12729  MI 60001-01  Introduction to Medieval Studies I
Boulton, Maureen  M 5:00P – 5:50P
A one-credit-hour course designed to introduce students to the basic bibliographies, handbooks, and research tools in medieval studies. Professors from various disciplines will participate.

13211  MI 60003-01  Introduction to Christian Latin Texts
Bloomer, W. Martin  TR 11:00A – 12:15P
This course will introduce students to early Christian literature and the language and styles in which scripture, commentaries, homilies, epistles, treatises, hymns, and poetry were written. There is no single phenomenon which we can label Christian Latin. Rather we must trace the influence that the translation of scripture, the changing vernacular, and the Late Antique literary genres had on the various writers and genres of the Latin Christian communities of roughly the second through the fifth centuries AD. While the course's goals include the training of students in the research tools and methods for advanced work in early Christian, late antique, and medieval literature, we shall focus on improving students' abilities to read Latin with understanding and fluency. Preparation for translation in class will constitute the lion's share of homework. Grammar will occupy us as it did the authors we read: orthography, morphology, syntax, and lexicography will not, however, be as uniform as textbooks or dictionaries or grammars of classical Latin lead one to believe. Fundamentals of Latin style (prose and verse) will be emphasized. So too basics of literary history and of ancient literary terms and techniques.

16601  MI 60110-01  Introduction to Old English
TBA  MW 3:00P – 4:15P
In November 1882, Gerard Manley Hopkins wrote to his friend and fellow-poet Robert Bridges: "I am learning Anglo-Saxon and it is a vastly superior thing to what we have now." Auden was similarly moved by his first encounter with Old English: "I was spellbound. This poetry, I knew, was going to be my dish . . . I learned enough to read it, and Anglo-Saxon and Middle English poetry have been one of my strongest, most lasting influences." ENGL 40212 is an introduction to the language and literature that so captivated Hopkins and Auden, that later inspired Tolkien and Lewis, and that remains the historical and linguistic foundation of English literary studies. Our focus for about half the term will be the grammar of Old English, but from the very beginning we will read from a variety of texts in verse and prose (including riddles, a monastic sign-language manual, and King Alfred's prefatory letter to the Old English translation of Gregory the Great's Pastoral Care), and the course will culminate in a focused study of The Wanderer and The Dream of the Rood. This course may be especially useful for students interested in historical linguistics and the history of the English language, in the Anglo-Saxon foundations of British literature, and in medieval literature in general. Requirements include two exams, a series of grammar quizzes, and a translation project. The final exam will involve a short oral recitation. Graduate students will meet for two extra class periods and will be assigned some additional reading.
16600  MI 60112-01  Introduction to Anglo-Saxon England  
TBA  
W 12:00P – 2:30P  
An introduction to the literature and culture of Anglo-Saxon England, with readings taken from Old English and Anglo-Latin poetry, saints' lives and homilies, the Anglo-Saxon Chronicle, Bede's Ecclesiastical History, charters and biblical commentaries, legal and scientific texts, charms and joca monachorum dialogues, and the Alfredian translations of the late ninth century. We will make an effort to proceed chronologically in order to sketch out a literary history of the period, negotiating the perils that beset such an enterprise at every turn. Students with experience reading Old English and Latin will be encouraged to read as much as they can in the original languages, but all readings will be made available in modern English translation as well for the benefit of students with no prior knowledge of these languages. In addition to regular reading and contributions to class discussion, requirements include a series of weekly response papers, an oral presentation to the seminar, a short bibliographical essay, and a research paper.

19252  MI 60199-01  Introduction to Middle English Manuscript  
Kerby-Fulton, Kathryn  
R 3:30P – 6:00P  
This course will examine the culture of the book in late medieval English, including the important literary writers who made it a national literary language, the scribes who transmitted and often transformed their works, and the wide range of readers they reached. Among the writers to be studied will be Julian of Norwich, Geoffrey Chaucer, William Langland, the Gawain Poet, Thomas Hoccleve, Margery Kempe and James I of Scotland; among the topics to be discussed: literacy, book illustration, marginalia, social conditions of authorship, the rise of heresy, women and book production, nun's libraries, patronage, household books, religious and political trends, and attempts at official censorship. Students will also learn both editorial theory and practice, and have a chance to transcribe and edit for publication in a forthcoming anthology of Middle English writings restored to their manuscript context.

