

University of Oregon
HISTORY 399

FRANCE IN THE MIDDLE AGES

Professor: Dr. Michael Peixoto
Office Hours at McKenzie 340A: TR 2:00–3:00
Group Office Hours: TR, 9-10:30 AM at GSH Café

Term: Winter 2015
Class Times: MW 2–3:20
Classroom: 105 PETR

This class will explore the history and culture of France (or more specifically the area that would become France) in the formative years between the sixth and the fifteenth centuries. The kingdom of France and French-speaking people played a prominent role in broader medieval European culture. In this class, we will examine the concepts of Kingship, crusades, urban and rural life, gender, and chivalry. The course will begin with the formation of a Frankish State within former Roman Gaul during the Merovingian dynasty. It will then follow the culture of medieval religious and courtly society in French speaking lands, the rise of the Capetian kings with special attention to Louis VII, Eleanor of Aquitaine, Philip Augustus, Louis IX, and Philip the Fair. The class will study the pivotal Battle of Bouvines, the Albigensian Crusade, and the Hundred Years War as military events that came to define the modern political geography of France. Finally, the class will conclude with an exploration of urban life in Paris, the persecution of the Templars, heretics and Joan of Arc, the great famine, and the Black Death. We will have several special events including a guest lecture on the medieval Cathedrals of France and a visit to the Special Collections of the Knight Library to see medieval manuscripts.

LEARNING OUTCOMES

1. Students will be able to critically assess and analyze primary source material from medieval France within its own chronological, textual, and cultural contexts.
2. Students will demonstrate an ability to synthesize an argument based on textual evidence from medieval French material.
3. Students will be able to identify the difference between and apply appropriate analytical tools in the interpretation of primary and secondary historical sources.
4. Students will express their analysis of sources in formal academic writing through clearly organized, logical, well structured, and thesis-based papers. (Evidence in papers will be justified through the proper use of footnotes in Chicago Manual Style.)

REQUIRED TEXTBOOKS

- Theodore Evergates, trans. and ed., *Feudal Society in Medieval France: Documents from the County of Champagne* (Philadelphia: University of Pennsylvania Press, 1993).
- Andreas Capellanus, *The Art of Courtly Love*, trans. John Jay Parry (New York: Columbia University Press, 1990).
- *The Sanctity of Louis IX: Early Lives of Saint Louis by Geoffrey of Beaulieu and William of Chartres*, trans. Larry F. Field, ed. M. Celcelia Gaposchkin and Sean L. Field (Ithaca: Cornell University Press, 2013).
- Geoffroi de Charny, *A Knight's Own Book of Chivalry*, trans., Elspeth Kennedy with an intro by Richard Kaeuper (Philadelphia: University of Pennsylvania Press, 2005).
- All additional readings will be provided in pdf format via Blackboard.

