

**University of Western Ontario, Department of History, 2011-12
Special Topics HIS4491E: Medieval Villages, Medieval Worlds
(Preliminary Syllabus)**

Professor Eona Karakacili
Office Hours: LH 2264 Thurs 5:30-6:30

Seminar: Thurs 3:30-5:30
Class Location: STH 3101
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Course Description

Welcome to the worlds present in a single medieval village! Most western Europeans lived in a rural setting in the middle ages. Students, in this methodology research oriented seminar course, will reconstruct a fourteenth century English village (s) and analyze the behaviors of its inhabitants. In this fashion, we will be able to directly study the lives of ordinary people in medieval England, roughly 80 to 90 percent of whom lived in the countryside and examine the ways in which how they lived helped to direct the course of historical development. We will also consider the manner in which their local worlds were transformed by changes taking place in the worlds outside the village, at the national and international levels. Questions to be examined include the nature and significance of violence, co-operation, governance, familial economic strategies, work, women's roles, and living standards.

No knowledge of Latin or medieval history are required. The primary sources used to reconstitute the local community are all translated into English and either the secondary readings or I will clearly relate these to historical issues. We employ historical documents from England because this is the country from which the best medieval local records survive, in quality and quantity, but students who are interested in other periods and/or places should note that the basics of the microcosm (reconstruction of a community) technique are consistent and with some modifications, you can apply this approach to records from another time and place.

The reconstruction of a village will first be undertaken as a group, using village court records. Such co-operation will greatly shorten the amount of time required for this task. Depending on the size of the class, more than one village may be reconstructed. Thereafter, students will work individually on the weekly topics, employing this data from "their" village, and occasionally augmenting it with additional sources, such as tax documents and farm accounts. Don't be afraid! This is less labor intensive than it sounds, as we will enter the data into Excel spreadsheets (I'll teach you how to do so—it is quite simple) and these spreadsheets can be used to speed up the analyses, as well as easily share information with one another.

Generally, you will do the short secondary readings the week before the related primary source analysis. You will discuss and compare your research findings with those of your fellow students in the seminar, where we will also consider what light these results shed on historical debates. In weeks in which the secondary readings are more extensive than usual and/or new sources are introduced that require some time to evaluate, students will read and talk about these one week and then work on the analysis, presenting it in two weeks from that discussion. You will have the opportunity to select one question that interests you in particular and examine this in a more indepth fashion in a research paper.

Learning Outcomes

- employ basic microcosm and prosopographical approaches in historical research
- engage in simple quantitative analyses of socioeconomic records, which underlie these aforementioned methods
- identify patterns of behaviour and assess their greater significance
- develop team research skills in your group reconstruction of the village
- have a greater understanding of villagers' lives in pre-Black Death England
- strengthened oral presentation skills

Course Work and Grading

Due Date	Course Work	% of Final Grade
	Seminar Participation	10% (5% each term)
One for each term, respectively due: Dec 1 & March 15	Annotated Bibliography	20% (10% each term)
First term, weekly basis until village reconstituted from village court records	Individual Participation in Group Reconstruction of Village's Individuals	20%
Dec 1 or early Jan. (depending on speed of group's village reconstitution of individuals)	Individual Reconstruction of Village's Families & Outsiders	5%
March 15	2 nd Term Weekly Analyses	20%
April 11	Research Paper (12 to 15 pages)	20%
First week of April, Date T.B.A.	Class "Conference" Presentation	5%

Description of Graded Course Work

1. The seminar mark will be determined by the quality of your participation in these discussions, in which students will present and compare research findings, touching on the relationship of these to the secondary sources and to historical debates. Students will also be assessed on how well they interact together.

2. As an alternative to an exam, which doesn't work well in this research intensive course, in each term, you will hand in an annotated typed bibliography that simply consists of your notes on the required secondary readings. These should very briefly outline the methodologies to be used with our primary sources, as presented in these works, and any issues that need to be considered in their interpretation, along with any additional thoughts that you might have considering the exploitation of the same. It will also be useful for you to jot down the historical debate (s) upon which these sources/approaches may shed light. You will be making such notes, in any case, to facilitate your own research with these same historical documents. You do not need to comment on the historiographical book by John Hatcher and Mark Bailey: this work will be used occasionally to provide a context for your research findings in the seminar discussion, as well as your research paper.

