

Q2. According to Petrarch, “ancient” was defined to precede the celebration of Christ and Christianity in Rome (his travels to Rome in ca. 1337 led him to name the lost/forgotten city as Ancient Rome). This led to a division of the timeline into two parts :

1. Ancient, which describes everything before the rise/popularization of Christianity in Rome, when Constantine (who then controlled the Roman Empire) converted to Christianity and the people of Rome followed suit (325 CE)
2. Modern as everything that came after this point in time.

Petrarch started humanism (*studia humanitatis*) and his followers were called the humanists. Thus, for the followers of Petrarch, the timeline is divided into 3 parts :

1. Ancient (as in the previous timeline), everything before the the Christianisation of Rome
2. Medieval as everything between 325 CE (the Christianisation of Rome) and the life of Petrarch (Petrarch was alive from 1325 to 1375 CE, hence the mean, 1350, can be taken as the marker for the life of Petrarch, although the Medieval period is often described to extend to 1400s)
3. Modern as everything that came after the Middle Ages, after Petrarch’s life (1350 CE)

This second Italian classification of time spread to the rest of the world, including countries in Asia that had their own timelines, reflecting the eurocentrism of the world.

Q3. The ideas of Lerner that I found interesting were :

1. The role of women has been underplayed severely in history. Even the few women who were well known, were popular only for their qualities recognized as the qualities of an ideal, oppressed woman (like that of a handmaiden). Lerner states that this misrepresentation is not only harmful to women, whose self – esteem decreases along with their understanding of their role in society, but is also harmful to men. Men have come out of this, feeling that they are much more “important in the world than they are” and that they naturally have skills and qualities to run the world that are not found in women at all. This makes them, as a group, look down on women and expect different things of their sons and daughters, and perpetuates the cycle of the oppression of women.
2. Lerner also notes how women did not they were being subjugated, unlike other groups, like ethnic minorities, who were aware of this fact and were thus able to make plans of resisting oppression and gaining freedom. Lerner thus comes to the conclusion that the patriarchy was a human invention, that used to considered appropriate before the world as we know it today was made up (before even the Bible was created). Thus, patriarchy was institutionalized and became an important part of the fabric of society itself. Only recently have women realized the height of this oppression and are now being able to come together, like other marginalized groups, to fight for their equality.

The ideas of Grafton that I found interesting were :

1. Grafton understands the importance of digital media and the importance of letting history be a part of all these various forms. History should be part of the digital world and students and professors who are well versed with digital media (as people are today), should be allowed to carry out digital projects, interpreting historical texts and thus bring history to the new age of technology.
2. Careers in history are no more black and white, and one's career in history could very easily shift to a lot of other fields, like journalism. This is in fact true with a lot of other fields today as well, like engineering, as educational realms are radically changing everyday. Grafton also talks about how, with more emphasis being placed on history, people will also soon be able to pursue careers and hold Ph.D.s in public history.
3. Teaching history in secondary schools allows students to understand the importance of the social sciences and of history specifically, and its effects on their present and future. Grafton thus hopes more people with Ph.D.s in public history, will take to teaching history in secondary school.

Q3. A) Inquisition : This was an institution set up within the Catholic Church to weed out the people they considered as heretics (Muslims, Jews, converts and people practicing pagan religions and anti – Christian rituals). This drastically changed the religious landscape of Europe and also, gradually, led to the loss of power and faith of the people in the papacy (revolutions like the French Revolution are seen as a response to their corrupt methods).

B) The Franciscans were the followers of Saint Francis of Assisi, who lived as mendicants and beggars. They were created as an order in response to the corrupt practices of the Church and helped popularize the concept of monasteries and Christianity.

C) Scholasticism : It was the system of theology taught by the monks in the abbeys in Medieval European universities, based on Aristotle's works. They helped evolve the current methods of teaching (using counter objections and research to explore ideas).

D) Canon Law : It was the law laid down by the Church based on the orders issued by popes, compiled by Gratian. This laid the foundation of the political order and rules in the Church.

E) St Thomas Aquinas was a theologian and philosopher who greatly appreciated Aristotle and studied his writings. His Summa Theologica lays the foundation of modern philosophy and is used by students around the world today and influenced Christianity and its principles.