

# Daily Life in Europe: 800-1800

HIST 294-03

MWF 1:10-2:10 Old Main 111

A typical medieval classification of people as "those who fight, those who work, and those who pray" masks the complexity and variety of daily life in Europe. Political and religious narratives often leave out not only the bulk of the population (peasants, women, servants, children) but also ignore the daily lives of the nobility and religious leaders as well. This class will examine such aspects of daily life as family structures, standards of living (food, housing, clothing), work and the everyday economy, education and literacy, medicine and health, and how people spent their leisure time. This class will provide a chance for digging deeper into people's everyday experiences, from the beginnings of medieval European culture to the dawn of the Industrial Revolution. We will spend a large part of class discussions and readings exploring the methods and processes by which historians try to recapture the daily life of the past. We will work to understand how we are connected to past people through similar daily experiences, and how the practices of the past highlight cultural difference and the patterns of historical change. Finally, through independent research, you will have the opportunity to explore your own questions about daily life more closely, and then to share your findings and conclusions with a broader audience.

## Contacting Me:

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Office Hours: M and W, 11:00-12:00, W 2:30-3:30 and by appointment

## Required Texts:

Pierre Riché, trans. JoAnn McNamara *Daily Life in the World of Charlemagne* (University of Pennsylvania Press, 1988)

Christopher Dyer, *Making a Living in the Middle Ages: The People of Britain, 850-1520* (Yale University Press, 2002)

Lisa Jardine, *Worldly Goods: A New History of the Renaissance* (W. W. Norton and Co., 1996)

Barbara Hanawalt, *The Ties that Bound: Peasant Families in Medieval England* (Oxford University Press, 1986)

Emily Cockayne *Hubbub: Filth, Noise & Stench in England* (Yale University Press, 2007)

## Course Grade:

Component	% of Final Grade	Due Date
Participation in Discussion	20%	Daily
Topic Proposal	No grade	Feb 9
Annotated Bibliography	5%	March 2
Object Paper	10%	March 23
Source Paper	10%	March 30
Review Assignments	5%	March 13 and April 8
Research Paper	20%	<b>April 17</b>
Poster and Presentation	20%	<b>May 5 and 6</b> (details TBA)
Process Paper	10%	May 11, noon

## Readings and Participation in Class Discussion

You will be expected to come to class prepared, having read the assignments for that day. You also need to be prepared to talk about what you read—about the ideas, the content, and the questions you have. Regular and on-time attendance is essential to quality participation, but it is only the first step! You will be expected to take an active role in both larger class discussions and smaller group work, and to actively participate in other in-class activities and assignments. Remember, asking an intelligent and thought-provoking question can be as much of a contribution as answering one. Finally: Active participation helps you learn better. Participating in discussion will help you better understand the ideas we read about, the different scholarly methods and approaches to daily life we encounter, and the changes and continuities we see across the period. Understanding these better will in turn help you do a better job on your own project!

## Research Stages and Preparatory Assignments

**Topic Proposal** Identify a potential research topic or question that is related to any aspect of daily life in Europe from 800-1800. As you are choosing a question/topic, be aware that you will need to use both primary and secondary sources in the paper. The 1-2 page explanation of your project, with three possible secondary sources identified and listed, is due Feb 9. Though it will not be graded, this is a mandatory stage of the research project.

**Annotated Bibliography** Prepare an annotated bibliography of **five** scholarly secondary works (books, articles, chapters or essays in books, etc.) related to your topic. Note—by this point in the semester you should have identified and worked with more than five sources--choose the five best sources you've found. You will provide both full bibliographic information and 2-paragraph explanations (or annotations) for each work. The annotations should focus on 1) an explanation of what the author(s) argue and what sources they use to make their arguments and 2) how this work helps you understand your topic or how it advances your attempt to answer your question about daily life. (5%)

**Object paper** Identify a material object or a category of material objects (a building, an art work, tools, clothing, etc.) that is relevant to your research topic. In a 3-4 page paper (and using at least 2 illustrations not included in page count), describe the object and its history and explain its significance to understanding your topic. Be sure to think about both the history and nature of the object/s and also the methodological significance for your project. (10%)

**Source paper** Identify and get access to a specific primary source (such as a chronicle, a law code, a religious source, or a news pamphlet) or a category of sources (such as wills, urban charters, guild records) that are connected to your research topic. In a 3-4 page paper, describe the sources, explain their relevance to your topic, and discuss how these sources could be actively incorporated into your project. (10%)

### **Review Assignments (5%):**

**Website Review** There are hundreds of websites devoted to explaining and presenting pre-modern life. Find one website related to your question, and review it. Pay attention to the quality of its content, its target audience, and the sources that it uses for its information. The review also needs to assess how the site authors use their medium (images, sounds, sources, video clips, links, etc.) to present knowledge and information. This will help you learn to think critically about online information and about how you may be able to use your poster to present argument in a visually compelling way. 2 pages.

