



Pieter Brueghel the Elder, Peasant Dance, 1568

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## *Course Objectives and Format*

Welcome to History 237: Popular Culture in Medieval and Early Modern Europe! This course has two main aims: (i) to explore the cultures, customs, beliefs, and modes of life of ordinary people during the middle ages and early modern period, and (ii) to examine major trends in historians' approaches to popular culture in medieval and early modern Europe. We'll structure this course by working from the general to the particular. First, we'll briefly survey the middle ages and early modern era, highlighting what is known about the everyday lives and culture of ordinary people in each period. We will also focus on the historiographical background – that is, the ways in which historians have approached medieval and early modern popular culture and the main trends in scholarship. The second part of our course will take a topical approach to particular aspects of medieval and early modern popular culture. We'll discuss, for instance, carnivals and youth culture, witchcraft trials and sexuality, rebellions and rumors. Finally, we'll examine two microhistories, one "classic" analyzing a fourteenth-century village in the French Pyrenees, and the other dealing with a fifteenth-century shepherd boy who experienced visions of the Virgin Mary.

As well as examining popular culture in medieval and early modern Europe, this course will help you fine-tune five important skills of historical analysis and critical thinking:

- *Careful and critical reading of scholarly articles.* After the first two weeks, we'll not be reading from general textbooks but from articles and books written by historians largely for the benefit of other scholars. As well as taking note of the data in these articles, we'll assess and discuss the authors' main arguments, the ways in which they use evidence, and the strengths and weaknesses of their work. By the end of this

course, you should be efficient at picking up a piece of writing, locating the author's thesis, assessing his/her use of evidence, and forming a balanced opinion of its merits and deficiencies. You should also be aware of the ways in which historians talk to and argue with each other.

- *Interpretation of primary sources.* In previous history classes, you've doubtless been asked to read and interpret primary sources (sources written or constructed during the time period you were studying). Although it won't be our major focus, this course will nonetheless improve your skills of locating and interpreting primary sources.
- *Database research skills.* In the middle part of the semester, you'll research how historians have approached a particular topic of medieval and/or early modern popular culture. Our visit to the library early in the semester will help you identify methods and sources for locating information.
- *Oral presentation skills.* This course will be based around a discussion format, and you should come to class each day prepared to share your opinions on the readings. In addition, you will be responsible (along with a partner) for leading one discussion.
- *Writing skills.* This course will involve *lots* of writing!! You'll be writing readings journal entries (if the class elects readings journals over quizzes), an exam (part of which you may choose to do in take-home format if you prefer), and a paper.

## Readings

The following books and readings are required for this course. Books are available for purchase from the college bookstore:

1. Coursepack of copied readings on the Google Drive. I will send you a link in the first weeks of class. Page numbers of Coursepack readings are indicated in the syllabus with the abbreviation 'CP.'
2. Emmanuel LeRoy Ladurie, *Montaillou: The Promised Land of Error* (New York, 1978).
3. Richard Wunderli, *Peasant Fires: The Drummer of Niklashausen* (Bloomington, 1992).
4. Other copied readings and primary sources distributed in class.

Please note: be sure to bring the assigned readings – or a way to access them – to class each day.

## Course Policies

### Attendance Policy

I expect everyone to attend each class. Attendance is not required, but it is very highly recommended. Much of what we discuss will build on previous classes, and those who are absent will find it hard to understand the patterns and themes we are discussing. Those who miss class will also miss collection of readings journals (see below, under 'Evaluation'), and I will subtract 10% of the journal collection grade for each day that the journals are late.

### Academic Honesty Policy

I expect that you will complete all readings journals, papers, and exams in this course individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to ensure that you are familiar with Moravian's Academic Honesty Policy, found in the Student Handbook. As this policy explains, it is possible to commit plagiarism without intending to be dishonest, but serious consequences result regardless of intent.

