

Daughters of Eve: Women in the Middle Ages (Speaking Intensive)

Course Information:

History 310-01 (3 hrs), Speaking Intensive (CRN 80867), Spring 2002
Time: MWF 10:00-10:50
Room: McIver 222

Instructor Information:

Dr. Richard Barton
Office: 212 McIver Bldg.
Office phone: 334-5203
Home phone: 274-8318, no calls after 9 PM
Mailbox: McIver 219
Email: rebarton@uncg.edu
website: <http://www.uncg.edu/~rebarton> (with syllabus, documents and other course materials)

Office hours : MWF 1:00-1:50 and by appointment

Course Description:

This course offers an introduction to the experience of women in the Middle Ages through close examination of writings by and about women. In so doing we will be less concerned with the more traditional elements of medieval history and more interested in how such elements came to shape women's lives and opportunities. One of the central themes will be the importance of gender as a category of cultural difference; with this in mind we will spend a fair amount of time considering the ways in which medieval society defined femininity, appropriate female behavior, and the female body, as well as the ways in which those definitions and understandings changed over time. Among the two paradigms to be considered will be the two most common and paradoxical medieval understandings of women: as "daughters of Eve" women were inherently sinful and inferior, but as "sisters of Mary" women shared in the virtues and special status of the Virgin. A second organizing principle will be the importance of the "family" as the central social institution in the construction of medieval ideas about womanhood. Thus we will examine the ways in which the shape of the family changed over the period 500-1500 and the impact of such changes on women's power, ability to work, religious experiences, and cultural opportunities. Third, since in the Middle Ages, as now, women and femininity were understood and culturally defined only in relation to men and masculinity, we will also spend some time comparing female experience with the experience of men. Fourth, we will examine the changing role of Christianity in shaping both women's lives and spirituality. In our exploration of these themes we will depend upon analysis of significant primary sources about women and femininity written both by men and by women.

Student Learning Goals:

A student who successfully completes this class ought to learn and feel comfortable doing the following:

-interpreting primary sources from the period under study and using both written and oral skills to analyze them

-synthesizing material read from a variety of sources to produce a larger analytical conclusion

-using oral communication of a variety of types (small-group, debate, formal presentation) to express analytical points about the past

-understanding how theoretical frameworks of analysis - especially that of gender - shape the way we interpret the past

-comparing ideas, events, and individuals over time to look for change and continuity

-performing research in Jackson Library in order to develop a short research paper and oral presentation that analytically treats a medieval woman (or small group of women)

-working with other students to construct a coherent and persuasive series of arguments to be used in two classroom debates

REQUIRED BOOKS (available for sale at the UNCG bookstore):

Amt, Emilie, ed., *Women's Lives in Medieval Europe: A Sourcebook* (NY: Routledge, 1993)
0415906288

Frances and Joseph Gies, *Marriage and the Family in the Middle Ages* (Harper and Row, 1987)
ISBN:0060914688

The Letters of Abelard and Heloise, trans. Betty Radice (Penguin, 1977) ISBN: 0140442979

Ruth Mazo Karras, *Common Women: Prostitution and Sexuality in Medieval England* (Oxford, 1998).
ISBN: 0195124987

Online Texts: the URL of such texts will be clearly indicated in the syllabus. Note that if you access the online syllabus (at my web-site), you will be able to click directly on the link to the source in question.

Additional Readings (on reserve in Jackson Library)

I am only asking you to read very small portions of the following works; for this reason, I have decided not to require you to buy them. Instead they will be available on closed reserve in Jackson Library.

Bonnie G. Smith, "Introduction: Gender and the Mirror of History," in *The Gender of History: Men, Women and Historical Practice* (Cambridge, MA, 1998), 1-13.

Elizabeth Petroff, *Body and Soul: Essays on Medieval Women and Mysticism* (Oxford: Oxford University Press, 1994). You will read pp. 51-65 and 66-79.

Carolyn Walker Bynum, "Fast, Feast and Flesh: the Religious Significance of Food to Religious Women," *Representations* 11 (1985): 1-25.

Eler, Mary and Maryanne Kowaleski, eds., *Women and Power in the Middle Ages* (Athens, GA: University of Georgia Press, 1988) ISBN: 0820323810

Charity Cannon Willard, ed., *The Writings of Christine de Pizan* (Persea Books, 1994).
Selections TBA.