**Olin-Rice Poster Review** Posters are a key part of research and public presentation in many academic disciplines. The halls of Olin-Rice are full of student posters about research projects in the sciences. For this assignment, you will visit Olin-Rice and read and evaluate several of the posters that are on display. This will help you see what strategies work best for presenting research results visually.

## Final Projects:

**Research Paper** Your primary project (worth 20% of the course grade) is a formal 10 page paper on your research topic. The paper will be the result of the research you've done over the course of the semester. History papers need to do more than provide information on your topic: they also need to make a direct argument about the past and support it well with evidence from both secondary and primary sources, answering questions of historical context, causality, or significance alongside presenting information on the topic. Because your goal is to do this in 8-10 pages, you need to make sure that over the course of the semester you allow your topic to change and evolve as you do your research and find your sources.

The research paper is more than a formal presentation of your main argument or results; it's also where you show me your mastery of your sources and the depth and range of your research. However, as with many facets of academic and professional life, there are multiple ways to present data, and an equally important aspect to doing detailed research is developing the skills necessary to distill complicated ideas for a broader audience. To this end, after you have turned in your research paper, you will then prepare what is called a "Poster Presentation" of the core argument/results of your research.

**Poster Presentation (20%)** Your goal here is to convert your polished, formal, and detailed research paper into a “snapshot” of your research for a broader, public audience. We will discuss this process and formatting in more detail at various points in the semester. The goal of this assignment is to (as in museum exhibits, formal “pitch” meetings, or business presentations) use the visual poster display to 1) distill your core argument and explain your methods 2) present enough engaging detail to attract curiosity and conversation 3) serve as a springboard for further conversation with a broader public. You will be responsible for preparing a poster for public display.

Then, in one of two public fora (with an audience of your peers, classmates, and faculty), you will give a 2-3 minute public “intro” to your poster (encouraging people to read it in more detail) and be present for informal discussion and conversation about your project and poster. We will have two “Poster Sessions,” held on the last day of class and on the Reading Day. Details TBA.

**Process Paper (Due as the Final Exam)** The process paper is about methods, not results. The goal of this exercise is for you to reflect on and explain your own process and the methods and problems involved in researching pre-modern daily life. This is also space to discuss the poster presentation, what it was like to prepare and present the same data and results for multiple audiences. This paper will be 4-5 pages (10%).

## Policies

### **Late Work:**

It is important that you stay on top of the various stages of this assignment so that you don't fall behind and run out of time for your final project. I expect all work to be turned in on time, and you will be penalized a letter-grade degree for every day your paper is late. For example, if a paper earns a B, and it is a day late, it will receive a B-, and if it is two days late, a C+. Absences due to university-sponsored events, hospitalization, death in the family, or other emergencies must be documented. In such cases, I will allow late work. If you have a planned excused absence, papers are still due on time—plan your time accordingly!

**Writing Support:** The Macalester Academic Excellence (MAX) Center, located in Kagin Commons, has peer tutors available for assisting students in all stages of their writing. Hours are 9:00 A.M. – 4:30 P.M., M-F and 7 P.M. – 10 P.M., S-Th. Becky Graham and Jenny White also provide writing assistance to students during the daytime hours, M-F. You may drop in for help or call x6121 (daytime) or x6193 during evening hours to schedule an appointment.

**Academic dishonesty** will not be tolerated. All of your written work should reflect your own ideas, and should properly attribute the work of others who you engage. For help on how to avoid plagiarism, see <http://www.macalester.edu/max/fym>.

# Class Schedule

## Introductions:

M Jan 26      Framing Questions

W Jan 28      Methods and Sources

## Unit One: 800-1200

F Jan 30      Fundamentals of the Medieval Economy

Michael McCormick “New Light on the 'Dark Ages': How the Slave Trade Fuelled the Carolingian Economy” *Past and Present* 177 (November, 2002), 17-54.

M Feb 2      Food Production

Dyer, ch. 1, “Living on the Land, c. 850-c. 1050”

Riché ch. 14 and 19

Kathy L. Pearson, “Nutrition and the Early-Medieval Diet” *Speculum*, Vol. 72, No. 1 (Jan., 1997), 1-32.

W Feb 4      NO CLASS (explore possible research topics)

F Feb 6      Accessing Peasant Experience

Georges Duby, “Land and Labour” in *Rural Economy and Country Life in the Medieval West*, trans. Cynthia Postan (Philadelphia: University of Pennsylvania Press, 1968) 5-27.

Paul Dutton, “Thunder and Hail Over the Carolingian Countryside,” in *Charlemagne’s Mustache and Other Cultural Clusters of a Dark Age* (New York: Palgrave MacMillan, 2004), 169-190.

M Feb 9      Women, Marriage and Family      **Topic Proposal Due**

Jo Ann McNamara and Suzanne Wemple, “The Power of Women through the Family in Medieval Europe: 500-1100” *Feminist Studies*, 1: 3/4, (Winter - Spring, 1973), 126-141.

W Feb 11      Reconstructing Towns

Riché 17 and 18

Helen Clarke and Bjorn Ambrosiani, “Towns in the North, East and West: Their Physical Structure and Economy” in *Towns in the Viking Age* (London: Leicester University Press, 1991), 128-172.

F Feb 13      Towns and the economy

Riché, 4, 15-16

Dyer, ch. 2, “Crisis and New Directions, c. 850-c. 1050”

M Feb 16 Trade and Material Objects

Michael McCormick, "Where are the Wares? Eastern Imports to Europe" in *Origins of the European Economy: Communications and Commerce 300-900*, 696-728.

"The Growth of Exchange and its Effects" in *Rural Economy and Country Life in the Medieval West*, trans. Cynthia Postan (Philadelphia: University of Pennsylvania Press, 1968), 126-150.

W Feb 18 Technology and material culture

Riché, ch. 17-19

Gies, "The Technology of the Commercial Revolution, 900-1200" in *Cathedral, Forge, and Waterwheel: Technology and Invention in the Middle Ages* (London: Harper-Perennial, 1995) 105-65.

F Feb 20 Religious Daily Life

Riché, ch. 5, 11, 21-23

M Feb 23 The Carolingian Renaissance

John J. Butt, "The Carolingian Renaissance," *Daily Life in the Age of Charlemagne*, (Westport, CT: Greenwood Press, 2002) 153-190.

W Feb 25 Reading, Writing, and Literacy

Rosamond McKitterick, "The Production and Possession of Books: An Economic Dimension," in *Carolingians and the Written Word* (Cambridge: Cambridge University Press, 1988), 135-164.

F Feb 27 No Class (work on research projects and bibliography)

**Unit Two: 1200-1550**

M March 2 Urban Living in the Central Middle Ages (Annotated Bibliography Due)

Dyer ch. 6, "Towns and Commerce, c. 1100 – c.1315

W March 4 Female Poverty and Urban Living

Sharon Farmer, "Down and Out and Female in Thirteenth-Century Paris" *The American Historical Review*, Vol. 103, No. 2 (Apr., 1998), 345-372.

Ruth Mazo Karras, "Becoming a Prostitute" in *Common Women: Prostitution and Sexuality in Medieval England* (Oxford: Oxford University Press, 1996), 48-64.

F March 6 Urban Living in the Later Middle Ages

Dyer ch. 9, "Towns, Trade and Industry, c. 1350-1520."

M March 9 Life in College

Ruth Mazo Karras, "Separating the Men from the Beasts: Medieval Universities and Masculine Formation" in *From Boys to Men: Formations of Masculinity in Late Medieval Europe* (Philadelphia: University of Pennsylvania Press 2002), 67-108.

W March 11 Agricultural economies and Standards of Living

Dyer, ch. 5, "Peasants, c. 1100-c.1315"

Hanawalt, section 3, "Household Economy"

F March 13 Rural Families (Website Review Due)

Hanawalt, sections 2 "Blood Ties and Family Wealth" and 4, "Stages of Life"

**March 14-22 Spring Break!** (note the upcoming due dates of Object and Source Papers)

M March 23 Images of Peasant Life (Object Paper Due)

Gerhard Jaritz, "Material Culture of the Peasantry in the Late Middle Ages: 'Image' and 'Reality'" in Del Sweeney, ed. *Agriculture in the Middle Ages: Technology, Practice, and Representation* (Philadelphia: University of Pennsylvania Press), 163-190.

W March 25 Agricultural Crisis: The Great Famine

Dyer, ch. 7, "Crisis, c. 1290-1350"

William Chester Jordan, "The Harvest Failures and Animal Murraings" in *The Great Famine, Northern Europe in the Early Fourteenth Century* (Princeton: Princeton University Press, 1996), 24-39.

F March 27 The Black Death

Dyer, ch. 8, "The Black Death and its Aftermath"

M March 30 New Economies of the Renaissance (Source Paper Due)

Jardine "Prologue" and chapters 1, "Conditions for Change: Goods in Profusion" and 2, "Price of Magnificence"

W April 1 Education and book culture

Jardine ch. 3, "Triumph of the Book" and 4, "Learning to be Civilized"

F April 3 The Renaissance and material culture

Jardine ch. 6, "A Culture of Commodities" and 8 "Conspicuous Consumption"

\*NOTE SATURDAY FIELD TRIP TO MIA on APRIL 4\* Details and time to be announced

### Unit Three: 1550-1800

M April 6      Early Modern Society and Economy

Cockayne, ch. 1 “The City in a Hubbub” and 2 “Ugly”

W April 8      Urban living: Food and Health      **(Poster Review Due)**

Cockayne, ch. 3, “Itchy” and 4 “Mouldy”

F April 10      School Holiday: NO CLASS

M April 13      Urban living: Infrastructure

Cockayne, ch. 5 “Noisy” ch. 6 “Grotty” and 8 “Dirty”

W April 15      Living on the Margins: Poverty and Deviance

Robert Jütte, “Standards of Living among the Poor” in *Poverty and Deviance in Early Modern Europe* (Cambridge University Press, 1994), 62-82.

Alexandra F. Johnston and Robert Tittler, “To Catch a Thief in Jacobean London,” in Edwin Brezette De Windt, ed. *The Salt of Common Life: Individuality and Choice in the Medieval Town, Countryside, and Church* (Kalamazoo, MI: Medieval Institute Publications, 1995), 233-269.

F April 17      Discussion of Poster Projects      **PAPER DUE!!!!**

M April 20      Women’s Work

Merry E. Wiesner, “Spinning out Capital: Women’s Work in the Early Modern Economy” in Renate Briedenthal et al., eds. *Becoming Visible: Women in European History*, 2<sup>nd</sup> ed. (Houghton Mifflin: Boston, 1987), 221-250.

Judith M. Bennett, “Women’s Work in a Changing World,” in *Ale, Beer, and Brewsters in England: Women’s Work in a Changing World* (Oxford: Oxford University Press 1996), 145-157.

W April 22      Early Modern Mothers: a Case Study

Steven Ozment, “Mothering: Magdalena Römer Behaim and her Eldest Son Paul” in *Flesh and Spirit: Private Life in Early Modern Germany*, 135-191.

F April 24      Dutch Painting and Daily Life

Liana De Girolami Cheney, “The Oyster in Dutch Genre Paintings: Moral or Erotic Symbolism” *Artibus et Historiae*, 8: 15 (1987), 135-58.

Alison McNeil Kettering, “Gentlemen in Satin: Masculine Ideals in Later Seventeenth-Century Dutch Portraiture” *Art Journal*, 56: 2 (Summer, 1997), 41-47.

Simon Schama, “Wives and Wantons: Versions of Womanhood in 17th Century Dutch Art” *Oxford Art Journal*, 3:1 (April 1980), 5-13.

M April 27      Spices

“An Information Economy” in *Matters of Exchange: Commerce, Medicine, and Science in the Dutch Golden Age* (New Haven, CT: Yale University Press, 2007), 42-81

W April 29      Vices

Peter C. Mancall, “Tales Tobacco Told in Sixteenth-Century Europe” *Environmental History*, Vol. 9, No. 4 (Oct., 2004), 648-678.

Mark Pendergrast, “Coffee Colonizes the World,” in *Uncommon Grounds: The History of Coffee and How it Transformed our World* (United States: Basic Books, 1999), 3-20.

John F. Richards, “Landscapes of Sugar in the Antilles” in *The Unending Frontier: An Environmental History of the Early Modern World* (Berkeley: The University of California Press 2003), 412-460.

F May 1            Why study Daily Life?

M May 4            POSTER SESSION 1, time TBA

T May 5            POSTER SESSION 2, time TBA

**Process Paper Due Noon on May 11**