There is no minimum length for the bibliography/notes assignment but most students will produce at least one to two pages of such material for each week of readings.

3. Near the end of the second term, you should hand in your summary notes (typed) of your own research on the village & family data sets for particular questions (e.g. violence) conducted throughout that term (including any done in the first term, should time permit us to undertake them then) for presentations in the seminar discussions. These weekly analyses will normally consist of a few tables and related comments. Again, you should not make any additional efforts but just hand in the notes that you made for the weekly seminar discussion. Most students will develop their research paper from one or several of these second term studies.

4. Although students will work together to reconstruct the information on the people who inhabit, emigrate and visit a village or villages, you will be marked individually on your participation in this group project. You will work by yourself in extracting information from the village court rolls, although you will work together in combining this into one “data set” of persons that can be used by all.

5. Working on your own, you will then reconstruct the families and village “outsiders” from this class data set. Doing this by yourself will allow you to develop a greater familiarity with the entire village of individuals that will promote your success in your own research efforts. This “family data set” will form the basis for most of your weekly analyses and usually supply the framework for the question that you choose to consider in your research paper.

6. The research paper will allow you to delve into some question that intrigues you in much greater depth than that feasible in our weekly seminar meetings. You should clear your topic with me no later than the beginning of February. In order to facilitate your progress on the paper, the final two weeks of classes in March will be focused upon students’ reports on their ongoing research for the paper; the class will decide via a majority vote whether to meet individually with me or as a group (on Mondays), during these weeks, for the purpose of receiving feedback.

In answering the paper’s question, you will draw upon that village and family data sets, augmenting these, as needed, with information from additional primary sources, which are generally those examined in the seminar. The paper should also include a short overview of the significant literature on this point (Hatcher and Bailey’s book provides a useful guide to many of the important publications for various questions). Stay calm! I will clearly outline the requirements of the assignment and provide you with a way to organize your ideas, in the seminar.

You must also submit an identical electronic copy of your research paper, before or on the due date, to <http://turnitin.com>, where you must register with your own password to ensure that your work is secure. This website will supply you with the registration information. I will announce the course identification number and password in class before the due date of this assignment.

7. Research is truly a group endeavor, in which the work of one researcher adds to that carried out by another. Even when historians disagree on a question, their research provide one another with valuable insights, although these might sometimes consist of lessons on how not to approach a source/question! Research is only useful to a field, though, when it is communicated to others. And all researchers can benefit from the comments on their work by colleagues. In this spirit, we will end the course, in which everyone’s research was truly only rendered possible by the work of their fellow classmates, with a class mini-conference. You will summarize your research paper for your classmates, using either overheads or PowerPoint, in a short 15-20 minute presentation. Your fellow students may offer suggestions, comments and praise, in a collegial fashion. Let’s share the intellectual wealth! Since your paper is due the following week, this will give you the opportunity to incorporate these ideas, as you wish, into your paper.

Late Assignments

You must hand in the work for the group reconstruction assignment on time (usually each Thursday) or else you will jeopardize the success of all your classmates in this venture. Unless the cause for this lateness is due to an exceptional reason, such as illness, the grade penalty will be 5% per day, including weekends, from your final grade for the group reconstruction work.

Extensions to a due date for your other written assignments, excluding your research paper, are likewise only available for extraordinary circumstances. Otherwise, marks will be deducted for handing in an assignment after the due date. The late penalty is 5% per day of lateness, including weekends, from the final grade of that assignment. No extension for the research paper is possible, due on April 11, excluding serious extenuating circumstances, as your final mark must be submitted one week from the end of second term.

Try to get those written assignments in on time. I know that the amount of work that you have to do for all your courses can be overwhelming, at times, but the further behind you fall in your course work, the harder it will be to catch up.

Attendance

In almost each week's seminar, you will be learning a new method with the primary sources and/or discussing and agreeing, as a class, on how to deal with certain methodological issues. In the first term, you will also be sharing and comparing your court roll analysis of individuals. Weekly attendance is therefore fundamental to your advancement (and thus grade) in the course. Each absence therefore, will result in the loss of 5% from that term's participation grade, barring serious mitigating circumstances.