Let me clarify two particular occasions in which it is legitimate, and even desirable, to use the help of others. First, while I expect that you will write all readings journals, papers, and exams on your own, I *do*

encourage you to discuss with each other the ideas and arguments contained in our course, both within class and outside of it. For example, you might run into a friend in the library and start talking about the reading. Perhaps, for instance, you find you disagree with the author of a particular article and want to check that you've understood his/her argument properly. Your friend, after listening to you, might make an observation or suggestion. As you write your readings journal entry or your paper, it is legitimate to explain and respond to that comment, *as long as you do not claim the idea as your own*. You might, for example, write something like, "In talking about this reading with [your friend's name], he/she suggested that [author x] might really have been saying that [your friend's suggestion]. This makes good sense to me because..." In other words, signal clearly which things are someone else's opinion and which things are your own. Second, I encourage you to seek help with writing. It is perfectly legitimate to ask others to read over your written work and look for errors of spelling, grammar, and expression. You might also ask others to look over your paper and help you with organization and structure. I am happy to read drafts of papers, especially if you give me advance warning. I also encourage you to use the Writing Center. It is good practice to insert a footnote in your paper in which you thank anyone who has read and commented on a draft. Here's an example.<sup>1</sup>

## Inclusive Language Policy

Moravian College policy strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For instance, rather than writing about "mankind," write about "people" or "humankind." Rather than use the term "he" when referring to a person in the abstract (as opposed to a specific individual), replace it with "they" or "he/she." This mindfulness about language reflects Moravian's commitment to a tolerant and inclusive campus community. I would be happy to answer any questions you might have about inclusive language or to work with you to find ways to make your language more inclusive.

## Policy on the Format of Written Work

In an effort to limit the environmental impact of this course, I am happy to accept written work in an electronic format via email. Please use Microsoft Word (or write your paper in another program and paste it into Microsoft Word when you are done with it). Also, please be aware that you should not count your work as having been received until I respond to you. In other words, each time you send me an assignment, I'll email you back with a very brief acknowledgement so you know it's been received. Sometimes this acknowledgement will not arrive until the next day, since I do not typically check email past 9pm.

## Expectations about Workload

Since this is a 4-credit hour course, Moravian College expects that you should work at least 174 hours on class work throughout the semester. Here's how my estimates of the time required break down:

In-class hours: 31.5

(15 weeks of 140 minutes, minus spring break)

Out-of-class preparation (reading, writing of journals, completion of library assignment, etc.): 91

(14 weeks of 6.5 hours a week)

Preparation of discussion facilitation: 12

Study for quiz in week 2: 8

Study for midterm exam: 12

Microhistory paper: 20

Total: 174.5 hours. (Of course, these hourly totals may vary from person to person. One student may read more efficiently but take longer to study for exams, for instance. I hope they are helpful to you, however, as my best estimate of the amount of time you should be working for the course.)

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<sup>1</sup> I am grateful to Marianne Cutler, of East Stroudsburg University, for proofreading this syllabus for me.

# Evaluation

Quiz on readings from first 2 weeks	8%
Library assignment	2%
Participation	10%
Quizzes or readings journals	25%
Discussion facilitation	15%
Midterm exam	20%
Microhistory paper	20%

## Quiz on Readings from First 2 weeks (8%)

I do not expect any background in medieval or early modern history prior to beginning this course, but you *will* need to pick up some background during the first 2 weeks of class so you understand the material that follows. We'll read six chapters from a brief Western Civilization textbook, and I'll give you a quiz on these on Wednesday January 28. We'll talk more in class about the format of this quiz.

## Library Assignment (2%)

This will be distributed at the library session on Monday February 2 and will be due the following week.

## Participation (10%)

The quality of this course will depend on the quality of our class discussions. Good participation involves careful listening to the views of others, as well as a willingness to venture your own views, interpretations, and analyses. Please note that participation in this course is not the same as class attendance: it is possible to attend every class and still receive a low participation grade if you do not listen carefully to others or add to our conversations. I'd be happy to talk with you at any time about the quality of your class participation.

## Quizzes or Readings Journals (25%)

I *really do* expect that you will read the material carefully and critically and think about it before coming to class. If everyone is prepared, our discussions will be more interesting and substantial. Starting in the third week of class, then, everyone will either complete readings journals as per the instructions distributed *or* take in-class quizzes (using Socrative.com) on the readings.

