

# The Middle Ages: Memory and Devotion, c.500-1500

Spring 2022 | Mon. & Wed. 2:30-3:45pm | [REDACTED]

## Instructor Information

Dr. Sarah Luginbill  
 [REDACTED]@trinity.edu  
 Office: [REDACTED]

## Office Hours

Tues. 11am-2pm  
 Wed. 12:30pm-2pm  
*and by appointment*

## Course Overview

This course examines the various ways through which individuals and communities remembered people, events, and places during the Middle Ages in Europe. Through source analysis, class discussion, and individual research, we will explore the objects and texts used to demonstrate religious, communal, and personal devotion to leaders, ideas, and spaces. Finally, we will analyze how modern memory of the medieval past shapes our present conceptions, as well as how current historians revisit traditional narratives.

Each week, we will investigate various levels of experience, from the individual to the communal (i.e. familial, religious, and local) where the themes of medieval memory and devotion overlap. We will consider the types of textual and material cultural evidence involved and how scholars interpret 1) the content and 2) the medium in which it is presented.

Unfortunately, due to limited time in the semester, this course does not cover *every* possible aspect of memory and devotion in the Middle Ages. Instead, it develops skills for further inquiry into the two themes from a variety of media. While most of the course centers on Christian traditions and belief, it also touches on contemporary Jewish and Islamic experiences, encouraging dialogue about inter-faith interactions during the medieval period.

As an upper-division, 4-credit course, this class is reading-intensive and requires students to not only read through the assigned texts, but to wrestle with how historians approach sources and subjects. Students are expected to devote considerable time each week to the assigned readings and come to class ready to engage with the material and one another.

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## Pathway Learning Outcomes: Core Capacities - Written Communication (WC)

Upon successful completion of a Written Communication (WC) course, students will have demonstrated the ability to:

- write a sustained academic work with appropriate use of evidence and developed reasoning to support an argument.
- improve their writing in response to feedback.
- craft prose that conforms to the conventions of History.

## Books & Readings

The following *required* books are available as free ebooks through Trinity's library catalog. You are welcome to purchase a physical copy for your own use if you wish.

- Elisabeth van Houts. *Memory and Gender in Medieval Europe, 900-1200*. 1999.
- Megan Cassidy-Welch. *War and Memory at the Time of the Fifth Crusade*. 2019.

All other required readings that are listed in the Course Schedule are on TLearn.

## Assignments & Grading

**Participation (30%)** - This course is driven by engaged, informed, and meaningful classroom discussion. Participation points can be earned by:

- asking and answering relevant questions during class
- contributing thoughtful conversation in discussion and demonstrating preparation of the assigned readings
- actively listening and note-taking while others speak
- regularly attending Office Hours to discuss the readings with me one-on-one

You are responsible for all course material, assignments, and participation points throughout the semester. **If you miss a class, you must email me and come to Office Hours to discuss the day's readings with me.** If you know you will be missing class due to illness, university-sanctioned travel, or an emergency, please let me know as soon as possible.

**Weekly Discussion Question (20%)** - By 9am on Wednesdays, you must submit a question relevant to the day's assigned reading to the appropriate forum on TLearn. Questions can be about technical terminology or aspects of the readings themselves, or more theoretical, drawing on larger themes and conversations in the class. I will compile the submitted questions and incorporate them into the day's discussion plan. See the Grading Rationale for guidelines.

**Mini-Paper on Letters (15%)** - You will compose a short paper (three pages max.) investigating the contents of two or three letters from *Epistolae*. You may either discuss how the letters memorialize an event, person, or place OR how the letters demonstrate personal or communal devotion. We will discuss this mini-paper more after the semester starts.

**Mini-Paper on Objects (15%)** - You will compose a short paper (three pages max.) analyzing an object from the Middle Ages. You may either discuss how the object memorializes an event, person, or place OR how the object demonstrates personal or communal devotion. We will discuss this mini-paper more after the semester starts.

**Historiography Paper (20%)** - Over the course of the semester, you will write a historiography paper on a topic of your choice related to the Middle Ages. We will discuss this paper, the practice of historiography, and the various components in detail during the semester.

## Course Policies

**Late Work:** All assignments will be accepted without penalty up to 24 hours after the deadline listed on the Course Schedule. After the first 24 hours, the assignment grade will drop by 15 points for each subsequent 24-hour period it is late. If circumstances arise that necessitate a longer extension, email me as soon as possible and we will work out a new deadline.

