

Chivalry

History 301
Chivalry
Spring Semester, 2011-2012

Stephen Lyons
Arter 210
Hours: MWF: 11:00-12:00
TTh: 9:30-11:00

PROSPECTUS

A study of the ethos of the Medieval European knight. Students investigate the principles and practices of the chivalric tradition during the period from the 12th to the 15th centuries. Among the topics considered are the social status of the knight, the techniques of knightly warfare, the tradition of courtly love, and the ideals and realities of knightly behavior. Consideration is given to transformation of the warrior of the Crusading era to the courtier of the age of the Renaissance. Prerequisites: History 105 or permission of the instructor.

Texts:

Anonymous	<i>The Poem of The Cid</i>
Matthew Bennett	<i>Agincourt 1415</i>
Geoffroi de Charny	<i>A Knight's Own Book of Chivalry</i>
Christopher Gravett	<i>Knights at Tournament</i>
Eric Jager	<i>The Last Duel</i>
Ulrich von Liechtenstein	<i>The Service of Ladies</i>
Stephen Lyons, ed.	<i>Chivalry</i>
Thomas Malory	<i>Le Morte d'Arthur</i>
Sidney Painter	<i>French Chivalry</i>

SYLLABUS

Week 1: January 19
Introduction

Week 2: January 24, 26
Read: Johan Huizinga, *Homo Ludens*, Chapters I and V [HO]
Discussion: Themes

Week 3: January 31, February 2
Read: Painter, Chapter I [SL: A]
Raoul of Cambrai
Discussion: Context and a Prototype

- Week 4: February 7, 9
 Read: Painter, Chapter II
 Bertran de Born [SL: B]
 Discussion: Context and a Prototype
- Week 5: February 14, 16
 Read: Geoffroi de Charny, *A Knight's Own Book of Chivalry*
 Honoré de Bonet, *The Tree of Battles* [SL: D]
 Discussion: Rules of the Game
- Week 6: February 21, 23
 Read: Anonymous, *The Poem of The Cid*
 Discussion: The Historical Hero
- Week 7: February 28, March 1
 Read: Thomas Malory, *Le Morte D'Arthur*, "The Tale of the Sangreal"
 "The Book of Sir Launcelot and Queen Gwynevere"
 "Le Morte D'Arthur"
 Discussion: The Romantic Hero
- Week 8: March 6, 8
 Read: Christopher Gravett, *Knights at Tournament*
 Discussion: Play and Games
- Week 9: March 13, 15
 Read: The Tournament of St. Inglevert [SL: E]
 The Combat of the Thirty [SL: F]
 Discussion: Play and Combat
- Week 10: March 27, 29
 Read: Publius Flavius Vegetius Renatus, *De Re Militari*, Book 3 [SL: C]
 Jean Froissart, "The Battle of Crécy" [SL: G]
 Discussion: How To . . . and How Not To . . .
- Week 11: April 3, 5
 Read: Matthew Bennett, *Agincourt 1415*
 Discussion: What Happened to "Learning From One's Mistakes?"
- Week 12: April 10, 12
 Read: Painter, Chapter III
 Bernard of Clairvaux, "In Praise of the New Knighthood" [SL: I]
 Hartmann von Aue, "Gregorius" [SL: J]

Discussion: Salvation Through Violence

Week 13: April 17, 19:

Read: Painter, Chapter IV

Andreas Capellanus, "The Art of Courtly Love" [SL: K]

Ulrich von Liechtenstein, *The Service of Ladies*

Discussion: Play and the Sexes

Week 14, April 24, 26

Read: "A Duel to the Death"

[SL: L]

Eric Jager, *The Last Duel*

Discussion: The Game in Earnest

Week 15: May 1

Read: Painter, Chapter V

Froissart, "Eight Tales of Chivalric (?) Behavior" [SL: H]

Discussion: Proving the Positive via the Negative

COURSE REQUIREMENTS

Class attendance is required: this is College policy (*The Compass*, pp. 119-120). Absenteeism will adversely affect your final grade. Just being present, however, is not enough. There is a participation component to the final grade and this will be based on your involvement in the course. Excused absences will be granted for documented illness, family emergencies, and religious obligations only: this is also College policy (*The Compass*, pp. 119-120). Please note that participation in co- and extra-curricular activities—including, but not limited to, athletics—is not a valid reason for missing class. Completion of the reading assignments and informed participation in discussion are also required. History 301 is a discussion class: you will be graded on the frequency and quality of your contributions.

There will be a take-home final exam, which will be distributed approximately one week before the last day of classes. Completed exams are due by 9:00 a.m., Saturday, 5 May 2012.

In addition, you are required to write two papers for the course. The minimum number of pages for each paper is 10, and there is no maximum. Papers are to be produced as Word documents, with 1" margins on all four sides, and written in formal, academic English. Papers are due at the beginning of class on the dates noted. Extensions of time will not be granted; late papers will be accepted at a penalty rate of one full grade per day for each day or part of a day that they are late. The assignments follow below. There are three options. While you are required to write on two of these options, you may choose to write all three. Should you write on all three topics, your two highest grades will be counted toward the final grade for the course. For each paper research is a necessity and therefore footnotes and a bibliography are essential. The required form for citations is *The Chicago Manual of Style* or Kate Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations*. A brief summary

of the form of citation is available through the Pelletier Library's website, and can be found online: http://www.lib.umd.edu/guides/citing_chicnotes.html.

Option 1. Due on or before Thursday, 9 February 2012

The *Codex Manesse* is an illuminated manuscript dating to c. 1304-1340. The text is a collection of love songs--*Minnesang* poetry. Accompanying the text are 138 miniature illustrations, most of which portray one of the Minnesingers together with a feature of the chivalric tradition. For this assignment, explore the *Codex*, choose and investigate one of the illustrations, then investigate the subject of the image, and the representation from the chivalric tradition portrayed in the illustration.

The *Codex* is available online: <http://digi.ub.uni-heidelberg.de/diglit/cpg848>.

Option 2. Due on or before Thursday, 8 March 2012

The theme of "The Hero" permeates historical and imaginative literature. We have examined the life of a historical "hero," Rodrigo Díaz de Vivar, "El Cid," and we have also considered the tales presented in Thomas Malory's *Le Morte D'Arthur*. How do you account for this enduring fascination with "The Hero?" As you ponder this question and pursue your answer, focus your attention on Medieval historical and/or literary figures who are tied in one way or another to the chivalric tradition.

Option 3. Due on or before Thursday, 12 April 2012

There are multiple lists of "The Chivalric Virtues." You will find one such list below. Focus your attention on one of the "Virtues," and write an essay on its place in the chivalric tradition. Your essay should draw on the historical reality of the chivalric tradition in the Medieval era.

The place to begin your inquiry is with an investigation of the historical origins of the word or quality that you have chosen, and the best place to do so is in the Oxford English Dictionary. The Dictionary is available in print in the reference section of the Pelletier Library. It is also available to Allegheny students online: <http://www.oed.com.ezproxy1.allegheny.edu:2048>.

The list:

Compassion	Courage	Courtesy	Duty	Faith	Fortitude
Honor	Hope	Humility	Integrity	Justice	Largesse
Loyalty	Mercy	Nobility	Noblesse	Prowess	Prudence
Strength	Trust	Valor			

AN ADMONITION:

"Every time we postpone some necessary event--whether we put off doing the dinner dishes till morning or defer an operation or some difficult labor or study--we do so with the implication that present time is more important than future time (for if we wished the future to be as free and comfortable as we wish the present to be, we would perform necessary actions as soon as they prove

themselves necessary). There is nothing wrong with this, as long as we know what we are doing, and as long as the present indeed holds some opportunity more important than the task we delay. But very often our decision to delay is less a free choice than a semiconscious mechanism--a conspiracy between our reasoning awareness and our native dislike of pain. The result of this conspiracy is a disconcerting contradiction of will; for when we delay something, we simultaneously admit its necessity and refuse to do it. Disrespect for the future is a subtly poisonous disrespect for self, and forces us, paradoxically enough, to live in the past."

--Robert Grudin

DEPARTMENT OF HISTORY

DESIRED OUTCOMES FOR HISTORY 301:

- Students will engage the past through a particular set of themes related to the history of the medieval concept of Chivalry.
- Students will develop skills in assessing and utilizing primary sources and secondary authorities.
- Students will develop research skills and work on generating their own interpretations.
- Students will be introduced to history as a scholarly discipline and profession.
- Students will develop and improve their skills in reading, writing and thinking within the context of the discipline of history.

FINAL GRADES WILL BE FIGURED AS FOLLOWS:

Papers (each):	25%
Final Exam:	25%
Participation:	25%



ALL PROVISIONS OF THE HONOR CODE ARE IN EFFECT IN THIS COURSE. VIOLATIONS OF THE CODE WILL BE REPORTED TO THE HONOR COMMITTEE. IN ADDITION TO ANY PENALTIES IMPOSED BY THE HONOR COMMITTEE OR THE ACADEMIC INTEGRITY BOARD, VIOLATIONS WILL RESULT IN A FAILING GRADE FOR THE COURSE.