This team-taught graduate seminar examines constructions of gender in the literature and history of medieval and early modern western Europe. It moves thematically rather than chronologically. Within each theme we will consider change over time and space. The two instructors bring different disciplinary backgrounds as well as different chronological specializations to the course. We hope to create fruitful discussion between students in a variety of fields as well. During the course of the semester we will have two visits from distinguished scholars who are on campus to present a colloquium or workshop; we will also have other scholars whose work we’re reading join us on our Moodle forum.

**Instructor Contact Information**

The best way of contacting either of us is by e-mail: rmk@umn.edu and watki005@umn.edu.

Karras Office Hours: **Tuesday** 2:30-3:30, Center for Medieval Studies, 302 Nolte (612-626-0805), **Wednesday** 10:00-11:00, 737 Social Science (612-625-8578), and by appointment. Also available during these times via instant messaging. AIM screen name is profkarras; GoogleTalk screen name is profkarras@gmail.com. (Do not send e-mail to that address.) Also by appointment.

Watkins Office Hours: **Monday** 12:35-1:35, 312 Lind (612-624-8879), and by appointment

**Course Requirements**

5xxx level: Class participation, including weekly posting to Moodle forum, 60% of grade; research proposal, approximately 10 pages (2500 words), draft due due Dec. 8, final version due Dec. 17, 40% of grade.

8xxx level: Class participation, including optional participation in Moodle forum if desired, 50% of grade; research paper, approximately 15-20 pages (4000-5000 words), prospectus and bibliography of primary and secondary sources due Oct. 15, 50% of grade.

**Policies:**

The grade on any item turned in late will be reduced by one-third of a letter grade for every day it is late. No incompletes will be granted except in case of serious illness or family emergency, and then only if you have already completed most of the work in the course.
Attendance is required. More than one unexcused absence will result in a grade of “F.” Whether to excuse an absence is at the sole discretion of the instructors, and all excused absences will require make-up work. Examples of valid excuses are: illness; jury duty. Examples of invalid excuses are: car trouble; having an important errand to do; having an assignment due for another class.

This class observes all University of Minnesota and College of Liberal Arts policies, including the following:

Equal Access: All persons shall have equal access to U of M programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Sexual Harassment: University of Minnesota Board of Regents policy prohibits sexual harassment, including unwelcome advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature, when submission to such conduct is explicitly or implicitly a condition of academic advancement, used as the basis of academic decisions, or has the purpose or effect of unreasonably interfering with an individual’s academic performance or creating an intimidating, hostile, or offensive academic environment.

Disability Services: Any student with a documented disability condition (e.g., physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the instructor and Disability Services at the beginning of the semester. It is the student’s responsibility to contact Disability Services to discuss individual needs for accommodations and for advising about contact with faculty, and to follow up with faculty.
Disability Services 180 McNamara Center, (612) 626-1333, ds@umn.edu, http://ds.umn.edu

Student Academic Integrity and Scholastic Dishonesty: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.” It also includes inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work. The minimum penalty in this class for any instance of plagiarism, intentional or unintentional, is a grade of “F” for the assignment. All academic dishonesty will be reported to the Office for Student Conduct and Academic Integrity, and may incur penalties up to and including a grade of “F” or “N” in the class. If you are concerned about committing plagiarism unknowingly, please speak to the instructors.
Readings, and How to Find Them

If you are enrolled in this course and log in to moodle.umn.edu, this course will already be listed. Click on it and you will get to an electronic version of this syllabus with links to many of the course readings. Please note that for both moodle and e-reserve this course will appear as HIST 5900 even if you are registered for it under another designator.

All the items with hyperlinks can be read on line except those marked with an **. For those in the EEBO (Early English Books Online) database, the link will take you to MNCAT and you will need to click through. Once you are on the EEBO homepage, search by title for the texts noted on the syllabus. Since EEBO is rapidly making available every book printed in England during the early modern period, this will be a great resource for your own research.

Books marked with ** are available on reserve in Wilson Library. If you wish to have your own copies, you may purchase them from Amazon.com by clicking on the book. A portion of the purchase price at Amazon will be rebated to the Center for Medieval Studies and used to help pay the expenses of the speakers who will be visiting our class. Of course, you may also purchase the books from any other vendor you like.

All texts not hyperlinked or marked with ** are available on e-reserve in Wilson Library and may be accessed on line.

9/3: Foundational Texts

Biblical passages: Leviticus, chapters 1-2, 9-21, 26-27; Romans; 1 Corinthians 7. If you are already familiar with the Bible, try to de-familiarize it by reading a translation you have not used before. The Douay-Rheims translation, made by English Jesuits in the sixteenth-seventeenth century, is the closest to the Vulgate. Most currently available translations of the Douay-Rheims, both on line and in print, are the version updated in the eighteenth century by Richard Challoner, and thus subject to the influence of the KJV. The most readable on-line layout is at www.drbo.org; be aware that the web site belongs to the Society of St. Pius X, a group which rejects the post-Vatican II Roman Catholic Church as too liberal.