**Electronics:** Laptops and tablets are allowed in class only for note-taking and reading texts on TLearn. Please do not use electronics for anything else, as this is distracting to those around you and disrespectful to the presenter. Phones must be quiet and out of sight during class.

**Health & Safety:** All students and the instructor are expected to wear masks in the classroom over their noses and mouths for the duration of the class period. **If you are feeling unwell or know you have been exposed to COVID-19, please do not attend class.**

**Office Hours:** I will hold in-person AND virtual Office Hours on Tuesdays 11:30am-3pm and Wednesdays 12:30pm-2pm. If you cannot attend Office Hours in person, there is a Zoom link on the top of our course TLearn page. I can also meet at other times; just email me!

**Email:** The best way to reach me is through email. Please use proper, respectful, and professional email etiquette. I will do my best to respond to emails within 24 hours.

**Names & Pronouns:** If you go by a different name or pronouns than what is listed on the course roster, let me know!

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### Have a question about an assignment? Don't know where to find a reading?

- **Step 1: Check TLearn.** All assignments and their deadlines are posted. Click on an assignment to see its full details. All readings are uploaded or linked to TLearn under their respective week.
- **Step 2: Check the syllabus.** All assignments and readings are listed on their due dates.
- **Step 3. Email Dr. Luginbill.** If you still haven't found the answer to your question after the previous steps, it's time to ask the instructor.

## Trinity Policies & Procedures

### Academic Support

Trinity faculty hold students to the highest academic standards, but we also know that the very best students seek out help when necessary. The following resources are in place to support you:

- Academic Success: time management, student skills, test anxiety, note taking, tutoring
- Career Services: major exploration, career guidance
- Counseling Services: mental health concerns, mental health referrals
- Quantitative Reasoning and Skills Center: quantitatively demanding coursework
- Student Accessibility Services: accommodations for a diagnosed disability
- Wellness Center: nutrition, sleep, stress management
- Writing Center: starting a paper, finding a thesis, drafting, and editing

### Accommodations

Please notify me of any documented disabilities and/or accommodations as early in the semester as possible. All accommodations should be arranged through Student Accessibility Services.

### Class Recording

The COVID-19 pandemic requires the delivery of some online instruction. For this reason, some instruction, including student participation, is subject to recording and dissemination on the University's secure course management system (TLearn). Any recordings will be made available only to students enrolled in the course to facilitate learning and review. *Students are expressly prohibited from capturing or copying classroom recordings by any means*; violations will be subject to disciplinary action. Instructors who wish to use a recording outside of class must obtain the written consent of any students who are personally identifiable in the recording.

### Honor Code

All Trinity students are covered by a policy that prohibits dishonesty in academic work. Under the Honor Code, a faculty member will (or a student may) report an alleged violation to the Academic Honor Council. It is the task of the Council to investigate, adjudicate, and assign a punishment within certain guidelines if a violation has been verified. Students are required to pledge all written work that is submitted for a grade: "On my honor, we have neither given nor received any unauthorized assistance on this work" and their signature. The pledge may be abbreviated "pledged" with a signature.

### Sexual Harassment / Sexual Misconduct Reporting

As a Responsible Employee who is committed to creating an environment where every member of our community can thrive, your instructor is a Mandatory Reporter. I am required to report any instances of sexual misconduct, including sexual harassment, non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, intimate partner violence, stalking, and related retaliation that I am aware of to the Title IX Coordinator. Thus, if you share information with me about any incidents that implicate the Sexual Misconduct or Anti-Harassment Policies, I am required to report all information to the Title IX Coordinator to make sure you have information about support resources and complaint resolution options. My report will not initiate the complaint process, and you are in control over how you choose to engage with the Title IX Coordinator. If you or someone you know has experienced sexual misconduct, including sexual harassment, I encourage you to share this information directly with the Title IX Coordinator or one of the individuals who has been designated as a confidential resource on campus. Information about reporting is available here: [Reporting](#).

## Course Schedule

### Week One: Introductions

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Mon. Jan. 31 - Welcome to the Class!

Wed. Feb. 2

- Van Houts, "Introduction," pp. 1-16.

### Week Two: Recording Memory and Revisiting Narratives

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Mon. Feb. 7

- Van Houts, "Chronicles and Annals," in *Memory and Gender*, pp. 19-39.

Wed. Feb. 9 - **Discussion question due at 9am on TLearn**

- Chris Halsted, "Imperial Narratives, Complex Geographies: The Saxon Marches between Textuality and Materiality, 929-983," *Viator* 49:3 (2018): 1-21.

