

**MI 20114 01 “Death Songs”: Remembering the Lost in Medieval Elegy**      **Scheirer, Christopher**  
*CRN 21029*      *MW 11:00A-12:15P*

Death, it is said, is the great equalizer. All things, from great to small, fade and pass away under the ravages of time. How we make sense of this reality, how we narrate and memorialize the lost, constitutes a central aspect of the human experience as well as reveals critical insights into the values, beliefs, and identities of those who survive to mourn and remember. It is also the special province of elegy, a genre of writing shared by many cultures throughout history that gives voice to this universal experience of mortality, decay, and ruin. In this course we will explore the development of elegy from its roots in Classical Antiquity to the Late-Middle Ages and the Early-Modern Period, paying special attention to how the desires and anxieties of the living are often inextricably woven into laments for the dead. In the process we will also take up the broader question of elegy as a distinct genre, examining its forms and themes, as well as its evolving character over time and among different cultures.

**MI 20473 01 Islam and Christian Theology**      **Reynolds, Gabriel**  
*CRN 17856*      *MW 9:25A-10:15A*

While many Christians have described Islam as a Christian heresy, many Muslims consider Christianity to be an Islamic heresy. Jesus, they maintain, was a Muslim prophet. Like Adam and Abraham before him, like Muhammad after him, he was sent to preach Islam. In this view Islam is the natural religion--eternal, universal, and unchanging. Other religions, including Christianity, arose only when people went astray. Therefore Muslims have long challenged the legitimacy of Christian doctrines that differ from Islam, including the Trinity, the incarnation, the cross, and the new covenant and the church. In this course we will examine Islamic writings, from the Qur'an to contemporary texts, in which these doctrines are challenged. We will then examine the history of Christian responses to these challenges and consider, as theologians, how Christians might approach them today. Regarding the Islamic Challenge to Christian Theology" is the second of two required theology courses at Notre Dame (the "development" course). These two courses are directed towards a number of goals. First, they provide students with information about the Bible and Christian theology that in itself is important. Second, they form the basis of a Catholic community at Notre Dame where all students (whether or not they are practicing Catholics) have a common experience of texts and questions that might be discussed not only in class but while eating mashed potatoes in North Dining Hall. Third, theology itself is meant as a guiding light for all other classes. As with the great European universities (Paris, Bologna, Oxford, Cambridge etc.), Notre Dame was founded by the church to be a community where students are strengthened in their faith and morals, and therefore more able to see the truth in other fields, whether biology, music, or history. Like the first required course (Foundations), Regarding the Islamic Challenge to Christian Theology has the same goals. This is not an Islamic Studies course. It is a course which takes Islam's challenge to Christian teaching as the starting point for Christian theological reflection.

**MI 20485 01 C.S. Lewis: Sin, Sanctity, and the Saints**  
*CRN 20976***Fagerberg, David**  
*MW 12:30P-1:45P*

What is the path for each person through sanctification to the beatific vision? Using the fiction of C.S. Lewis for sign posts along that path, this course will consider the doctrine of sin (*Screwtape Letters*), sanctification as cooperating with grace (*The Lion, the Witch & the Wardrobe*, *Perelandra*), and the final formation of saints (*The Great Divorce*, *The Last Battle*). Other authors will be helpful in understanding Christian spirituality as a struggle to overcome the passions and cultivate the virtues: St. Augustine, Maximus the Confessor, Sayings of the Desert Fathers, Dorothy Sayers, Joseph Pieper, and G.K. Chesterton.