SCHEDULE OF READINGS AND ASSIGNMENTS

- Week I The Genesis of Medieval France**
- 1/5 Gaul, Neustria, Francia: Clovis, and the Creation of Frankish Lands
- 1/7 From Charlemagne to Hugh Capet, the Collapse of the Carolingians
- Gregory of Tours, *The History of the Franks*, trans. Betty Radice (London: Penguin, 1974), on Saint Martin: I.39 (pp. 91–92) and I.48 (pp. 97–99); on Clovis: II.27–II.43 (139–158); on Fredegund: V.1–V18 (253–283) and VII.2–VII.21 (389–402).
 - Poem by Angelbert from *Poetry of the Carolingian Renaissance*, trans. Peter Godman (Norman, 1985), p. 271.
- Week II Decentralization and Territorial Identities**
- 1/12 Aquitaine, Burgundy, Septimania, and Normandy: the Other Parts of France
- *The Gesta Normannorum Ducum of William of Jumièges, Orderic Vitalis, and Robert of Torigni*, ed. and trans. Elisabeth M. C. Van Houts, 2 vols. (Oxford: Clarendon Press, 1995), vol. I, pp. 61–135 odd only (facing page translation).
 - Elizabeth M. Hallam, *Capetian France, 987–1328* (London; New York: Longman, 1980), pp. 27–54.
- 1/14 French Rural Society
- Evergates, *Feudal Society in Medieval France*, pp. 1–9; 75–79; 91–95.
 - Georges Duby, *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*, trans. Howard B. Clarke (Ithaca: Cornell University Press, 1978), pp. 181–231.
- 1/15 **BONUS EVENT ON THURSDAY:** Live Performance of *Roman de Silence*
- 7:00 PM in 177 Lawrence Hall
 - We will be reading a prose translation of *Roman de Silence* later in the term (January 28). If you plan to attend this event, it may be helpful to do that reading in advance. It will make this a busy week but will reduce your workload in Week V when many other courses have Midterms.
 - Students who attend this event will receive **5 bonus points** on the midterm
- Week III Reform and Innovation: New Forms of Monasticism**
- 1/21 New Monasticism in France
- Robert of Arbrissel, *A Medieval Religious Life*, trans. Bruce L. Venarde (Washington, D.C.: The Catholic University of America Press, 2003), 22–67
 - William of St. Thierry, “A Description of Clairvaux, c. 1143,” from the *Internet Medieval Sourcebook*:
<http://www.fordham.edu/Halsall/source/1143clairvaux.asp>
 - Hugh of Poitiers, *The Vézalay Chronicle*, trans. John Scott and John Ward (Binghamton: Medieval & Renaissance Texts & Studies, 1992), 151–177.
 - Evergates, *Feudal Society in Medieval France*, pp. 62–67; 135–139.

⌂ Paper Due: 3-4 page paper using the readings assigned for this day

- Week IV**
1/26 **Sacrality and Alliance as a Way of Life for Kings and Queens**
Louis VI, Louis VII, and Eleanor of Aquitaine
- Suger of St. Denis, *The Deeds of Louis the Fat*, trans. Richard C. Cusimano and John Moorhead (Washington D.C.: The Catholic University of America Press, 1992), pp. 23–43; 61–68; 133–159.
 - Odo of Deuil, *De profectione Ludovici VII in orientem*, ed. and trans. Virginia Gingerick Berry (New York: Columbia University Press, 1948), pp. 1–19 odd pages only (facing page translation).
- 1/28 Knighthood and Masculinity: from Poitou to Champagne
- *Roman de Silence*, trans. Regina Psaki (forthcoming), pp. 1–99.
- Week V**
2/2 **Literature and Culture in Medieval France**
Courtly Love and Romance
- Andreas Capallanus, *The Art of Courtly Love*, pp. 27–36; 62–83; 141–186.
 - Poem by Troubadour Bertran de Born
- 2/4 Manuscripts and Documents: A Visit to Knight Library Special Collections
- No readings today. Enjoy a chance to catch up.
- Week VI**
2/9 **Philip II Augustus and the Rise of the French King**
Records, Seals, and Accountability
- Evergates, *Feudal Society in Medieval France*, pp. 10–12; 20–27; 83–90; 110–112.
 - John W. Baldwin, “The Kingdom of the Franks: Crown and Government,” in *The New Cambridge Medieval History IV, c.1024–c.1198, Part II*, eds. David Luscombe and Jonathan Riley-Smith (Cambridge: Cambridge University Press, 1999), pp. 510–529.
- 2/11 The Battle of Bouvines and its Aftermath
- Georges Duby, *The Legend of Bouvines: War, Religion and Culture in the Middle Ages*, trans. Catherine Tihanyi (Berkeley: UC Press, 1990), pp. 11–54; 192–205.
- Week VII**
2/16 **Capetian Expansion**
Midterm Exam
- 2/18 The Albigensian Crusade
- William of Puylaurens, *The Chronicle of William of Puylaurens: The Albigensian Crusade and its Aftermath* trans. W.A. Sibly and M.D. Sibly (Woodbridge: Boydell Press, 2003), pp. TBA
 - Peter of les-Vaux-de-Cernay, *The History of the Albigensian Crusade*, trans. W.A. Sibly and M.D. Sibly (Woodbridge: The Boydell Press, 1998), pp. TBA
- Week VIII**
2/23 **The Apex of Medieval French Culture**
The Age of Cathedrals: A Guest Lecture by Dr. Maile Hutterer
- Teresa G. Frisch, ed., *Gothic Art, 1140–c 1450: Sources and Documents* (Toronto: University of Toronto Press, 1987), pp. 4–13; 27–33; 52–55.
 - Henry Kraus, *Gold Was The Mortar: The Economics of Cathedral Building*, 40–59.
 - Stephen Murray, *A Gothic Sermon: Making a Contract with the Mother of God, Saint Mary of Amiens* (Berkeley: UC Press, 2004), pages TBA.

