

Course Outcomes

Students completing this course will be able to:

1. Define and discuss the concepts of Knighthood and Chivalry within the medieval European context, using both primary and secondary sources in support of arguments they will write in short weekly papers and exam essays.
2. Master the basic elements of the historian's craft, including critical reading and analysis of primary source documents and the art of selecting evidence for use in supporting an argument.
3. Practice and improve their ability to think critically and write logical and organized arguments.
4. Evaluate and discuss the various theories forwarded by academics regarding chivalry and its influence on medieval institutions, including the role of chivalry in reducing violence in war, the relationship between knights and religion, and the changing nature of the roles of knights as warriors by the end of the Middle Ages.

Course Workload

1. **Weekly Assignments:** (On average, 2.5 hours per week). Weekly written assignments of **1 – 1.5 pages in length (12pt Times New Roman, double spaced, 1" margins)** will ask you to address a particular question involving both lecture and reading material, and you will use citations from the primary sources you have read to bolster your arguments. The assigned question for the following week will be available no less than one week prior to the due date via Canvas. The assignments are due by the end of lecture hour each Monday (posted to Canvas and by paper copy in class) beginning in the second week.
2. **Weekly Readings** (On average, 5 hours per week). We learn history by reading, so students can expect to read an average of 75 pages weekly in the course – this means that the reading may vary from 50 to 100 pages, and in some instances, may exceed that. In the event that the reading is especially heavy in a particular week, I will always endeavor to balance that by having a lessened reading load in the next week. Readings are due on the day assigned; that is, I will always assume you have done the reading at the time lecture begins.
3. **In-Class Discussion or Writing:** At various points during the term, I may occasionally engage you in a discussion on the readings for the week. This discussion may include a short in-class writing. Be sure to bring the materials we are currently reading with you to class daily.
4. **Examinations** (On average, eight to twelve hours of study per exam) will consist of short paragraphs identifying important terms, concepts, or visual images, as well as an essay question based upon the lecture material. The Final Examination will consist of a second midterm examination using the same format, with the addition of one comprehensive question. Exam essay questions will require students to use examples from both lecture and reading.

Obviously, these are estimates, and many students will find their own time requirements different depending on their abilities.

Assignments and Grading:

Your course grade will consist of four elements:

- 1) **Weekly reaction papers** (30%)
- 2) **Midterm Examination** (30%)
- 3) **Final Examination** (30%)
- 4) **Periodic In-Class Discussion or Writing** (10%)

Weekly Reaction Papers: Due on Mondays beginning in Week Two (posted to Canvas and a paper copy to me) by the end of lecture.

These papers will require you to write a short (one to one and a half page) paper in response to a question addressing the lecture and reading for the week. The question will involve the primary source readings for the week, and will require you to do some analysis of those readings. I will drop the lowest grade you receive during the term.

Examinations

Examinations will consist of Identifications of terms, essays in response to questions addressed in individual lectures, and, for the Final Examination, a comprehensive question covering the entirety of the course. We will discuss this content further as the course progresses.

Readings

Readings will generally consist of an average of 75 pages weekly; thus, it could range as high as 100 in some weeks. You will find readings indicated with an asterisk (*) in your Coursepack.

Required Paper Format:

1" Margins all around; 12 pt. Times New Roman Font, double-spaced, half-inch paragraph indentation.

Evaluation of Written Work

I will use the following criteria in evaluating your weekly reaction papers and exam essays:

- 1 Thoroughness in response to the question
- 2 Quality and clarity of your writing
- 3 Detail sufficient to suggest a solid engagement with the reading
- 4 Spell check and proof your work. Failure to do so may result in up to a one-letter grade reduction.

Grading Standards

'A+' This work demonstrates mastery of the material under consideration and contains insight of an exceptional level.

'A' This work will clearly address the subject at hand, demonstrate a solid understanding of the material, and utilize appropriate and well-chosen examples in support of the response. There will be no

more than a few if any grammatical or typographical errors and these will not affect the argument directly or cause significant problems with clarity.