Sainted Women of the Dark Ages, trans. Jo Ann McNamara (Durham: Duke University Press, 1992). You will read pp. 60-105.

The Lais of Marie de France, trans. Robert Hanning and Joan Ferrante (Durham: the Labyrinth Press, 1978). You will read pp. 73-91.

Geoffrey Chaucer, *Canterbury Tales*, trans. Nevill Coghill (Penguin, 1975). You will read pp. 276-298.

Dossier of material relating to the Case of Lothar and Theutberga (handout; pages TBA)

COURSE REQUIREMENTS:

Presentation of readings and general discussion	10%
Debate: Theutberga vs. Lothar	10% (5% oral; 5% written)
Debate: the Trial of Joan of Arc	10% (5% oral; 5% written)
Bibliography and Source Analysis for Research Project	10%
Oral Presentation on Research Topic	20%
Research Paper (10 pp)	20%
Take-Home Final Exam:	20%

1. Presentation of Readings and General Discussion (10% of your grade)

This course emphasizes the discussion of written texts. To facilitate this process, students will be assigned to 4-5 person groups on the first day of class. Each week, one group will be responsible for introducing the primary sources assigned for that week. This is to be a

collaborative effort, and should take no more than 15 minutes of class time (usually on Fridays). In your 'introduction' your group shouldn't summarize the texts, but instead should comment upon a) the larger theme or analytical point to which the texts relate; b) what directions the subsequent discussion ought to take; and c) any questions that need to be resolved by the class. Groups should meet in advance of class to discuss their ideas and map out a strategy. It is permissible to assign 2 members of the group to be the primary introducer of the texts, so long as each member of each group acts as primary introducer at least once during the semester (in other words, Kathy can't take charge each time your group is up for introducing texts; she can do so once, but the next time someone else will have to lead). The remainder of class will consist of discussion of the texts by the entire class. Your participation in discussion can only help your grade. Indeed, if you attend class but never participate in discussion, your general discussion grade will be no better than a C.

NOTE: on the accompanying schedule of classes, groups have been assigned randomly to discussion days.

2. Debates (2), each counting 10% of your grade (total 20%) DATES: Sept. 20 and Nov. 22 (papers due next day)

Twice during the semester we will engage in formal debate. On these occasions, the ordinary small groups will be merged into two 'sides', each of which will take one side of an issue; the two sides will prepare arguments and assemble specific evidence to support their side of the issue; finally, on Friday, we will have formal debate. Each side will be allotted 10 minutes of introductory argumentation; then each side will have 5 minutes to rebut the other side's introduction; then each side will have an additional 5 minutes to present specific evidence both in their favor and in opposition to their foes. The judges (or judges) will then make his/their decision and announce a verdict. At the end of the debate, self-evaluation will occur. Once the debate is concluded, each student will turn in a 2-3 page analytical paper on the subject of the debate; at this point you are free to take whichever position you want (ie., not the one you were assigned to defend in the oral portion of the debate). Your grade will depend on your participation, the judge's (or judges') evaluation of your side's performance, your own self-evaluation, and your written analysis.

3. Research Project (50% of your grade, broken up into the following sections)

For this course each student will conduct a research project on an aspect of the history of medieval women. My strong suggestion is that everyone pick a medieval woman (see the list attached to this syllabus) and research her life and/or writings. Remember that this project is NOT merely a biography; you must come up with an analytical point to frame your inquiry into this woman's life. If someone wishes to write a different sort of research paper (say, on a text rather than on an individual), I will be happy to listen to your thoughts, but you must decide quickly and I must approve the project.

a. choice of topic and preliminary analytical question. Due: September 9

b. Bibliography and Source Analysis (10% of your overall grade) Due: October 16

Your bibliography ought to contain at least two (2) primary sources and 5 to 10 secondary sources (including articles) relating to the topic of your project. Source analyses are to be a 2-3 page written analysis of a primary source (or a selection from a primary source if you've found a particularly long one). In this analysis

you ought to consider author, date, and place (treat these VERY quickly) and then spend your time exploring 1) the genre of the text and how genre colors its content and 2) the significance of the text for your project. Assistance in the use of the library and the Internet will be offered by the instructor.

c. Oral Presentation (20% of your overall grade) Dates: Nov. 25-Dec. 9 (depending on class size)

On two occasions students will present the results of their research to the class. The first will be a very brief (no more than 5 minutes, and I will cut people off!) introduction to the subject of their research project. The second will be a longer (10 minute) presentation that ought to have a more analytical feel to it. These longer presentations will take place during the last 2 weeks of class. The entire class will evaluate each presentation (as will the professor). The first presentation will thus serve as a practice session for the longer, formally graded presentation.

d. Research Paper (20% of your overall grade) DUE: Monday, December 9

Ultimately you will write a 10 page paper on the subject of your research over the semester. This paper is to be analytical, not merely biographical (ie., there must be an argument, and you shouldn't merely recount the details of your subject's life). You should use both primary and secondary sources.

