



Course Syllabus: Graduate Seminar
Medieval Healthcare and Medicine
College of Humanities and Social Sciences
History 6003 Section 270
Spring 2024 M 4:00 pm – 6:50 pm
Ferguson GSRC

Contact Information

Instructor: Tiffany A. Ziegler, PhD
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Instructor Response Policy

The best way to contact me is via e-mail. I will respond to e-mails on business days within 24 hours. E-mails sent after hours will be responded to on the next business day (this means Friday e-mails sent after 5:00 pm will receive a response on Monday).

Textbook & Instructional Materials

Required Books

The Black Death. Translated and edited by Rosemary Horrox. Manchester: Manchester University Press, 1994.

Brasher, Sally Mayall. *Hospitals and charity: Religious culture and civic life in medieval northern Italy*. Manchester: Manchester University Press, 2017.

Hartnell, Jack. *Medieval Bodies: Life and Death in the Middle Ages*. New York: W. W. Norton & Company, 2018.

McKeown, J.C.. *A Cabinet of Ancient Medical Curiosities: Strange Tales and Surprising Facts from the Healing Arts of Greece and Rome*. Oxford: Oxford University Press, 2017.

Medieval Medicine. Edited by Faith Wallis. Toronto: University of Toronto

Press, 2010. Nearly completely available on [GoogleBooks](#).

Miller, Timothy S. and John W. Nesbitt. *Walking Corpses: Leprosy in Byzantium and the Medieval West*. Ithaca and London: Cornell University Press, 2014.

Pormann, Peter E. and Emilie Savage-Smith. *Medieval Islamic Medicine*. Washington, D.C.: Georgetown University Press, 1988; 2007.

The Trotula. Translated and edited by Monica H. Green. Philadelphia: University of Pennsylvania Press, 2001.

Handouts

Provided by the instructor and/or posted on D2L

Course Description

The study of medieval healthcare and medicine is a relatively new field. It has taken a long time to form, largely because of methodological difficulties. Medical texts, for example, were not grouped or labeled as such, and healthcare, at least as we understand it, encompassed not just bodily care but also spiritual care.

This seminar surveys the history of healthcare and medicine throughout the Middle Ages. It begins with Greek and Roman foundations and transmission before turning to the Middle Ages proper. The goal, in this survey, is to resolve the methodological difficulties along the way. To do so, and to fully understand medieval medicine and healthcare, we must go beyond typical sources and typical areas of exploration: not only will we examine medical texts, but we will also analyze institutions of care—most of which were religious—, medical practices, societal perceptions of the ill, and the spread of disease. We will also engage with questions of semantics: how do we define medicine? Healthcare? Who gets medicine? Healthcare? How is it administered? Where? When? By whom? How is illness defined? What about health?

In order to address these many questions, we will examine the ways in which medicine and healthcare shaped society, culture, and religion, and how these areas in turn shaped medicine and healthcare. This will be done through discussion, readings (primary and secondary sources), presentations, reviews, and a final major research paper.

Course Objectives/Learning Outcomes/Course Competencies

Students will read primary and secondary sources related to healthcare and medicine in the Middle Ages.

Students will gain an understanding of healthcare and medicine in the medieval West, Byzantine East, and Islam.

Students will tackle questions related to methodological difficulties in medieval healthcare and medicine.

Students will develop their knowledge of institutions of care, medical practices, societal perceptions of healthcare and the ill, and the spread of disease.

Student will develop skills in writing, analyzing, and critical thinking as related to the subject matter.

Student knowledge and understanding will be conveyed through readings, discussions, class presentations, book reviews, and a final substantial research paper.

Study Hours and Tutoring Assistance

Located in Moffett Library, the Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom, including both on campus and distance education tutoring. For more information go [here](#).

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Furthermore, writing, analytical, and critical thinking skills are all part of the learning outcomes of this course, and thus all assignments should be prepared by the student. AI-generated submissions are not permitted and will be treated as plagiarism.

