The Hundred Years War

History 491
Spring Semester, 2013-2014

Stephen Lyons
Office: Arter 210
Hours: MW 10:00-11:00
      TTh 9:00-11:00

PROSPECTUS

The struggle between England and France in the 14th and 15th centuries. This course deals with the dynastic dispute over the French throne between the English royal house of Plantagenet and the French royal house of Valois. Among the topics considered are the battles that characterized the struggle, the personalities and capabilities of military and political leaders, the principles of chivalry, and the development of strategy and tactics. The course for Spring 2014 will focus on the 14th century phase of the War, highlighting the Battle of Crécy in 1346.

SYLLABUS

Texts:
Christopher Allmand: The Hundred Years War
Andrew Ayton: The Battle of Crécy, 1346
Jean Froissart: Chronicles
David Green: The Black Prince
David Nicolle: The Great Chevauchée
Richard Vernier: The Flower of Chivalry: Bertrand du Guesclin

Week 1: January 13, 15: Introduction
Read: Allmand, Chapter 1: "The Causes and Progress of the Hundred Years War"
Read: "The Vows of the Heron" [HO]

Week 2: January 22: Causes and Intentions
Read: Le Patourel: "Edward III and the Kingdom of France" [HO]
Read: Taylor: "Edward III and the Plantagenet Claim to the French Throne" [HO]

Week 3: January 27, 29: Theories of Warfare
Read: Allmand: Chapter 2: "Approaches to War"

Week 4: February 3, 5: Medieval Military Standards:
Read: Vegetius: De Re Militari: Book III [HO]
Read: Read: Charny: A Knight's Own Book of Chivalry (excerpt) [HO]
Week 5: February 10, 12: The Culture of Chivalry and the Two Orders
Read: Boulton: Chapter 4: "The Society of St. George"
Read: Boulton: Chapter 5: "The Company of the Star"

Week 6: February 17, 19: Preparation for War
Read: Allmand: Chapter 4: "The Institutions of War"
Read: Hewitt: "The Organization of War"
Read: Ayton: “English Armies of the Fourteenth Century"

Week 7: February 24, 26: Strategic Considerations:
Read: Allmand: Chapter 3: "The Conduct of War"
Read: Rogers: "The Military Revolutions of the Hundred Years War"
Read: Ayton: "English Armies of the Fourteenth Century"

Week 8: March 3, 5: Practical Leadership:
Read: Green: The Black Prince

Week 9: March 10, 12: English Strategic Practice: The Chevauchée
Read: Hoskins: "The Itineraries of the Black Prince's Chevauchées of 1355 and 1356"
Read: McGlynn: "'Sheer Terror' and the Black Prince’s Grand Chevauchée of 1355"
Read: Nicolle: The Great Chevauchée

Week 10: March 24, 26: Tactical Considerations:
Read: Lyons: "Basic Tactics"
Read: Bennett: "The Development of Battle Tactics in the Hundred Years War"
Read: Rogers: "The Offensive/Defensive" in Medieval Strategy
Read: Askew: "Limitations Imposed by Wearing Armour . . ."

Week 11: March 31, April 2: Practical Chivalry
Read: Vernier: The Flower of Chivalry: Bertrand du Guesclin and the Hundred Years War

Week 12: April 7, 9: Crécy 1346
Read: DeVries: "The Battle of Crécy, 1346"
Read: Rogers: "'To Make an End to War by Battle': The Crécy Chevauchée, 1346"

Week 13: April 14, 16: Crécy 1346
Read: Ayton 1, 2, 4

Week 14: April 21, 23: Crécy 1346
Read: Lloyd: "The 'Herse' of Archers at Crécy" (July 1895)
Read: George: "The Archers at Crécy" (October 1895)
Week 15: April 28: Wrap

COURSE REQUIREMENTS

Class attendance is required. 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 the frequency and quality of your contributions to discussions. Excused absences will be granted for documented illness and family emergencies only. Please note that participation in co- and extra-curricular activities is not a valid reason for missing class. Completion of the reading assignments and informed participation in discussion are also required.

There are three written assignments, and two oral assignments for the course.

