereby more susceptible to excluding “other” groups? Answers to these and other questions will come from analysis of medieval urban notions of class, gender, “nationality”, and morality, as well as from consideration of regional variation in the medieval urban experience (particularly between Italy and Northern Europe).

Required Books: (available in the UNCG bookstore)

1. *Medieval Towns: A Reader*, ed. Maryanne Kowaleski (University of Toronto Press, 2006). ISBN: 9781442600911
2. Barbara Hanawalt, *Growing Up in Medieval London* (Oxford UP, 1993; reprint 1995). ISBN: 9780195093841.
3. Simone Roux, *Paris in the Middle Ages*, tr. Jo Ann McNamara (French edition 2003; English translation University of Pennsylvania Press, 2011). ISBN: 9780812221480.

Other readings will be available on Canvas

Recommended Books

1. R.H. Hilton, *English and French Towns in Feudal Society: a Comparative Study* (Cambridge: Cambridge University Press, 1992; paperback 1995). ISBN: 9780521484565. Hilton has a lot of smart things to say about the intersection between town life and broader (feudal) medieval culture. It is written with a bit of an expectation that the reader already knows some things about medieval society, however. If you wish to buy it, it will certainly help (I think) in making sense of the first section of the course. Still, it is ‘tough’ and there is no necessity for you to buy it if you don’t wish to do so.

TECHNOLOGY

1. Email: I prefer to communicate by email (rebarton@uncg.edu). Please be advised, however, that I generally do not check email at night. I will try to respond to all email within 48 hours. If you haven’t had a response by then, try again. On the flip side, I can communicate with you only by your UNCG email account; make sure you check your UNCG email regularly.

2. Laptops in the Classroom: I have no problem with you bringing your laptop to class and using it for instructional purposes. If I suspect that you are surfing or chatting or something, I will ask you to refrain from bringing your laptop for the rest of the semester.

3. Phones: turn your phone off before lecture. It is extremely rude to make or receive calls while in class, let alone to text your friends. I will amusedly tolerate a few ringtones going off in class, but I will not tolerate talking or texting in class. Should I find that you are using your phone instead of

paying attention, I will ask you to leave it on the table at the front of class each day for the rest of the semester (I won't touch it; you can pick it up at the end of class).

Student Learning Outcomes (SLOs)

Students completing this course should be able to:

A. General Education - Global Perspectives (GL) Student Learning Outcomes:

1. Interpret or evaluate information on diverse cultures, politics, and/or intellectual traditions.
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

B. Course Student Learning Outcomes

1. Analyze and contextualize primary sources.
2. Identify and criticize the arguments of modern authorities writing about medieval towns.
3. Communicate ideas effectively in writing.
4. Utilize information technology and resources in Jackson Library to locate and assemble appropriate resources for research into medieval towns
5. Understand and employ some important methodological approaches to the past, including class, gender, comparison/contrast, and change over time

Course Requirements:

Class participation:	see below
Town Project	
Initial Bibliography and 500 words	10%
Two 600-word article analyses	20% (10% each)
Final Paper (6-8 pages)	20%
Two In-Class Quizzes on Primary sources	30% (15% each)
Final Exam	20%

1. Discussion (special) SLOs: A1, A2, A3, B1, B5

Given the size of the class, I am not going to assign course credit for discussion. However (!), I will definitely reward active and regular participation in class (by asking questions of me or responding to other students). Students who participate in this way may find their final average boosted by 1-3 points.

2. Town Project (50%, broken down into four assignments; see below)

The Town Project invites students to develop a small research project on an area of medieval urban history of interest to them. First students will select a broad category of urban history to investigate and produce a bibliography of likely articles and books pertinent to that category. Next students will read (independently) several of those articles and will write two short analyses of what they have read. At the end of the semester students will write a slightly longer essay that synthesizes and analyzes the fruits of their research. Since it is hard to come up with a sufficient density of primary sources for a single theme/town, this project will mostly involve secondary sources.

A. Town Project #1: Initial Selection and Bibliography (10%) SLOs A1, B2, B4

While I am away in Weeks 2-3, you will do some background reading, select a theme, and assemble an initial bibliography. Your choice of theme, potential town, and bibliography will be due after I return, on September 10.

I list here some suggested themes for which I know there is ample evidence. In conjunction with the reading for August 29 and September 3, you need to choose a theme that interests you (and for which you are able to find enough evidence).

Internal Town Government	The Impact of the Church on Towns
Towns and Kings	Social Classes within Towns
Economy of Towns	Towns and Education
Guilds	Women in Towns
Topography of Towns	Urban Culture (ritual, theater, etc.)
Material Culture of Towns	Urban Justice
Gender Relations in Towns	Sexuality in Towns
Spirituality in Towns	Confraternities

I am certainly willing to listen to proposals concerning other themes. It's your responsibility, however, to contact me to secure approval for such alternatives.

