

**SYLLABUS**

<b>KEY INFORMATION ABOUT THE COURSE</b>			
<b>Course title</b>	<b>Ceremonies, rituals, myths and legends in the Middle Ages</b>		
<b>Study programme</b>	Undergraduate study programme in History		
<b>Semester</b>	II., IV., VI.		
<b>Academic year</b>	2022./2023.		
<b>ECTS credits</b>	3		
<b>Contact hours (Lectures + Seminars + Practical work)</b>	30+0+0		
<b>Time and venue of classes</b>	Tuesday, 9:00, F-446/IV		
<b>Language of instruction</b>	English		
<b>Course instructor</b>	Assistant Professor Kosana Jovanović		
	Office number	446/IV	
	Office hours	Thursday 14:00-15:00	
	Phone	+38551 265 728	
	Email	kosana.jovanovic@uniri.hr	
<b>I. DETAILED COURSE DESCRIPTION</b>			
<b>COURSE OVERVIEW</b>			
<p>The course is thematically divided into three segments. The first deals with political ceremonies and rituals in the Middle Ages; the second analyses the origin, importance and impact of myths in medieval society; the third analyses the role of legends during the Middle Ages.</p> <p>Some of the topics that will be covered during the course are:</p> <ul style="list-style-type: none"><li>- Coronation rituals</li><li>- Royal funeral rituals</li><li>- King's Two Body theory and the evolution of the Christocentric concept of medieval royal power</li><li>- Rituals of transference of power</li><li>- Vassalage rituals</li><li>- Sacred and profane rituals: religion, magic and the medieval society</li><li>- Les Rois thaumaturges</li><li>- Beata stirps</li><li>- Hagiography and the Legenda Aurea</li></ul>			
<b>EXPECTED LEARNING OUTCOMES</b>			
<p>After a successful completion of this course the students will be capable of:</p> <ul style="list-style-type: none"><li>• Identifying basic information on the social and cultural sphere of the medieval period</li><li>• Defining fundamental information on the impact and use of ceremonies, rituals, myths and legends in medieval society</li><li>• Applying the acquired knowledge on the impact and use of ceremonies, rituals, myths and legends in medieval society.</li></ul>			
<b>WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')</b>			
<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
X		X	
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>
<b>II. COURSE EVALUATION AND GRADING CRITERIA</b>			

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	0,75	0
Activity in class	0,25	5
Essays	0,5	15
Midterm exam 1	0,5	25
Midterm exam 2	0,5	25
Final exam	0,5	30
<b>ALL</b>	<b>3</b>	<b>100</b>

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

### III. READING

#### MANDATORY READING

1. Bilogrivić, Goran; Jovanović, Kosana; Kurelić, Robert; Španjol-Pandelo, Barbara, *Ceremonije i ceremonijalna komunikacija*, Rijeka: Filozofski fakultet u Rijeci, 2019. (tiskano i on-line izdanje)
2. Brandt, Miroslav, *Srednjovjekovno doba povijesnog razvitka*, Zagreb: Školska knjiga, 1995.
3. *Coronations: medieval and early modern monarchic ritual*, ur. Janos M. Bak, Berkeley: University of California Press, 1990.
4. *Hagiologija : kultovi u kontekstu*, ur. T. Vedriš i A. Marinković, Zagreb: Leykam international, 2008.
5. Le Goff, Jacques, *Civilizacija srednjovjekovnog Zapada*, Zagreb: Golden marketing, 1998.
6. Kantorowicz, Ernst H., *The King's Two Bodies: a study in medieval theology*, Princeton: Princeton University Press, 1997.
7. Walter, Philippe, *Kršćanska mitologija: svetkovine, obredi i mitovi srednjega vijeka*, Zagreb: Scarabeus-naklada, 2006.

#### RECOMMENDED FURTHER READING

1. Bloch, Marc, *I re taumaturghi*, Torino: Einaudi, 1989.
2. Bayer, Vladimir, *Ugovor s đavlom: procesi protiv čarobnjaka u Evropi, a napose u Hrvatskoj*, Zagreb: Informator, 1982.
3. Curtius, Ernst R., *Europska književnost i latinsko srednjovjekovlje*, Zagreb: Naklada Naprijed, 1998.
4. Di Carpegna Falconieri, Tommaso, *The man who believed he was king of France: a true medieval tale*, Chicago: University of Chicago Press, 2008.
5. Geary, Patrick J., *Furta sacra: thefts of relics in central Middle Ages*, Princeton: Princeton University Press, 1990.
6. Huizinga, Johan, *Jesen srednjeg vijeka*, Zagreb: Naprijed, 1991.
7. Le Goff, Jacques, *The Birth of Purgatory*, Chicago: University of Chicago Press, 1986.
8. Oldridge, Darren, *Strange histories: the trial of the pig, the walking dead, and other matters of fact from the medieval and Renaissance worlds*, London: Routledge, 2005.
9. Selected articles