4. Take-Home Final Exam (20% of your overall grade) DUE: date TBA

This will be a comprehensive written synthesis of the themes of the course. I will distribute questions one week in advance of the due-date, and will expect a total of 6-10 pages of typed answers to a combination of short-answers and a longer essay.

THE LEGAL STUFF

1. In case later consultation should prove necessary, students are asked to keep copies of all graded assignments until at least the end of the semester.

2. All course requirements must be completed to receive a grade for the class. This means that you can't decide to skip the bibliography and source analysis, hoping that I'll only reduce the final grade by 10%.

3. I have no formal attendance policy, but since much of your grade depends on oral communication, it is absolutely essential that students attend every class. Should some dire emergency arise, it is the student's responsibility to discuss the situation with me. I will require a doctor's note (or the equivalent) if a student has to miss one of his/her scheduled oral presentations (ie., group presentation of readings, either debate, or his/her speech).

4. Plagiarism is a serious academic crime that occurs when someone - whether knowingly or not - uses the words or ideas of someone else without giving that person credit for those words or ideas with a formal citation. I therefore expect that all written (and oral) work will be your own. Should I find evidence to the contrary, I will consider any and/or all of the punitive sanctions made available to me by the university. When in doubt, cite your source. If you are unclear about what constitutes plagiarism, please see me in private - I'm happy to discuss it.

SEQUENCE OF CLASSES:

August 19: Introduction to the Course: Women, Gender, and the Body

August 21: The Legacy of the Ancient World: Medical, Legal, and Religious

August 23: Discussion (Group A)

Secondary Source Readings:

Bonnie G. Smith, "Introduction: Gender and the Mirror of History," in *The Gender of History:*

Men, Women and Historical Practice (Cambridge, MA, 1998), 1-13.

Gies and Gies, 1-15

Reserve Room Reading:

Reserve Room: *Women and Power*, introduction (pp. 1-17)

Primary Source Readings:

Amt, 29-35

Online text: Aristotle and Galen on the Nature, Biology and Social Position of Women

(<http://www.uncg.edu/~rebarton/ancient-women.htm>)

August 26: Christian Heritage: the Bible and St Paul

August 28: St. Augustine, St. Jerome, and Female Asceticism

August 30: Discussion (Group B)

Secondary Source Readings:

Gies and Gies, 16-42

Primary Source Readings:

Amt, 13-28

Online texts: Biblical and Early Christian Authorities

(<http://www.uncg.edu/~rebarton/biblical-women.htm>)

September 2: HOLIDAY

September 4: Merovingian Women

September 6: Discussion (Group C)

Secondary Source Reading:

Gies and Gies, 45-67

Reserve Room: *Women and Power*, 83-101

Primary Source Readings:

Amt, 121-129

Online text: Gregory of Tours on Frankish Queens

(<http://www.uncg.edu/~rebarton/frankish-queens.htm>)

September 9: Sainted Women of the Dark Ages

DUE: Topics and Initial Questions (1 Paragraph)

September 11: Saint Radegund and Saint

September 13: Discussion (Group D)

Secondary Source Reading:

Gies and Gies, 68-83

Reserve Room: *Women and Power*, 102-125

Primary Source Readings:

Amt, 38-49, 219-230

Reserve Room: Two Lives of St. Radegund, pp. 60-105 in *Sainted Women of the Dark Ages*, ed. Jo Ann McNamara

September 16: Carolingian Marriage and Family; the Case of Lothar and Theutberga

September 18: debate preparation

September 20: **DEBATE**

Secondary Source Reading

Gies and Gies, 83-98

Primary Source Reading

Dossier on the Lothar vs. Theutberga Case (handout or in reserve room)