- 2/25 Louis IX, the Most Christian King
- *The Sanctity of Louis IX*, pp. 61–128. (Reading the intro could be helpful with the paper.)

☞ Paper Due: 3-4 page paper on the readings related to Saint Louis

Week IX The Last Capetians

- 3/2 Philip the Fair, the Trial of the Templars, and the Avignon Papacy
- Malcolm Barber and Keith Bate, eds. and trans., *The Templars: Selected Sources Translated and Annotated* (Manchester: Manchester University Press, 2002), pp. 191–200; 243–262.
 - William Chester Jordan, “The Capetians from the Death of Philip II to Philip IV,” in *The New Cambridge Medieval History V, c.1198–c.1300*, ed. David Abulafia (Cambridge: Cambridge University Press, 1999), pp. 279–313, especially 302–313.

- 3/4 Urban Life in Medieval Paris
- Sharon Farmer, *Surviving Poverty in Medieval Paris: Gender, Ideology, and the Daily Lives of the Poor* (Ithaca: Cornell University Press, 2002), pp. 11–38.
 - *The Goodman of Paris*, trans. Eileen Power (London: Routledge, 1928), available online through the *Internet Medieval Sourcebook*: <http://www.fordham.edu/Halsall/source/goodman.asp>

Week X Later Medieval France

- 3/9 The Great Famine, Black Death and Peasant Revolts
- Jean Froissart, *Chronicles*, trans. Geoffrey Brereton (London: Penguin, 1978), pp. 120–166.
- 3/11 The Hundred Years War and the Transformation of French Chivalry
- Geoffroi de Charny, *A Knight's Own Book of Chivalry*. Read all but focus on pages 47–76, and 91–107.

Final Paper Due March 16 (5-6 pages)

The instructions for the final paper will be distributed in Week IX. This paper will focus on the topic of French knighthood and ask you to draw on many of the readings from the course. In particular, you should be prepared to use Andreas Capallanus, [Bouvines], The Song of the Cathar Wars, and Geoffrey de Charny in crafting your argument.

COURSE POLICIES

What to Expect: This class places an emphasis on reading primary sources and writing about them. As a consequence, you should expect to spend a significant quantity of time outside of class each week working on readings and assignments. Medieval texts will be completely new to most students so even short assignments will require your careful consideration to reach a proper understanding of the material. History is a written discipline and in this class I would like to emphasize your ability to think and write historically. Thus, you will be expected to push yourself to write strong, thesis-oriented, and detailed analytical papers.

Attendance and active participation is expected in every class. While you should make your best effort to be at every class, one absence is permitted without discussion. No subsequent absences will be permitted except in extenuating circumstances and with advanced notice.

Papers must be double-spaced (except for headings), with one-inch margins and numbered pages, using Times New Roman 12-point font. All citations, whether a direct quote, a paraphrasing of an idea, or a reference to a piece of information, should be footnoted using proper Chicago Manual Style format (see my guide at the back of the syllabus). Parenthetical citations will not be counted. For additional help with formatting, see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Properly footnoted papers do not require a separate bibliography.

Academic Honesty: Plagiarism is unacceptable. Plagiarism of any kind will be penalized to the fullest possible extent, without warning or exception. Whenever you draw upon someone else's words or ideas to make a point, give him or her credit in a footnote. The most common causes of plagiarism are not deliberate dishonesty, but stress and confusion. You are, therefore, strongly encouraged to begin all assignments in advance of the deadline, and if you ever have questions about documentation requirements, do not hesitate to ask. I encourage you to see the University's official stance on academic honesty:

<http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html>

Participation is more than just showing up to class or talking. Participation, to me, is a way of giving you some credit for your mental engagement in the class. Attendance and vocal involvement are certainly part of this, but so too are your willingness to address writing issues to improve your work, the on-time completion of assignments, and your intellectual preparation for each class. One measure I will use to help evaluate participation will be occasional random quizzes or free-writing exercises conducted at the start of class. To do well on these "pop" quizzes, you should always come to class on time and mentally awake, with readings complete.

