**LOVE, LUST AND VIOLENCE**

**IN THE MIDDLE AGES**

 

Medieval Europe was undoubtedly gruff and violent but it also gave birth to courtly culture—raw warriors transformed into knights who performed heroic deeds, troubadours wrote epics in their honor and love songs about their ladies, women of the elite carved out a place in public discourse as patrons of the arts, and princely courts were increasingly defined by pageantry from jousting tournaments to royal coronations. This course will trace the development of this courtly culture from the eleventh to the sixteenth century, from its roots in Southern France to its spread to Northern France and then to various kingdoms in Europe.

Central themes will include the transformation of the warrior into the knight, the relationship between violence and courtliness, courtly love, cultural production and the patronage of art, and the development of court pageantry and ceremonial. This is a class on cultural history and, as such, will rely on the interpretation of objects of art and material culture, literature as well as historical accounts.

**Course:** Love, Lust and Violence in the Middle Ages

**Course Number:** HIST 307-401

**When:** MW 2:00-3:30

**Instructor:** Prof. Ada Maria Kuskowski

**Contact Info:** akusk@upenn.edu

**Office Hours:**

**Office:** College Hall 306E

**REQUIRED BOOKS**

### Keen, Maurice. *Chivalry*. New Haven: Yale University Press (Yale Nota Bene), 2005.

* Georges Duby. *William Marshall: The Flower of Chivalry.* Pantheon, 1987.
* Chretien de Troyes, *Lancelot (The Knight of the Cart)*, trans. by Burton Raffel. New Haven: Yale University Press, 1997.
* Geoffroi de Charny. *A Knight's Own Book of Chivalry* (The Middle Ages Series), trans. by Elspeth Kennedy and intro. by Richard Kaeuper. Philadelphia: University of Pennsylvania Press, 2005.
* Andreas Capellanus, *Andreas Capellanus on Love*, trans. by P.G. Walsh. London: Duckworth (Paperduck), 1982.
* Lambert of Ardres, *The History of the Counts of Guines and Lords of Ardres* (The Middle Ages Series), trans. by Leah Shopkow. Philadelphia: University of Pennsylvania Press, 2001.
* Christine de Pizan. *The Treasure of the City of Ladies*, trans. by Sarah Lawson. Penguin Classics, 2003.

These books are available at the Penn Book Center (130 S. 34th Street Philadelphia, PA 19104) or via online sellers like amazon.com. Other documents and images will be made available on Canvas.

**EVALUATION**

Attendance (*sine qua non*)

Participation in Class Discussion and Friday Reading Responses (20%)

Lancelot Assignment (15%)—Due Sept. 18th

Midterm (20%)—Oct. 5th

Family History Assignment (15%)—Due Oct. 30st

Final Exam (30%)—Dec. 10th

Note: **No electronic devices** are to be used in class. Bring the assigned books or paper copies of the Blackboard readings to class.

*Attendance*: **Class attendance is mandatory** and students are expected to come to class *on time*. Roll call will occasionally be taken in class. Students may miss *three classes* for reasons not outlined below (see university policies) without penalty. The instructor reserves the right to drop students who do not meet the attendance requirement.

*Class Discussion*: **Come to *every* class ready to participate**. Good participation consists of a thoughtful engagement with the class and the readings. Students are expected to contribute to a discussion environment that is both dynamic and respectful of others. Readings on Blackboard will be posted at least one week in advance. **Always bring assigned readings to class**.

*Reading Response*: Friday sessions of the class will be devoted to discussion based on selected texts. Students will read the discussion texts assigned for Friday and write short responses to them (400-500 words). Do *not* merely summarize the text—instead, discuss what this text tells us about the topic of the week. You can ask questions of the text and answer them, you can compare it to other texts we have read or issues we discussed, you can point out inconsistencies in the author’s thinking, you can explain what specific points in the text say about larger issues, and so on. Students will submit responses every week. Responses are due on the day of discussion (generally Friday) at 10:00 a.m. on Blackboard. The two writing assignments will take the place of the response on the weeks they are due. The reading responses are part of the participation grade and will be graded cumulatively. Students will receive a midterm evaluation so they know how they are performing, and a final grade at the end.

*Lancelot Assignment* (4-5 pgs): Was Lancelot the ideal knight? Discuss based both on Chrétien de Troyes’ *Lancelot* and other class documents. Due Sept. 18th in class at the beginning of class. Assignment handout will be distributed in class.

*Family History Assignment* (4-5 pgs): Students will choose one of two options for this assignment. Option 1: What elements come together to create a family history in the Middle Ages? Evaluate Lambert of Ardres’ *History* to see what defined aristocratic memory, and what was ignored or forgotten. Option 2: Once you have read Lambert’s *History* and have understood the elements that form a medieval family history, write a medieval-style family history of your own family based on this model. Due Oct 31st in class at the beginning of class. Assignment handout will be distributed in class.