## Discussion Facilitation (15%)

On one occasion during the second part of the course (Themes in Popular Culture: February 23-March 23), you will be responsible for leading our class discussion with a partner. The aims of facilitating discussion are (i) to educate people about your topic and (ii) to encourage them to share their ideas and opinions. You and your co-facilitator should present us with *some* new information – material not covered in the assigned readings – but you should also ask us provocative questions and get us to think and talk about your topic. Please plan to come and talk with me at least once about what you will do. There's plenty of scope for originality and innovation, but – at minimum – do make sure you do these five things:

(1) *Meet with me* at least one week prior to your scheduled discussion. Bring a class plan, primary source, and a draft of your questions (see below). Please note that I will not remind you about the need to meet with me and I will not always be able to meet at short notice – the onus is on you to set up this meeting ahead of time. Anyone who does not meet with me on time will have 20% of their facilitation grade deducted.

(2) *Read the required reading for your assigned discussion and, with your co-facilitator, make a list of at least three main questions that you would like the class to focus on as we read. Please make sure that these questions are typed, copied, and distributed at the class before your assigned discussion.*

(3) *Locate, copy, and circulate an example of the kind of primary source that historians have used in researching your topic.* Before deciding on a primary source, clear it with me. Aim for a source that is relatively brief (no more than 2 pages, and preferably closer to 1 page). I have a number of source books that you can consult for ideas; you might also find good primary sources on the Internet Medieval Sourcebook (<http://www.fordham.edu/halsall/sbook1.html>). Looking at the bibliographies of secondary sources will also give you some ideas. Again, please be sure to copy this and distribute it at the class *before* your assigned discussion.

(4) *Research your topic.* Consult books in Reeves Library, find articles in Reeves and in databases, and come and ask me. As you read, look out especially for (a) the kinds of primary sources historians use to research your topic and (b) any debates or differences in emphasis that you detect between different scholars. The number of secondary sources you use will vary according to your topic, but I would expect most people to consult at least a half dozen published books and articles (in addition to assigned reading). Please keep in mind that you may need to order some of these on inter-library loan and plan ahead accordingly. Turn in to me, at the beginning of your facilitation, a list of the sources you used.

(5) *With your co-facilitator, lead class.* Probably, you'll want to start with a brief presentation in which you give us an overview of your topic and present information not covered in our common reading. Try not to go more than 10 minutes each in this presentation. Then use the rest of the class time for discussion and class participation. You might begin, for instance, by going over the pre-circulated questions. Then you might devise some activity that illustrates effectively the arguments made in the reading. Or you might show a short video clip or play a tape (please ensure these are not more than 10 minutes long so we still have ample time for discussion). You might ask us to debate a particular issue, or to answer questions either in small groups or as a class. Or you might come up with some other good way to encourage discussion and engagement. Note: please do *not* summarize the reading for us (either the secondary source or the primary source you've circulated). Instead, *ask* us about it and do what you can to draw us out and build on our answers – we'll learn better as a result.

If you prefer, you may facilitate discussion alone rather than with a partner. If you work with a partner, you will each receive the same grade. Whether you work alone or with someone else, I encourage you to start planning your facilitation early and to consult with me several times as you plan. Come by my office hours and/or email me to set up a time.

In terms of your participation in discussions that other people facilitate, please remember the karma cycle/golden rule: 'what goes around, comes around'/'do unto others as you would have them do unto you.' More bluntly, if you take other people's facilitations seriously and do your best to contribute to discussions, they'll be more inclined to do the same for you.

## Midterm Exam (20%)

This will take the form of two or more essays. I will give you the option of completing part of the exam outside of class (as a take-home) if you choose.

## Microhistory Paper (20%)

For your final paper this semester, you have a choice between two different types of project:

### Option A: Book Review of a Microhistory

Select a book from the following list or choose another microhistory in consultation with me. Write a paper of at least 6 pages (double-spaced) in which you assess *the extent to which the book exemplifies the*

*characteristics of a good microhistory.* In order to do this, you'll need first to define what you believe the characteristics of a good microhistory to be. I suggest you formulate a list of four to six criteria and assess your book in relation to them. You may bring in material from Wunderli's *Peasant Fires* and Ozment's *Bürgermeister's Daughter*, as appropriate, to compare and contrast with the book you choose. Please be aware that I will be checking published book reviews to ensure that your paper does not borrow heavily from them.