### IV. ADDITIONAL INFORMATION

#### ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

#### WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

E-mail, Merlin

#### WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

E-mail, Merlin, consultations

**INFORMATION ABOUT THE FINAL EXAM**

Written exam

**OTHER RELEVANT INFORMATION****Academic honesty**

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

**EXAM DATES**

Winter	
Spring supplementary	
Summer	30. 6., 14. 7. at 10:00
Autumn supplementary	5. 9., 7. 9. at 10:00

**V. COURSE OUTLINE**

DATE	TOPIC
Week 1	Research on rituals and ceremonies and their relevance to medieval society
Week 2	Political rituals: coronation ceremonies in the Middle Ages
Week 3	Political rituals: royal funeral ceremonies in the Middle Ages
Week 4	The Theory of King's Two Bodies and the evolution of the idea of the Christocentric concept of royal authority in the Middle Ages
Week 5	<b>Midterm exam 1</b>
Week 6	Political rituals: symbolic ways of representing the transfer of power in the Middle Ages
Week 7	Political rituals: vassalage ceremony and accompanying rituals
Week 8	Political rituals: government ceremonial and accompanying rituals
Week 9	Sacred and profane rituals and ceremonies: religion, magic and medieval society
Week 10	<b>Midterm exam 2</b>
Week 11	The importance and influence of myths and legends in the Middle Ages
Week 12	Power-related myths in the Middle Ages: Kings as healers
Week 13	Power-related myths in the Middle Ages: "sleeping" Kings; Kings' "imitators". <i>Beata stirps</i>
Week 14	Folk myths and legends in the Middle Ages. The role of hagiography and the cult of saints in the Middle Ages: <i>Legenda Aurea</i>
Week 15	Research on rituals and ceremonies and their relevance to medieval society

**VI. CONSTRUCTIVE ALIGNMENT**

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Identify basic knowledge about the social and cultural sphere of the medieval period.	Research on rituals and ceremonies and their significance for medieval society. Political Rituals: Coronation Ceremonies in the Middle Ages.	Lectures; discussion; individual work	Written test of knowledge (colloquium, exam); participation in the discussion
Define basic knowledge about the influence and use of ceremonies, rituals, myths and legends in medieval society.	Political Rituals: Royal Funeral Ceremonies in the Middle Ages. The theory of the two bodies of the king and	Lectures; discussion; individual work	Written test of knowledge (colloquium, exam); participation in the discussion

<p>Apply knowledge about the influence and use of ceremonies, rituals, myths and legends in medieval society.</p>	<p>the evolution of the idea of the Christocentric concept of kingship in the Middle Ages.  Political rituals: symbolic ways of representing the transfer of power in the Middle Ages.  Political rituals: ceremonial and accompanying rituals of entering into a vassal relationship.  Political rituals: ceremonial and accompanying rituals of power.  Sacred and Profane Rituals and Ceremonials: Religion, Magic and Medieval Society.  The importance and influence of myths and legends in the Middle Ages.  Myths related to power in the Middle Ages: kings - healers.  Myths related to power in the Middle Ages: "sleeping" kings; "imitators" of kings.  Beata Stirps.  Folk myths and legends in the Middle Ages  The role of hagiography and the cult of saints in the Middle Ages:  Legenda Aurea.</p>	<p>Working in a group; creation and presentation of the project</p>	<p>Performance tasks; presentation</p>
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**SYLLABUS**

<b>KEY INFORMATION ABOUT THE COURSE</b>			
<b>Course title</b>	<b>History of 19<sup>th</sup> and 20<sup>th</sup> Century Revolutions</b>		
<b>Study programme</b>	Graduate study programme in History		
<b>Semester</b>	II.		
<b>Academic year</b>	2022./2023.		
<b>ECTS credits</b>	3		
<b>Contact hours (Lectures + Seminars + Practical work)</b>	30+0+0		
<b>Time and venue of classes</b>	Wednesday, 18:00 h, Room F-801		
<b>Language of instruction</b>	English		
<b>Course instructor</b>	Vjeran Pavlaković, full professor		
	Office number	F-804	
	Office hours	Wednesday, 11:15-12:15 h	
	Phone	+38551 265 705	
	Email	vjeran.pavlakovic@uniri.hr	
<b>I. DETAILED COURSE DESCRIPTION</b>			
<b>COURSE OVERVIEW</b>			
The course will analyze the causes, key events, and consequences of the most important political and social revolutions of the 19th and 20th centuries. The aim is to teach students about the origins and lasting legacies of violent and radical changes in social and political systems, from bourgeoisie to communist revolutions and beyond. The goal is to point out the mechanisms of revolutionary changes in the history of civilization, with additional emphasis on the role of art, propaganda, and memory politics.			
<b>EXPECTED LEARNING OUTCOMES</b>			
<b>After passing the exam students will be able to:</b>			
1. recognize facts about the revolutionary events of the 19th and 20th centuries;			
2. interpret and distinguish between civil and socialist-communist revolutions;			
3. compare, classify and explain the mechanisms and goals of socially different revolutions;			
4. summarize, analyze, critically review and define revolutions and revolutionary movements.			
<b>WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')</b>			
<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
X	X	X	X
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>
			X
<b>II. COURSE EVALUATION AND GRADING CRITERIA</b>			
<b>ASSESSMENT COMPONENT</b>	<b>ECTS CREDIT ALLOCATION</b>	<b>MAXIMUM POINTS (% OF TOTAL)</b>	
<b>Attendance</b>	1	<b>0</b>	
<b>Participation in discussion</b>	0.25	<b>10</b>	
<b>Assignments</b>	0.5	<b>30</b>	
<b>Final Paper</b>	0.5	<b>30</b>	
<b>Final Exam</b>	0.75	<b>30</b>	
<b>Total</b>	3	<b>100</b>	