Grading/Assessment

Course Grade-The grade for this course will be based attendance and participation, weekly précis, a book review and presentation, a topic proposal and annotated bibliography, a peer review, and a final research paper.

Table 1: Points allocated to each assignment

| Assignments | Points |
|---|--------|
| Attendance/Participation | 100 |
| Weekly Précis (50 points each x8) | 400 |
| Book Presentation and Review | 100 |
| Topic Proposal and Annotated Bibliography | 75 |
| Peer Review | 75 |
| Final Research Paper | 250 |
| Total Points | 1000 |

Table 2: Total points for final grade.

| Grade | Points |
|-------|---------------|
| A | 900 |
| B | 800 to 899 |
| C | 700 to 799 |
| D | 600 to 699 |
| F | Less than 600 |

Assignments

All assignments must be turned in at the beginning of class time on the day due. All assignments should be submitted electronically on D2L.

Attendance/Participation

I am assuming that you are an adult and that you can make your own decisions about coming to class. This is, however, a graduate seminar, and especially during the first half of class you need to be in attendance. You will be given one unexcused absence; the total points allocated will drop by ten for every additional time missed. You will also be counted as absent if you show up more than fifteen minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and/or fail to participate in class discussion. INCLEMENT WEATHER STATEMENT: If the university closes due to weather during our assigned class time, we will not meet. Assignments/meetings will be shifted accordingly.

Weekly Précis

Students will write and submit weekly précis. Précis, from the Latin *praecisus*, meaning abrupt, abridged, etc., and literally old French for 'precise', are concise summaries, in this case of the weekly readings, of the main points and arguments. Unlike a formal book review, these do not need introductions, theses, or conclusions. These can take on a summarizing tone and can be less formal. In-text citations are allowed. There are nine of these, but you will do eight. You will not do a précis on the week that you have your book review/presentation.

Book Review and Presentation

Students will write one book review and give one in-class presentation over the book. The choices for the book reviews are located at the end of the syllabus. There are several categories, and each student will be assigned one category from which a book can be chosen. The book review should be 3-4 pages long and include approximately half summary of the work and half critique. Reviews should reference other works that we have read in class up to that point (i.e., if you choose the Black Death book you should reference Horrox). Reviews should be typed in a reasonable 12-point font and double-spaced with one-inch margins all around. You may use in-text citations/parenthetical citations. The presentation over the book will be given in class on a day set during the first class meeting. The presentation should be at least ten minutes long but should not exceed twenty minutes. In addition, students will distribute copies of the book review among classmates, as well as any additional handouts the student chooses to provide. If you need copies, please send me the file(s) at least 24 hours before the class. If you wish to distribute the copies electronically, send me the file at least 24 hours before class and I will post it on D2L. An example of a book review is posted on D2L.

Topic Proposal and Annotated Bibliography

Students will submit a topic proposal and annotated bibliography for approval by the professor. The topic must be related to medieval healthcare and/or medicine in some way and must incorporate primary sources. Beyond these two requirements, students are welcome to pursue a topic that best suits their interests. It is recommended that the topic somehow relate to one's MA thesis if possible. Instructions for this assignment are located at the end of the syllabus.

Peer Review

Peer review is a crucial process, both for the reviewer and reviewee. Students will be reviewed by their peers and will review the work of their peers. A word of caution: the success of the process rests on completing a

draft (of at least 10 pages) of the final paper. Failure to complete a draft will lead to an automatic F (or score of zero) on the peer review.

Papers

Students will write a 15 to 20-page final research paper. The paper should be based on primary sources, backed by secondary sources, and on a subject of your choosing (per professor approval—see topic proposal section above). You must use Turabian/Chicago footnotes when citing, and you must cite.

Extra Credit

No extra credit assignments are provided.

Late Work

Late work will not be accepted.