Possible books for review (Reeves owns some of these, but others are available only via interlibrary loan):

- Duccio Balestracci, *The Renaissance in the Fields: Family Memoirs of a Fifteenth Century Tuscan Peasant* (University Park, Pennsylvania, 1999).
- Robert Bartlett, *The Hanged Man: A Story of Miracle, Memory, and Colonialism in the Middle Ages* (Princeton, 2006).
- Judith C. Brown, *Immodest Acts. The Life of a Lesbian Nun in Renaissance Italy* (New York, 1986).
- Gene Bucker, *Giovanni and Lusanna: Love and Marriage in Renaissance Florence* (Berkeley, 1986).
- Natalie Zemon Davis, *The Return of Martin Guerre* (Cambridge, MA, 1983).
- Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth Century Miller* (Baltimore, 1980).
- Ronnie Po-Chia Hsia, *Trent 1475: Stories of a Ritual Murder Trial* (New Haven, 1992).
- Emmanuel Le Roy Ladurie, *Carnival in Romans. Mayhem and Massacre in a French City* (New York, 1979).

### Option B: Write Your Own Microhistory

Choose one of the following sets of documents and use them to *write your own microhistory and reflect on the process of writing microhistories.* Your paper must consist of at least 4 pages of microhistory and at least 2 pages of your own reflections on the process (especially its challenges and advantages). Depending on the sources, you may find it easiest to focus on one particular aspect of community life (e.g., reputation, gender, family life, sexuality, magic, etc. – let the sources suggest the topics to you):

- The Diaries of Samuel Pepys (a 17<sup>th</sup>-century Londoner; these diaries include his reflections on the Great Fire of London, the plague that swept through London in this period, his affairs with various women, and other aspects of everyday life).
- The Paston Letters (letters written among members of the Paston family in the late fifteenth century; these letters provide information on marital relations, business, education, etc.)
- Court records and other documents relating to the village of Warboys (1294-1310) in *A Slice of Life: Selected Documents of Medieval English Peasant Experience* edited, translated, and introduced by Edwin Brezette DeWindt.
- Moravian Bethlehem, 1742-1750, using documents such as the memoirs, community diaries, and other records found online at the Bethlehem Digital History Project (<http://bdhp.moravian.edu/home/home.html>).
- The Diary of Ralph Josselin, 1616-1683 (Josselin was an English vicar in a fairly isolated parish. He mentions topics like his health, his children, leasing and selling of land, family life, etc.)

Please do not use any secondary sources for this project except as necessary to help you understand or contextualize data you find in the primary sources. I might be open to your suggesting another cache of sources as long as you talk to me about it far in advance!



**For Both Paper Options**

Your paper is due in three parts: a preliminary draft of at least three full pages is due on Wednesday April 8, a complete draft is due on Monday April 20, and the final paper is due on Wednesday April 29.

It is within my purview as an instructor to apply qualitative judgment in determining grades. I will do my utmost to be fair and consistent in applying this judgment.

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office. I am happy to do what I can to treat you fairly and help you succeed.

# Class and Readings Schedule

Please note: this schedule is subject to change. In the event that a change is made, I will inform you in class and – if the change is a major one – hand out a revised copy of the schedule.