‘B’ This work will fulfill the requirements of the assignment at hand or, in the case of an exam essay, answer all parts of the question directly. This work will utilize appropriate evidence or examples in support of the central argument. However, unlike work warranting an ‘A’, the choice of examples may be less judicious, and ones that are more appropriate may exist. This paper may be uneven, with one point well developed and another scantily so. The paper may lack a formal conclusion, or even a clearly stated thesis, though the thesis must be apparent to the reader. There may be grammatical errors affecting clarity, poor word choices, or organizational problems that affect the quality of the argument to a minor degree.

‘C’ This work frequently lacks a strong thesis (or has none at all), may simply provide points in support without any evidence or justification, or rambles at length without appearing to follow a particular argumentative pattern. This work often contains numerous spelling and grammatical errors, including fragmented sentences, continuity problems, no paragraphing, or other errors. This work will demonstrate some understanding of the material and will answer the question at hand in some way, however circuitous.

‘D’ This work contains many of the problems noted in ‘C’ work, but lacks any significant direction. This work will engage the material under consideration, but will demonstrate a poor grasp of that material. The work falls short of satisfying the basic requirements of the assignment, but is sufficient to deserve minimal credit.

‘F’ This work fails to demonstrate any understanding of the material or does not address the subject of the assignment in any meaningful way. This work may also contain a disrespectful or cavalier treatment of the material, blatant sarcasm, or nonsensical answers that do nothing to suggest that the writer is attempting to address the assignment.

A Word about Plagiarism: Regrettably, I must make a statement regarding the offense of plagiarism. Any violation of the [University of Oregon’s academic policy on plagiarism](#) will result in my taking all necessary administrative action to report the conduct. I take the offense of plagiarism seriously, on an academic and personal level. Serious consequences up to and including failure of the course and expulsion from the University may result from the offense. If you are uncertain, please read the policy linked above carefully, and feel free to speak to me about the policy as well.

Policy Regarding Late Assignments or Make-up Examinations

All assignments are due by the end of class on the scheduled date unless I have granted an extension.

There will be no exceptions to this policy.

You must make all requests for extensions in advance. In the case of midterm or final examinations, you must notify me no later than one week prior. Naturally, I will consider emergencies on a case-by-case basis, and you should contact me immediately if you know you are going to miss an assignment or exam due date. In general, only verifiable emergencies will justify a request for a makeup examination.

Extra Support for Students with Documented Special Needs: If you have documented alternative educational needs and anticipate needing accommodations in this course, please arrange to meet with me soon. Please bring a notification letter from the Accessible Education Center (see <http://aec.uoregon.edu/>) outlining your approved accommodations.

Help with Writing: Visit the **Writing Lab** ([The Teaching and Learning Center](#), 68 PLC, 346-3226) Assistance by drop-in and by appointment. 9 am - 4 pm, Monday-Friday, 72 PLC

General Student Conduct:

- You may refer to me as either Dr. or Professor Furtado. I will not respond to email messages that do not begin with one of those two salutations.
- Please turn off all cell phone ringers before class begins. No texting or reading text messages during class.
- Please refrain from reading materials unrelated to our course during class.
- Please do not engage in conversations during lecture; remember that others may be trying to concentrate as they listen and take notes. If you have a question, please ask.
- The lecture hall is an expensive and uncomfortable bedroom. If you are too tired to stay awake during class, please go find somewhere else to sleep.
- If you know you will be leaving class early, please sit near an exit to avoid disturbing the lecturer or other students.
- You may use laptops or tablets only for taking notes, as activities unrelated to the course may be distracting to others.

I reserve the right to ban the use of electronic devices at any time for all students.

Schedule of Meetings

(Note: I reserve the right to make changes if circumstances require. Should I make such changes, I will inform you immediately.)