### Week Three: Donations and Dynasties

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Mon. Feb. 14

*\*Browse transcribed letters to and from medieval women online [here!](#) Pick two or three letters that you would like to work with and be prepared to summarize them to the class.*

- Van Houts, "Ancestors, Family Reputation and Female Traditions," pp. 65-92.

Wed. Feb. 16 - **Discussion question due at 9am on TLearn**

- Régine Le Jan, "Memory, Gift, and Politics: Matilda of Tuscany and her Donations to St. Peter," in *Italy and Early Medieval Europe* (2018), 1-17.

### Week Four: Crusades, Part I

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Mon. Feb. 21

*\*Rough draft of mini-paper on letters due at the beginning of class.*

- Cassidy-Welch, *War and Memory at the Time of the Fifth Crusade*, pp. 1-17 and 18-41.

Wed. Feb. 23 - **Discussion question due at 9am on TLearn**

- Cassidy-Welch, *War and Memory at the Time of the Fifth Crusade*, pp. 42-61.

### Week Five: Crusades, Part II

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Mon. Feb. 28

- Cassidy-Welch, *War and Memory at the Time of the Fifth Crusade*, pp. 62-84 and 106-124.

Wed. March 2 - **Discussion question due at 9am on TLearn**

**Guest lecture - Dr. Megan Cassidy-Welch, Australian Catholic University**

- Cassidy-Welch, *War and Memory at the Time of the Fifth Crusade*, pp. 125-153.

*\*Mini-paper on letters due Fri. March 4 at 5pm on TLearn*

### **Week Six: Spring Break!**

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Start thinking about what you want to explore for your historiography paper.

### **Week Seven: Remembering Individual and Communal Trauma**

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Mon. March 14

*\*Due in class: topic proposal for historiography*

- Rebecca Rist, "Jewish Memory and the Crusades: the Hebrew Crusade Chronicles and Protection from Christian Violence," in *Remembering the Crusades and Crusading* (2017), 159-172.

Wed. March 16 - **Discussion question due at 9am on TLearn**

- Janina M. Safran, "Cultural memories of the conquest of al-Andalus between the ninth and twelfth centuries, C.E.," *Journal of Medieval Iberian Studies* 11:3 (2019): 359-377.

- Ana Rodríguez, "Remembering the Crusades while living in the Reconquest: Iberia, Twelfth to Fourteenth Centuries," in *Remembering the Crusades and Crusading* (2017), 202-215.

*\*You must make an appointment to visit one-on-one with Dr. Luginbill about the historiography topic between March 16 and 25. It is your responsibility to email Dr. Luginbill to set this up.*

### **Week Eight: Personal Piety and Material Culture**

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Mon. March 21

- Van Houts, "Objects as Pegs for Memory," pp. 93-120.

Wed. March 23 - **Discussion question due at 9am on TLearn**

- Anne E. Lester, "What Remains: Women, Relics, and Remembrance in the Aftermath of the Fourth Crusade," *Journal of Medieval History* 40:3 (2014): 311-328.

- Corine Schleif, "St. Hedwig's Personal Ivory Madonna: Women's Agency and the Powers of Possessing Portable Figures," in *The Four Modes of Seeing: Approaches to Medieval Imagery* (2009), 382-403.

### **Week Nine: Institutions, Individuals, and Inventories**

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Mon. March 28

- Joseph Ackley, "Re-approaching the Western Medieval Church Treasury Inventory, c.800-1250," *Journal of Art Historiography* 11 (2014): 1-37.

Wed. March 30 - **Discussion question due at 9am on TLearn**

- \*Choose an object and be prepared to give basic facts (date, location, etc.) about it in class.
- Jennifer P. Kingsley, "Picturing the Treasury: The Power of Objects and the Art of Memory in the Bernward Gospels," *Gesta* 50:1 (2011): 19-39.

### **Week Ten: Making [and] Meaning**

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Mon. April 4

- \*Due in class: two annotated secondary sources for historiography paper
- Seeta Chaganti, "Introduction," in *The Medieval Poetics of the Reliquary: Enshrinement, Inscription, Performance* (2008), 1-16.

Wed. April 6 - **Discussion question due at 9am on TLearn**

- Therese Martin, "The Margin to Act: a Framework of Investigation for Women's (and Men's) Medieval Art-Making," *Journal of Medieval History* 42:1 (2016): 1-25.

### **Week Eleven: Manuscripts and Memento Mori**

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Mon. April 11 - Special Collections visit! Meet at the library!