19253  MI 60212-01  Age of Charlemagne  
Noble, Thomas  
MWF10:40A–11:30A  
The Carolingian (from Carolus, Latin for Charles: Charles the Great--Charlemagne--was the most famous Carolingian) period, roughly the eighth and ninth centuries, was foundational for western Europe. But this was also the time when the mid-Byzantine Empire consolidated its position and when the Abbasid family of caliphs introduced important and durable changes in the Islamic world. This course will focus on the West in the age of Charlemagne, but will draw frequent comparisons with and make continuous reference to Europe's Byzantine and Islamic neighbors. The course will explore such themes as: Europe's Roman and Christian inheritances from antiquity; the peoples of the Carolingian world; kingship and empire; political and social institutions and ideologies; religious and secular law; war and diplomacy; agriculture and trade; the church--popes, bishops, monks, and nuns; theology; art and architecture; Latin and vernacular literature. Reading assignments will combine modern scholarship and primary sources (in translation). Students will write mid-term and final examinations and will choose between several short papers or one long paper. Graduate students will meet weekly with the professor, carry out reading assignments different from those of the undergraduates, and submit a series of short papers.
This course will be the first half of a two-semester survey of the main events in the history of natural philosophy and science from Greek antiquity to the early Enlightenment. The first half, taught by Professor Robert Goulding, will begin with Presocratic reflections and carry the course to the Renaissance. The second half, taught by Professor Sloan, will deal with the science of Galileo, Descartes, Boyle and Newton.

The course is intended as an introduction to Augustine's work from the philosophical viewpoint, although necessarily certain theological questions will also be examined. The emphasis will fall partly on the reading of selected texts (in English translation) beginning with dialogues of Cassiciacum such as Against the Academics, On Order, Soliloquies, On the Teacher, continuing with On the Quantity of the Soul, On Music, On the Immortality of the Soul, On Free Choice of the Will, and concluding with The City of God. The course will also identify certain philosophical themes as particularly worthy of discussion, including Augustine's ideas about the nature of God, his theories of knowledge and language, and his notions of the relations between good and evil, providence and free will. Requirement: one final paper (ca. 20 pp.) and an oral book report.

The high middle ages witnessed tremendous creativity in theology, and the writings of theologians as diverse as Anselm, Bernard of Clairvaux, Peter Abelard, Thomas Aquinas, and Mechthild of Magdeburg have proven to be of enduring significance. This course examines the high medieval achievement in theology, both scholastic and spiritual, through close study of selections from many of the most important theologians from the 12th through the early 14th centuries. While considerable attention will be given to doctrinal development and intellectual disagreement, cultural as well as literary questions will also receive their due - to what extent did institutional and educational changes stimulate theological progress? Why did theologians employ such a broad range of genres, and are different genres better suited to certain theological tasks? How do earlier writings, both Christian (scriptural, patristic, and early medieval), and, non-Christian (especially, but not exclusively, Aristotelian), figure in the high medieval theological enterprise? Heavy emphasis will be placed on the analysis, both oral and written, of primary texts. Thematic continuity will be provided by focusing on medieval discussions of 'theology' as science and as wisdom; the understanding of Scripture; providence and predestination; and, Christology. To facilitate future research, students will also be introduced to the principal scholarly resources for the study of medieval theological history.