1. Written and Oral: For this assignment you have two options:
   
   Option A: In Book III of De Re Militari (c. 380-450 CE), Publius Flavius Vegetius Renatus sets out the "arts" of warfare on land. What might a medieval military leader learn from this text? An essay of 6-8 pages, in answer to that question--which should be a thought piece rather than a work of research--will be due on 3 February 2014. And in class on that date you will present your reflections.

   Option B: Geoffroi de Charny (c. 1300-1356) wrote his Book of Chivalry c. 1350. What might a member of medieval fighting class learn from this text? An essay of 6-8 pages, in answer to that question--which should be a thought piece rather than a work of research--will be due on 5 February 2014. And in class during Week 7 you will present your reflections.

2. Written and Oral: For this assignment you have two options:

   Option A: The reading for this option is David Green, The Black Prince. I have titled the subject for Week 7, "Practical Leadership." How do you assess the Black Prince as a leader? What lessons might he have learned, or failed to learn, from Vegetius? An essay of 8-10 pages, in answer to those questions--which should be a thought piece rather than a work of research--will be due on 3 March 2014. And in class during Week 7 you will present your reflections and lead the class discussion.

   Option B: The reading for this option is Richard Vernier, The Flower of Chivalry. I have titled the subject for Week 11, "Practical Chivalry." How do you assess Bertrand du Guesclin as "the flower of chivalry?" What lessons might he have learned, or failed to learn, from Charny? An essay of 8-10 pages, in answer to those questions--which should be a thought piece rather than a work of research--will be due on 31 March 2014. And in class during Week 11 you will present your reflections and lead the class discussion.

3. The seminar paper, a work of research, resulting in a paper of 15-20 pages, is to be based on a chapter or series of related chapters from Jean Froissart's Chronicles. The chapters are to be chosen by
you in consultation with me--and I retain approval rights. For this assignment you should compare Froissart's accounts with those of other contemporary authors--some of whose work is on reserve in the library (Geoffrey Le Baker, Jean Le Bel, Enguerrand de Monstrelet)--but others you will have to see online or obtain via inter-library loan (e.g. the Anonimale Chronicle, the Canterbury Chronicle, the Scalacronica, the Chandos Herald, the Chronicles of London, John Fordun, Henry Knighton, Jean de Venette, and the Villani Chronicle). You should also compare Froissart's accounts with those of modern historians. A bibliography containing primary sources, secondary scholarly articles, and secondary scholarly monographs is required. The deadline date for having an approved topic is Friday, 28 March 2014. The due date for the paper is Monday, 28 April 2014, the last day of classes.

Papers are to be produced as Word documents, with 1" margins on all four sides, and written in formal, academic English, and in conformity with the "Ten Simple Rules of Expository Writing," a copy of which is attached to this syllabus. Papers are due 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. For the research paper footnotes and a bibliography are essential. The required form for citations is The Chicago Manual of Style or Kate Turabian, Manual for Writers of Term Papers, Theses, and Dissertations. A brief summary of the form of citation will is attached to this syllabus.

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 491:

- Students will engage the past through a set of themes related to the history of the Hundred Years War.
- Students will develop skills in assessing and utilizing primary sources and secondary authorities.
- Students will develop research skills and generate their own interpretations.
- Students will practice history as a scholarly discipline.
- Students will develop their skills in reading, writing, thinking, and oral discourse.

FINAL GRADES WILL BE FIGURED AS FOLLOWS:

Essay 1 and Oral Presentation: 15%
Essay 2 and Oral Presentation: 15%
Research Paper: 40%
Participation: 30%

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 COMMUNITY STANDARDS BOARD, VIOLATIONS WILL RESULT IN A FAILING GRADE FOR THE COURSE.
TEN SIMPLE RULES FOR EXPOSITORY WRITING

1. On banished words:
   a. Except when used in direct quotations, the following words are banished: I, me, my, mine, you, your, yours.
   b. Except when used in direct quotations, all contractions are banished: [e.g. can’t, couldn’t, didn’t, doesn’t, don’t, hadn’t, hasn’t, isn’t, shouldn’t, they’re, wasn’t, won’t].