Important Dates ([Academic Calendar](#))

Last day for term schedule changes: 19 January.

Deadline to file for graduation: 12 February.

Last Day to drop with a grade of "W:" 24 April (Please refer to: [Drops, Withdrawals & Void](#)).

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Instructor Class Policies

Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, making trips to the vending machines, talking with other students, and viewing videos on TikTok. Do not bring work unrelated to class. Do not watch soccer (or other games) in class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Books for Review

Disability, Physical, and/or Mental Impairment

Madness in Medieval Law and Custom. Edited by Wendy J. Turner. Leiden and Boston: Brill, 2010.

Metzler, Irina. *Disability in Medieval Europe: Thinking about Physical Impairment in the High Middle Ages, c. 1100-c. 1400*. London and New York: Routledge, 2005.

Hospitals

Barnhouse, Lucy C. *Hospitals in Communities of the Late Medieval Rhineland: Houses of God, Places for the Sick*. Amsterdam: Amsterdam University Press, 2023.

Davis, Adam J. *The Medieval Economy of Salvation: Charity, Commerce, and the Rise of the Hospital*. Ithaca and London: Cornell University Press, 2019.

Watson, Sethina. *On Hospitals: Welfare, Law, & Christianity in Western Europe, 400-1320*. Oxford: Oxford University Press, 2020.

Charity

Brodman, James William. *Charity & Religion in Medieval Europe*. Washington, D.C.: The Catholic University of America Press, 2009.

Henderson, John. *Piety and Charity in Late Medieval Florence*. Chicago & London: The University of Chicago Press, 1994.

Lindberg, Carter. *Beyond Charity: Reformation Initiatives for the Poor*. Minneapolis: Fortress Press, 1993.

Terpstra, Nicholas. *Cultures of Charity: Women, Politics, and the Reform of Poor Relief in Renaissance Italy*. Cambridge: Harvard University Press, 2013.

Surgery

Hunt, Tony. *The Medieval Surgery*. Woodbridge: Boydell and Brewer, 1998.

The Black Death

Cantor, Norman F.. *In the wake of the plague: The Black Death and the World it made*. New York: Perennial, 2001.

Huppert, George. *After the Black Death: A Social History of Early Modern Europe*, Second Edition. Bloomington and Indianapolis: Indiana University Press, 1998.

Pandemic Disease in the Medieval World: Rethinking the Black Death. Edited by

Monica H. Green. Kalamazoo and Bradford: Arc Medieval Press, 2015.

Ziegler, Philip. *The Black Death*. Avon: Alon Sutton, 1993.

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

| Week/Topics | Activities Summary | Due Dates/Readings |
|---|--|--|
| Unit One: Ancient Foundations and Early Transmissions | | |
| Week 1: 15 January (No Class, Martin Luther King's Birthday observed) | TOPIC: Ancient Medical Foundations—Greece and Rome We will not meet this week, but start the reading anyway. | READING: Hippocrates and Galen Hippocrates: Available on Internet Classics Archive http://classics.mit.edu/Browse/browse-Hippocrates.html Galen: Available on Internet Classics Archive http://classics.mit.edu/Galen/natfac.html |
| Week 2: 22 January | TOPIC: Ancient Medical Foundations Be ready to discuss readings from weeks one and two. Start thinking about how medicine and healthcare were defined in the ancient world. Who had access? | READING: <i>A Cabinet of Ancient Medical Curiosities</i> ; Wallis Chapter One Due: Précis One |