Mon January 19	Introduction
<b><i>Part I: The Historical and Historiographical Background</i></b>	
Wed January 21 Reading:	<p><b>What happened in the early and high middle ages?</b></p> <ul style="list-style-type: none"> <li>This syllabus, pp. 1-7. You need to know what you are getting into!</li> <li>Mark Kishlansky, Patrick Geary, &amp; Patricia O'Brien, <i>A Brief History of Western Civilization</i> (3<sup>rd</sup> edition, Longman, 2002), vol. I, chapters 8-9.</li> </ul>
Mon January 26 Reading:	<p><b>What happened in the late middle ages and “Renaissance”?</b></p> <ul style="list-style-type: none"> <li>Mark Kishlansky, Patrick Geary, &amp; Patricia O'Brien, <i>A Brief History of Western Civilization</i> (3<sup>rd</sup> edition, Longman, 2002), vol. I, chapters 10-11.</li> </ul>
Wed January 28 Reading:	<p><b>What happened in the early modern era?</b></p> <ul style="list-style-type: none"> <li>Mark Kishlansky, Patrick Geary, &amp; Patricia O'Brien, <i>A Brief History of Western Civilization</i> (3<sup>rd</sup> edition, Longman, 2002), vol. I, chapters 13 &amp; 15.</li> </ul> <p>Quiz on all readings to date in last 20 minutes of class! (8%)</p>
Mon February 2	<p><b>How can we research medieval and early modern popular culture?</b></p> <p>Today, we will visit the library and the librarians will demonstrate databases and searching techniques applicable specifically to the discussion facilitation project in this class. Before today's class, please be sure to look over the requirements for the discussion facilitation assignment and think of possible keywords you might use in searching for books and articles. You will be completing a graded assignment in this class, so be sure to be there!</p>
Wed February 4 Reading:	<p><b>From where does the impulse to examine popular culture come?</b></p> <p><b>(i) Marxist Traditions</b></p> <ul style="list-style-type: none"> <li>Rodney Hilton, <i>Bond Men Made Free: Medieval Peasant Uprisings and the English Rising of 1381</i> (Methuen, 1973), introduction. CP 1-8.</li> </ul> <p>Quiz/Journal 1 (Hilton) is due at the beginning of class.</p>
Mon February 9 Reading:	<p><b>From where does the impulse to examine popular culture come?</b></p> <p><b>(ii) Annaliste Traditions</b></p> <ul style="list-style-type: none"> <li>Fernand Braudel, <i>The Structures of Everyday Life: The Limits of the Possible</i> (Vol. I of his <i>Civilization and Capitalism, 15<sup>th</sup> – 18<sup>th</sup> Century</i>, Trans. Siân Reynolds, Harper &amp; Row, 1981), preface (pp. 27-9), pp. 104-45. CP 9-57.</li> </ul> <p>Quiz/Journal 2 (Braudel) is due at the beginning of class.</p>



<p><b>Wed February 11</b></p> <p>Reading:</p>	<p><b>From where does the impulse to examine popular culture come?</b></p> <p><b>(iii) Labor History Traditions</b></p> <ul style="list-style-type: none"> <li>E. P. Thompson, "The Moral Economy of the English Crowd in the Eighteenth Century," <i>Past and Present</i> 50 (1971), pp. 76-136; reprinted in his <i>Customs in Common: Studies in Traditional Popular Culture</i> (W.W. Norton, 1993) [shortened version]. CP 58-81.</li> </ul> <p>Quiz/Journal 3 (Thompson) is due at the beginning of class.</p>
<p><b>Mon February 16</b></p> <p>Reading:</p>	<p><b>From where does the impulse to examine popular culture come?</b></p> <p><b>(iv) Anthropological Traditions</b></p> <ul style="list-style-type: none"> <li>Natalie Zemon Davis, "The Rites of Violence: Religious Riot in Sixteenth-century France," <i>Past and Present</i> 59 (1973), pp. 51-91; shortened version reprinted in Richard M. Golden (ed.), <i>The Social Dimension of Western Civilization</i> (4<sup>th</sup> ed., 1999), vol. I, pp. 346-59. CP 82-88.</li> <li>Suzanne Desan, "Crowds, Community, and Ritual in the Work of E. P. Thompson and Natalie Davis," in Lynn Hunt (ed.), <i>The New Cultural History</i> (Berkeley, 1989), pp. 47-71. CP 89-101.</li> </ul> <p>Quiz/Journals 4 (Davis) &amp; 5 (Desan) are due at the beginning of class.</p>
<p><b>Wed February 18</b></p> <p>Reading:</p>	<p><b>What kinds of history should we be writing and teaching today?</b></p> <ul style="list-style-type: none"> <li>Peter Burke, "Overture: The New History, its Past and its Future," in Burke (ed.), <i>New Perspectives on Historical Writing</i> (University Park, PA, 1992), pp. 1-23. CP 102-113.</li> <li>John A. Shedd, "Bringing Ordinary People into the Picture," <i>The History Teacher</i> 41 (2007): 25-37. CP 114-126.</li> </ul> <p>Quiz/Journals 6 (Burke) &amp; 7 (Shedd) are due at the beginning of class.</p>
<p><b><i>Part II: Themes in Popular Culture</i></b></p>	
<p><b>Mon February 23</b></p> <p>Reading:</p>	<p><b>Carnival, misrule, and the world-upside-down</b></p> <ul style="list-style-type: none"> <li>Edward Muir, Selections from his <i>Ritual in Early Modern Europe</i> reprinted as "Carnival, Charivari, and Rites of Violence," in Richard M. Golden (ed.), <i>The Social Dimension of Western Civilization</i> (4<sup>th</sup> ed., 1999), vol. I, pp. 271-87. CP 127-135.</li> </ul> <p>Quiz/Journal 8 (Muir) is due at the beginning of class.</p>
<p><b>Wed February 25</b></p> <p>Reading:</p>	<p><b>Witchcraft and magic</b></p> <ul style="list-style-type: none"> <li>Robin Briggs, Selections from his <i>Witches and Neighbors</i> reprinted as "The Witch-Figure and the Sabbat," in Richard M. Golden (ed.), <i>The Social Dimension of Western Civilization</i> (4<sup>th</sup> ed., 1999), vol. I, pp. 329-45. CP 136-152.</li> </ul> <p>Quiz/Journal 9 (Briggs) is due at the beginning of class.</p>

<p><b>Mon March 2</b></p> <p>Reading:</p>	<p><b>Gossip, rumors, and subversive speech</b></p> <ul style="list-style-type: none"> <li>Steve Hindle, “The Shaming of Margaret Knowsley: Gossip, Gender, and the Experience of Authority in Early Modern England,” <i>Continuity and Change</i> 9 (1994), pp. 391-419. CP 153-167.</li> </ul> <p>Quiz/Journal 10 (Hindle) is due at the beginning of class.</p>
<p><b>Wed March 4</b></p> <p>Reading:</p>	<p><b>Riots and rebellions</b></p> <ul style="list-style-type: none"> <li>William Beik, excerpt from <i>Urban Protest in Seventeenth-Century France: The Culture of Retribution</i> (1997), CP 168-179.</li> </ul> <p>Quiz/Journal 11 (Beik) is due at the beginning of class.</p>
<p><b>Mon March 9 – Fri March 13</b></p>	<p><b>Spring Break: no class!</b></p>
<p><b>Mon March 16</b></p> <p>Reading:</p>	<p><b>Youth culture</b></p> <ul style="list-style-type: none"> <li>Robert Darnton, “The Great Cat Massacre of the Rue Saint-Séverin,” reprinted in Chandra Mukerji and Michael Schudson (eds.), <i>Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies</i> (1991), pp. 97-120. CP 180-192.</li> </ul> <p>Quiz/Journal 12 (Darnton) is due at the beginning of class.</p>
<p><b>Wed March 18</b></p> <p>Reading:</p>	<p><b>Literacy, orality, and print culture</b></p> <ul style="list-style-type: none"> <li>Natalie Zemon Davis, “Printing and the People,” reprinted in Chandra Mukerji and Michael Schudson (eds.), <i>Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies</i> (1991), pp. 65-96. CP 193-209.</li> </ul> <p>Quiz/Journal 13 (Davis) is due at the beginning of class.</p>
<p><b>Mon March 23</b></p> <p>Reading:</p>	<p><b>Sexuality</b></p> <ul style="list-style-type: none"> <li>Ruth Mazo Karras, “Two Models, Two Standards: Moral teaching and sexual mores,” in Barbara A. Hanawalt and David Wallace (eds.), <i>Bodies and Disciplines: Intersections of literature and history in fifteenth-century England</i> (Minneapolis, 1996), 123-138. CP 210-218.</li> </ul> <p>Quiz/Journal 14 (Karras) is due at the beginning of class.</p>
<p><b>Wed March 25</b></p>	<p><b>Midterm (it’s hardly the middle of the term, but if we have it now we don’t need to have a final exam)</b></p>