From its origins in the Judaism of first-century Palestine, early Christianity spread quickly into Aramaic-, Greek-, and Latin-speaking communities of the Roman Empire. This course will introduce the institutions created by Christianity as it separated from Judaism, as well as its interaction with the cultures into which it spread around the Mediterranean basin and into
Mesopotamia and the Caucasus. From these interactions came an articulated church structure, with literary and liturgical cultures specific to particular territories, and a cluster of beliefs both shared with and differentiated from Graeco-Roman and eastern cultures. Along with the history of these cultures, the course will consider the book cultures of early Christianity and its catechists, who gave rise to a web of teachings modulated in controversy and ecumenical councils. The resultant theology, particularly teachings about the divine nature of Jesus and the related doctrine of the triadic godhead, is an important philosophical legacy of early Christianity, and will be the focus of inquiry as the course progresses.

19258 MI 60442-01 Thomas Aquinas and the Pursuit of Wisdom
Wawrykow, Joseph
This course offers an orientation to the theology of Thomas Aquinas through his account of "wisdom", which in Thomas refers to the contemplation of divine things and the ordering of all else in that light. The theme of "wisdom" threads its way through the entire range of Thomas's theology, and attention to "wisdom" will make clear many of Thomas's most important convictions about the nature of the theological enterprise; the interrelated doctrines of God, and, of Christ; and, the specific character of Christian discipleship.

19259 MI 60535-01 Lyric and Narrative in Medieval French Literature
Boulton, Maureen
A study of narrative transformations of the themes of the courtly lyric in the 13th and 14th centuries.

14838 MI 60609-01 Reading and Writing Latin Prose
Mazurek, Tadeusz
This second-year language course continues the review of grammar begun in CLLA 20-003 and introduces students to stylistic analysis through close readings of Latin prose authors such as Cicero and the younger Pliny. A special feature of the course is that students learn to write classical Latin for themselves. Offered each spring semester.

19260 MI 60704-01 Survey of Italian Renaissance Art
Rosenberg, Charles
This course will examine the painting, sculpture and architecture produced in Italy from the very end of the twelfth through the beginning of sixteenth century; from Giotto's Franciscan spirituality to Michelangelo's heroic vision of man and God. A wide variety of questions will be considered in the context of this chronological survey including changing conventions of representation, the social function of art, and the impact of the Renaissance ideology of individual achievement on the production of art and the role of the artist.

16577 MI 60724-01 Gothic Art and Architecture
Joyner, Danielle
The first monument definitively labeled as "Gothic" is the Abbey church at St. Denis, yet no correlating monument or object exists to mark the finale of Gothic art. The term "Gothic" carries a wide range of connotations and it is applied to European art and architecture from the mid-12th century to roughly the 15th century. In examining the architecture, sculpture, manuscripts, metalwork, wall-paintings & textiles from these centuries, this class will compare the
implications historically ascribed to "Gothic" with the ideas promoted by the cultures & individuals actually creating these objects. Although the focus of this course will be France, comparative material from Germany, England, Austria, & Italy will be included.

19261 MI 60783-01 Gregorian Chant: Vocal Sacred Music I
Jeffrey, Peter
Vocal Sacred Music I is devoted primarily to Gregorian Chant, with some study toward the end of the semester of medieval polyphonic works based on chant. The course will cover matters of liturgy, performance practice, musical forms, notation, and sources. The course is open to upper-class music majors and graduate students in the Master of Sacred Music Program.

19262 MI 63214-01 The Renaissance: Society, Culture, and Ideas
Meserve, Margaret
An exploration of the Italian Renaissance.

19263 MI 63253-01 Learning in High Middle Ages
Van Engen, John
From about 1150 university-trained clerics began to play prominent roles in nearly every aspect of medieval society and culture, from administration to law and theology. This course explores the role of that learning in re-shaping views and practices in specific areas especially religion and law, while at the same time offering a general introduction to medieval universities and the roles of university clerics in medieval society. We will read primary sources in Latin, and students will prepare an original research paper as the culmination of their class work.

19264 MI 63424-01 Creation of the Early Christian Biography
Young, Robin
Beginning in the third century, late-ancient authors created the form of the biography as an instrument of praise, and also as a measure of the admirable life. For early Christian authors, both the scriptural and apocryphal lives of Jesus and the idealized biography of various philosophers provided models for the literary presentation of an ideal Christian life. This course begins with quasi-biographical treatments of Cyprian and Origen and explores a series of long and short biographies, with their theological, social-historical, and textual elements, up through the work of Gregory the Great.