Students need to score at least 15 points (50%) on the Final Exam in order to get a passing grade in the course. The total grade is based on the sum of achieved points as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

### III. READING

#### MANDATORY READING

1. Arendt, H. *On Revolution* (New York: Penguin, 2006), str. 12-58
2. Censer, J. *Debating Modern Revolutions* (London: Bloomsbury, 2016)
3. DeFronzo, J. *Revolutions and Revolutionary Movements* (New York: Westview Press, 2007) (selected chapters)
4. Fitzpatrick, S. *The Russian Revolution*, str. 135-166
5. Forhan, J. *Theorizing Revolutions* (London: Routledge, 1997) (selected chapters)
6. Gross, M. "O novim pristupima istraživanju revolucija" (1976)
7. Lipsky, W. "Comparative Approaches to the Study of Revolution: A Historiographic Essay" (1976)
8. Lovrenčić, R. "Prva ruska revolucija i građanska javnost u hrvatskoj," *Radovi* (1971)
9. Parker, D. *Revolutions and the Revolutionary Tradition in the West* (London: Routledge, 2000) (selected chapters)
10. Pavlaković, V. *Jugoslaveni u Španjolski građanski rat* (Beograd: Rosa Luxemburg, 2018)
11. Tilly, C. *Europske revolucije 1492.-1992.*, Zagreb-Podgorica: Politička kultura, CID, 2006. (selected chapters)

Film – *Land and Freedom*

There will be an online reader available on Merlin

#### RECOMMENDED FURTHER READING

Throughout the course students will have the chance to read the latest research on revolutions and revolutionary theory.

### IV. ADDITIONAL INFORMATION

#### ATTENDANCE

Students are required to actively participate, encourage interactivity and research engagement, present and critically argue one of the offered thematic units and write two short reviews and one seminar paper. It is mandatory to participate in guest lectures and other activities such as conferences and symposia related to the course.

#### WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

E-mail, Skype/Zoom, Merlin

#### WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

E-mail, Skype/Zoom, Merlin

#### INFORMATION ABOUT THE FINAL EXAM

Written exam. Students need to score at least 15 points (50%) on the Final Exam in order to get a passing grade in the course.

#### OTHER RELEVANT INFORMATION

**Seminar paper:** students must write a short seminar paper (minimum 5 pages) on a topic related to any aspect of a revolution from the 19<sup>th</sup> century until the present day. It is necessary to use at least 3 scientific sources (monographs, scientific journals, required literature).

#### EXAM DATES

Winter	
Spring supplementary	
Summer	29. 6., 13. 7.
Autumn supplementary	30. 8. or 6. 9.

## V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction
Week 2	Historiography and Revolutionary Theory
Week 3	The American Revolution
Week 4	The French Revolution of 1789
Week 5	Revolutions, Culture, and Art: Era of Revolutions in the 19 <sup>th</sup> Century
Week 6	Collective Memory and the Revolutions of 1848
Week 7	Slow Revenant <b>Workshop</b>
Week 8	The Paris Commune and the Emergence of Socialist Revolutions
Week 9	Independent Work: Film and Art Representations of the Russian Revolution
Week 10	After the Great War: The Russian Revolutions (1905 and 1917) and D'Annunzio
Week 11	The Spanish Civil War
Week 12	Film Discussion: <b>Land and Freedom</b>
Week 13	The Mexican Revolution
Week 14	The Cuban Revolution and Legacy in Latin America
Week 15	The Revolutions of 1989 ( <b>research paper</b> )

## VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
To recognize the facts about revolutionary events in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries.	The course will analyze the causes, key events, and consequences of the most important political and social revolutions of the 19th and 20th centuries. The aim is to teach students about the origins and lasting legacies of violent and radical changes in social and political systems, from bourgeoisie to communist revolutions and beyond. The goal is to point out the mechanisms of revolutionary changes in the history of civilization, with additional emphasis on the role of art, propaganda, and memory politics.	Lectures, academic literature.	Final Exam.
To interpret and differentiate between various kinds of revolutions, such as civic and socialist-communist revolutions.		Lectures, academic literature.	Final Exam, research paper.
To compare, classify, and explain the various mechanisms and goals of various revolutions.		Academic literature, work with the professor.	Assignments, research paper, workshops.
To summarize, analyze, and critically define revolutions and revolutionary events.		Analysis of various types of sources and work with the professor.	Assignments, research paper, workshops.