In addition to the theme, you should strongly consider selecting a single town or city on which to focus. You don't absolutely have to do so (and could focus on a comparative theme instead), but if you are able to focus on a single urban environment (or even a cluster of connected ones), it will likely make your final paper stronger. I am acutely aware that the *Cambridge Urban History of Britain v. 1* only uses evidence from Britain. I am NOT saying that you need to choose a British town. It is still possible to read that volume for the general points it makes about its themes, and to apply those insights to other towns in other regions. I append here a list of possible towns – you may well have some others in mind. I am open to any European town so long as you can locate suitable evidence for the period 500-1500. If you have questions, please contact me.

London	Florence
York	Rome
Exeter	Siena
Oxford	Venice
Paris	Milan
Marseilles	Ghent
Montpellier	Bruges

Note, too, that it is a mistake to *only* search for articles/books with the exact town in their title. Many works will claim to be about broader regions or countries but may still have material on individual cities/towns within them. If you are interested in Rome, then, you should of course search for works on medieval Rome, but also on civic or urban life in medieval Italy (e.g., Daniel Waley's excellent book).

Finally, you will submit to me on September 10 a document that has the following:

1. Your choice of theme
2. Your choice of town (or an explanation why you aren't choosing one)
3. A 500-word explanation of points 1-2. That is, why you chose what you chose. In your explanation you must discuss how the chapter(s) you read from *Cambridge Urban*

History of Britain influenced this decision.

4. A bibliography (in Chicago Style, following Humanities format) containing at least five (5) articles and/or books that clearly relate to points 1 and 2. If I can't tell by the title, you should explain in 1-2 sentences how the item does fit the topic.

B. Town Project #2: First Secondary Source Analysis (10%) SLOs A1, A3, B2, B3, B5

You will read one article or chapter from your bibliography (minimum 20 pages) and write a focused analytical essay of 600-700 words that 1) identifies the author's main point and 2) explains the article's value to the theme you have chosen. You must also turn in a revised bibliography.

C. Town Project #3: Second Secondary Source Analysis (10%) SLOs A1, A3, B2, B3, B5

You will read a second article or chapter from your bibliography (minimum 20 pages) and write a focused analytical essay of 600-700 words that 1) identifies the author's main point and 2) explains the article's value to the theme you have chosen. You must also turn in a revised bibliography.

D. Town Project #4: Final Paper (20%) SLOs A1, A3, B2, B3, B5

As a culmination of your town project, you must write a 6-8 page essay (1,800-2,500 words) that analyzes the theme you have been studying over the semester. Although your analysis may well be based on the work of other historians (from your bibliography), your essay should not be a summary of what other people have said. Rather, you should attempt to make your own point about the theme. This may mean synthesizing what others have said, or emphasizing change over time, or offering your own original take on the theme – however you decide to structure it, though, you should make a clear argument and support your points with references to the works you have read.

3. Two In-Class Primary Source Quizzes (30%; or 15% each) SLOs A1, B1

In lieu of exams, students will take two 30-minute long, in-class quizzes based on the primary sources assigned since the last quiz. These quizzes will take the form of multiple choice, fill-in-the-blank and/or short-answer questions. Quizzes will occur on October 1 and November 5.

4. Final Exam (20%) SLOs A1, A3, B1, B3, B4, B5

The format of the final exam will be determined as the semester progresses. I am leaning towards an in-class section that essentially serves as a third primary source quiz on the last 3rd of the course PLUS a short take-home essay (2-4 pages) that summarizes some aspect of medieval urban culture.

Grading Scale

A	93	B-	80	D+	67
A-	90	C+	77	D	63
B+	87	C	73	D-	60
B	83	C-	70	F	59 or lower

Attendance Policy

Attendance is mandatory. You are allowed to miss 2 classes without explanation; for every subsequent absence, I will deduct 1 point from your final cumulative course grade.

Academic Honor Code

Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to this address on the UNCG website for more details:

<http://studentconduct.uncg.edu/policy/academicintegrity/complete/>.

Additional Requirements and Advice

1. In case later consultation should prove necessary, students are asked to keep copies of all graded assignments until at least the end of the semester.
2. All course requirements must be completed to receive a final course grade for the class.
3. **Late work** will be penalized by 1/3 of a letter grade (ie., A to A-) per day it is late unless previous arrangements have been made with the instructor. Please note that despite this rule, one must still complete all assignments to receive a final grade for the class.
4. **Plagiarism** is a serious academic offense that occurs when someone - whether knowingly or not - uses the words or ideas of someone else without giving that person credit for those words or ideas with a formal citation. I therefore expect that all written (and oral) work will be your own. Should I find evidence to the contrary, I will consider any and/or all of the punitive sanctions made available to me by the university. When in doubt, cite your source. If you are unclear about what constitutes plagiarism, please see me in private - I'm happy to discuss it.

SEQUENCE OF CLASSES

Note: the abbreviation 'Opt.' means optional. This means that if you have Hilton and want to read it, these are the pages to consider. Hilton will not appear on exams, though.