19265 MI 63471-01 Islamic Origins
Reynolds, Gabriel
In 1851 the French scholar Ernest Rénan wrote: ?one can say without exaggeration that the problem of the origins of Islam has definitely now been completely resolved.? In 2012, however, scholars are more divided than ever over the question of Islamic origins. Rénan?s confidence stemmed from the appearance in his day of medieval Muslim biographies of Mu?ammad, which in their detailed descriptions of the Muslim prophet seemed to offer reliable historical data. Yet they are also late sources. The earliest Islamic biographies date from approximately 150 years after the traditional death date of Muhammad (632).The only earlier sources that scholars have to work with are the Qur??n --a text marked by Biblical allusions and religious exhortation, not historical narratives --and the early Greek, Syriac and Armenian literature (primarily Christian) which alludes to the rise of a new religious movement in the Near East, but not in the manner of later Islamic works. All three sources ?the Qur??n, early non-Muslim literature, and classical
Islamic sources present particular interpretive challenges. In this seminar we will address the question of Islamic origins by appreciating the particular types and functions of these sources. At the same time we will examine the debate over these sources in recent scholarship, with particular attention to the theories of those (esp. Wansbrough, Crone, and Luxenberg) who argue that the origins of Islam are more closely related to the development of Christianity in the Late Antique Near East than is traditionally assumed. In this regard the present seminar is not a foray into Religious Studies as much as a studied examination of a movement (Islam) that is closely connected to Christianity, and of a text (the Qur’an) that itself claims to present the proper exegesis of Biblical narratives. Accordingly students are not assumed to have any special background in Islamic Studies or in Arabic. They will be asked, on the other hand, to apply their knowledge of the History of Christianity (and Judaism) and Biblical Studies to the study of Islamic origins. In Fall 2012 students in the seminar will have the opportunity to participate in the activities of an international Mellon Foundation project on the study of the Qur’an hosted at Notre Dame.

19266 MI 63496-01 Latin West & the Byzantine East
Avvakumov, Yury W 3:00P – 5:30P
The course will be based upon reading and informed discussion of source texts referring to the main events and topics in the history of relations between Latins and Byzantines from the 11th to the 15th century: the so-called "Schism of 1054;" Early Scholastic theologians (Anselm of Canterbury, Roscellin, Peter Abelard, etc.) and their attitudes towards Greeks; Pope Innocent III and the establishment of the Latin Empire in Constantinople (1204); II Council of Lyons (1274); scholastic theologians of the "classical era" (Alexander of Hales, Bonaventure, Albert the Great, Thomas Aquinas and Duns Scotus) and their attitudes towards Byzantine theology and culture; Byzantine humanists and latinophrones of the 14th and 15th centuries (Demetrios Kydones etc.) and their appeal for Christian unity; the Council of Florence (1439), its personalities, achievements and failures. The course will focus on ecclesiological self-understanding of conflicting Churches, and their respective perception of a theological and cultural "other." Special emphasis will be placed upon the developments in Latin theology that resulted from or was inspired by the encounter with the Byzantines (ecclesiology, sacramental and moral theology, canon law). A basic knowledge of Latin is required for the course. The knowledge of Greek is not necessary; however, it is desirable for greater participation in the course.