Computers: I strongly discourage you from bringing computers to class for several reasons. They can be distracting and they detract from group participation. Perhaps most importantly, I have found that the act of taking notes by hand and then later transferring them to a computer can help you to better remember the material and recall the details of the class discussion much better than simply typing the notes from the start. If you feel you must use a computer, you should first speak with me and then always sit in the front row of the class.

Above all, I expect everyone in this class to treat every other person in this class with respect, both inside and outside the classroom.

Evaluation:

Papers (first 2), 40%

Participation, 10%

Midterm, 20%

Final Paper, 30%

A FINAL WORD ON DISCRIMINATION AND ACCESS

The UO is committed to providing an environment **free** of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

The University is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

FOOTNOTING (THE BASICS)

First and foremost:

- Save a few rare exceptions, the number for a footnote should go outside the final punctuation mark following the relevant sentence.
- Every footnote should be given its own number in sequence. Do not repeat numbers to refer to a previously cited reference. There is another way to indicate that (see below).
- Footnotes go in the footnote section of the page (not the footer). Most word processors will arrange them automatically if you click “insert footnote.” Do not try to enter them manually in the footer. It messes up the page layout.
- Footnotes are left justified and single-spaced. Do not add weird indentations or extra lines between notes.

When do I footnote?

- When you have something additional to say that doesn’t naturally fit in the paragraph. Think of this as a side note for random information.
- When you want to provide the longer context of a quote. This could be giving the original language, the full sentence if you have excerpted a small piece, or even the full document if it is appropriate.
- When you paraphrase an idea.
- When to reference someone’s scholarly argument.
- When to quote from a source.
- When you want to indicate the historiography on a topic.
- When you want to suggest further reading and additional references. For this you would preface your note with See.
- When you want to point to a work that used comparable methodological approach in a different context. For this you would preface your note with the letters Cf.

How to do I do a footnote that actually cites something? (NB: particular publishers and journals may have their own conventions so expect so slight variation.)

- **Book:** First and Last Name of Author /s, *Book Title in Italics: Including Long Winded Subtitle*, First and Last Name of translator followed by , trans. if it’s a translation (City of Publication: Name of Publishing Company, Date of Publication), pages.
ex/ Jean-Claude Schmitt, *The Holy Greyhound: Guinefort, Healer of Children since the Thirteenth Century*, Martin Thom, trans. (Cambridge: Cambridge University Press, 1983), 5–35.
- **Article in a Journal:** First and Last Name of Author /s, “Article Title in Quotation Marks: Including Long Winded Subtitle,” *Journal Title in Italics*, volume: issue (Year of Publication), pages.
ex/ Giles Constable, “Medieval Latin Metaphors,” *Viator* 38:2 (2007), 1–20.
- **Article in an Edited Book:** First and Last Name of Author /s, *Book Title in Italics: Including Long Winded Subtitle*, First and Last Name of translator followed by , trans. if it’s a translation (City of Publication: Name of Publishing Company, Date of Publication), pages.
ex/ Sebastián Salvadó, “Templar Liturgy and Devotion in the Crown of Aragon,” *On the Margins of Crusading: The Military Orders, the Papacy and the Christian World*, Helen Nicholson, ed. (Surrey: Ashgate, 2011), 31–44.

What about when I cite multiple things?

- You just string all the references together in the same footnote. Separate each reference with a semi-colon and then end the whole long thing with a period.
 ex/ See Stephen White, *Custom, Kinship, and Gifts to Saints: The laudatio parentum in Western France, 1050–1150* (Chapel Hill: UNC Press, 1988); Barbara Rosenwein, *To Be the Neighbor of Saint Peter: The Social Meaning of Cluny's Property, 909–1049* (Ithaca: Cornell Univ. Press, 1989); Constance B. Bouchard, *Holy Entrepreneurs: Cistercians, Knights, and Economic Exchange in Twelfth-Century Burgundy* (Ithaca: Cornell, Univ. Press, 1991); Sharon Farmer, *Communities of Saint Martin: Legend and Ritual in Medieval Tours* (Ithaca: Cornell Univ. Press, 1991).

Some Latin to help you out:

- *ibid* = same as the reference that is immediately before this one
- *idem* = use in place of authors name to mean, the same author as the previous reference. Note: if the author is female, use *eadem*.
- *passim* = throughout. Use this in place of page numbers to indicate that you are citing an idea that occurs throughout a work rather than a particular page.
- *loc. cit.* = use this in place of page numbers after *ibid* to indicate that it is not just the same reference as above, but the same page as well.

One final note on quotes:

- In general, you should quote primary sources directly. Secondary sources should not be quoted directly but instead synthesized into your own words to create better flow. Both should still be cited, of course.
- Paraphrasing another author's points does not require quotation marks but does require citation.
- You may summarize points from primary source documents without quotation marks but they should still be cited as well.
- Quote directly from a secondary source only when your writing is critiquing the particular language usage of the author.
- There is almost no reason to ever quote from synthetic secondary sources: a survey, textbook, encyclopedia, dictionary, wikiwhatever, etc. These sources summarize the secondary sources so for you to summarize them gets a little circular. If you find yourself doing that you should dig deeper for better research material.
- When a quote is more than three lines, make it into a block quote. Block quotes do not have quotation marks, they are indented on both left and right, and they are single-spaced, even if the paper is double-spaced.

A BASIC GUIDE TO UNDERGRADUATE RESEARCH IN MEDIEVAL HISTORY

Dr. Michael Peixoto
University of Oregon

Primary Sources

Printed Guides for Medieval Studies:

- ✦ Paetow, Louis John. *A Guide to the Study of Medieval History* (Millwood, 1980).
- ✦ Boyce, Gray Cowan. *Literature of medieval history, 1930-1975: a supplement to Louis John Paetow's A guide to the study of medieval history* (Millwood, 1981).
- ✦ Caenegem, R.C. van. *Guide to the Sources of Medieval History*. (Amsterdam and New York, 1978).
Probably the best single-volume overview of sources for medieval history, but necessarily outdated at this point.
- ✦ *Typologie des sources du Moyen Âge occidental*, series ed. Léopold Genicot (Turnhout, 1972-). A large and ever-growing series. Each volume is dedicated to a specific form of source from the Middle Ages, covering topics from tree-rings to letter collections. Again, pending on your source base, there may be something of use to you here, but volumes are generally published in the author's native language, and may be in French, German, English, or Italian.
- ✦ *Repertorium fontium historiae medii aevi* (Rome, 1962). Contains entries on many authors and sources from the Middle Ages, along with the works attributed to them and dates when possible. Covers more sources than van Caenegem, but less thoroughly. Can be difficult to use.
- ✦ Farrar, Clarissa Palmer. *Bibliography of English translations from medieval sources* (New York, 1946). Note the date on this one. There has been a lot more done since this publication.
- ✦ Ferguson, Mary Anne Hayward. *Bibliography of English Translations from Medieval Sources, 1943-1967* (New York, 1974). I'm not familiar with either of these bibliographies, though they have the potential to be extremely useful tools.
- ✦ *Medieval Sources in Translation*, a series published by the Pontifical Institute of Medieval Studies at the University of Toronto. A full list of titles available in this series is available at <http://pims.ca/publications/catalogue1.html#mst>
- ✦ *The Consortium for the Teaching of the Middle Ages* (TEAMS) publishes several series of different types of sources in translation. The links to their various series can be found at <http://www.wmich.edu/medieval/mip/books/teams.htm>
- ✦ *Cistercian Publications* publishes a great many sources in translation relating to monastic history. Lists of these sources can be found at <http://www.cistercianpublications.org>. Follow the links for "Cistercian texts" and "Monastic texts." I do not generally recommend the secondary sources published by Cistercian Publications, as their scholarly quality varies wildly.
- ✦ Several of the larger academic publishers have series devoted to medieval sources in translation, including *Oxford Medieval Texts* from Oxford University Press, *Medieval Sources in Translation* from Brepols Publishers, and the eponymous Penguin Classics series.
- ✦ Stanford University Library is engaged in an on-going effort to digitize all the works of medieval reference materials here: <http://standish.stanford.edu/bin/page?forward=home>.