Wed. April 13 - **Discussion question due at 9am on TLearn**

- \*Rough draft of mini-paper on object due at the beginning of class.
- Christina Welch, "Exploring Late-Medieval English *Memento Mori* Carved Cadaver Sculptures," in *Dealing with the Dead* (2017), 331-365.

### **Week Twelve: Medieval Past**

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Mon. April 18

- Cord J. Whitaker, "The Middle Ages in the Harlem Renaissance," in *Whose Middle Ages?* (2019), 80-93.
- Matthew X. Vernon, "Whose Middle Ages? Remembering Early African-American Efforts to Claim the Past," *The Public Medievalist* (2018).

Wed. April 20 - **Discussion question due at 9am on TLearn**

- \*Due in class: two more annotated secondary sources for historiography paper
- William J. Diebold, "The Nazi Middle Ages," in *Whose Middle Ages?* (2019), 104-115.
- Yvonne Seale, "How Joan of Arc Inspired Suffragists," *The Public Medievalist* (2020).

### Week Thirteen: Correcting False Memories and Confronting Dangerous Devotions

This week students will only read the texts assigned to their group. On Monday, students will work in their group to create an educational poster on the most important aspects of their readings. On Wednesday, each group will present their poster to the rest of the class, distilling the readings into a single narrative.

Mon. April 25

| Group 1  | Group 2   | Group 3   | Group 4   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>- Sihong Lin, "The Mystery of Stephen the African," <i>The Public Medievalist</i> (2017).</li> <li>- Adam Simmons, "Uncovering the African Presence in Medieval Europe," <i>The Public Medievalist</i> (2017).</li> <li>- Eleanor Janega, "On colonial mindsets and the myth of medieval Europe in isolation from the Muslim world," <i>Going Medieval</i> (2020).</li> <li>- Isis Davis-Marks, "Medieval Chinese coin found in England suggests a vast medieval trade route," <i>Smithsonian Magazine</i> (2021).</li> </ul> | <ul style="list-style-type: none"> <li>- Dorothy Kim, "White Supremacists have Weaponized an Imaginary Viking Past. It's Time to Reclaim the Real History," <i>Time</i> (2019).</li> <li>- David Perry, "White supremacists love Vikings. But they've got history all wrong," <i>The Washington Post</i> (2017).</li> <li>- Linnea Hartsuyker, "Queer Asgard Folk," <i>The Public Medievalist</i> (2019).</li> <li>- David Perry and Matthew Gabriele, "Viking map of North America identified as 20<sup>th</sup>- century forgery," <i>Smithsonian Magazine</i> (2021).</li> </ul> | <ul style="list-style-type: none"> <li>- Ken Mondschein, "What 'Knight Fight' Gets Dead Wrong about Medieval Men," <i>The Public Medievalist</i> (2019).</li> <li>- Paul B. Sturtevant, "The Curious Case of the Weapon that Didn't Exist," <i>The Public Medievalist</i> (2016).</li> <li>- Eleanor Janega, "That's not what chivalry is, but OK," <i>Going Medieval</i> (2017).</li> <li>- Stephennie Mulder, "No, People in the Middle East Haven't Been Fighting Since the Beginning of Time," in <i>Whose Middle Ages?</i> (2019), 127-139.</li> </ul> | <ul style="list-style-type: none"> <li>- Andrew B.R. Elliott, "A Vile Love Affair: Right Wing Nationalism and the Middle Ages," <i>The Public Medievalist</i> (2017).</li> <li>- Eleanor Janega, "There's no such things as the 'Dark Ages', but OK," <i>Going Medieval</i> (2017).</li> <li>- Matthew Gabriele, "There was no such thing as the 'Renaissance,'" <i>Forbes</i> (2019).</li> <li>- Mary Rambaran-Olm and Erik Wade, "The Many Myths of the Term 'Anglo-Saxon,'" <i>Smithsonian Magazine</i> (2021).</li> </ul> |

Wed. April 27 - Group presentations

*\*Historiography rough draft due on Fri. April 29 at 5pm on TLearn*

### Week Fourteen: Case Studies of Memory and Devotion

Mon. May 2 - Student Presentations on Letters or Object

Wed. May 4 - Student Presentations on Letters or Object

*\*Mini-paper on objects due Fri. May 6 at 5pm on TLearn*

### Week Fifteen: Wrapping Up

Mon. May 9 - Final Thoughts

*\*Bring your laptop/tablet to class for evals*

- Sierra Lomuto, "Becoming postmedieval: The stakes of the global middle ages," *postmedieval* 11 (2020): 503-512.

*\*Final historiography paper due Tues. May 17 at 3pm on TLearn*