19457 MI 63512-01 Convivencia, Conversion and Inquisition
Seidenspinner-Nunez, Dayle R 3:30P – 6:15P
While the High Middle Ages in Spain is marked by the celebrated convivencia of Christians, Muslims, and Jews, in the late Middle Ages, widespread pogroms, antijudaic legislation, theological disputations, and an aggressive proselytizing movement by the mendicant orders combined to produce a new minority in an already tricultural society - the conversos - whose problematic presence would dismantle the last vestiges of convivencia and usher in inquisition and ultimately expulsion. While the conversos are a persecuted minority, they also constitute the intellectual elite of 15th-century Spain and collude with the monarchy to engineer the emergence of Spain as a modern nation-state and world empire and the construction of an orthodox, patriarchal Spanish identity purified of its others: ethnic others through reconquest and expulsion, religious others through conversion and inquisition, and sexual others through misogyny and homophobia. Texts will include Poema de mio Cid; Los milagros de Nuestra Señora by Gonzalo de Berceo; Alfonso Martinez de Toledo’s Arçipreste de Talavera; Juan de
Mena, Laberinto de Fortuna; Jorge Manrique, ?Coplas por la muerte de su padre?; Teresa de Cartagena, Admiraçión operum Dey; the Libro del Alborayque; Juan de Flores, Grisel y Mirabella; Diego de San Pedro, Cárcel de Amor; Fernando de Rojas, Celestina; and selections. Primary texts will be supplemented with critical, scholarly, cultural, and theoretical readings.

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>19267</td>
<td>MI 63567-01  Petrarch: The Soul’s Fragment</td>
<td>Cachey, Theodore</td>
<td>M 3:30P – 6:15P</td>
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<td>Crosslisted with ROIT 527. Before taking up the Canzoniere we'll consider the life of Petrarch, his intellectual activity and his other works, including selections from his epistolary collections (Letters on Familiar Matters and Letters of Old Age) and other Latin works, especially the Secretum (Petrarch's Secret). Our reading of the Canzoniere will utilize Santagata's recent edition and commentary and will engage critically a variety of hermeneutical and philological approaches to the book. The seminar will be conducted in English but reading knowledge of Italian is essential.</td>
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<td>19268</td>
<td>MI 63674-01  Medieval Seminar: The Art of Time</td>
<td>Joyner, Danielle</td>
<td>T 3:30P – 6:15P</td>
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<td>In the European Middle Ages, time distinguished the created world from eternal realms, it structured monastic and agricultural lives, and it was a compelling topic for philosophical debate, theological inquiry, scientific definition, and artistic challenge. This class examines the nature of time as it was considered separately and conjointly in visual and verbal realms. Some of the art we will analyze includes late antique mosaics, narrative sequences in wall paintings and sculpture, calendars, cosmological and computus diagrams, personifications, and late medieval constructions of time-telling devices. Some of the texts to be discussed include Augustine's Confessions, Bede's The Reckoning of Times, Bernardus Silvestris's Cosmographia, Heinrich Seuse's Wisdom's Watch Upon the Hours, and Petrarch's Triumph of Time. The goal of this seminar is to gain a better understanding of how medieval artists, authors, poets, and others formulated questions and answers regarding the ubiquitous yet intangible phenomenon of time.</td>
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<td>11083*</td>
<td>MI 66020*  Directed Readings – Graduate</td>
<td>Various</td>
<td>TBA</td>
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<td>Offers graduate students a possibility, normally in their second or third year, to work closely with a professor in preparing a topic mutually agreed upon. Student and professor must sign a form that records the readings.</td>
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<td>12237</td>
<td>MI 66020-21 Dir. Readings: Study &amp; Perf. of Med. Music &amp; Drama</td>
<td>Fassler, Margot</td>
<td>TBA</td>
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<td></td>
<td>Offers graduate students a possibility, normally in their second or third year, to work closely with a professor in preparing a topic mutually agreed upon. Student and professor must sign a form that records the readings.</td>
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<tr>
<td>12731*</td>
<td>MI 67001*  2nd Year Research Tutorial I</td>
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<td>An intensive program of reading in primary sources (preponderantly in the original language) and scholarly literature with a view to identifying a worthwhile, original research project, for completion in the following semester.</td>
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Field Examination Preparation
Constable, Olivia
Offers students a possibility, normally in their second or third year, to work closely with a professor in preparing for one of their field examinations.

Dissertation Proposal Preparation
Various
Offers students the opportunity to work with their adviser in preparing their dissertation proposal.

Resident Dissertation Research
Various
Independent research and writing on an approved subject under the direction of a faculty member.

Nonresident Dissertation Research
Various
Required of nonresident graduate students who are completing their theses in absentia and who wish to retain their degree status.