September 23: Aristocratic Women

September 25: Changes in Marriage patterns

September 27: Discussion (Group E)

Secondary Source Reading:

Gies, 121-133

Reserve Room: *Women and Power*, 61-82

Primary Source Readings:

Amt, 53-59, 152-157

Online texts: Norman Noblewomen of the Eleventh Century

(<http://www.uncg.edu/~rebarton/normanwomen.htm>)

Online texts: Church Reform: Clerical Marriage and Misogynist Propaganda

(<http://www.uncg.edu/~rebarton/churchreform.htm>)

Online texts: The Cult of the Virgin

(<http://www.uncg.edu/~rebarton/cultofvirgin.htm>)

September 30: Women and Chivalry: Eleanor of Aquitaine

October 2: Women and Romance: Marie de France and Chretien de Troyes

October 4: Discussion (Group A)

Secondary Source Readings:

Gies, 133-156, 186-195

Reserve Room: *Women and Power*, 213-229

Primary Source Readings:

Amt, 79-94, 136-141

Reserve Room: Marie de France, "Le Fresne", pp. 73-91 in *The Lais of Marie de France*, trans. Robert Hanning and Joan Ferrante (1978)

October 7: Abelard and Heloise

October 9: Abelard and Heloise

October 11: discussion (Group B)

Primary Sources:

The Letters of Abelard and Heloise, pp. 57-106, 109-156, 159-179

The Lost love letters? (TBA if used at all)

October 14: FALL BREAK

October 16: "The Frailer Sex:" Hildegard of Bingen and Womanhood

DUE: Bibliography and Source Analysis

October 18: Scholasticism and Womanhood

Secondary Source Reading:

Reserve Room: *Women and Power*, 18-36

Primary Source Readings:

Amt, 233-235

Online texts: Thirteenth-Century Theologians on Women

(<http://www.uncg.edu/~rebarton/13thctheologians.htm>)

October 21: Female Piety and Spirituality: Catherine of Siena

October 23 Mysticism and Heresy: Marguerite Porete and the Beguines

October 25: Discussion (Group C)

Secondary Source Readings:

Reserve Room: Caroline Walker Bynum, "Fast, Feast and Flesh: the Religious Significance of Food to Medieval Women," in *Representations* 11 (1985), 1-25.

Reserve Room: Elizabeth Petroff, "A New Feminine Spirituality: the Beguines

and

their Writings in Medieval Europe," pp. 51-65 in Petroff, *Body and Soul*.

Primary Source Reading:

Amt, 263-274, 305-313

Online text: The Trial of Marguerite Porete

(<http://www.uncg.edu/~rebarton/margporete.htm>)

Online text: A Letter of Catherine of Siena

(<http://www.uncg.edu/~rebarton/cathsienaletter.htm>)

October 28: Sexuality and Women

October 30: Sexuality and Women, part 2

November 1: Working Women, 1: Peasants

Secondary Source Readings:

Ruth Karras, *Common Women: Prostitution and Sexuality in Medieval England*

(all)

November 4: Working Women, 2: Townswomen

November 6: Discussion (Group D)

November 8: Women and Literature: Chaucer and the Wife of Bath

Secondary Source Reading

Gies and Gies, 157-185

Reserve Room: *Women and Power*, 37-60

Primary Source Reading:

Amt, 179-193 (agriculture and peasants), 194-215 (towns)

November 11: Women and Literature: Christine of Pizan

November 13: discussion (Group E)

November 15: Joan of Arc and the politics of gender No class: instructor at conference

Primary Source Readings:

Reserve Room: Christine de Pisan, selections from her work (Willard, *The Writings*, ix-xv, 137-

144, 151-161, 171-212)

Reserve Room: Chaucer, The Wife of Bath's Prologue, from *Canterbury Tales*, 276-298

November 18: NO CLASS: INSTRUCTOR AT CONFERENCE

November 20: debate preparation

November 22: **DEBATE**

Primary Source Readings:

On-line: The Life and Trial of Joan of Arc
(<http://www.uncg.edu/~rebarton/joanofarc.htm>)

November 25: Oral Presentations

November 27: THANKSGIVING

November 29: THANKSGIVING

December 2: Oral Presentations

December 4: Oral Presentations

December 6: Oral Presentations

December 9: Oral Presentations

DUE: Research Paper due in Class

SOME SUGGESTIONS FOR FURTHER READING:

- Atkinson, Clarissa, *The Oldest Vocation* (Ithaca, 1991)
- Baldwin, John, *The Language of Sex: Five Voices from Northern France Around 1200* (Chicago, 1994)
- Bennett, Judith, *Women in the medieval English countryside : gender and household in Brigstock before the plague* (Oxford, 1987)
- Bennett, Judith, et al., eds., *Sisters and Workers in the Middle Ages* (Chicago, 1989)
- Bennett, Judith, *Ale, Beer and Brewsters in England: Women's Work in a Changing World, 1300-1600* (Oxford, 1996)
- Bennett, Judith and Amy Froide, eds., *Singlewomen in the European past, 1250-1800* (Philadelphia, 1999)
- Bennett, Judith, *A medieval life : Cecilia Penifader of Brigstock, c. 1295-1344* (McGraw-Hill, 1999)
- Blamires, Alcuin, ed., *Woman Defamed and Woman Defended* (Oxford, 1992)
- Blamires, Alcuin, *The Case for Women in Medieval Culture* (Oxford, 1997)
- Bloch, R. Howard, *Medieval misogyny and the invention of Western romantic love* (Chicago, 1991)
- Boswell, John, *Christianity, Social Tolerance and Homosexuality* (Chicago, 1980)
- Boyarin, Daniel, "Paul and the Genealogy of Gender," *Representations* 41 (1993).
- Brooke, Christopher, *The Medieval Idea of Marriage* (Oxford, 1989)
- Brown, Peter, *The Body and Society* (New York, 1988)
- Brundage, James A., *Law, Sex and Christian Society in Medieval Europe* (Chicago, 1987)
- Butler, Judith, *Gender Trouble* (New York, 1990)
- Bynum, Caroline W., *Holy Feast and Holy Fast* (Berkeley, 1987)
- Bynum, Caroline W., *Fragmentation and Redemption: Essays on Gender and the Human Body in Medieval Religion* (New York, 1991)
- Cadden, Joan, *Meanings of Sex Difference in the Middle Ages: Medicine, Science and Culture* (Cambridge, 1993)
- Carpenter, Jennifer and Sally-Beth MacLean, eds., *Power of the Weak: Studies on Medieval Women* (Urbana, 1995)
- Chance, Jane, ed., *Gender and Text in the Later Middle Ages* (Gainesville, 1996)
- Cohen, Jeffrey J. and Bonnie Wheeler, eds., *Becoming Male in the Middle Ages* (New York, 1997)
- Dronke, Peter, *Women Writers of the Middle Ages* (Cambridge, 1984)
- Duby, Georges, ed., *A History of Private Life. Volume II: Revelations of the Medieval World* (Cambridge, MA, 1988)
- Erler, Mary and Maryanne Kowaleski, eds., *Women and Power in the Middle Ages* (Athens, GA, 1988)
- Evergates, Theodore, ed., *Aristocratic women in medieval France* (Philadelphia, 1999)