Reconstituting the Village

Reconstructing a village requires several steps. In the first one, we must identify individuals and their activities. From this information, families, the core unit of social organization, can be reconstituted. These data sets will provide the framework for further analyses, including additional insights on our villagers that can be made by employing other medieval records in conjunction with the court records.

In each week of the first term, you will individually extract information on individuals and their activities for usually one year of a court roll. Depending on class size, two people might do the same year, allowing you both to check the accuracy of your data extraction. We will meet, discuss and resolve any methodological issues. The data will then be shared, building up a village data set of persons week by week. These years will then be amalgamated into one spreadsheet (you cut and past everyone's information into one spreadsheet and allow Excel to sort these by name—it is quite easy and I'll show you how to do it).

Everyone will work in Excel, listing the individuals and their activities in this spreadsheet format. Again, if you are unfamiliar with Excel, not to worry—we are not doing anything complicated, other than employing the columns and cells of the spreadsheet to organize and easily share the data with one another. Excel also allows us to easily group names together, alphabetically, and this will facilitate the reconstruction of the families and later analyses. I will outline how to work with Excel (basically, you will simply type the information into a cell) as well as provide the format (the column headings) that you will all use to organize your data in the second week.

The size of the class will determine the speed of this process. Once all individuals and their activities are categorized for each extant year of the court rolls, we will move to the next stage of the process: distinguishing and defining families and village outsiders.

Once this group research is completed, you will perform analyses on your own with this village data set, considering various questions, such as the character of violence. You will also learn how to augment your research and information with data found in other medieval records that provide information on villagers' lives and decisions.

Required Texts (methods and historiography)

Britton, Edward. *The Community of the Vill: A Study in the History of the Family and Village Life in Fourteenth-Century England*. Macmillan of Canada, 1977.

Hatcher, John and Mark Bailey. *Modelling the Middle Ages: The History and Theory of England's Economic Development*. Oxford University Press, 2001 (paperback) Available electronically online at Weldon Library.

Raftis, J. Ambrose. *Warboys: Two Hundred Years in the Life of an English Village*. Pontifical Institute of Mediaeval Studies, 1974. Available electronically online at Weldon Library.

Other secondary readings are found in the library as well as online (either e-book or e-journal) or on our WebCT OWL class site. All primary sources can be downloaded from our WebCT OWL class site.

Weekly Seminar Topics and Readings

The size of the class will determine the speed with which the initial reconstitution of the village/villages takes place. Lacking this knowledge, the topics to be considered in the weekly seminars are simply listed in the order in which they will be broached, without any definite date assigned to each. A few of these will be examined in 2nd term over a two or three week period.

We will spread out the readings on the basics of village construction during the time that you are carrying out the initial stage of distinguishing villagers and their activities.

Thereafter, readings on any one topic will be carried out the week prior to the specific analysis to be performed. We will then discuss this material together and make sure that everyone is clear on the questions and methods to be employed in their own analysis of the village data set. Due to time constraints, and our focus on methodology, readings are kept to a minimum but you should be aware that there is a wealth of work on all the subjects below. Your research paper will allow you to explore more of these, according to your own interests.

Please do the secondary readings below in the order listed, carefully making notes on methodology, issues and any questions/thoughts that you might have on either/both. For your own benefit (and for the annotated bibliography), organize these, after your review, into numbered steps, along with any issues at each "step" in the process (e.g. step 1: distinguish each individual by name and activities; issue: surname fluctuation, which generation, missing information etc). Be sure to also examine the tables in Britton and Raftis' works--they provide further illustrations of how to categorize individuals and families.

In your notes, you should also begin to record what kinds of questions can be answered with a microcosm approach and how are solutions broached (i.e. what methods does the researcher employ). What are the issues, which the researchers may or may not explicitly address? How might these effect the findings? (i.e. how important are they in the analysis of the sources?) Can you think of any solutions to these problems?

