SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2015-2016

HI4015: Special Subject
Women and Men: Courtship, Marriage, and Divorce in the Middle Ages

30 Credits for 11 weeks work

PLEASE NOTE CAREFULLY:
The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen Organisation page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any School regulation or procedure. You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR/COURSE TEAM
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TIMETABLE
For time and place of classes, please see MyAberdeen.

Students can also view their university timetable at http://www.abdn.ac.uk/infohub/study/timetables-550.php
COURSE DESCRIPTION
This course will address a number of themes, including modern studies of marriage; the western medieval church and marriage law, sexuality and gender in the middle ages; attitudes to love, marriage and the family; and sex roles and gender differences. We will examine the way in which gender and ideology influence the lives of both ordinary and not-so-ordinary people in the middle ages by examining a variety of primary and secondary sources.

NB: The lecture schedule below is subject to change to accommodate student numbers and interests and is for guidance only.

Week 1: Registration; Introduction to the course; Themes; Sources and Assessment;

Who, When, Where, What? The chronological and biographical framework of our discussion of law, sex, marriage and the family

Primary Readings: Selections from the Bible on sex and marriage

Week 2: Presentation 1:
Why is the family so important? Is there such a thing as ‘love’ in the Western World? Demography, “The European Marriage Pattern” and its implications; Jack Goody, Georges Duby and Medieval Marriage.

Primary Readings: St Augustine “On the marital Good”. St Jerome “Against Jovinian”.

Week 3: Presentation 2: “Five Husbands at the Church Door”. Attitudes to Sex, Marriage and Love in Chaucer’s Canterbury Tales.

Primary Readings: The Canterbury Tales: General Prologue and Wife of Bath’s prologue.

Week 4: Presentation 3:
Montaillou. What does Ladurie see in the village and is he correct in his interpretation?

Primary Readings: Who and what is Beatrice de Lagleize (AKA: Beatrice de Planisolles)?: Nancy Stork’s translations of the witness accounts from Montaillou (http://www.sjsu.edu/people/nancy.stork/courses/c4/s1/Beatrice_de_Planissoles).

Week 5: Presentation 4:
Law, sex and marriage in the age before the publication of Gratian’s Concordance of Discordant Canons (c. 1140).

Primary Readings: Selections from Penitentials.

Week 6: Presentation 5:
What was ‘Marriage’ in Gratian?

Primary Readings: Selections from Gratian’s Decretum C. 27, Q. 2.

Week 7: Presentation 6:
How did the canon law on marriage change after Gratian?

Primary Readings: Selections from X 4.1.
Week 8: Presentation 7:
The reception of the Church’s teaching on marriage.
**Primary Readings:**

Week 9: Presentation 8:
The Development of Church Courts. The laity’s use of ecclesiastical courts.
**Friday readings:** Lovel v. Marton (1328).

Week 10: Presentation 9:
Philip II of France, his first, second and third Queens.
**Primary Readings:** Working with primary sources: marriage and marriage contracts.

Week 11: Recapitulation and Exam Preparation

**INTENDED AIMS AND LEARNING OUTCOMES**
The aims and learning outcomes of this course are:

- to introduce students to the concepts of ‘love’, ‘gender’ and ‘family’ as historical constructs with complex, time-specific terminology
- to provide students with a general knowledge of social attitudes to these concepts in the period.
- to allow students to evaluate the interplay of socio-economic levels of society, changing religious mores, and developments in law, literature, theology and philosophy as these relate to views on sexuality in its medieval context

This course also aims to develop other, more general kinds of transferable skills that will help in to understand that some views and attitudes on sexuality and family structure are specific to certain times and places.

In particular student will be expected

- to participate in group work
- to speak to a group and lead a general discussion
- to prepare presentations and construct an argument to a deadline with limits on length of presentation
- to analyse the impact of social, cultural, economic, and religious realities on attitudes to love, sexuality, and family and the internal organisation of the family
- to reflect on the complex relations between causes and effects
- to discriminate between characteristics seemingly central to the human condition and those specifically delineated by locale and time

Lectures, seminars, and presentations are aimed at prompting such reflections.

**LECTURE/SEMINAR PROGRAMME**

- Though dr. Pedersen will introduce the topic in the first week of term, teaching will consist of a mixture of informal lectures (during which you are welcome to interrupt and ask questions) and seminars preceded by individual or group presentations by students. Seminars will be introduced by a twenty-minute presentation by a member of the class based on a
reading of a collection of sources and/or a study of central importance to the topic under discussion. This will be followed by a discussion based on the broader reading assigned for the class on a selection of primary sources. Each student will be required to present a seminar.

- **Presentations** Students are responsible for a 20-minute presentation and for leading the discussion of their topic and readings set for the seminar presentation. Students are encouraged to discuss their presentation, in advance with dr. Pedersen. Students may choose to lecture, assign discussion questions, and/or organise group work – indeed, **any method** of ‘presenting’ which suits their needs, interests, or abilities.

- **Further reading.** This is an essential part of any course in History and will deepen your understanding and enjoyment of the period and the discipline of history. A select bibliography will be provided to provide points of departure for further reading on the topics covered in the course. The footnotes and bibliographies of these books and articles are two sources of further reading; the search-features of the library catalogue, browsing the open shelves, and consulting the course co-ordinator are other ways forward. A major outcome of a university education should be an ability to find information on any topic within your field. You are encouraged to show initiative in developing this ability.

### ASSESSMENT
The course is assessed by one three hour 100% exam.

*Click to view the University Level Descriptors (ANNEX A).*
*Click to view the University Assessment Scale Band Descriptors (ANNEX B).*

PLEASE NOTE: In order to pass a course on the first attempt, a student must attain a Common Grading Scale (CGS) mark of at least E3 on each element of course assessment. Failure to do so will result in a grade of no greater than CGS E1 for the course as a whole.

### EXAMINATION
The exam will consist of three questions: QUESTION 1 asks you to comment on three short extracts from primary sources (from a choice of eight) and to answer two questions in essay form. Question 1 represents 40% of the total marks: the other two questions represent 30% each.

Past exam papers can be viewed at [http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/](http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/).