<b><i>Part III: Microhistories</i></b>	
<b>Mon March 30</b> Reading:	<p><b>Montaillou I</b></p> <ul style="list-style-type: none"> <li>Ladurie, <i>Montaillou</i>, Introduction, chapters 1-5.</li> </ul> <p>Quiz/Journal 15 (<i>Montaillou</i>, Introduction &amp; Chapters 1-5) is due at the beginning of class.</p>
<b>Wed April 1</b> Reading:	<p><b>Montaillou II</b></p> <ul style="list-style-type: none"> <li>Ladurie, <i>Montaillou</i>, chapters 8-16.</li> </ul> <p>Quiz/Journal 16 (<i>Montaillou</i>, chapters 8-16) is due at the beginning of class.</p>
<b>Mon April 6</b> Reading:	<p><b>Montaillou III</b></p> <ul style="list-style-type: none"> <li>Ladurie, <i>Montaillou</i>, chapters 17-21.</li> <li>Leonard E. Boyle, “Montaillou Revisited: Mentalité and Methodology,” in J. A. Raftis (ed.), <i>Pathways to Medieval Peasants</i> (Pontifical Institute of Mediaeval Studies, 1981), CP 277A-277D &amp; 278-95. [sorry about the awkward page numbering here!]</li> <li>Nancy P. Stork (trans.), <i>The Inquisition Record of Jacques Fournier, Bishop of Pamiers 1318-1325. Confessions of Grazide Lizier, Barthémy Amilhac</i>, CP 296-307.</li> </ul> <p>Quiz/Journals 17 (<i>Montaillou</i>, chapters 17-21) &amp; 18 (Boyle, “Montaillou Revisited”) are due at the beginning of class. Read over the primary sources translated by Stork, but do not worry about writing readings journals for or expecting quiz questions on them.</p>
<b>Wed April 8</b> Reading:	<p><b>Peasant Fires I</b></p> <ul style="list-style-type: none"> <li>Richard Wunderli, <i>Peasant Fires: The Drummer of Niklashausen</i> (Bloomington, 1992), x-xii, chapters I-III.</li> </ul> <p>Quiz/Journal 19 (Wunderli xi-xii, chapters I-III – combine all chapters into one entry) is due at the beginning of class</p> <p>*Preliminary draft (at least 3 full pages) of microhistory paper due via email by 9pm.</p>
<b>Mon April 13</b>	<b>Individual meetings with me to discuss papers: no class</b>
<b>Wed April 15</b> Reading:	<p><b>Peasant Fires II</b></p> <ul style="list-style-type: none"> <li>Wunderli, <i>Peasant Fires</i>, chapters IV-VI.</li> </ul> <p>Quiz/Journal 20 (Wunderli, chapters IV-VI) is due at the beginning of class.</p>
<b>Mon April 20</b> Reading:	<p><b>Peasant Fires III</b></p> <ul style="list-style-type: none"> <li>Wunderli, <i>Peasant Fires</i>, chapters VII-VIII.</li> </ul> <p>Quiz/Journal 21 (Wunderli, chapters VII-VIII) is due at the beginning of class.</p> <p>*Complete draft of paper due via email by 9pm.</p>

<p><b>Wed April 22</b></p>	<p><b>The Dilemma of Popular History I</b></p> <ul style="list-style-type: none"> <li>• Gerald Strauss, “The Dilemma of Popular History,” <i>Past and Present</i> 132 (1991), CP 359-378.</li> </ul> <p>Quiz/Journal 22 (Strauss) is due at the beginning of class.</p>
<p><b>Mon April 27</b></p>	<p><b>The Dilemma of Popular History II</b></p> <ul style="list-style-type: none"> <li>• William Beik, “Debate: The Dilemma of Popular History,” <i>Past and Present</i> 141 (1993), CP 379-387.</li> <li>• Gerald Strauss, “Debate: The Dilemma of Popular History: Reply,” <i>Past and Present</i> 141 (1993), CP 387-391.</li> </ul> <p>Quiz/Journals 23 (Beik) &amp; 24 (Strauss again) are due at the beginning of class.</p>
<p><b>Wed April 29</b></p>	<p><b>Conclusion/Review</b></p> <p>*Final paper is due via email by 9pm.</p>