| Week/Topics | Activities Summary | Due Dates/Readings |
|---------------------------|---|---|
| <p>Week 3: 29 January</p> | <p>TOPIC: Late Antiquity, Byzantium, and the Early Middle Ages</p> <p>We will transition out of the ancient world and into the medieval. We will try to understand what survived from the ancient world in the transition and what was made anew. Key in this discussion will be Christianity. We will also examine our first pandemic: Justinian's Plague.</p> | <p>READING: "Teaching Medicine in Late Antiquity" (handout/D2L); "The Diversity of Human Kind" (handout/D2L); "Christ More Powerful than Galen?" (handout/D2L); "Bald's Leechbook: A Medical Compendium" (handout/D2L); "The epidemic of Justinian" (handout/D2L); Wallis Chapters Two and Four</p> <p>Review: <i>The Birth of the Hospital in the Byzantine Empire</i></p> <p>Reviewer_____</p> <p>Due: Précis Two</p> |

| Week/Topics | Activities Summary | Due Dates/Readings |
|--|---|---|
| Healthcare and Medicine in the Middle Ages | | |
| <p>Week 4: 5 February</p> | <p>TOPIC: Islamic and Jewish Medicine</p> <p>Before returning to the West, we will consider Islamic and Jewish medicine, healthcare, and practices. We will look at them in comparison to the West and ask about similarities and differences.</p> | <p>READING: <i>Medieval Islamic Medicine</i>; Wallis Chapters Five and Ten</p> <p>REVIEW: Medicine among Medieval Jews (handout/D2L); and <i>The Medieval Islamic Hospital: Medicine, Religion, and Charity</i></p> <p>Reviewer _____</p> <p>Due: Précis Three</p> |
| <p>Week 5: 12 February</p> | <p>TOPIC: Doctors and Surgery</p> <p>During this week we will consider what it meant to be a 'doctor' in the Middle Ages and what exactly was comprised of 'surgery'. Key to this discussion will be both an examination of religion and education.</p> | <p>READING: <i>Medieval Bodies</i>; "Doctors' Fees and Their Responsibility" (handout/D2L); "Surgical Education in the Middle Ages"(handout/D2L);" Wallis Chapters Six and Seven</p> <p>REVIEW: <i>The Medieval Surgery</i></p> <p>Reviewer _____</p> <p>Due: Précis Four; Start thinking about a topic</p> |

| Week/Topics | Activities Summary | Due Dates/Readings |
|----------------------------|--|---|
| <p>Week 6: 19 February</p> | <p>TOPIC: Hospitals and Charity</p> <p>The role of the medieval hospital must be considered in detail; yet, as will be demonstrated, we cannot disconnect it from charity and similar charitable institutions. We will ask questions about terminology: does the medieval hospital equal that of the modern one? Why or why not?</p> | <p>READING: <i>Hospitals and charity: Religious culture and civic life in medieval northern Italy</i>; "High Medieval Charitable Institutions and Hospitals;" Wallis Chapter Thirteen</p> <p>REVIEW: Choice from "Hospitals"</p> <p>Reviewer_____</p> <p>Due: Précis Five</p> |

| Week/Topics | Activities Summary | Due Dates/Readings |
|---------------------|--|---|
| Week 7: 26 February | <p>TOPIC: The Role of Women/Women's Health</p> <p>We continue our discussion of charity, as women were largely in charge of charitable efforts, especially at the hospital. We will diverge slightly to consider women's health and women practitioners.</p> | <p>READING: <i>The Trotula</i>; "Documenting medieval women's medical practice" (handout/D2L); "Medieval Monastery Gardens in Iceland and Norway" (handout/D2L); Wallis Chapter Three and Nine</p> <p>Review: Choice from "Charity"</p> <p>Reviewer_____</p> <p>Due: Précis Six</p> |
| Week 8: 4 March | <p>TOPIC: Disability, Physical & Mental Impairment</p> <p>This week will continue the discussion of semantics and religion. We will look at definitions of disability, impairment, and medicine. And consider how those definitions are shaped by Christianity. We will ask, how were these individuals perceived?</p> | <p>Reading: <i>A Social History of Disability in the Middle Ages</i> (handout/D2L); "Madness in the Middle Ages" (handout/D2L); Wallis Chapter Nine</p> <p>Review: <i>Madness in Medieval Law and Custom</i> or <i>Disability in Medieval Europe</i></p> <p>Reviewer_____</p> <p>Due: Précis Seven; Topic Proposal and Annotated Bibliography</p> |