Note on Formatting: Format should be double-spaced, with 12-pt and Times New Roman font (with regular spacing between letters), and with one-inch margins.

*Examinations*: Will consist of a combination of term identifications, reading identification and significance, and short essays.

**Note**: Come see me if you any questions or issues you might have about the course, the readings or the assignments. My office hours are there for you to discuss any questions or issues you may have, use them! If you cannot come in office hours, make an appointment to meet to meet at another time. Email me for answers to brief questions, questions needing longer discussion will be addressed in person. If your question is about an assignment, make sure to email me at least 24 hours before it is due to get an answer when it is still useful. The Altshuler Learning Enhancement Center (214-768-3648) also offers support and assistance with papers and studying.

**UNIVERSITY POLICIES**

*Disability Accommodations*: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit [http://www.smu.edu/alec/dass.asp](https://webmail.smu.edu/owa/redir.aspx?C=CbuZIKhqW0GP-6f-WCiaaBVOBHxQddAIfE8Bvz6Xx7TdZdYSURT5zcCxFHbrligN6LgB3wlFnOw.&URL=http%3a%2f%2fwww.smu.edu%2falec%2fdass.asp) to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

*Religious Observance*: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

*Excused Absences for University Extracurricular Activities*: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

**ACADEMIC HONESTY**

Group study for examinations is encouraged, and seeking help in writing papers is always advisable, but cheating and plagiarism will receive ***severe*** penalties.

Students must share the responsibility for creating and maintaining an atmosphere of honor and integrity. Failing to properly cite sources, permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in the preparation of work to be submitted are directly contrary to the honest process of learning. Please refer to the honor code in the Student Handbook for a complete explanation of the code and a description of acts considered punishable under the code.

**CLASS SCHEDULE**

**WEEK 1— INTRODUCTION**

**Aug 24**: Intro to course / chivalry from north/ courtly love from south/ what is cultural history

**Aug 26**: From Roman imperial culture to Barbarian Courts

*Blackboard:* Yitzhak Hen, *Roman Barbarians* p. 1-26

**Aug 28**: Discussion: How barbarian were the barbarians? Theodoric vs. Clovis

*Blackboard*: Sidonius on Theodoric, Letters of Theodoric on the beautification of city of Rome, Gregory of Tours on Clovis, Basilica of San Vitale (Ravenna)

**WEEK 2— LORDS & VASSALS**

**Aug 31**— Carolingian Kings and Warrior Aristocracy

*Blackboard:* Aachen Cathedral, Einhard on Charlemagne selection, Carolingian Capitularies on Oaths

**Sept 2**—Feudal Revolution Debate

*Blackboard:* T. N. Bisson, “The “Feudal Revolution”” *Past & Present* 142 (1994) 6-42; Dominique Barthélemy and Stephen D. White, “The “Feudal Revolution”” *Past & Present* 152 (1996), pp. 196-223.

**Sept 4**— Discussion: Why and how did the feudal nobility develop?

*Blackboard: The Chronicle of the Counts of Anjou*

**WEEK 3— FROM WARRIORS TO KNIGHTS**

Maurice Keen, *Chivalry* Chap.1 “The Idea of Chivalry”

**Sept 7**— Labor Day

**Sept 9**— Knighthood

Geoffroi de Charny, *Knight’s Own Book of Chivalry* (91-3)

*Blackboard:* C. Stephen Jaeger, "Courtliness as Social Change", in *Cultures of Power: Lordship, Status and Process in Twelfth-Century Europe*, ed. Thomas N. Bisson (Philadelphia: University of Pennsylvania Press, 1995), 287-309

**Sept 11**— Discussion: What obligations do vassals owe their lords, and vice versa? How does ideal square with practice?

*Blackboard*: Fulbert on Feudal Obligations, Agreement between William V of Aquitaine & Hugh IV of Lusignan

**WEEK 4—KNIGHTHOOD**

Maurice Keen, *Chivalry* Chap. 2 & 4

**Sept 14**— Epic Knights

*Blackboard*: *Song of Roland* selection; Tobias Capwell and David Edge, *Masterpieces of European Arms and Armour in the Wallace Collection* selection

**Sept 16**— Knighthood and Faith

*Blackboard*: Richard Kaeuper, *Chivalry and Violence in Medieval Europe* selection

**Sept 18**— Discussion: Was Lancelot the ideal medieval knight? Why or why not?

*Lancelot* (entire text)