**MI 20670 03 Great Irish Writers I**  
*CRN 17858***Mulligan, Amy**  
*MW 9:30A-10:45A*

Ireland can lay claim to one of the most extensive, unique, and oldest literatures in Europe. By engaging with a wide range of literary texts from the medieval and early modern periods (ca. 800-1800), participants will consider how changing social, cultural, literary and intellectual contexts, in terms of both authors and audiences, have dramatically transformed Ireland's literature over the centuries. By looking at authors ranging from heroic bards and literary monks to lamenting wives and satirizing schoolmasters, we will examine the dynamics of production and the voices that speak to us from Ireland's past. Additionally, by thinking about the identities of those who have more recently translated and edited the versions of the texts we will read, by questioning the different topics that scholars have chosen to explore, and by articulating our own responses to often arresting works from the Irish literary tradition, we will begin to understand the complexities and rich possibilities inherent in experiencing these literary masterpieces in a time and place very different from medieval or early modern Ireland. Participants will read both primary literary texts, which may include but are not limited to *The Táin*, stories from *Early Irish Myths and Sagas*, poems from *An Duanaire: Poems of the Dispossessed*, *Merriman's Midnight Court*, as well as a number of critical essays. Participants will be required to write several short response papers, to compose discussion questions to help direct class conversations, and to write 2 papers (4-5 pp. and 6-7 pp.)

**MI 20705 01 Art/Architecture, Medieval World**  
*CRN 20993***Hauknes, Marius**  
*TR 2:00P-3:15P*

This course will survey the major objects, images, and monuments from Europe, the Mediterranean, and the Near East between circa 300 AD and circa 1400 AD. It will begin with the first examples of Christian art in the Early Christian period and end with the precursors of the Renaissance. The course will cover a fascinating variety of art historical, theological, and cultural topics relevant to medieval art: the origins of modern painting; politics and monumental art; pilgrimage, relics, and the cult of the Saints; manuscript making and the origins of the book; Iconoclasm; and the Crusades, among others. By the end of the course, students will gain concrete knowledge of the vibrant and varied artworks, figures, and concepts that have shaped the visual imagination of Europe, the Mediterranean, and the Near East. Students will further acquire "visual literacy" skills that will allow them to interpret images and "read" visual objects and texts together.

**MI 20772 01 Medieval and Renaissance Music History I**  
*CRN 17859***Blachly, Alexander**  
*TR 2:00P-3:15P*

A survey of music. The study of the major forms and styles in Western history. Required of music majors and minors, but open to students with sufficient musical background.

**MI 30195 01 British Literary Traditions I**  
*CRN 17862***Karnes, Michelle**  
*TR 11:00A-12:15P*

This is an introductory survey of English poetic and prose texts written from the eighth to the mid-seventeenth century. We will study these literary artifacts as imaginative representatives of experience, as cultural maps, and as human messages-in-a-bottle, set afloat in the seas of time. As we read these selections composed in English from past centuries past, we will be looking for both familiarity and strangeness. We will also be forming a sense of the variety and differing uses of literary genres: epic and romance [Beowulf and Sir Gawain & the Green Knight]; short story [Chaucer's Canterbury Tales and the Lais of Marie de France]; religious diary [excerpts from the mystical visions of Julian of Norwich in Revelations of Divine Love] and autobiography [from the first written in English, authored by Marjorie Kempe, a laywoman who records her business ventures, her negotiations of marital sex life, her adventures on pilgrimage, and her religious examination by the archbishop as a potential heretic]. We will also read lyric poems from the Old and Middle English periods, and from the Renaissance and seventeenth centuries, including some of Shakespeare's sonnets; political satire [excerpts from Utopia, a prose fiction authored by Sir/Saint Thomas More]; and at least on play - possibly two - from the Medieval and/or Renaissance performing tradition. The semester's literary pilgrimage will conclude by coming full circle, back to the epic revisited, with selections from Milton's Paradise Lost. Regular short quizzes. Midterm & final examinations. Two short (5-10 pp.) Essays, due at mid-term and end-term. Text: The Norton Anthology of English Literature, Vol. I, 7th edition.

**MI 30200 01 Trade and Migrations  
in the Lands of Islam**  
*CRN 20891***Daddi Addoun, Yacine; Alfaro Salas, Esteban**  
*MW 12:30P-1:45P*

Islam was born in a complex interconnected world of trade, commerce and migrations. This world became more integrated as Islamic law brought a homogeneous system which standardized transactions not only within the realm of Islam but also for the cross-cultural exchange, with other civilizations. Thus Islam dominated exchange and mediated it for centuries before the raise of the West. During the middle ages, silk, spices, frankincense were consumed within dar al-Islam and transited from it to other places in the world. People moved long distances both to fulfill their religious duty of pilgrimage to Mecca, and to trade, study, or hold an office in one of the Islamic Imperial administrations: There was a constant movement of people inside the world of Islam. Furthermore, there was a constant influx of people from the frontiers of Islam to its heartlands. Slave trade was a major mechanism through which peoples were integrated in the social, economic and even political fabric of Islamic states. Wars also brought people to the heartland of Islam as refugees as well as conquerors and invaders.

**MI 30222 01 Tudor England: Politics and Honor**  
*CRN 15932***Rapple, Rory**  
*TR 9:30A-10:45A*

The period from 1485 to 1603, often feted as something of a 'Golden Age' for England, saw that country undergo serious changes that challenged the traditional ways in which the nation conceived of itself. These included the break from Rome, the loss of England's foothold in France, and the unprecedented experience of monarchical rule by women. Each of these challenges demanded creative political responses and apologetic strategies harnessing intellectual resources from classical, Biblical, legal, chivalric and ecclesiastical sources. This course will examine these developments. It will also look at how the English, emerging from under the shadow of the internecine dynastic warfare of the fifteenth century, sought to preserve political stability and ensure a balance between continuity and change, and, furthermore, how individuals could use these unique circumstances to their own advantage.

**MI 30234 01 Early Modern Ireland**  
*CRN 20750***Rapple, Rory**  
*TR 2:00P-3:15P*

This course offers new perspectives on the struggle for mastery in Ireland from 1470 to 1660. Though keeping in mind the traditional view of the "English reconquest" (decades of rebellion, dispossession, and plantation until, in the aftermath of Cromwell, all Ireland was finally subjected to English rule) this course will take a different approach. By investigating a range of primary sources from the period, students will explore the interactions between the three different models of conquest: (1) descendants of the old Norman colonists (e.g., Fitzgeralds and Butlers) seeking to finish the job; (2) Tudor reform (inspired by Renaissance optimism), by which the English attempted to establish rule by means of legal, social, and cultural assimilation; and (3) unabashed exploitation by English private entrepreneurs on the make. The most important effect of these "contending conquests" was the way they shaped the diverse responses of the native Irish, ranging from accommodation and assimilation to outright rebellion and national war.

**MI 30241 01 Ancient Japan**  
*CRN 16722***Thomas, Julia**  
*MW 3:00P-4:45P*

History is not a single "true story," but many competing narratives, each defined by values, interests, and political commitments. This course on ancient Japanese history provides an overview of three sets of competing narratives: first, the politically charged question of Japan's origins, when we explore archeological evidence and chronicles of the Sun Goddess; second, the question of whether culture (through continental imports of writing, religious forms, and statecraft) or nature (as disease and environmental degradation) defined the Yamato state from the sixth to the ninth century; and, third, whether Heian court power rested on economic, political, military, judicial, or aesthetic grounds and if its foundations were undermined internally or by the invasion of the Mongols. In examining these competing narratives, we aim to develop the disciplined imagination necessary to enter another culture and another time.

**MI 30255 01 Twelfth Century European Renaissance and Reform**  
*CRN 20890***Van Engen, John**  
*TR 12:30P-1:45P*

The thousand years of history we call "the middle ages" witnessed repeated efforts to reform and enlighten society through learning and religion. Such aspirations did not wait for the periods we call Renaissance and Reformation. This course will examine reform movements in the years 1050-1215, a time of great cultural expansion often called the "twelfth-century renaissance." Here we find the invention of the university and also of chivalry, mystics as well as satirical mockers. We will read original sources dealing with ethics, politics, love, and religion in that society. We will ask what it means, historically, to speak of a society as undergoing renewal or reform: Can a whole society be reformed? By whom? By what means? Three short papers, and a midterm, will be required.

**MI 30268 01 The World of Vikings**  
*CRN 17863***Long, Ann-Marie**  
*TR 9:30A-10:45A*

This course provides an introduction to the world of the Vikings. Frequently romanticised and often misunderstood, the Vikings changed the course of European history. Following an examination of the possible reasons for the Viking incursions, attention will turn to the Viking homelands, early raids and settlements in Ireland, Britain and continental Europe. Important related themes include the emergence and consolidation of the medieval Scandinavian kingdoms, commercial enterprise, and religious change. Particular emphasis will be placed on the exploration and colonisation of the North Atlantic, especially Iceland, which provides an interesting case study of a state founded by Viking migrants. Students will read widely from a range of primary sources to understand how the Vikings perceived themselves and how they, in turn, were viewed by their near contemporaries. They will be encouraged to reassess the Vikings and their legacy, and to frame their achievements, some more lasting than others, within a wider European context. No prior knowledge of Old Norse or a modern Scandinavian language is required.

**MI 30271- 01 Transforming the Roman World**  
*CRN 17538***Beihammer, Alexander**  
*MW 12:30P-1:45P*

This course is designed as a general introduction into the early and middle Byzantine period, focusing on the various aspects of transformation from the late Roman Empire to Byzantium at the end of the so-called 'Dark Ages'. The main topics are the Christianization of the Empire and the separation between East and West; reactions to the barbarian migrations, the Slavic expansion, and the Islamic conquests; patterns of social and economic change; iconoclasm; Byzantine relations with the Carolingian and Ottonian Empires.

**MI 30293 01 Slavery in the Lands of Islam**  
*CRN 17865***Daddi Addoun, Yacine; Alfaro Salas, Esteban**  
*MW 3:30P-4:45P*

Slavery existed in most societies and its eradication from our contemporary society is our challenge and responsibility. This course is targeted at examining and understanding the institution of slavery in Islamic societies. It offers strong foundations to discuss slavery in the two main sources of law in Islam: Qur'an and Sunna. Then it offers a survey of the most important aspects of slavery, including the

geographical origins of the slave population, their numbers and demographics in Islamic lands, labor conditions, as well as production and reproduction characteristics. Through a thematic examination, the course will present some of the most distinctive types of slavery that existed in different part of Islamic lands: military slavery, harem slavery, eunuchs, etc. Also this course examines debates on the abolition of the institution of slavery; the colonial context in which it emerged and was imposed; and how Muslim intellectuals adopted abolitionist ideas. By the end of the semester, the focus will be on the diaspora and the structural inequalities inherited from slavery and perpetuated to these days. It will also touch on the contemporary forms of slavery in the lands of Islam.

**MI 30299 01 Unsolved Historical Mysteries**  
*CRN 17539*

**Hobbins, Daniel**  
*MW 3:30P-4:45P*

This course examines three episodes: the trial of the Knights Templar (1312), the trial of Joan of Arc (1431), and the fate of the princes in the Tower (1483). Emphasis will be on the careful reading of primary texts (in translation), evaluating conflicting accounts, source criticism, surveying historiographical debates, and reconstructing plausible narratives. The trial of the Templars illustrates the difficulty of discovering the truth from suspicious and contradictory evidence. Were the Templars guilty of secret crimes, or the victims of scheming political enemies? The conviction of Joan of Arc as a heretic was almost immediately denounced, and provides an interesting case study in the convergence of religion and politics. The fate of the princes in the Tower of London is a classic historical mystery. Did Richard III have them killed, or did they somehow survive only to reappear in the reign of Henry VII? At stake here is the reputation of Richard III. Was he a monstrous villain or the victim of Tudor propaganda? Each case illustrates the way historical narratives are constructed.

**MI 30301 01 Ancient and Medieval Philosophy**  
*CRN 17866*

**Dumont, Stephen**  
*TR 2:00P-3:15P*

This course will concentrate on major figures and persistent themes. A balance will be sought between scope and depth, the latter ensured by a close reading of selected texts.

**MI 30301 02 Ancient and Medieval Philosophy**  
*CRN 17867*

**Dumont, Stephen**  
*TR 3:30P-4:45P*

This course will concentrate on major figures and persistent themes. A balance will be sought between scope and depth, the latter ensured by a close reading of selected texts.

**MI 30500 01 Early Peninsular Literature and Culture**  
*CRN 12440*

**Juarez-Almendros, Encarnacion**  
*TR 12:30P-1:45P*

A survey of Spanish literature through 1700. Readings of selected texts in prose, poetry, and theater from the medieval, Renaissance, and baroque periods.

**MI 30530 01 French Literature and Culture I**  
*CRN 20751*

**Haake, Gregory**  
*MW 11:00A-12:15P*

Reading of selections and complete works of outstanding French authors from major genres and periods. Students are expected to have already taken ROFR 30310.

**MI 30577 01 Medieval-Renaissance Italian Literature and Culture**  
*CRN 12439*

**Moevs, Christian**  
*TW 2:00P-3:15P*

An introduction to the close reading and textual analysis of representative texts from the Duecento through the Renaissance, including Lentini, Guinizzelli, Cavalcanti, Dante, Petrarch, Boccaccio, Poliziano, Machiavelli, and Ariosto.

**MI 30603 01 Barbarians, Church, and the Fall of Rome**  
*CRN 20975*

**Ford, Randolph**  
*MW 11:30A-12:20P*

This course is an introduction to the Later Roman Empire and the period known as Late Antiquity. It will focus on the transformation of the Roman Empire between the third and sixth centuries A.D. and examine the major political, social, economic, and cultural developments that took place in this period. Central topics will include the political decline of the Roman Empire in the West; the rise of Christianity; the controversy over religious doctrines of the church; and the invasions, migrations, and kingdoms of "barbarian" peoples who would lay the foundations of Medieval Europe. The course will address the following questions: did the Roman Empire really fall or was it simply transformed? Is this a period of calamity or continuity? How did the church engage with the philosophical and political culture of Rome, and how did it change over this period? Who were the so-called barbarians and what role did they play in the collapse of the Roman imperial system in Western Europe?

**MI 30660 01 Sunni and Shi'i Muslims:  
 Common Legacy, Multiple Narratives**  
*CRN 18216*

**Abdulsater, Hussein**  
*TR 11:00A-12:15P*

News coverage of Middle East developments is replete with references to Shi'i and Sunni Muslims. Their differences are often presented as a millenarian conflict, and as the cause of the discord that ravages the region. This course examines the formation of the different versions of Shi'i and Sunni Islam. While studying the common Islamic legacy shared by both, we will look into the multiple narratives that are based on this legacy. As such, the course investigates the political developments, intellectual currents, legal positions and ritual practices that provided Shi'i and Sunni Muslims with their rich variations on the story of Islam. Students are expected to actively participate in discussions based on the assigned weekly readings and material presented in class lectures. It is strongly recommended that students have prior knowledge of Arabic culture, the Middle East, or Islam.

**MI 30671 01 Storied Landscapes from Ireland to Chicago**  
*CRN 20413*

**Mulligan, Amy**  
*MW 2:00P-3:15P*

Stories from and about Ireland are filled with details, descriptions and events that pull us into Ireland and help us imaginatively experience important Irish places as pilgrims, high-status warrior-queens and heroes, poets and artists, scholars and sailors, tourists and travel-writers. How can words be used to convincingly map out and entice us to enter into new and often fantastic verbal geographies? In this class, we will think about how narratives are constructed, and how stories gain power by being anchored in highly detailed and evocative depictions of specific places, both real and imagined. We will examine verbal and visual stories, from medieval manuscripts like the Book of Kells, tales of Queen Medb, Cú Chulainn and St. Patrick as they travel around Ireland (Táin Bó Cúailnge, Acallam na Senórach, Tochmarc Emire); place-lore dindshenchas poetry from medieval and modern authors; urban landscapes through contemporary animated film (The Song of the Sea), architectural narratives (political murals from Northern Ireland) and science-fiction (Kevin Barry's apocalyptic City of Bohune). We then cross the Atlantic to consider how Irish immigrants created new Irish-American spaces. Looking at the massive 1893 Chicago World's Fair and its nostalgic Irish Villages, and Old St. Pat's Church decorated by Gus O'Shaughnessy of Notre Dame fame, we contemplate how Irish immigrants used narratives and images of Ireland to forge new storied landscapes in America.

**MI 30717 01 Brains, Brawn, and Heart:  
 Women in Medieval Iberian Literature**  
*CRN 20752*

**Oswald, Katherine**  
*MW 9:30A-10:45A*

This course will examine a panorama of vastly differing depictions of women in Medieval Iberia, in texts written almost exclusively by men. Through a selection of prose and verse from the 13th to 16th centuries, we will consider questions such as loyalty and betrayal, submission and rebellion, piety and blasphemy, and love and rejection. Texts will be read in Spanish though, in most cases, the Medieval Spanish will be at least partially modernized for students.

**MI 30815 01 Politics and Conscience**  
*CRN 20989*

**Keys, Mary**  
*MW 2:00P-3:15P*

Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of "conscience" recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect? Are there limits to its autonomy? What role should conscience play in questions of war and peace, law-abidingness and civil disobedience, citizenship and political leadership? And how does the notion of conscience relate to concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course engages such questions through readings from the Catholic intellectual tradition (Augustine, Thomas Aquinas, Thomas More, Francisco de Vitoria, Desiderius Erasmus, John Henry Newman, Karol Wojty'a/John Paul II, and Joseph Ratzinger/Benedict XVI) and other writers of the history of ethical-political thought (Cicero, Seneca, John Locke, Mahatma Ghandi, Jan Pato'ka, and Alexandr Solzhenitsyn). We consider also various contemporary reflections on conscience expressed in films, essays, letters, plays, short stories, speeches,

and declarations, beginning with Martin Luther King, Jr.'s "Letter from a Birmingham Jail" and Václav Havel's speech "Politics and Conscience." This class serves as both the capstone course for the interdisciplinary minor Philosophy in the Catholic Tradition and an upper-level elective for Political Science majors and Peace Studies minors. Its format combines lecture and seminar-style discussion.

**MI 33824 01 Chinese Literary Traditions**  
*CRN 18226*

**Yang, Xiaoshan**  
*TR 3:30P-4:45P*

A survey course introducing students to the major themes and genres of Chinese literature through selected readings of representative texts.

**MI 40003 01 Introduction to Christian Latin Texts**  
*CRN 12419*

**Bloomer, W. Martin**  
*TR 3:30P-4:45P*

This class surveys the development of Christian Latin language and literature from their origins through Late Antiquity and the early Middle Ages. It introduces students to the various important linguistic, stylistic and literary influences that contributed to Christian Latin poetry and prose. Students will also be introduced to the varieties of Christian Latin texts and the bibliographical and research skills needed to pursue research into these texts. All along we will be concerned to improve our abilities to read and understand the Latin of the tradition that stretches from the first translations of scripture to the treatises of Jerome and Augustine. The survey of Medieval Latin language and literature in the spring semester follows and builds upon this course.

**MI 40023 01 Foundations of Western Education**  
*CRN 20905*

**Ellis, Erik**  
*MW 9:30A-10:45A*

This course examines the manner in which past generations have asked and answered this question: is the purpose of schooling to educate or to certify? Beginning with Socrates' encounter with the Sophists and ending with scholastic, humanistic, and scientific visions of education in the early modern period, students will learn how great thinkers and educators have sought to unite the often competing but necessary social goals of producing disinterested lovers of wisdom as well as highly-trained professionals. By reading and discussing texts by Plato, Aristotle, Augustine, Boethius, Aquinas, Petrarch, and many others, students will come to appreciate that current debates stem from a constant tension at the heart of the Western educational tradition. In addition to considering the philosophical and theoretical aspects of ancient, medieval, and early modern education, students will also learn, both through reading primary texts and completing exercises from ancient and medieval textbooks, what the methods, possibilities, and limitations of the pre-modern classroom were. Having reconstructed pre-modern education in both theory and practice, students will have a deeper understanding of what education has been as well as a broader perspective from which to evaluate their own study, teaching, research, and work. All texts will be read in translation.

**MI 40068 01 Introduction to Classical/Qur'anic Arabic II**  
*CRN 21073*

**Guo, Li**  
*TR 2:00P-3:15P*

The goal of this course is to continue to develop a basic knowledge of Classical/Qur'anic Arabic, with an emphasis on an overview of grammar and syntax, vocabulary acquisition, and serial readings of Islamic texts. We will read selections from Qur'an, Qur'anic exegeses, hadith (Prophetic tradition), and other related material, such as Islamic legal texts. We will learn how to use Arabic/Islamic bibliographical references (in print and online).

**MI 40188 01 J.R.R. Tolkien**  
*CRN 20864*

**Machan, Tim**  
*TR 11:00A-12:15P*

One of the most prolific authors in the modern period - the author of the twentieth century, according to one admirer - Tolkien is also one of the most influential, controversial, and challenging. He inspired a craze for fantasy literature that persists today and that itself has influenced the movies, games, and images of pop culture. As often as readers praise his novels, however, critics (particularly scholars) vilify them for their plots, style, and characters. Further complicating this reception is the fact that as a writer Tolkien, who by trade was a medievalist and philologist at the University of Oxford, produced far more than his well-known books on Middle Earth. In an effort to get a broad understanding of Tolkien as a writer and of the continuities that run through everything he wrote, we'll read these blockbusters, but also some of his original poetry, several of his academic articles, and his translations of medieval poems. We'll consider what it meant to be a writer when Tolkien was, including the way he balanced teaching and writing, the importance of his writers' group (the Inklings), and the process by which his sometimes illegible handwritten drafts found their way (changing in the process) to the finished products that shook the literary world.

**MI 40196 01 Introduction to Old Norse**  
*CRN 20414*

**Abram, Christopher**  
*MW 9:30A-10:45A*

A person should be wise enough but never too wise; life is most pleasant for those who know just enough'. Old Norse proverb, from Hávamál. In this course, students will come to grips with Old Norse—a term that encompasses the medieval vernacular languages of Scandinavia and the vernacular literatures that flourished in Norway and Iceland between the Viking Age and the Reformation. The Old Norse literary corpus is remarkable for its breadth and variety, its literary quality and its cultural value: Norse manuscripts preserve our fullest record of pre-Christian mythology from northern Europe; traditional Germanic narrative and poetic traditions are uniquely well-represented in Old Norse versions, some of which date back to well before the Conversion; in the Icelandic sagas, one of Europe's most distinctive medieval genres, we see an unprecedented forerunner of 'realistic' prose fiction. Knowledge of Old Norse also gives access to many primary sources relating to the perennially controversial and fascinating Vikings, who took their language as far afield as Russia, Rome, Reykjavik and Rouen. (And Old Norse was probably the first European language spoken in North America.) Over the course of a semester, we will learn the fundamentals of Old Norse grammar, syntax and vocabulary. Although it has some quirks, Old Norse is not a particularly difficult language to pick up, and students will soon be able to read a saga in the original. We will introduce students to the history and literature of medieval Scandinavia, using

translations at first but gradually bringing in original language material as our mastery of Old Norse increases. This course will be assessed by means of regular grammar quizzes and translation exercises, and a final exam.

**MI 40286 01 Medieval Visions***CRN 20753***Karnes, Michelle***TR 2:00P-3:15P*

This course focuses on mystics and dream visions from medieval England, and will likely address Chaucer's "House of Fame", "Book of Duchess", and "Parliament of Fowls", along with the first seven books of Landland's "Piers Plowman", "(Anonymous) Pearl", Marie de France's "Saint Patrick's Purgatory", and perhaps "(Anonymous) Saint Erkenwald". On the side of mystics, the course will certainly take up Julian of Norwich's "Revelations" and Margery Kempe's "Book of Margery Kempe".

**MI 40411 01 Christian Theological Tradition I***CRN 17869***Cavadini, John***TR 9:30A-10:45A*

This course offers a survey of Christian theology from the end of the New Testament to the eve of the Reformation (well, almost). Taking the theological idea of "Mystery" as our theme, we will acquaint ourselves with theologians or theological developments of major significance in the period covered by the survey. Thus, students will be invited to think about the character and nature of the theological task while investigating major issues, challenges, and questions at the intersection of faith and reason.

**MI 40411 02 Christian Theological Tradition I***CRN 17868***Cavadini, Catherine***MW 2:00P-3:15P*

This course offers a survey of Christian theology from the end of the New Testament to the eve of the Reformation (well, almost). Taking the theological idea of "Mystery" as our theme, we will acquaint ourselves with theologians or theological developments of major significance in the period covered by the survey. Thus, students will be invited to think about the character and nature of the theological task while investigating major issues, challenges, and questions at the intersection of faith and reason.

**MI 40412 01 Popes, Patriarchs, and Councils***CRN 20992***Avvakumov, Yury***MW 12:30-1:45P*

This course examines medieval theological thinking about the Church?her unity, her boundaries, the variety of cultural traditions within her, her place in the world, and the ways the Church should be structured and governed. We shall base our discussions upon the reading of the medieval Latin texts in translation from the time of the Gregorian Reform in the 11th century to the age of Conciliarism and the Pre-Reformers in the 15th century. The course will also provide an introduction into the main texts, figures and tenets of Byzantine ecclesiological thinking from the 11th century up to 1453 (about one third of the course material). We shall also explore and discuss the opportunities and challenges medieval thinking poses to contemporary ecclesiological discourse.

**MI 40488 01 Bonaventure the Theologian**  
*CRN 20990*

**Wawrykow, Joseph**  
*MW 9:30A-10:45A*

St. Bonaventure is a theologian of considerable accomplishment, fully committed to the proclamation and exploration of Christian truth, and, to the living out of Christian truth, and fully adept in a variety of literary genres, both scholastic and spiritual in nature. Trinity and Christ stand at the heart of his theology and spirituality, and Bonaventure's meditations on Christ and Trinity, and the life of discipleship to the Christ who is the Word incarnate--rooted in scripture and offered in dialogue with the great early Christian writers (e.g. Augustine and Ps.-Dionysius), as well as the more recent medieval masters of the school of St. Victor--have proven to be of enduring significance. This course offers an introduction to the theology and doctrinal spirituality of Bonaventure, considering his teaching on Christ, Trinity, and discipleship, in such writings as his life of St. Francis, the Tree of Life, The Soul's Journey into God, the collations on the Hexaemeron, and the disputed questions on Christ, and, on Trinity.

**MI 40565 01 Dante's Divine Comedy: The Christian Universe as Poetry**  
*CRN 17542*

**Baranski, Zygmunt**  
*TW 12:30P-1:45P*

**MI 40661 01 Islamic Studies: Sources, Methods, and Major Themes**  
*CRN 18215*

**Abdulsater, Hussein**  
*TR 3:30P-4:45P*

Islam is the dominant religious phenomenon in vast areas of the world, collectively named the Muslim World. The study of Islam, therefore, requires much exposure to diverse cultures, languages and intellectual pursuits. This study has been conducted traditionally over the centuries by Muslim scholars. In the last few centuries, 'Western' scholars have made contributions to the study of Islam using approaches different from the traditional ones. This course will familiarize students with the sources, research tools and methods used in the field of Islamic Studies as primarily understood in Western academic circles. In addition to surveying the history and current state of Islamic studies in modern scholarship, it will provide students with a closer look at the main contributions in the various fields of literary, linguistic, religious, philosophical and scientific activity in Islamic culture. Primary sources will be briefly presented in translation, based on discussions of representative samples. It is required that students have prior knowledge of Arabic culture, the Middle East, or Islam.

**MI 46020 01 Directed Readings-Undergrad**  
*CRN 13573*

**TBA**  
*TBA*

Offers advanced undergraduate students a possibility to work closely with a professor in preparing a topic mutually agreed upon.

**MI 56001 01 Senior Research Paper**  
*CRN 13963*

**Major, Linda**  
*TBA*

This class offers a student a chance to research a topic in medieval studies and write an in-depth seminar paper on the subject. By the end of the semester, a 10- to 12-page research paper will be submitted to the professor for the final grade.

**MI 58001 01-05 Senior Honors Thesis I-Research**

**TBA**

*TBA*

This course is part of a two-semester sequence open only to seniors in the Medieval Studies honors program. Guided by a faculty adviser, students will research and write a thesis that results in a scholarly examination of a clearly defined topic. In the fall semester, students formalize the choice of a topic initially selected at the end of their junior year and complete the research begun on the project during the preceding summer. Specific deadlines for a thesis proposal and bibliography are available from the Director of Undergraduate Studies.