| Week/Topics | Activities Summary | Due Dates/Readings |
|--------------------------|--|---|
| Spring Break 10-16 March | | |
| <p>Week 9: 18 March</p> | <p>TOPIC: Leprosy</p> <p>We turn to a discussion of leprosy and of leprosaria. Not only will we look at the disease and the special hospitals for those with the disease but also at how these peoples were persecuted in society.</p> | <p>Reading: <i>Walking Corpses</i>; "Cares beyond the Walls" (handout/D2L); Wallis Chapter Nine</p> <p>REVIEW: Rawcliffe, <i>Leprosy in Medieval England or The Formation of a Persecuting Society</i></p> <p>Reviewer_____</p> <p>Due: Précis Eight</p> <p>Individual Meetings</p> |
| <p>Week 10: 25 March</p> | <p>TOPIC: The Black Death</p> <p>We end our exploration with a survey of the Black Death. Not much more needs to be said!</p> | <p>Reading: <i>The Black Death</i>; "Editor's Introduction to Rethinking the Black Death;" Wallis Chapter Eleven</p> <p>REVIEW: Choice from "Black Death"</p> <p>Reviewer_____</p> <p>Due: Précis Nine</p> <p>Individual Meetings</p> |

| Week/Topics | Activities Summary | Due Dates/Readings |
|---------------------------------|--------------------------|---|
| Holiday Break 28 March-31 March | | |
| Week 11: 1 April | No meeting—write | Research and write; Individual meetings as needed |
| Week 12: 8 April | No meeting—write | Research and write; Individual meetings as needed |
| Week 13: 15 April | Drafts | Research and write; Individual meetings as needed Due: Partial Draft of 8-10 pages |
| Week 14: 22 April | Peer Reviews | Research and write; Individual meetings as needed Due: Peer Review |
| Week 15: 29 April | No meeting—write | Research and write; Individual meetings as needed |
| Final Exams 4 May-10 May | | |
| Final Exam: 6 May 3:30-5:30 pm | Presentation of Findings | Due: Final Paper |

Topic Proposal Instructions:

Write a topic proposal for a final research paper. The topic must be related to medieval healthcare and/or medicine in some way and must incorporate primary and secondary sources. Beyond these two requirements, you are welcome to pursue a topic that best suits your interests. Please cite in Chicago/Turabian. An example is provided:

“From Nuns to Nurses: Rewriting the History of the Hospital of St John in Brussels”

The role of the sisters at the medieval Hospital of Saint John in Brussels is well documented in the extant sources. As early as 1218, the hospital sisters were recognized and protected by the papacy,¹ while throughout the thirteenth century, the hospital sisters were largely responsible for the aggrandizement of the hospital, its holdings, and its rights. Modern scholarship on the hospital sisters, however, has relegated the sisters to a secondary role behind both the hospital brothers and the town aldermen.²

This paper seeks to redress the history of the sisters at the hospital of Saint John. It is one of several papers that will begin to rewrite the history of the hospital in a way that privileges the sisters. Revisiting the extant documents with a focus on the sisters permits historians to reanalyze gender roles and responsibilities, bringing light to previously ignored agency of historical groups like hospital nuns. Although starting in the Middle Ages, this paper will continue its analysis to the modern period. In 1851 the sisters moved their headquarters out of Saint John Hospital and started the private Saint John Clinic, still in operation today. In doing so, they lost their recognition as a hospital congregation but continued to play an important role in community, as they had done since the thirteenth century. In other hospital-central cities like Paris and Bruges, the hospital sisters have always occupied a central part of the story—from the Middle Ages to the modern period. In Brussels, however, their role has been minimized. An attempt to understand the role of the sisters, as well as why they were curtailed in the history, is well worth a more thorough investigation.