- Farmer, Sharon, *Surviving Poverty in Medieval Paris: Gender, Ideology and the Daily Live of the Poor* (Ithaca, 2002)
- Gold, Penny S., *The Lady and the Virgin* (Chicago, 1985)
- Gravdahl, Katherine, *Ravishing Maidens: Writing Rape in Medieval French Literature* (Philadelphia, 1991)
- Howell, Martha, *Women, Production and Patriarchy in Late Medieval Cities* (Chicago, 1986)
- Jochens, Jenny, *Women in Old Norse society* (Ithaca, 1995)
- Johnson, Penelope, *Equal in Monastic Profession* (Chicago, 1991)
- Karras, Ruth M., *Common Women: Prostitution and Sexuality in Medieval England* (Oxford, 1996)
- Kay, Sarah and Miri Rubin, eds., *Framing Medieval Bodies* (Manchester, 1994)
- Klapisch-Zuber, Christiane, *Women, Family and Ritual in Renaissance Italy* (Chicago, 1985)
- Klapisch-Zuber, Christiane, ed., *A History of Women in the West. Volume II: Silences of the Middle Ages* (Cambridge, MA, 1992)
- Laqueur, Thomas, *Making Sex: Body and Gender From the Greeks to Freud* (Cambridge, MA, 1990)
- Lees, Clare, ed., *Medieval Masculinities* (Minneapolis, 1994)
- Lomperis, Linda, and Sarah Stanbury, eds., *Feminist Approaches to the Body in Medieval Literature* (Philadelphia, 1993)
- McCash, June Hall, ed., *The cultural patronage of medieval women* (Athens, GA, 1996)
- McNamara, Jo Ann and John E. Halborg, with E. Gordon Whateley, eds. and trans., *Sainted Women of the Dark Ages* (Durham, 1992)
- McNamara, Jo Ann, *Sisters in Arms: Catholic Nuns through Two Millennia* (Cambridge, MA, 1996)
- Newman, Barbara, *From Virile Woman to WomanChrist* (Philadelphia, 1995)
- Newman, Barbara, *Sister of Wisdom: St Hildegard's Theology of the Feminine* (Berkeley, 1987)
- Pagels, Elaine, *Adam, Eve and the Serpent* (New York, 1988)
- Petroff, Elizabeth, *Medieval Women's Visionary Literature* (Oxford, 1986)
- Petroff, Elizabeth, *Body and Soul: Essays on Medieval Women and Mysticism* (Oxford, 1994)
- Rossiaud, Jacques, *Medieval Prostitution* (Oxford, 1988)
- Salisbury, Joyce, *Perpetua's Passion: the Death and Memory of a Young Roman Woman* (New York, 1997)
- Schulenburg, Jane T., *Forgetful of their Sex: Female Sanctity and Society, ca.500-1100* (Chicago, 1998)
- Scott, Joan, *Gender and the Politics of History* (New York, 1988)
- Stafford, Pauline, *Queens, Concubines and Dowagers* (Athens, GA, 1984)
- Stuard, Susan M., ed., *Women in Medieval History and Historiography* (Philadelphia, 1987)
- Thiebaux, Marcelle, ed., *The Writings of Medieval Women* (New York, 1987)
- Venarde, Bruce, *Women's Monasticism and Medieval Society: Nunneries in France and England, 899-1215* (Ithaca, 1997)

Ward, Jennifer C., *English Noblewomen in the Later Middle Ages* (London, 1992)
Wemple, Suzanne F., *Women in Frankish Society* (Philadelphia, 1985)
Willard, Charity C., *Christine de Pisan: Her Life and Works* (New York, 1984)
Wilson, Katharina, ed., *Medieval Women Writers* (Athens, GA., 1984)

Potential Topics for Research Papers

Note: centuries are indicated by the notation C plus a number. Thus C11 means she lived in the 11th century.

Women of the Early Middle Ages (200-1050)

- Saint Radegund (C6)
- Queen Emma of England (C11)
- Saint Foi (aka St Foy or St Faith) (C4, but material from C11)
- Fredegund (and other Frankish queens) (C6)
- St Perpetua (C3)
- Hrotswitha (aka Rotswitha) of Gandersheim (C10)
- Dhuoda (C9)

Women of the High Middle Ages (1050-1300)

- Eleanor of Aquitaine (queen of England) (C12)
- Eleanor of Castile (queen of England) (C13)
- Blanche of Castile (queen of France) (C13)
- Matilda of Tuscany ? (C11-12)
- Heloise (C12)
- Marie de France (C12)
- the *trobairitz* (female troubadors) (C11-13)
- Hildegard of Bingen (C12)
- Elisabeth of Schönau
- St Clare of Assisi (C13)
- Mechtild of Magdeburg
- Beatrijs of Nazareth
- Marie d'Oignies
- Christina the Astonishing (aka Christina Mirabilis)

Women of the Late Middle Ages (1300-1500)

- St Catherine of Siena (C14)
- Joan of Arc (C15)
- Margaret of Anjou (English queen) (C15)
- Christine de Pisan (C14-15)
- Margery Kempe (C15)
- Margery Paston and other women of the Paston family (C15)
- Isabella of France, wife of King Edward II of England (C14)
- Julian of Norwich (C14)

Texts, rather than individuals (a possible paper might be examine “gender in”):

- anything by Christine de Pisan (C12)
- the *Roman de la Rose* (C13-14, with debate C14-15)
- Chretien de Troyes’ romances (C12)
- Gregory of Tours, History of the Franks (C6)
- Orderic Vitalis on the Norman aristocracy (C11-12)
- Thomas Aquinas, Summa Theologica (C13)

Fabliaux (raunchy comic tales from the 13th century) (C13)
tales of Renard the Fox (C12-14)