

**Medieval Institute**  
**Fall 2011 Course Descriptions**

**Undergraduate Courses**

As of April 1, 2011

---

**MI 13185 Philosophy University Seminar**

**Gersh, Stephen**

*TR 2:00p – 3:15p*

Plato on Love and Knowledge: The course is designed to increase the students' ability to read, think, and write about philosophical texts, using a selection of Plato's dialogues as the basic material and using the Platonic doctrines of love and knowledge as guiding themes. The texts to be read include *Phaedo*, *Symposium*, *Republic* (selections), and *Phaedrus*, and students will write short paraphrases, summaries, and commentaries on the assigned passages throughout the course. By the end of the first week, students should have obtained a copy of Hamilton, Edith and Cairns, Huntington (eds.), *Plato, The Collected Dialogues*, New York: Pantheon, 1961 (or a later edition).

**MI 20185 Arthurian Literature**

**Frese, Dolores**

*TR 9:30a – 10:45a*

The large body of history, verse chronicle, heroic narrative, poetic romance, and prose fiction - all gathered under the canopy term "Arthurian Legend" - represents one of the most fascinating and most enduring literary phenomena of western culture. In this class, which will follow a lecture-discussion format, we will read a selection of writings that reflect the textual trace of Arthur from his earliest appearances in mytho-historical chronicles beginning in the sixth century and extending from the earliest medieval poetic and prose fictions featuring Arthur and the members of his court, through the great array of writers, past and present, who have tended these myths and legends with such imaginative care. Our readings, which begin in the Middle Ages, will culminate with the "Arthurian revivals" of the nineteenth and twentieth centuries, the latter extending to theatrical and film texts ranging from "Camelot" and Eric Rohmer's *Perceval* to Monty Python and Indiana Jones in their post-modern questing for the Holy Grail. In addition to attending ways in which the sheer pleasures-of-the-text have been constructed by these gifted authors, our own "literary quest" will involve questions of historical and social context, gender and genre, the history of reception, modes of literary representation including techniques of symbolic and allegorical figuration, and ways in which the theoretical and/or ideological positions of both writers and their audiences constrain and inspire the works they produce. While pondering how and why this vast body of myth and legend, clustered around the figure of Arthur, has managed to survive and thrive through such remarkably variant shifts of time, place, and circumstance; and while reflecting thoughtfully on our own investment in - or resistance to - the variety of assigned readings, each student will choose for particular close study an Arthurian hero, heroine, or villain (Lancelot, Gawain, Guinevere, Galahad, Merlin, Modred, etc.), as well as some mytho-historical theme like the Round Table, the Grail Quest, the Sword-in-the-Stone, the Bride Quest, the Giant Combat, the Fatherless Boy, the Childless Queen, etc., as this

"character" or "motif" presents some specific problem in interpretation. These "character studies" and thematic clusters will form the basis of two short essays, one due at mid term, one at end term. Specific topics, which will be shaped through individual consultation with the teacher, should, in the course of their critical argument, engage a variety of formal, stylistic, and rhetorical practices that have been employed by writers from the twelfth to the twentieth century as they conform to - and create fresh versions of - the plenitude of literary exemplars that characterize Arthurian Legend. Creative projects - individual or collective - are also welcome and, with the approval of the teacher, may be substituted for one of the essays. These alternative ways of investigating the materials of Arthurian Legend might include original poetic or prose compositions, dramatic presentations, graphic arts, videos, and/or musical performances, vocal or instrumental performances.

**MI 20473 Regarding the Islamic Challenge to Christianity****Reynolds, Gabriel***MWF 9:35a – 10:25a*

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.

**MI 20609 Reading & Writing Latin Prose****Krostenko, Brian***TR 9:30a – 10:45a*

This second-year language course continues the review of grammar begun in CLLA 20003 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.

**MI 20704 Early Christian/Byzantine Art****Barber, Charles***MW 1:30p – 2:45p*

This course will introduce students to the visual arts of the period ca. AD 200 to ca. AD 1600. Our work will take us from the first fashioning of an identifiable Christian art through to the remarkable poetics of Late Byzantine painting. In so doing, the student will be introduced to the full array of issues that arise around the question of there being a Christian art. Working from individual objects and texts, we will construct a variety of narratives that will reveal a vital,

complex, and rich culture that, in a continuing tradition, has done so much to shape the visual imagination of Christianity.

**MI 20704 Introduction to Renaissance Art****Rosenberg, Charles***TR 9:30a-10:45a*

This course will survey the major trends in the art of Italy and Northern Europe from roughly 1300 to 1575. It will concentrate on such major figures as Giotto, Donatello, Masaccio, Botticelli, Raphael, Michelangelo, and Titian in Italy, and the Limbourg Brothers, Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Albrecht Durer, Mathias Grunewald, and Pieter Brueghel in the North. It will consider such themes as artistic production and technique, public and private spirituality, naturalism, narrative, and the changing status of the artist.

**MI 20772 Medieval & Renaissance Music History I****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 30214 Italian Renaissance****Meserve, Margaret***TR 9:30a – 10:20a*

This course examines the political, cultural, social, and religious history of Italy from about 1350 to 1550. Starting with an extended study of Florence, its economic foundations, social and political structures, artistic monuments, and key personalities, the course then examines how the culture of the Florentine Renaissance spread to the rest of Italy, especially to the papal court of Rome and the princely courts of northern Italy, and, finally, to the new nation-states of northern Europe. Key topics will include: the growth of the Italian city-state; the appearance of new, Renaissance "characters" (the merchant, the prince, the courtier, the mercenary, the learned lady, the self-made man); Renaissance humanism and the classical revival; the relationship between art and politics; and Renaissance ideas of liberty, virtue, historical change, and the individual's relationship to God. The course will not tell a story of steady progress from medieval to modern institutions, societies, and modes of thinking; rather, we will consider the Renaissance as a period in flux, in which established traditions thrived alongside creative innovations and vigorous challenges to authority. Students will write one long paper and take a midterm and a final exam.

**MI 30225 Birth of the Medieval World****Matis, Hannah***TR 3:30p – 4:45p*

This course will examine the history of the Roman world from the time of the first incursions of barbarians into the Roman Empire in the 3rd century to the time of the final invasions in the 10th. It will concentrate first on the crises of the 3rd century, and on the consequent transformation of the relatively unified, urbanized, tolerant, polytheistic Roman Empire of late

Antiquity into the two distinct, deurbanized, intolerant, monotheistic, and politically divided civilizations of Latin or Catholic Christendom and Greek or Orthodox Christendom. Next it will briefly examine the emergence in the 7th century of the new monotheistic religion of Islam and of the new civilization and empire centered on it, which quickly conquered not only the old Persian empire but most of the Asian and all of the African provinces of the continuing Roman empire, and in 711-18 conquered most of Spain as well. The remainder of the course will concentrate on the history of Latin Christendom and its pagan barbarian neighbors to the north and east between the beginning of the Germanic conquests of the western provinces c. 400 and the final conversion of the peoples of central and northern Europe to Christianity and the simultaneous emergence of a new socio-political order in the older kingdoms around 1000. There will be two short papers, two tests, and a final examination.

**MI 30235 Medieval Middle East****Tor, Deborah***MW 9:35a – 10:25a*

This course offers a survey of Middle Eastern history from the rise of Islam in the seventh century CE until the rise of Mongol successor polities in the fifteenth century. The course is structured to cover political and cultural developments and their relationship with broader changes in society during the formative centuries of Islamic civilization. Specific topics include: the career of the Prophet Muhammad and the origins of the earliest Muslim polity; the creation and breakup of the Islamic unitary state (the Caliphate); the impact of Turkish migrations on the Middle East; social practices surrounding the transmission of learning in the Middle Ages; the diversity of approaches to Muslim piety and their social and political expression; popular culture; non-Muslims in Islamic society; the creation of the medieval Islamic "international" cultural order. Among the more important themes will be long-term cultural and social continuities with the Islamic and ancient Near East, and concepts of religious and political authority.

**MI 30237 Medieval & Early Modern Russia****Martin, Alexander***MW 3:00p – 4:15p*

This course will examine the history of Russia from its medieval origins until the age of Catherine the Great in the 18th century. We will begin with the genesis of Orthodox Slavic civilization in medieval Kievan Rus and that state's destruction in the Mongol invasion. Then we will study the rise of the tsardom of Muscovy and the fateful developments that nearly doomed it in the 16th-17th century: the reign of Ivan the Terrible, the Time of Troubles, the imposition of serfdom, the schism of the Orthodox Church, and widespread popular revolts. Lastly, we will see how Peter the Great and his 18th century successors attempted to stabilize the social order, Westernize the upper classes, and make Russia a great European power.

**MI 30241 Ancient Japan****Thomas, Julia***MW 11:45a – 1:00p*

This course provides training in understanding and engaging history as a series of wide-ranging debates. The class will examine three issues: first, the politically charged question of Japan's origins in myth and archeology; second, the question of whether the forces of Chinese culture or nature as disease and environmental degradation defined the Yamato state from the sixth to the ninth century; and, third, whether Heian court power until about 1200 rested on economic, political, military, judicial, or aesthetic grounds. The second purpose of the course, the development of the disciplined imagination necessary to enter another culture and another time, relies on the reading of primary texts in translation. There will be three tests and several classroom assignments.

**MI 30255 12<sup>th</sup>-Century Renaissance & Reform****Van Engen, John***TR 11:00a-12:15p*

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 30278 King Arthur in History & Literature****Boulton, D'Arcy Jonathan Dacre***TR 12:30p – 1:45p***Boulton, Maureen**

This course, intended to introduce undergraduates to one of the major themes as well as to the interdisciplinary approaches characteristic of medieval studies, is a team-taught examination of the development and influence of the legend of Arthur, King of Britain, both in history and in literature.

**MI 30294 Muhammad and the Qur'an****Mirza, Mahan***MW 3:00p – 4:15p*

Islamic law, theology, and spirituality are all derived primarily from the Qur'an and the practice (sunna) of the messenger and exemplar Muhammad. This course provides students with an in-depth introduction to these twin foundations of the Islamic religious tradition. Students will read a comprehensive biography (sira) of Muhammad based on the earliest sources. Students will also read selections from the Qur'an, contextualized within the narrative of Muhammad's prophetic career. In addition to familiarizing students with the traditional narrative of Muhammad's life and

the style, content and structure of the Qur'an, this course also explores contemporary questions and debates in the historical-critical study of Islamic origins.

**MI 30301-01 Ancient & Medieval Philosophy**

**Dumont, Stephen**

*TR 3:30p – 4:45p*

**MI 30301-02 Ancient & Medieval Philosophy**

**Freddoso, Alfred**

*MW 1:30p – 2:45p*

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 30411-01 Christian Theological Tradition I**

**Heintz, Michael**

*MW 1:30p – 2:45p*

**MI 30411-02 Christian Theological Tradition I**

**Cavadini, John**

*TR 9:30a-10:45a*

A survey of Christian theology from the end of the New Testament period to the eve of the Reformation. Through the close reading of primary texts, the course focuses on the Christology of such influential thinkers as Origen, Athanasius, Augustine, Anselm, and Aquinas. How do these thinkers understand the person and work of Jesus Christ? What are the Christological problems that they tried to resolve? How do the different Christologies of these thinkers reflect their differing conceptions of the purpose and method of "theology"? Some attention will also be given to non-theological representations of Christ. How does the art of the early and medieval periods manifest changes in the understanding of the significance of Jesus? This course is obligatory for all first and supplementary majors but is open to others who have completed the University requirements of theology and who wish to gain a greater fluency in the history of Christian thought.

**MI 30500-01 Survey of Spanish Literature I**

**Juarez-Almendros, Encarnacion**

*TR 9:30a-10:45a*

**MI 30500-02 Survey of Spanish Literature I**

**Vitulli, Juan**

*TR 2:00p-3:15p*

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 Survey of French Literature I**

**Douthwaite, Julia**

*TR 12:30p-1:45p*

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 Medieval and Renaissance Italian Literature and Culture** Moevs, Christian  
*TR 9:30a-10:45*

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 30663 A Historical Survey: The Arab Middle East** Amar, Joseph  
*MW 1:30p-2:45p*

This course will chart the history of the Arab Middle East from the formative period of the emergence of Islam in the seventh century through the fall of Constantinople in 1453 and the creation of the Ottoman Turkish Empire. Intended to be broad in its coverage and comprehensive in its scope, the course will introduce students to the social, cultural, and religious crosscurrents that came to define the Arab life and culture in the region.

**MI 30724 Gothic Art and Architecture** Joyner, Danielle  
*TR 2:00p-3:15p*

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.

**MI 30757 Venetian and Northern Italian Renaissance Art** Coleman, Robert  
*MW 11:45a-1:00p*

This course focuses on significant artistic developments of the sixteenth century in Venice with brief excursions to Lombardy and Piedmont. Giorgione, Titian, and Palladio, the formulators of the High Renaissance style in Venice, and subsequent artists such as Tintoretto & Veronese are examined. An investigation of the art produced in important provincial and urban centers such as Brescia, Cremona, Milan and Parma also provide insight into the traditions of the local schools & their patronage.

**MI 40003 Introduction to Christian Latin Texts** Muller, Hildegund  
*MWF 8:30a-9:20a*

(Recommended for students with advanced Latin skills). 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.

**MI 40110 Introduction to Old English****Hall, Thomas***TR 12:30p-1:45p*

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.

**MI 40153 Chaucer: *Canterbury Tales*****Zieman, Katherine***TR 2:00p-3:15p*

Geoffrey Chaucer wrote in a time of great social, political, and religious upheaval, a time in which the stakes of English writing were uncertain. This course examines Chaucer's efforts during that period to create sustained fiction in English through his most ambitious and experimental work, *The Canterbury Tales*. Ultimately, we will find out what earned Chaucer the title "Father of English poetry."

**MI 40181 Medieval Dreaming/Dream Texts****Frese, Dolores***TR 12:30p-1:45p*

Where do our dreams come from? What do they 'mean'? How and why do they matter? From ancient times to the contemporary present, the power of dreams to shape public and private experience has commanded the attention of authors writing both sacred and secular texts, with the human experience of dreams figured as crucial. In this class we will read an array of works from the medieval tradition in English where dreams hold a central place in the construction of



meaning. Our conversation will be grounded in an initial reading of key selections from two seminal theoretical works on dreams, one medieval; one modern: [Freud, *On the Interpretation of Dreams* and Macrobius, *Commentary on the Dream of Scipio*]. Subsequent readings will include the account in Bede's *History of the English Church and People* of how Caedmon's "Hymn of Creation"--the earliest surviving piece of poetry written in English--came to be composed by an illiterate cowherd under the inspiration of a dream; the Anglo-Saxon "Dream of the Rood"; some Middle English lyrics and ballads featuring dream texts; the Gawain-poet's powerful and moving dream-vision, Pearl; Chaucer's early "Book of the Duchess," an elegiac dream vision composed (probably for a memorial service) for Blanche, Duchess of Lancaster and wife of Chaucer's royal patron, John of Gaunt, after her death from plague. We will conclude the semester's readings with selections from the English Arthurian poetic tradition that were influential in Malory's great prose composition, *Le Morte D'Arthur*, followed by close reading of Malory's final book in that great compendium of Arthurian stories--"The Death of Arthur"--where the accumulating burden of portentous dreams, and the failure to 'read' them correctly, results in those tragic and apocalyptic scenarios surrounding the death of the 'once and future king.' Throughout the term, we will be observing connections between biblical and secular traditions of reading & writing dreams and their imaginative entwinement by medieval fictionists. We will also be building an articulate sense of what dreams might have to do with the theory and practice of allegory, a major aesthetic mode of imaginative creation and reader-reception in the Middle Ages.

**MI 40219 A History of Islamic Science****Mirza, Mahan***MW 11:45a-1:00p*

Scientists in the era of classical Islam are credited with numerous advances in fields such as mathematics, astronomy, optics, medicine, and philosophy. This course investigates the extent and significance of such contributions to world intellectual history. Our point of departure will be the translation movement from Greek into Arabic with a survey of the Hellenistic heritage in Islam. Along with examining methods and landmark achievements, we will also look at elements of classical Islamic culture, ideas and institutions that inspired and propelled scientific activity. Attention will be paid to competing theories for the "rise and decline" of science in the Islamic world, as well as its influence on Europe.

**MI 40320 Introduction to Plotinus****Gersh, Stephen***TR 11:00a-12:15p*

A study of Plotinus' *Enneads* in which a close reading of selected texts roughly in their chronological order will be interspersed with commentary on their historical and philosophical background. After an introduction based on Porphyry's *Life of Plotinus*, we will read a selection of earlier treatises (including I. 6, V. 9, V. 1, and VI. 9), a selection of writings from the author's middle period (concentrating on III. 8, V. 8, V. 5, and II. 9), and a selection of later texts (including III. 2-3, I. 8, and VI. 8). Since the texts will be read in the English translation of A. H.

Armstrong, knowledge of Greek is an advantage but not a necessity. Written requirement: one final paper of ca. 20 pp.

**MI 40373 Philosophy and Humanism in the 12<sup>th</sup> Century**

**Gersh, Stephen**

*TR 12:30p-1:45p*

The course will concentrate on the writings of a group of French thinkers - Bernard of Chartres, William of Conches, Thierry of Chartres, Clarembald of Arras, and Bernard Silvestris (often known collectively as "The School of Chartres") who exemplify the combination of philosophical and literary interests that is perhaps unique to the first half of the twelfth century. We will consider the texts not only in themselves but in relation to the Latin writers of late antiquity (Calcidius, Macrobius, Martianus Capella, and Boethius) whose influence formed the philosophical-humanist mentality. Knowledge of Latin is desirable for this course. Written requirement: one final paper of ca. 20 pp.

**MI 40504 Cervantes: *Don Quixote***

**Juarez-Almendros, Encarnacion**

*TR 12:30p-1:45p*

A close reading of Cervantes' novel in relation to the prose tradition of the Renaissance: novella, the pastoral romance, the romance of chivalry, the humanist dialogue, and the picaresque novel. We will also pay attention to the historical, social, and cultural context of the work. Students in this seminar must participate actively in class discussions. Each student will be required to make a presentation (15 minutes) upon the subject of his/her term paper. The term paper, of approximately 8-10 pages, will be on a topic individually agreed upon and discussed by each student with the instructor. No prior knowledge of Cervantes is necessary to take this course, but a solid knowledge of Spanish is required.

**MI 40531 Introduction to Old French**

**Boulton, Maureen**

*TR 9:30a-10:45a*

This course is designed to be an introduction to the language and dialects of medieval France, including Anglo-Norman. Readings will include texts written between the 12th and the 14th centuries, such as the *Lais* of Marie de France, trouvère poetry, the prose Lancelot, Machaut, and Froissart.

**MI 40565 *Divine Comedy*: Christian Universe**

**Baranski, Zygmunt**

*TR 2:00p-3:15p*

The course will be in English and will use a bilingual edition of the *Comedy*.

**MI 40584 Between Religion and Literature: Meaning Vulnerability and Human Existence**

**Montemaggi, Vittorio**

*MW 1:30p-2:45p*

This course explores the contribution that the coming together of theological and literary reflection can make to our understanding of the nature of meaning. Focusing on the work of Augustine, Aquinas, Dante, Primo Levi, Dostoevsky and Shakespeare, students will address

questions such as 'What is it we are doing when speaking, reading, using language?', 'How do the intellect and the imagination work in relation to literary texts?', 'How might all this relate to our ways of thinking about God, human nature, and the relationship between them?' Such questions will be addressed, in particular, through reflection on how the texts studied invite us to think about the nature of love, forgiveness, vulnerability and creativity.

**MI 43343 Aquinas on Human Nature****Freddoso, Alfred***MW 3:00p-4:15p*

A close study of St. Thomas Aquinas's philosophical anthropology, based on questions 75-101 of the First Part of the *Summa Theologiae*. Some topics include: the human soul and its powers, the sentient appetite, higher human cognition and willing, and the production of the first human beings in the state of innocence.

**MI 46020 Directed Readings-Undergraduate****TBA***TBA*

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

**MI 50001 Introduction to Medieval Studies****Constable, Olivia Remie***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. Open only to honors track majors in Medieval Studies.

**MI 56001 Senior Research Paper****TBA***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 20- to 25-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.