¹ Pope Honorius III (r. 1216-1227) extended Papal protection to the hospital sisters and their holdings in 1218. He also exempted the hospital from taxes on gardens and on food for their animals that same year. See *Cartulaire de l'Hôpital Saint-Jean de Bruxelles (Actes des XII^e et XIII^e Siècles)*, Paul Bonenfant, ed. (Brussels: Palais des Académies, 1953), 27-28.

² See, for example, Paul Evrard, *Formation, organization, générale et état du domaine rural de l'hôpital Saint-Jean au Moyen-Âge* (Université Libre de Bruxelles, 1965) and Rawlins Cherryholms, *Charity in Brussels: The Hospital Saint John (1186-1300)* (University of Texas, 1963).

Annotated Bibliography Instructions:

Locate five secondary sources (book or articles), five primary sources, and a mixture of five more primary or secondary sources.

Then, assess at least ten of the sources and their value to your research project.

General guidelines (from libguides.enc.edu/annotatedbib/Chicago):

“Annotations can be merely descriptive, summarizing the authors’ qualifications, research methods, and argument. Annotations can evaluate the quality of scholarship in a book or article. You might want to consider the logic of authors’ arguments and the quality of their evidence. Your findings can be positive, negative, or mixed. Annotations also explain why the source is relevant to your paper.”

Sample Page: Chicago-Formatted Annotated Bibliography

1

Battle, Ken. “Child Poverty: The Evolution and Impact of Child Benefits.” In *A Question of Commitment: Children's Rights in Canada*, edited by Katherine Covell and R. Brian Howe. Waterloo: Wilfrid Laurier University Press, 2007.

Ken Battle draws on a close study of government documents, as well as his own research as an extensively-published policy analyst, to explain Canadian child benefit programs. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of child poverty rates in a number of countries is a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children. Battle pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve to be criticized

by politicians and journalists. He outlines the NCB's development, costs, and benefits, and laments that the Conservative government scaled it back in favour of the inferior Universal Child Care Benefit (UCCB). However, he relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make this work stronger by drawing from others' perspectives and analyses. However, Battle does offer a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.

Kerr, Don and Roderic Beaujot. "Child Poverty and Family Structure in Canada, 1981-1997." *Journal of Comparative Family Studies* 34, no. 3 (2003): 321-335.

Sociology professors Kerr and Beaujot analyze the demographics of impoverished families. Drawing on data from Canada's annual Survey of Consumer Finances, the authors consider whether each family had one or two parents, the age of single parents, and the number of children in each household. They analyze child poverty rates in light of both these demographic factors and larger economic issues. Kerr and Beaujot use this data to argue that

The *Chicago Manual of Style/Turabian* states the following formatting rules regarding annotated bibliographies:

- The text should be double-spaced.

- Numbering starts on the first page of writing (*not* the title page), at the top right of the page.
- Reference list entries must have a hanging indent (to do this in Microsoft Word 2003 or later, click Format, then Paragraph, then Special, and choose Hanging—or simply space five times).
- There should be 1-inch (2.54 cm) margins all around (top, bottom, left, and right) on each page.
- Use Times Roman font, or a similar serif font.
- Each paragraph should be indented using the tab key.

Reviewee _____ Reviewer _____

The goals of peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author and 2) to help improve editing skills.

INSTRUCTIONS

Read the paper assigned to you twice, once to get an overview of the paper and a second time to provide constructive criticism for the author to use when revising his/her paper. Answer the questions below.

ORGANIZATION (10%)

1. Were the basic sections (Introduction, Conclusion, Works Cited, etc.) adequate? If not, what is missing?

2. Did the writer use subheadings well to clarify the sections of the text? Explain.

3. Was the material ordered in a way that was logical, clear, and easy to follow? Explain.

CITATIONS (20%)

4. Did the writer cite sources adequately and appropriately? Note any incorrect formatting on the paper itself.

5. Were all the citations in the text listed in the Works Cited/Bibliography section? Note any discrepancies on the paper itself.