Aristotle Politics Book I

Virgil Aeneid Book IV

Ovid, Metamorphoses X,

Heroides VII (Dido) and XV (Sappho)


9/10: Looking for Gender in All the Wrong Places

**The Tale of Thorstein Staff-Struck in *The Sagas of Icelanders ed. Robert Kellogg*. This is a short text, but later in the semester we will also read a longer text from this volume.

*The Plan of St. Gall


“The country man's guide or plain directions for ordering. Curing. Breeding choice, use, and feeding. Of horses, cows, sheep, hogg's, &c. Adorn'd with sculptuers, shewing the proper places in the bodies of the said several beasts, where the said distempers do usually happen. Published for the publick good, by W.W,” especially chapter on sheep. EEBO.


9/17, Religion, Part 1 (Caroline Walker Bynum visit)

**Caroline Bynum, *Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women*. Skim chapters 1-2; read chapter 3 and either chapter 4 or 5; read one of chapters 6-10 and skim the others (we will assign people to focus on each of the chapters).


9/24, Religion, Part Two

**Lyndal Roper, *The Holy Household*, ch. 1 and 2

**Examination of Anne Askew, ed Elaine Beilin**

10/1, Religion, Part Three


10/7, The Body

**Joan Cadden, *Meanings of Sex Difference in the Middle Ages*,** chapters 1, 3, 4, 6


Spenser, *Faerie Queen*, ed. A.C. Hamilton, Book 2 Canto 3 (entire) and Book 3 Canto 12 (entire)

10/15, Sexuality

**Michael Rocke, *Forbidden Friendships: Homosexuality in Renaissance Venice* or Helmut Puff, *Sodomy in Reformation Germany and Switzerland*


Geoffrey Chaucer, *General Prologue to the Canterbury Tales*, ll. 669-714 (the Pardoner)

*Cleanness*, ll. 1-50 and ll. 557-1048 or translation by Casey Finch, *The Complete Works of the Pearl Poet*.

**10/22, Work**

EITHER Clare Crowston, *Fabricating Women: The Seamstresses of Old Regime France*, 23-73,

OR Judith Bennett, *Ale, Beer, and Brewsters in England: Women’s Work in a Changing World 1300-1600*, chs. 3, 5, and 8


Piers Plowman, passus 2, 3, 4 [http://etext.lib.virginia.edu/toc/modeng/public/LanPier.html](http://etext.lib.virginia.edu/toc/modeng/public/LanPier.html) (or see modern English translation by Goodridge)


Pick a profession/occupation and find a text that tells us something about gender in that occupation.

**10/29 Material Culture and Everyday Life**


Wendy R. Larson, “Who is the Master of This Narrative? Maternal Patronage of the Cult of St. Margaret,” in Maryanne Kowaleski and Mary Erler, *Gendering the Master Narrative*, 94-104


Register of Jacques Fournier, Testimony of Beatrice de Planissoles, in Patrick Geary, *Readings in Medieval History*, 500-519
**Shakespeare,** *Taming of the Shrew* ed. Frances Dolan

11/5 Family:  Marriage, or not


**Stanley Chojnacki,* Women and Men in Renaissance Venice,* ch. 1, 7, 12

William Gouge, *Of Domestical Duties* (1622) in EEBO. Focus on Treatises 2, 3, and 4.

11/12 Queenship

From Marcus, Mueller, and Rose, *Elizabeth I: Collected Works,* Speeches 1, 2, 3 (VERSIONS 1 AND 2), 5 (just the speech, not the Commons’ petition appended to it), 7, 8, 16 (without Bonds of Association), 17 (version one), 18 (version 1), 19, 20, 23 (All versions), 24 (version 1).

Carole Levin, *The Heart and Stomach of a King,* chapter on “Elizabeth as King and Queen”


11/19 Family:  Parents and Children

Four of the following:


**Stanley Chojnacki,* Women and Men in Renaissance Venice,* ch. 8

Sally McKee, "Inherited Status and Slavery in Renaissance Italy and Venetian Crete," *Past & Present* 182 (February, 2004), 31-53

Barbara Newman, *From Virile Woman to Womanchrist,* chapter 3 “’Crueel Corage’: Child Sacrifice and the Maternal Martyr in Hagiography and Romance”

Patricia Crawford, “The Construction and Experience of Maternity in Seventeenth-Century


**Laxdaela Saga** in *The Sagas of Icelanders* ed. Robert Kellogg.

11/26 NO CLASS

12/3 Property, Lordship and Power

**Walter Pohl, “Gender and Ethnicity in the Early Middle Ages,”** in Brubaker and Smith

**Ian Wood, “Genealogy Defined by Women: the Case of the Pippinids,”** in Brubaker and Smith


*Chretien de Troyes, Erec et Enide*

Troubadour and troubairitz poetry: Guillaume IX, “*Companno, faray un vers*” and “*Mout jauzens me prenc en amar*”; Marcabru, “*L’autrier jost’ una sebissa*”; Bernart de Ventadorn, “*Non es meravelha s’eu chan*”; Giraut de Bornelh, “*Reis glorios verais lums e clartatz*”; Bertrand de Born, “*Domna, puois de me no.us chal*”; Countess of Dia, “*Estat ai en greu cossirier*”; Garsenda de Forcalquier, “*Vos que.m semblatz dels corals amadors*,” handout

12/10 Presentations