2. On the mystery of the apostrophe, which is more than just a decorative device. The Singular, the Plural and the Possessive:

   One King       [Singular]  
   Two Kings      [Plural]    
   One King’s crown [Singular Possessive] 
   Two Kings’ crowns [Plural Possessive]

3. On the ambiguity of IT.

   its is a possessive pronoun: as in something owned by "it." See, there is no apostrophe. After all, you do not write hi’s, (or do you?).

   it’s is a contraction of it is (3rd person singular, present tense, indicative mood of the verb to be), but since all contractions are banished, this should never appear. See, it’s easy.

   its’ is not a word in the English language.

4. On words:
   • Avoid overused words: (awesome, extremely, massive, scenario, very, etc.)
   • Avoid idiot words (lifestyle, vibes—good or bad)
   • Avoid idiot expressions (and/or, big cheese, call the shots, can of worms, get-go, little fish-big fish, mess with, totally awesome, 24/7, whether or not)
   • Avoid linguistic inanity (there is no top priority or first priority: if it is the priority, then it is both top and first.

One more thing about words: eschew obfuscation.

5. On people and things: a person is a who, not a that: as in “the knights who fought,” or “the men who died,” NOT “the knights that fought,” or “the hostages that died.”

6. On when to quote a quotation:
Quote is a verb, as in:

- I quote
- You quote
- He, she, or it quotes
- They quote

Quotation is the noun, as in:

“The following quotation shows . . .”

And speaking of quotations, they should be kept to a minimum: paraphrase whenever possible. Save quoting quotations for when you want to drive your point home, for when you need a zinger (another idiot word).

7. On homophones, a rich source of confusion:

There are hundreds of these varmints in English, which makes reading and writing the language such a fun-filled challenge.

Air, Ere, Err, Heir; Bazaar, Byte; Born, Bourn, Bourne; Censer, Sensor; Cent, Scent, Sent; Cite, Sight, Site; Dew, Do, Due; Ewe, Yew, You; Flew, Flu, Flue; For, Fore, Four; Gild, Gilled, Guild; Incite, Insight; Knead, Kneed, Need; Oar, Or, Ore; Pair, Pear, Pare; Poor, Pore, Pour; Praise, Prays, Preys; Raise, Rays, Raze; Rain, Reign, Rein; Seas, Sees, Seize; To, Too, Two; Toad, Toed, Towed; Vain, Vane, Vein; Wail, Wale, Whale; Weather, Wether, Whether are all different words, spelled differently, with different meanings. Make sure you use the right, rite, wright, write one.

8. On another kind of confusion:

A lot does not mean the same thing as allot, and alot is not a word in English.

9. On mental mush: to think ≠ to feel ≠ to believe.

You can talk about how you feel with your physicians and with people who love you (assuming anyone does). You can talk about what you believe with your spiritual advisors. I am interested in what you think and why you think it. Your thoughts are my concern; your feelings and beliefs are not.

10. On dancing through the tenses, which can be tense.

Keep your verbs under control. Readers have been known to get motion sickness when writers lurch between the tenses. A general rule: pick a tense and stay in it. A specific rule: when writing about historical subjects, this is easy to remember: history happened in the past, so the past tense is best.
FOOTNOTES AND BIBLIOGRAPHICAL ENTRIES

TURABIAN QUICK GUIDE

The following examples illustrate citations for footnotes and bibliographical entries:

Book

One author


Two or more authors


Editor or translator instead of author


Editor or translator in addition to author


Chapter or other part of a book


Preface, foreword, introduction, or similar part of a book


Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, include an access date and a URL. If you consulted the book in a library or commercial database, you may give the name of the database instead of a URL. If no fixed page numbers are available, you can include a section title or a chapter or other number.


Journal article

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

Article in a print journal


**Article in an online journal**

For a journal article consulted online, include an access date and a URL. For articles that include a DOI, form the URL by appending the DOI to http://dx.doi.org/ rather than using the URL in your address bar. The DOI for the article in the Brown example below is 10.1086/660696. If you consulted the article in a library or commercial database, you may give the name of the database instead.


**Magazine article**


**Website**


JEAN FROISSART

CHRONICLES

The chapters in Froissart’s Chronicles were not numbered by the editor. I have provided the chapter numbers below, which will facilitate your choice of chapter or chapters for the research essay.