**WEEK 5 - CELEBRATION & RULES OF CONDUCT**

Maurice Keen, *Chivalry* Chap.5 & 9

*Blackboard:* Malcolm Vale, The Princely Court. ch. 5, “Court Life and Court Culture”

**Sept 21**— Feasts

*Blackboard*:“The Babee's Book, or A Little Report of How Young People Should Behave” p. 1-4 (***not*** editor’s intro numbered in Roman numerals); Norbert Elias, *The Civilizing Process: The History of Manners* selection

**Sept 23**—Tournaments

Froissart, “Tournament at Saint-Inglevert” p.373-381

Geoffroi de Charny p.47-60, 80-91, 95-7

**Sept 25**—What rules develop for jousts and tournaments? Why?

Blackboard: Statute of Arms, Jousts in Smithfield, Rene d’Anjou’s *Tournament Book*

**WEEK 6—COURTLY LOVE**

**Sept 28**— Courtly Love and the Troubadours

*Blackboard*: Troubadour poetry, William IX of Aquitaine; Georges Duby, "What Do We Know about Love in Twelfth-Century France?" and "On Courtly Love", in Love and Marriage in the Middle Ages (Oxford: Polity Press, 1993), 23-35, 56-63; Lancelot frescoes in the Ducal Tower, Siedlecin, Poland.

**Sept 30**— Courtly Love Cont’d & Andreas Capellanus Actors Workshop

*Readings on hand out.* Make sure to bring Andreas Capellanus to class.

**Oct 2**— Discussion: What are the rules of love? Is Andreas describing courtly love, satirizing it, or inventing it?

Andreas Capellanus’ *On Love* (p.31-41 and Book II)

*Blackboard*: J. F. Benton, "Clio and Venus: An Historical View of Medieval Love" in The Meaning of Courtly Love, ed. F. X. Newman (Albany, N.Y.: State University of New York, 1968), 19-42.

**WEEK 7—LOVE AND MARRIAGE**

**Oct 5**— Midterm

**Oct 7**— Love and Marriage

Geoffroi de Charnay p.93 (“Order of Marriage”)

*Blackboard*:Gratian on Marriage, Marriages in the House of Anjou, Peter of Blois to Eleanor of Aquitaine

**Oct 9**—Did courtly love change things for women?

*Blackboard*: Joan Kelly-Gadol, “Did women have a renaissance?”; Christine de Pizan, *Treasure of the City of Ladies* p. 6-7, 16-18, 22-24, 36-40, 46-56, 74-8, 94-6, 153-160; June Hall McCash, The Cultural Patronage of Medieval Women (Athens: University of Georgia 1996), "The Cultural Patronage of Medieval Women; an overview,” pp.1-49.

**WEEK 8— THE BAWDY AND THE BEAUTIFUL**

***Oct 12-13****—fall break no class*

**Oct 14**— The Medieval “Fashion Revolution”

*Blackboard:* Margaret Scott, *Medieval Dress and Fashion* selection

**Oct 16**—Discussion: What can satire teach us about the subject it critiques?

*Blackboard:* Audigier (*Bawdy Tales from the Courts of Medieval France*)

**WEEK 9—LIFE AT COURT**

**Oct 19**— Castles!

*Blackboard*: Oderic Vitalis on Henry I

**Oct 21**—Daily Life

Geoffroi de Charny p.60-70, 103-4

Christine de Pizan p. 43-6, 102-8, 115-121

*Blackboard*: Gies & Gies, *Life in a Medieval Castle* selection

**Oct 23**— Discussion: What were the roles of art in aristocratic society?

Malcolm Vale, *The Princely Court* “Art at Court: An Investment in Culture?” pp. 247-294; Jeffrey Chipps Smith, “Portable Propaganda – Tapestry as Princely Metaphors at the Courts of Philip the Good and Charles the Bold,” *Art Journal* 48 (1989), 123-129; Laura Weigert, “Medieval Theatricality in Tapestry and Its Afterlife in Painting,” *Art History* 233.2 (April, 2010), 224-235.

**WEEK 10— *NOBILITAS***

Maurice Keen, *Chivalry* Chap.7-8

**Oct 26**—Heraldry, Exclusivity and Exclusion: The Rise of Nobility

Geoffroi de Charny, p.76-79

**Oct 28**— Family Memory and Aristocratic History

*Blackboard:* Erwin Panofsky, *Tomb Sculpture* selection; Elizabeth Valdez Del Alamo, ed., *Memory and the Medieval Tomb* selection

**Oct 30**— Discussion: How was family history constructed *qua* invented?

*The History of the Counts of Guines and Lords of Ardres* (entire)

\*\*Family History Assignment due.