Week One: Defining the Medieval Knight

Monday, 09/28 Introduction to the Course

Wednesday, 09/30 What was a Medieval Knight?
Read: Prestwich, 1-36; *The Song of Roland* (51-98)

Friday 10/02 The Values of Knighthood
Read: *The Song of Roland* (99-144)

**Week Two:
The Knight and
Chivalry**

Monday 10/05 “Noble Knighthood”
Read: Lais, “Bisclavret” (68-72)

Wednesday 10/07 Chivalric Literature and Courtesy
Read: Prestwich, 126-135

Reaction Paper Due today

Friday 10/09 The Chivalric Code
*Read: Ramon Lull, Book of Knighthood and Chivalry (pgs. 25-44)**

**Week Three:
Knighthood in Practice**

Monday 10/12 The Daily Reality of Knighthood **Reaction Paper Due Today**
Read: Richard Kaeuper, “The Problem of Public Order and the Knights” in Chivalry and Violence in Medieval Europe; John of Salisbury, The Function of Knighthood*; Peter of Blois, The Knighthood of Today**

Wednesday 10/14 Knightly Pursuits
Read: Sidney Painter, “Feudal Chivalry” in French Chivalry

Friday 10/16 The Problem with Prowess
*Read: Matthew Strickland, “Provoking or Avoiding Battle?” in Matthew Strickland, ed. Armies, Chivalry, and Warfare (317-343)**

**Week Four:
Knighthood and the Church**

Monday 10/19 The Church and Knighthood **Reaction Paper Due Today**

Wednesday 10/21 Knights and Piety
*Read: Prestwich, 186-191; Richard Kaeuper, “Violent Knights, Holy Knights”, in Holy Warriors**

Friday 10/23 The Knight on Crusade
*Read: Prestwich, 108-116; Fulcher of Chartres, History of the Expedition to Jerusalem**
<http://www.fordham.edu/Halsall/source/fulcher-cde.asp>

Anselm of Ribemont to Manasses II, Archbishop of Reims and Stephen, Count of Blois, to his wife Adele, *Two Letters from Crusaders**

**Week Five:
Holy Warriors: Knighthood in Orders**

Monday 10/26 The Military Religious Orders, I: The Hospitallers **Reaction Paper Due**
Read: Prestwich, 54-57.

William of Tyre, *Fiasco at Damascus* (3 pages)
<http://www.fordham.edu/Halsall/source/tyre-damascus.html>

Wednesday 10/28 The Military Religious Orders, II: The Templars
Read: Bernard of Clairvaux, *In Praise of the New Knighthood*
<http://www.the-orb.net/encyclop/religion/monastic/bernard.html>

Malcolm Barber and Keith Bate, “The Rule of the Knights Templar” in *The Templars**

Friday 10/30 The Military Religious Orders, III: The Teutonic Knights
Read: Richard Barber, “The Teutonic Knights” in *The Knight and Chivalry* pgs. 297-317*

**Week Six:
Damsels in Distress?**

Monday 10/02 **IN CLASS MIDTERM EXAMINATION**

Wednesday 11/04 Knights, Ladies, and Love
Read: *Lais, Guigemar* (pgs.43-55), *Les Deux Amanz* (pgs. 82-85)

Friday 11/06 Women and Knighthood
Read: Academy for Joan of Arc Studies, “Primary Sources and Context Concerning Joan of Arc's Male Clothing.”*

**Week Seven
The Pageantry of Knighthood**

Monday 11/09 Heraldry and Lineage **Reaction Paper Due Today** *Read:*
Adrian Ailes, “The Knight, Heraldry and Armour” in *Medieval Knighthood IV, Papers from the fifth Strawberry Hill Conference*.*

Wednesday 11/11 The Tournament (I)
Read: Prestwich, 79-92; Marie de France, *Milun** (pgs. 97-104)

Friday 11/13 The Tournament (II)
Read: Froissart, pgs. 373-381*

**Week Eight
Mixed Motivations**