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6. Preliminaries of the Hundred Years War 57
7. Battle of Sluys 62
8. The Order of the Garter 66
9. The Campaign of Crecy 68
10. The Siege of Calais 97
11. Black Death, Flagellants and Jews 111
12. Sea Battle off Winchelsea 113
13. The Siege of Breteuil and the Poitiers Campaign 120
14. Consequences of Poitiers 146
15. The Three Estates; the Free Companies 146
16. The Jacquerie 151
17. The Last Days of Étienne Marcel 155
18. Brigandry, Warfare and Predictions 161
19. King John’s Return to England and His Death 167
20. The Battle of Montiel and Death of Peter the Cruel 170
21. The Sack of Limoges 175
22. The Turn of the Tide 181
23. Du Guesclin Appointed Constable 181
24. La Rochelle Goes Over to the French 182
25. John of Gaunt’s Fruitless Expedition 186
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Book Two (1376-85)
27. Papal Affairs and the Great Schism 201
28. The Great Schism 205
29. The Peasants' Revolt in England 211
30. Affairs of Flanders 231
31. Battle of Roosebeke 243
32. Charles VI Marries Isabella of Bavaria 252

**Book Three (1386-8)**
33. At the Court of the Count of Foix 263
34. The Haunting of Sir Peter 275
35. Reminiscences of the Bascot de Mauléon, Freebooter 280
36. The Tale of the Familiar 295
37. Preparations for a French Invasion of England 303
38. Trial by Combat 309
39. Richard II's First Struggle with His Uncles 316
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**Book Four (1389-1400)**
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43. A Royal Visitation 361
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47. Charles VI Goes Mad 392
48. Froissart Revisits England 402
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52. The Murder of Gloucester 421
53. The Challenge and Bolingbroke's Banishment 433
54. Richard loses Control 440
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56. The Surrender of King Richard 447
57. Richard's Abdication 459
58. Coronation of Bolingbroke 462
59. Plots against Henry IV 466
60. The End of Richard of Bordeaux 468
Baker, Geoffrey: *The Chronicle of Geoffrey le Baker of Swinbrook*  
942.03 B173 c

Barber, Richard: *Edward, Prince of Wales and Aquitaine*  
923 Ed9 b

Barber, Richard, ed.: *The Life and Campaigns of the Black Prince*  
923 Ed9 ba

Burne, *The Agincourt War: A Military History of the Latter Part of the Hundred Years War from 1369 to 1453*  
944.025 B932 a

Burne, A. H.: *The Crécy War: A Military History of the Hundred Years War from 1337 to the Peace of Bretigny, 1360*  
944.025 B932 cr

Froissart, Jean: Chronicles of England, France, Spain and Adjoining Countries  
808.8 W893 Ser.5 v.6 pt.1  
808.8 W893 Ser.5 v.6 pt.2

Le Bel, Jehan: *The True Chronicles of Jean Le Bel 1290-1360*  
944.025 L491 t

Livingstone, Marilyn: *The Road to Crécy: The English Invasion of France, 1346*  
944.025 L763 r

Monstrelet, Enguerrand de: *The Chronicles of Enguerrand de Monstrelet*  
944.02 M759 c v.1  
944.02 M759 c v.2

Omrod, W.M.: *Edward III*  
942.037 Ed94 o

Reid, Peter: *Medieval warfare: triumph and domination in the wars of the middle ages*  
355.009 R272 m
Rogers, Clifford: *War Cruel and Sharp: English Strategy Under Edward III, 1327-1360*
942.037 R631 w

Rogers, Clifford: *The Wars of Edward III: Sources and Interpretations*
942.037 W26 r

Sumption, Jonathan: *The Hundred Years War*
944.025 Su67 h v. 1
944.025 Su67 h v. 2
944.025 Su67 h v. 3

The library has online access to these two volumes, each of which contains important scholarly articles on a variety of subjects:

Villalon, L.J. Andrew and Donald Kagay, eds.: *The Hundred Years War: a Wider Focus*

_______: *The Hundred Years War (Part II): Different Vistas*