Primary Sources Online:

- ✦ *The Internet Medieval Sourcebook*, edited by Paul Halsall. www.fordham.edu/halsall/sbook.html. Probably the single best online site for medieval sources. Contains links both to short excerpts of sources (generally for teaching) and full texts of translated sources (better for research). Be careful not to use only the excerpts of a larger source. Please read the guidelines to citing sources from IMS provided on the website if you intend to use anything from it.
- ✦ *The Online Reference Book for Medieval Studies* (The ORB). www.the-orb.net/index.html. A wide-ranging site, somewhat difficult to navigate, but containing much good material, including both primary and secondary sources. I would confine yourself to use of the primary sources here. There are also large bibliographies organized by subject in the “What Every Medievalist Should Know” section, but I find them highly selective and idiosyncratic, with heavy emphasis on German historiography.
- ✦ *The Labyrinth*. <http://labyrinth.georgetown.edu>. Basically, a gateway site to other sites pertaining to medieval studies, organized by topic. You never know what you’ll find with Labyrinth, and it can be difficult to gauge the quality of the site you’ve been linked to.
- ✦ *Netserf*. <http://www.netserf.org>. A poorly organized, if wide-ranging, site.
- ✦ Middle English Teaching Resources Online, <http://metro.fas.harvard.edu/icb/icb.do?keyword=k15189&pageid=icb.page72282>
- ✦ Contains work by Chaucer, the Wakefield Plays, and the Gawain stories in original Middle English.
- ✦ Crusades-Encyclopedia, <http://www.crusades-encyclopedia.com/chansonsdegeste.html>. Not really an encyclopedia and not exclusively about the crusades but does contain some full length translated sources.
- ✦ Epistolae: Medieval Women's letters, <http://epistolae.ccnmtl.columbia.edu/>. This is a fantastic site and even includes original manuscript information along with the translations.
- ✦ Many of the works of Marie de France have been digitized online at <http://www.utm.edu/staff/bobp/vlibrary/mdfrancemss.shtml>
- ✦ De Re Militari, the Society for the Medieval Military History, has digitized many primary sources (not all exclusively useful to military historians) on their website: <http://deremilitari.org/primary-sources/>
- ✦ The International Dunhuang Project: The Silk Road maintains an online site devoted to the digitization of English translations of sources related to the eastern silk road. <http://idp.bl.uk/>

Search Engines for Images (including manuscript pages):

- ✦ ArtStor. Found at www.artstor.org. Similar to jstor, but providing access to images of art in several types of media. The quality of the images varies significantly depending on the source of the digital file. The strength of the collection also varies, although European art tends to be well represented. Please carefully examine the reproduction rights of each image before using it.
- ✦ The Index of Christian Art. <http://ica.princeton.edu>. One of the great online resources for medieval studies, though only useful if you are doing a project pertaining to objects of art. Nonetheless, check it out just for the sheer pleasure of it. The online database is searchable, if cumbersome. You can also take a trip to the physical home of the Index and search the analogue version.
- ✦ ArchNet: Islamic Architecture Community. <https://archnet.org>. A database of images, encyclopedia-style entries, and bibliography on buildings primarily from the Islamic world.

Secondary Sources

Getting Started:

- ✦ *International Medieval Bibliography* (Minneapolis and Leeds, 1967-). Now available online at www.brepolis.net. This large and searchable bibliography covers articles published in both journals and edited collections from 1967 to the present. One of the most useful resources for medieval studies. The IMB is an expensive site that the UO pays to subscribe to. It is exceptionally useful as a starting off point and should be among the first reference resources consulted for any medieval project.
- ✦ *Iter: Gateway to the Middle Ages and the Renaissance*. Available online at <http://www.itergateway.org>. This enormous bibliography includes articles, books, dissertation abstracts, entries in encyclopedias and book reviews.
- ✦ Cheyette, Fredric and Marcia Colish, "Section 20: Medieval Europe." In *The American Historical Association's Guide to Historical Literature*, eds. Mary Beth Norton and Pamela Gerardi. 2 vols. 3rd ed (New York and Oxford, 1995), vol. 1: 617-703. Solid guide to monographs organized by topic, but tends toward large synthetic works covering broad topics, and so may be less useful for specific research topics.
- ✦ Crosby, Everett, Julian Bishko and Robert Kellogg. *Medieval Studies: A Bibliographical Guide* (New York and London, 1983). Very useful.

Finding the Articles on the Internet after an IMB search:

- ✦ Jstor. www.jstor.org. The primary online site for scholarly journals. Many articles you find citations for will be available online here. The search function will also allow you to conduct research and find articles relevant to your topic. Note that the availability of specific journals varies, and some journals' online availability is more recent than others.
- ✦ History Cooperative. www.historycooperative.org. Another online site for journals, though less comprehensive than jstor and generally less useful for medieval studies.
- ✦ Project Muse. <http://muse.jhu.edu>. Project Muse, a large site for scholarly journals online. Many journals not available on jstor can be found here, and the emphasis is on more recent years.
- ✦ NB: when looking for a journal article from the recent past (3-5 years), it is often necessary to actually go to the library and find the printed copy of the journal. Similarly, it is often necessary to consult foreign language journals in person due to issues of copyright.

Finding Academic Books:

- ✦ The university library does not own every book printed on the subject of medieval history. But do not despair. There are many other ways to search for academic books that can then be sent to our library through interlibrary loan. RLIN and WorldCat tend to be the best searchable databases. Currently, I find Worldcat's search engine produces better results, but it can also be unwieldy at times. Using Library of Congress Subject Headings (LCSH) can be a good way to quickly produce results, but not always. If you find a book that looks useful but UO does not own it see if you can request it through Inter-Library Loan request (deliveries usually in a week to 10 days), <https://illiad.uoregon.edu/illiad/oru/logon.html>.

Sub-Field Specific Bibliographies:

- ✦ Berkhout, Carl T. and Jeffrey B. Russell. *Medieval Heresies: A Bibliography, 1960-1979* (Toronto, 1981).
- ✦ Consoli, Joseph. *Giovanni Boccaccio: an annotated bibliography* (New York, 1992).

- ✦ Constable, Giles. *Medieval Monasticism: A Select Bibliography* (Toronto, 1976). Somewhat dated, but produced by the greatest North American scholar of monasticism.
- ✦ DeVries, Kelly. *A Cumulative Bibliography of medieval military history and technology* (Leiden, 2002, updated 2005).
- ✦ *Feminae: Medieval Women and Gender Index*. An online, searchable index of articles relating to the study of women and gender in the Middle Ages. Available at www.haverford.edu/library/reference/mschaus/mfi/mfi.html
- ✦ Ferguson, Carole. *Bibliography of medieval drama, 1977-1980* (Emporia, 1988).
- ✦ Murphy, James. *Medieval Rhetoric: A Select Bibliography* (Toronto, 1971).
- ✦ Kren, Claudia. *Medieval Science and Technology: A Selected, Annotated Bibliography* (New York, 1985).
- ✦ Rosenthal, Joel Thomas. *Late medieval England (1377-1485): a bibliography of historical scholarship, 1975-1989* (Kalamazoo, 1994).
- ✦ Sheehan, Michael M. *Domestic Society in Medieval Europe: A Select Bibliography* (Toronto, 1990).
- ✦ Stratman, Carl Joseph. *Bibliography of medieval drama*, 2nd ed., rev. and enlarged (New York, 1972).
- ✦ There are a number of other field specific guides listed on the university library's research guide page. These are mostly encyclopedia level entries and should only be used as a first search to get you started (more on encyclopedia entries later).
<http://library.uoregon.edu/guides/history/medieval.html>

Reference

Obscure Information Useful to Medievalists:

- ✦ Powell, James (ed.). *Medieval Studies: An Introduction*, 2nd ed. (Syracuse, 1992). Contains broad essays on major methodological issues in medieval studies, generally with useful bibliographies. Most of the essays will probably not be useful to you, but pending on your source base, you may find something of interest here.
- ✦ Brown, Michelle. *Understanding illuminated manuscripts: a guide to technical terms*. A valuable guide to the study of illuminated manuscripts.
- ✦ Cappelli, Adriano. *Cronologia, cronografia e calendario perpetuo :dal principio dell'era cristiana ai nostri giorni*. Milano : U. Hoepli, 1998. A useful guide to medieval calendars and chronology.
- ✦ Cappelli, Adriano. *Lexicon abbreviaturarum: Dizionario di abbreviature latine ed italiane usate nelle carte e codici specialmente del Medio-Evo*. Milano : Hoepli, c1973. The essential guide to medieval paleographic abbreviation.
- ✦ Cheney, C.R., ed. *A Handbook of Dates for Students of British History*. Revised ed. Cambridge, 2000. A useful tool for the medieval calendar, particularly for Britain.
- ✦ Cottineau, L.H. *Répertoire topo-bibliographique des abbayes et prieurés*. 3 vols. Macon, Protat, 1935-1970. An extremely useful guide to monasteries in medieval Europe.
- ✦ Giry, Arthur. *Manuel de diplomatique; diplômes et chartes, chronologie technique, éléments critiques, et parties constitutives de la teneur des chartes, les chancelleries, les actes privés*. New York, B. Franklin, 1925. A valuable manual of the elements of diplomatics.
- ✦ Spufford, Peter (ed.) *Handbook for Medieval Exchange* (London, 1986). The best guide for determining the value of medieval money.

Encyclopedias (often outdated but a good place to get started):

- ✦ *The New Cambridge Medieval History*, ed. Rosamond McKitterick (Cambridge, 1995- present). 7 volumes divided up by chronological periods. Each volume contains numerous essays by a variety of scholars treating most of the major historiographical problems associated with each period, often with excellent suggestions for further reading. An excellent resource and generally up-to-date.
- ✦ *Dictionary of the Middle Ages*, ed. Joseph Strayer (1982-89). 13 volumes of introductory articles dealing with a vast variety of topics relating to the Middle Ages, often with recommendations for further reading. One supplementary volume also appeared in 2004, edited by William Jordan, pertaining to new topics of research that have surfaced in the last 20 years.
- ✦ *The Encyclopedia of Philosophy*. ed. Paul Edwards et al. (New York, 1967).
- ✦ *New Catholic Encyclopedia* (New York, 1967-). Particularly useful for dates, works attributed to particular authors, and some basic historical data. The perspective and bias should be clear, which leads to the glossing over of many scholarly debates, problems, and controversies.
- ✦ *Encyclopedia of Early Christianity*, ed. Everett Ferguson (New York, 1990).
- ✦ *International Encyclopaedia for the Middle Ages – Online*. Still in progress, as far as I know, but available online at www.brepolis.net (the same website as the IMB). Be warned, however, that this is a supplement to the *Lexikon des Mittelalters*, a German encyclopedia, and only has entries on those subject not covered there.
- ✦ *Wikipedia*: <http://www.wikipedia.org/> While professors will urge you to never use Wikipedia, I have added it to this list to make an important point. It is no better or worse than any other kind of encyclopedia. These forms of reference material contain only small snippets of information. They are by nature synthetic. This means they do not report the research of specialists directly, but rather attempt to draw generalizations from a wide range of secondary material. You should never consider these sources the final stop in any research project. They should not be quoted, cited, or taken as a last word on a topic. With that said, because they are synthetic, they are often a great place to find a general introduction to a topic and to find suggested bibliography that can point you toward more in-depth knowledge. Wikipedia is no exception.

To Help With Citations:

- ✦ For citations and formats, see *A Manual of Style*, 16th ed (Chicago, 2010).

Research Librarians:

- ✦ If you are stymied with a research question, the research librarians are there to help you. Be aware the research librarians work in specific fields, and you will get the best help from a librarian specializing in the appropriate area. Also, while the research librarians are here to help support research, they are not miracle workers, and you should give yourself time in advance of a due date to consult with them and/or obtain the material they help you find.

This research guide was initially created by Dr. John Diehl for use by graduate students. I have cut many of the foreign language references and added new online material in adapting it for use by students at the University of Oregon. Dr. Maile Hutterer has also made contributions to the final version of the guide.