GRAMMAR AND STYLE (20%)

6. Were there any grammatical or spelling problems? Note problems on the paper itself.

7. Was the writer's writing style clear? Were the paragraphs and sentences cohesive? Explain.

CONTENT (50%)

8. Did the writer adequately summarize and discuss the topic? Explain.

9. Did the writer comprehensively cover appropriate materials available from the standard sources (e.g., course readings, handouts, etc.)? If no, what's missing?

10. Did the writer make some contribution of thought to the paper, or merely summarize the primary sources and/or secondary publications? Explain.

OTHER COMMENTS YOU WISH TO INCLUDE:

Sample Chicago/Turabian Formatted Paper and Citation Guide

The Title of Your Paper Goes Here
It Can Continue onto Second and
Third Lines, if Necessary

Your Name

HIST 6003

Professor

Date

Introduction (this is bold)

The main section (body) of your paper will begin on page 1. There is no page number on the title page. Use double-spacing and a standard font (New York, Times), serif 12-point font. Begin with an introduction to your topic.

Body (this is bold; but don't use 'body'—create your own heading)

This is where you write your paper. Separate any sections with subheadings. Subheadings should be bolded but not centered. You will use raised Arabic numerals to cite your sources in footnotes³ at the bottom of the page. Your word processor will AUTOMATICALLY insert these footnotes and format them for you: ribbon tool -> references -> "insert footnote."⁴

Use footnotes whenever you quote or paraphrase. This includes the books,⁵ the lectures,⁶ and any outside sources, such as Fordham Internet Sourcebook (*note: this is an approved website).⁷ When composing your footnotes, DO NOT use the symbol "ibid"⁸ when you are referring to the same source as the previous citation, as ibid is no longer used. For help with citing, see Chicago Manual of Style Online tool.⁹

Conclusion (this is bold)

³ These footnotes indicate citations – direct quotes, paraphrases, and indirect references. You might also add information of your own that might not be a direct part of your paper but is still of interest. This is called a discursive footnote.

⁴ Format for citing books the first time: First name Last Name, *Book Title* (Publisher Location: Publisher, date), page number. The next note has an example.

⁵ Leon Battista Alberti, *On Painting* (New York: Penguin Books, 1991), 41.

⁶ Tiffany A. Ziegler, "Invasion and Twilight: Italy and the High Renaissance" (lecture, Midwestern State University, Wichita Falls, TX, March 1, 2022).

⁷ Pope Gregory XI, "Condemnation of Wycliffe," *Fordham Medieval Internet Sourcebook* <https://sourcebooks.fordham.edu/source/1382wycliffe.asp> (accessed 6 January 2022).

⁸ Format for citing books the second time: Last Name, *Shortened Book Title*, page number.

⁹ Format for a database: Chicago Manual of Style Online, "Chicago-Style Citation Quick Guide," Accessed September 19 2019 at http://www.chicagomanualofstyle.org/tools_citationguide.html.

This is your conclusion in one or more paragraphs. Explain what the results of the research have yielded.

A bibliography includes items you may have read or looked at but did not quote in your paper. You can do a works cited page in your draft but must do a bibliography for the final paper.

Bibliography (this is bold) (start on a new page)

BOOK WITH ONE AUTHOR

McGhee, Robert. *The Last Imaginary Place: A Human History of the Arctic World*. Oxford: Oxford University Press, 2005.

A second work by the same author: use em dash: insert -> symbol -> more symbols -> the 3rd dash is em dash.

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REFERENCE WORKS

Well-known reference works, such as encyclopedias, are generally included in footnotes/endnotes but not in the bibliography. Check with your instructor to see if he/she would like you to include them in your bibliography, in which case you would follow one of the examples for a book.

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