**WEEK 11— COMPARATIVE COURT CULTURES**

*Blackboard:* Hugh Kennedy, *The Court of the Caliphs* selection

**Nov 2**— The Abbasid Court I

*Blackboard*: Yakut’s Description of Baghdad; Ulrike Al-Khamis, *Early Capitals of Islamic Culture: The Art and Culture of Umayyad Damascus and Abbasid Baghdad (650 - 950)* selection

**Nov 4**— The Abbasid Court II

*Blackboard: 1001 Nights* selection, Ibn al-Sai’s *Consorts of the Caliphs: Women and the Court of Baghdad* selection.

**Nov 6**-- Discussion: Compare the heroes and the story to those we have seen so far.

*Blackboard*:Layla and Majnun (entire)

**WEEK 12— THE POLITICS OF COURTLY CULTURE**

**Nov 9**— A Crisis of Succession and Lord/Vassal Relations: The Hundred Years War

John Milton Potter, “The Development and Significance of the Salic Law of the French” *The English Historical Review* Vol. 52, No. 206 (Apr., 1937), pp. 235-253.

**Nov 11**— Technological Change and the Man of War

Kelly DeVries “Gunpowder Weaponry and the Rise of the Early Modern State” *War in History* 1998 5 (2) 127–45; Clifford J. Rogers, “Debate The Efficacy of the English Longbow: A Reply to Kelly DeVries” War in History 1998 5 (2) 233–42.

**Nov 13**— Discussion: How is the fourteenth-century man-of-war similar and/or different from earlier instantiations?

*Blackboard*: Froissart ‘s *Chronicles* selection

**WEEK 13— COURTLY CULTURE IN TIMES OF FAMINE & PLAGUE**

Maurice Keen, *Chivalry* Chap.12

**Nov 16**— Cultural Trauma: Plague

*Blackboard*: Boccacio, *Decameron*; Elina Gertsman, *The Dance of Death in the Middle Ages: Image, Text, Performance* selection

**Nov 18**— Who was then the gentleman? Contesting the Social Order

*Blackboard*: Thomas of Waslingham, Froissart on Queen Isabella’s Entry into Paris (351-360)

**Nov 20**— How are the peasants and their grievances represented? What were they reacting against, and what did they seek to gain?

Froissart, p.146-155 (Jacquerie), p.211-230 (Peasants’ Revolt in England) , p.252-259 (Charles VI marries Isabella of Bavaria), p. 263-274 (At the Court of the Count of Foix), p.402-420 (Froissart Revisits England, Henry Crystede, Two Marriages)

**WEEK 14— ART AND PATRONAGE BETWEEN MEDIEVAL AND RENAISSANCE**

**Nov 23**— Art & Patronage in the High and Late Middle Ages

*Blackboard:* Marina Belozerskaya, *Rethinking the Renaissance*, pp.104-116;Susan Martí et al., *Splendour of the Burgundian Court* (Cornell UP, 2009) selection; *Art from the Court of Burgundy. The Patronage of Philip the Bold and John the Fearless 1364-1419*, exhibition catalog from the Cleveland Museum of Art (October 24, 2004 -January 9, 2005) selection.

**Nov 25**— Art & Patronage in late medieval Florence

*Blackboard:* Giorgio Vasari, *Lives of the Most Eminent Painters, Sculptors, and Architects* selection

**Nov 27**-- Field Trip to the Meadows Museum

**WEEK 15—FROM COURTLY CULTURE TO COURT SOCIETY**

Maurice Keen, *Chivalry* Chap.13 (Conclusion)

**Nov 30**— Renaissance Culture I

*Blackboard*: Jacqueline Marie Musacchio "Wives, Lovers, and Art in Italian Renaissance Courts" in *Art and Love in Renaissance Italy*, ed. by Andrea Bayer.

**Dec 2**—Renaissance Culture II

*Blackboard*: Lauro Martines “Review: The Renaissance and the Birth of Consumer Society” Renaissance Quarterly Vol. 51, No. 1 (Spring, 1998), pp. 193-203; Rose Marie San Juan, “The Court Lady's Dilemma: Isabella d'Este and Art Collecting in the Renaissance” *Oxford Art Journal*, Vol. 14, No. 1 (1991), pp. 67-78.

**Dec 4**—Discussion: Compare the renaissance courtier and his court life to his medieval counterparts we studied this semester.

*Blackboard*:Castiglione’s *Book of the Courtier* selection

**WEEK 16—REVIEW**

**Dec . 7**: Last day of classes, Review lecture & discussion

**FINAL EXAMINATION—**

Final Exam in regular classroom on Thursday December 10th—11:30 a.m. to 2:30 p.m.