Week	Date	Class Topic	Readings	Due-Dates
Wk 1	August 20	Course Intro – What is a Town?		
	August 22	Medieval Background: the church	1. Canvas: Primary source handout	
Wk 2	August 27	Medieval Background: social and political institutions	1. Canvas: Primary source handout	
	August 29	NO CLASS	1. Canvas: D. M. Palliser, "Introduction," in <i>Cambridge Urban History of Britain vol. 1</i> , p. 3-7 2. Canvas: Grenville Astill, "General Survey, 600-1300," in <i>Cambridge Urban History of Britain vol. 1</i> , p. 27-49	

Wk 3	September 3	NO CLASS	1. Online: one thematic chapter from the <i>Cambridge Urban History of Britain Vol. 1</i> . That means one of the following: Part II: chapters 4, 5, 6, 7, or 8; or Part III, chapters 13, 14, 15, 16. UNGC has this important volume as an e-book: you can search for it in the Jackson Library catalogue by editor (D.M. Palliser), or by title [but remember to select volume 1 (600-1540)].	
	September 5	Towns of the Early Middle Ages: Old, New or some of Both?	1. Kowaleski, 12-23 2. Stephen Alsford, What is a town? http://users.trytel.com/~tristan/towns/townint2.html 3. Opt.: Hilton, 25-32	
Wk 4	September 10	The Commercial Take-off of the 11th and 12th Centuries	1. Kowaleski, 28-33, 121-128 2. Canvas: the Fair of St Lazare in Paris 3. Canvas: Philip II grants a fair to Poitiers 4. Kowaleski, 133-135	1. Town Project, part 1
	September 12	Towns and Lords – a Problem	1. Canvas: Hilton, 6-9 2. Kowaleski, 36-37 3. Canvas: Philip II Orders Oaths of Fealty from the men of Beauvais 4. Canvas: Philip II mediates between the men of Péronne and the Archbishop of Rouen	
Wk 5	September 17	The Communal Movement, 1070-1150	1. Kowaleski, 37-41, 43-44 2. Canvas: the Le Mans Commune	
	September 19	Towns and Lords, redux – Town Charters	1. Canvas: the Beauvais Charter 2. Canvas: Philip II grants a commune to Poitiers, 1222 3. Kowaleski, 41-42, 45-51 4. Canvas: Philip II quashes a commune 5. Opt. Hilton, 41-52, 127-134	
Wk 6	September 24	Consuls, Mayors, Echevins, etc.: models of	1 Canvas: Development of consular government in Toulouse 2. Canvas: The Creation of a new town at Salisbury	1. Town Project #2 (article analysis)

		Urban Self-Governing	3. Kowaleski, 52-59 4. Review relevant parts of Canvas: the Beauvais charter 5. Opt. Hilton, 87-104	
	September 26	Urban Unrest: Chartres, Beauvais, and others	1. Canvas: the Chartres Riot of 1210 and its Aftermath 2. Canvas: the Beauvais Riot and Inquest 3. Kowaleski, 60-61, 110-115 4. Opt. Hilton, 134-151	
Wk 7	October 1	Politics and Society, I: France, 1180-1450		1. Primary Source Quiz in Class
	October 3	Paris: Urban Space	1. Roux, 1-28 2. Kowaleski, 209-212, 350-359, 361-364	
Wk 8	October 8	Paris: Urban Life and Populations	1. Roux, 29-62 2. Kowaleski, 376-383; also 214-222	
	October 10	Paris: The Haves and Have-nots	1. Roux, 63-82 2. Kowaleski, 90-106	
Wk 9	October 15	NO CLASS (Fall Break)		
	October 17	Paris: the King and the Powerful	1. Roux, 83-91 2. Kowaleski, 341-347, 178-180 3. Canvas: Nicole Gonthier, "Official Violence"	
Wk 10	October 22	Paris: the World of the Church	1. Roux, 97-114 2. Kowaleski, 241-249, 258-261	
	October 24	Paris: Work, Guilds, Crafts	1. Roux, 115-142 2. Kowaleski, 137-145, 150-152, 223-227 3. Canvas: Philip II and the Bakers of Pontoise 4. Canvas: Philip II and the Butchers of Paris	1. Town Project #3 (Article analysis)

Wk 11	October 29	Paris: Bonds of Solidarity	1. Roux, 143-162 2. Kowaleski, 252-253	
	October 31	Paris: Lifestyles	1. Roux, 163-197	
Wk 12	November 5	Politics and Society II: England, 1215-1450		1. Primary Source Quiz in Class
	November 7	London: Urban Young People	1. Hanawalt, 3-39	
Wk 13	November 12	London: Childhood in the City	1. Hanawalt, 41-67 2. Kowaleski, 200-201	
	November 14	London: Training and Education	1. Hanawalt, 69-87 2. Kowaleski, 270-273, 277-280, 288-289	
Wk 14	November 19	London: Puberty and Sex	1. Hanawalt, 109-128 2. Kowaleski, 292-294, 346-347	
	November 21	London: Apprentices and Masters	1. Hanawalt, 129-171 2. Kowaleski, 145-150	
Wk 15	November 26	London: Servants	1. Hanawalt, 173-198, 199-216 2. Kowaleski, 229-233	1. Town Project #4 (final paper)
	November 28	No Class (Thanksgiving)		
Week 16	December 3	Summing Up	n.a.	
	December 5	No Class (Reading Day)		

Week 17	December 10, 12-3 PM	Final Exam		Final Exam