Step One: Reconstructing the Village: Individuals and Families

Intro to Court Rolls and Reconstitution:

P. D.A. Harvey, "Court Records," in *Manorial Records*, 41-52—skim, no notes required (online)
 Raftis, 3-9 (intro to why court rolls work best), 13-14 (identifying status and families—brief intro)
 Britton, 1-7, 10-15 (surnames, groupings)
 Bennett, Judith, *Women in the Medieval English Countryside*, "Appendix: A Note on Method," pp. 199-205 (on surname issues) (book is online at Weldon)

Family Groupings and Socioeconomic Status (reconstructing the families and their respective socioeconomic status):

Britton, 94-102 (village government officials and how these offices are indicators of status)
 Raftis, "Social Structures in Five East Midland Villages," *Economic History Review*, 2nd series, 18 (1965): 83-100 (article is online at Weldon)

Family Groupings and Socioeconomic Status (con'd):

Raftis, "Concentration of Responsibility in Five Villages," *Medieval Studies* 28 (1966): 92-118 (article is online)
 Britton, Intro to Appendix 1, 191-2 (groupings of families and status)

New Arrivals and Departures in the Village (Tracking those who immigrate and emigrate to and from the village)

Raftis, 122-3 (isolated individuals)
 Britton, Intro to Appendix, 234 (isolated individuals)
 Raftis, 130-44 (those leaving and coming to the village)
 Britton, 179-190 (connection to outside world; those who visit and leave)

Families and Social Mobility over Time (Assessing Changes in the Structure of the Village):

Raftis, 63-68 (across generations)
 Raftis, "Changes in An English Village After the Black Death," *Mediaeval Studies* 29 (1967): 158-77 (article is online)
 Raftis, 225-240 (families and how assess activities over time; patterns and non-conformists)
 Britton, 124-130 (changes in status over generations)
 Britton, Intro to Appendix 2, 222 (families, generations, social mobility)

Village—Big Picture of Development Raftis, 213-24 (puts it all together)

Some Possible Distinct Analyses (we can add more, at the request of the class):

Women

Britton, 16-37 (analysis of marriage and women's activities in context of family groupings etc)
 Bennett, Judith, *Women in the Medieval English Countryside*, TBA (book is online)

Children

Britton, 38-50 (activities, futures etc), 57-67 (primarily for inheritance patterns—ignore bits about old debate whether nuclear or extended)

Co-operation

Britton, 103-114 (pledging, licencing etc)

Pimsler, Martin, "Solidarity in the Medieval Village? The Evidence of Personal Pledging at Elton, Huntingdonshire." *Journal of British Studies* XVII (1977): 1-11. (online)

Violence

Britton, 115-123 (indicates various avenues of study for different types of violence reported in the records)

Suggested for those who wish to examine this topic in their research paper: Patricia M. Hogan, "Medieval Villainy: A Study in the Meaning and Control of Crime in an English Village [Wistow]," *Studies in Medieval and Renaissance History*, Vol. II (1979): 123-214.

Augmenting Court Roll Information with other contemporary Medieval Records (time permitting)**Villagers–Land Holding**

Raftis, 158-178 (land and various records to assess land resources, including extents, Hundred Rolls etc)

Britton, 77-86 (same)

Villagers–Moveable Property (Lay Subsidies i.e. Taxes)

Britton, 70-76

Raftis, *Peasant Economic Development*, "Capital and the Customary Tenant," pp. 11-27," and "Capital Within Tenant Families," pp. 28-46." (Book is online)

Villagers–Work (Account rolls)

Raftis, 193-210 (labor rents and how these relate to tenants' own labor resources; agricultural workforce)

Britton, 166-178 (relationship between landlord and tenants; labor services)

Britton, 87-92 (non-agricultural workers in the village)

Hatcher & Bailey, "Class Power and Property Relations," pp. 66-120 (skim)

Suggested for those who wish to examine this topic in their research paper: Patricia M. Hogan, *The Labor of All Their Days: Work in The Medieval Village [Wistow]*," *Studies in Medieval and Renaissance History*, Vol. VIII (1987): 77-186.

Demography and Living Standards (Account Rolls)

Britton, 132-143 (estimating population from court rolls), 144-163 (population levels and standard of living debate)

Karakacili, "English Agrarian Labor Productivity Rates Before the Black Death: A Case Study," *Journal of Economic History* 64 (2004), section on productivity in the tenant farmers' section of the farmland, pp. 32-37 (Article is online)

Hatcher & Bailey, "Population and Resources," pp. 21-65 (skim) and parts of their chapter on "Commercialization, Market and Technology," pp. 120-173 (skim)

I look forward very much to getting to know each one of you throughout the year. Please feel free to drop by during my office hours for help with readings, interpretation of primary sources or just to chat.

Professor Karakacili

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas

is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca