

# HISTORY 221-01: THE MEDIEVAL LEGACY

**Course Information:**

History 221-01 (CRN 80470), Fall 2005

Time: TR 11:00-12:15

Place: Petty 214

**Instructor Information:**

Dr. Richard Barton

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**Office hours:** TR 2:30-4:00 and by appointment

**Course Description:**

This course explores the rich legacy of Medieval Europe. The Middle Ages lasted from the collapse of the Roman Empire in the west (around 500 AD) until the so-called Renaissance (14<sup>th</sup> to 16<sup>th</sup> centuries AD). This is an enormous time span, and I have no intention of trying to cover every event and every aspect of the Middle Ages. Rather, we will focus on several themes examined over three sub-periods of the Middle Ages. We begin with the ancestors of the Middle Ages: the civilization of Rome, its Christian overlay, and the arrival of the Germanic tribes. From there we will look in turn at the Early (c.500-950), Central (c.950-1250) and Late Middle Ages (c.1250-1500). Within each of these mini-periods we will examine several of the following themes: the nature and effectiveness of government (primarily kingship), the role of Christian belief and Christian institutions in shaping medieval life, the shape of everyday life, and the capacity of women to exercise power.

The process of our trip through the Middle Ages, however, will not merely be one of mastering names and dates (although you certainly must do a fair amount of memorization). Indeed, a major purpose of the class is to demonstrate to you the methods by which historians approach the past. Thus we will be interested in learning about the nature of the sources available to us, and, above all, in learning how to interpret them. Interpretation, after all, is the keystone of the historian's craft, and it will be one of our purposes in this course to subject all of the material at our disposal to careful prodding, questioning, and criticism.

**STUDENT LEARNING OUTCOMES**

A student who successfully completes this class should expect to:

-acquire broad knowledge of the political, religious, and social history of the European Middle

Ages (c.500-1500)

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

-learn how to synthesize material read from a variety of sources to produce a larger analytical conclusion

-understand some of the methods used by historians to analyze the past (chronology, periodization, comparison/contrast, continuity/change, and some theory, including gender)

-practice writing analytical prose of a variety of different sorts

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

1. C. Warren Hollister and Judith Bennett, *Medieval Europe: A Short History*, 10<sup>th</sup> edition (McGraw-Hill, 2005) [ISBN 0072955155]
2. *Alfred the Great: Asser's Life of King Alfred and Other Contemporary Sources*, trans. and ed. Simon Keynes and Michael Lapidge (Penguin Classics, 1983) [ISBN 0140444092]
3. Chretien de Troyes, *Erec and Enide*, trans. Dorothy Gilbert (Univ. of California Press., 1992) [ISBN: 0520073460]
4. *The Letters of Abelard and Heloise*, ed. Betty Radice, rev. M.T. Clanchy (Penguin, 1974; rev. ed. 2003) [ISBN 0-14-044899-3]
5. Jean Froissart, *Chronicles*, ed. and trans. Geoffrey Brereton (Penguin Classics, 1968) [ISBN 0140442006]
6. On-Line texts. The bulk of your primary source reading will be located on-line, either at my web-site or at the superior academic site known as the On-Line Medieval Sourcebook. For each text I have indicated the URL where that text may be found. If you have trouble using the internet, please see me for assistance. Please note that the on-line version of this syllabus will have direct hyper-links to these texts.

### **COURSE REQUIREMENTS:**

1. Attendance and Participation (10% of your grade)

I care about attendance and will reduce the grade of those who frequently miss class without first obtaining permission. Discussion and participation in class can only help your grade. Try to make at least one comment per week: if you get in the habit of offering your ideas and opinions on the readings, you will find that your appreciation and understanding of the material will grow.

2. Assignments (10%)

Every other week or so I will ask you to write either a short (1 page) response piece to the readings or several (1-2) sample identifications (as practice for the exams).

3. First Midterm Exam: September 27, in class (take-home) (20%)

The exam will include several short-answer identifications (who, what, where, when, and why important) and one longer, synthetic essay. The goal of the longer essay will be to have you evaluate and synthesize (that is, pull together) material from the readings and discussions. You will write the essay (from a list of 2-3 questions provided by me) at home and bring it to the exam date; then, in class, you will answer the identifications.

4. Second Midterm Examination, November 15, in class (take-home) (20%)

This will be an entirely take-home exam; you will write two short answers and one longer essay.

5. Article Review, due (10%)

You will choose one academic article from a list provided by me. You will then read the article and critique it, paying attention to its argument and the author=s success (or not) in demonstrating/proving that argument. You will also relate the article to the class in some way.

6. Final Exam: Tuesday December 13, 12-3 PM (30% of your grade)

The format of this exam will be similar to that of the midterms. You will bring two already-written essays to the examination session, at which point you will answer several additional identifications and short answers.

**GRADE BREAKDOWN:**

Attendance and Discussion:	10%
Assignments	10%
First Midterm:	20%
Second Midterm:	20%
Article Review	10%
Final Exam:	30%

**THE >LEGAL= STUFF**

1. In case later consultation should prove necessary, students are asked to keep copies of all graded assignments until the end of the semester (at least).
2. All course requirements must be completed to receive a grade for the class. This means that you will fail the course if you don=t, for instance, turn in the exam essay.
3. Regarding late work .... Assignments are due on the date and at the time listed on the syllabus; if a crisis (such as illness) arises, it is your responsibility to contact me. If you do not contact me, the work (when eventually received) will be substantially penalized. Contact may be made by phone, email, or a note left in my mailbox in the History Department (219 McIver). And while I provide my home phone number at the top of the syllabus, I will be annoyed if you call me at home after 9 PM.
3. **PLAGIARISM:** Plagiarism is a type of cheating, and occurs when a person passes off (whether intentionally or un-intentionally) someone else=s words or ideas as their own. Plagiarism is a serious academic offense, which, in its most overt forms, can result in formal disciplinary action by the university (at the most extreme, this might include expulsion). This is a notoriously thorny area for students. Many students unintentionally commit plagiarism by >borrowing= ideas, interpretations, and/or actual words from other authors. Make sure that your words are your own, and that your interpretations are also your own. If you find yourself using someone else=s words or ideas, make sure you have given him/her credit by using a footnote, endnote, or parenthetical citation. Note: my comments in class do not need to be cited.
4. **BE CAUTIOUS** in using websites. Many students feel that they can obtain the >answer= (or even a good interpretation) concerning a historical problem by simply looking it up on the web. While the web has many uses, this is almost invariably a fatal strategy. Looking up someone else=s ideas is no substitute for your own analysis. Some observations from the instructor=s

point of view: 1) use of a web-site without citing it (even if it is crap) is plagiarism, which, if detected, can result in serious academic penalties (see above); 2) instructors can often detect uncited use of a website when either the writing style of the student=s paper changes drastically, or when facts/ideas/dates/people not discussed in class or in any of the assigned readings appear in an assignment. Again, I don=t want to discourage you from gaining more perspectives by using the web. What I=m saying is that ultimately you are being evaluated on your analysis of the assigned readings, not on your ability to plug some web site=s ideas into your essay.

## SCHEDULE OF CLASSES AND READINGS

Primary source readings are preceded in the following syllabus by one of these three adjectives:

Required: you must read that text and will be held responsible for it on exams

Recommended: I=d love for you to read it, but won=t test you specifically on it. Use of it on exams will impress me.

Optional: this text will help your comprehension of the daily topic, but won=t be on the exams

### UNIT 1: Introduction

August 16: Course Introduction: Historians and Their Method

August 18: Roman Empire and Its Fall

Primary Source Readings:

Required: How to Read Primary Sources

(<http://www.uncg.edu/~rebarton/221-fa01-primary-source.html>)

Required: Salvian, on Roman decline

(<http://www.fordham.edu/halsall/source/salvian1.html>)

Textbook Readings: Hollister/Bennett, 1-14 [Note: although you should always look up words you don=t know in a dictionary, the textbook helps you out by providing a glossary at the back for words that appear in bold. Be sure to take advantage of this resource.]

August 23: The Christian Bridge into the Middle Ages

Primary Source Readings:

Required: Letter of Pliny to Emp. Trajan

(<http://www.fordham.edu/halsall/source/pliny1.html>)

Required: Excerpts from Theodosian Code (5<sup>th</sup> century, not 4<sup>th</sup>, as the on-line text asserts) (<http://www.fordham.edu/halsall/source/codex-theod1.html>)

Required: Humiliation of Theodosius

(<http://www.fordham.edu/halsall/ancient/theodoret-ambrose1.html>)

Recommended: Excerpts from the martyrdom of Perpetua

(<http://www.fordham.edu/halsall/source/perpetua-excerpt.html>)

Textbook Readings: Hollister/Bennett, 14-29

August 25: Successor States

Primary Source Readings:

Required: Tacitus, excerpts from Germania

(<http://www.fordham.edu/halsall/source/tacitus-germania-excerpt.html>)

Required: Jordanes on Theodoric the Ostrogoth:

(<http://www.fordham.edu/halsall/source/jordanes-theodoric1.html>)

Required: Letters of Theodoric

(<http://www.fordham.edu/halsall/source/theodoric1.html>)

Textbook Reading: Hollister/Bennett, 30-49, 68-9, 81-5, box on p. 93, and Color Illustrations 1 and 4

## UNIT 2: the Early Middle Ages

August 30: The Franks: Clovis and Salic Law

Primary Sources:

Required: Clovis Stories: the Vase of Soissons and his Conversion

(<http://www.fordham.edu/halsall/source/gregtours1.html>)

Required: Conversion of Clovis

(<http://www.fordham.edu/halsall/source/496clovis.html>)

Required: Salic Law (ie., Law of Salian Franks)

(<http://www.fordham.edu/halsall/source/salic-law.html>)

Textbook Reading: H/B, (review p. 43 and box on pp. 44-45), 50-56

September 1: Women in Frankish Society

Primary Sources:

Required: Frankish Queens: <http://www.uncg.edu/~rebarton/frankish-queens.htm>

Textbook Reading: H/B: re-read pp. 44-45 (on Clotilda)

September 6: Monasticism: Saint Benedict and his Rule

Primary Source Readings:

Required: Rule of Saint Benedict

(<http://www.fordham.edu/halsall/source/rul-benedict.html>)

Textbook Reading: H/B, 56-61

September 8: Early Medieval Belief: Saints, Miracles, Sacraments

Primary Source Readings:

Required: The Nicene Creed (<http://www.uncg.edu/~rebarton/church-fathers.htm>)

Required: the Life of St Eligius (read only these chapters: 1-10, 15-18, 21, 27, 30)

(<http://www.fordham.edu/halsall/basis/eligius.html>)

Textbook Reading: H/B, 61-67, Color Illustration 2 (go back and compare to Figure 1.2)

September 13: The Carolingian Franks: Charlemagne and the revival of Government

Primary Source Readings:

Required: Einhard on Charlemagne's Wars

(<http://www.fordham.edu/halsall/source/einhard-wars1.html>)

Required: General capitulary on the missi, 802

(<http://www.fordham.edu/halsall/source/carol-missi1.html>)

Required: Charlemagne's letter to Baugulf

(<http://www.fordham.edu/halsall/source/carol-baugulf.html>)

Recommended: Summons to military service

(<http://www.fordham.edu/halsall/source/carol-sum1.html>)

Recommended: Einhard on Charlemagne=s personality

(<http://www.fordham.edu/halsall/source/einhard1.html>)

Textbook Reading: H/B, 97-118

September 15: Viking Assaults

Secondary Source Readings (for next week, but get started this week)

Required: *Alfred the Great*, pp. 1-48, plus maps and genealogies pp. 59-63

Textbook Reading: H/B, 119-128, 133-135

September 20: Rise of Anglo-Saxons

Primary Source Reading:

Required: Discovery of the Body of King Arthur

<http://www.fordham.edu/halsall/source/1223gerald-arthurcomb.html>

Required: *Alfred the Great*, pp. 65-120, Color Illustration 3

Textbook reading:

September 22: Alfred the Great

Primary Source Readings:

Required: *Alfred the Great*, pp. 163-186, 189-191, 193-194

Textbook Reading: H/B, 128-132

### **UNIT 3: the Central Middle Ages**

September 27: Economic Take-Off

Required: Demographic Tables

(<http://www.fordham.edu/halsall/source/pop-in-eur.html>)

Required: Handout: Assarting

Required: Beauvais Dossier (read only Introduction and Documents A and B)

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

Textbook Reading: H/B, 149-159, 167-179

**FIRST MIDTERM EXAM DUE IN CLASS on Sept 27**

September 29: Aristocratic Power and Society

Primary Source Reading:

Required: Fulbert of Chartres: Letter concerning obligations of lord and vassal

(<http://www.fordham.edu/halsall/source/fulbert1.html>)

Required: Agreement Between Hugh of Lusignan and William of Aquitaine

(<http://www.fordham.edu/halsall/source/agreement.html>)

Required: Norman Noblewomen

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

Textbook Reading: H/B, 133-139, 180-185

October 4: Peasants and Lordship

Primary Source Readings:

Required: Texts on Peasant Life

(<http://www.uncg.edu/~rebarton/peasant-life.htm>)

Textbook Reading: H/B, 159-167

October 6: the Norman Conquests, 1066-1170

Primary Source Readings:

Required: William of Malmesbury, excerpts on the Norman Conquest  
(<http://www.fordham.edu/halsall/source/1066malmesbury.html>),

Required: Bayeux Tapestry (<http://hastings1066.com/>) or  
(<http://www.sjolander.com/viking/museum/bt/bt.htm>) , or any  
representation of the tapestry. I ask you to look carefully at some of the  
tapestry to familiarize yourself with it as a document; you needn't try to  
memorize it, or reread every bit of it, but try to gauge how it can (and  
cannot) be used as a source

Textbook Readings: H/B, 215-225, 266-268 (to death of William the Conqueror)

October 11: NO CLASS: FALL BREAK

October 13: Crusading

Primary Source Readings:

Required: Capture of Jerusalem

(<http://www.fordham.edu/halsall/source/fulk2.html>)

Textbook Reading: H/B, 225-239

October 18: Revival of Kingship, c.1100

Primary Source Reading:

Required: Assize of Clarendon:

(<http://www.fordham.edu/halsall/source/aclarendon.html>)

Required: Constitutions of Clarendon:

(<http://www.fordham.edu/halsall/source/cclarendon.html>)

Textbook Reading: H/B, 266-272, 277-280

October 20: Rise of Papacy

Primary Source Readings:

Required: Gelasian Doctrine

(<http://www.fordham.edu/halsall/source/gelasius1.html>)

Required: Dictatus Papae

(<http://www.fordham.edu/halsall/source/g7-dictpap.html>)

Required: Ban on Lay Investitures

(<http://www.fordham.edu/halsall/source/g7-invest1.html>)

Required: Henry IV to Gregory VII

(<http://www.fordham.edu/halsall/source/henry4-to-g7a.html>)

Required: Gregory Deposes Henry IV

(<http://www.fordham.edu/halsall/source/g7-ban1.html>)

Textbook Reading: H/B, 201-207, 240-246

October 25: Law and Society

Primary Source Readings:

Required: Gratian on Marriage

(<http://www.fordham.edu/halsall/source/gratian1.html>)

Textbook Reading: H/B, 246-249, 308-309

October 27: Twelfth-Century Renaissance: Abelard and Heloise

Primary Source Readings:

Required: *Letters of Abelard and Heloise*, 57-106

Textbook:

H/B: 289-291, 300-319

November 1: Kingship Restored, c.1200

Primary Source Reading:

Required: Magna Carta (<http://www.fordham.edu/halsall/source/magnacarta.html>)

Textbook Reading: H/B, 272-277, 280-286

November 3: New Spiritualities

Primary Source Reading:

Required: *Erec and Enide*, first half

Required: Thomas of Celano, Lives of St Francis

<http://www.fordham.edu/halsall/source/stfran-lives.html>

Textbook Reading: H/B, 186-201, 207-213

[November 4-6: Instructor away at Conference]

November 8: Chivalry

Primary Source Reading:

Required: *Erec and Enide*, 2<sup>nd</sup> half

Textbook Reading: H/B, 292-300

November 10: Innocent III and Papal Monarchy

Primary Source Readings:

Required: Canons of the Fourth Lateran Council (1215), selected canons

<http://www.fordham.edu/halsall/basis/lateran4.html>

Textbook: H/B, 254-265

#### **UNIT 4: Late Middle Ages**

November 15: War and the Bubonic Plague

**DUE: Second Midterm Exam** (take-home)

Primary Source Readings:

Required: Froissart, 111-112, 120-146

Recommended: Boccaccio's description of the plague

<http://www.fordham.edu/halsall/source/boccacio2.html>

Textbook Reading: H/B, 321-336, 346-349

November 17: Social Unrest

Primary Source Readings:

Required: Froissart, 146-148, 151-161, 211-241

November 22: Religious Ferment

Primary Source Readings:

Required: Boniface VIII: the bull *Unam Sanctam*

<http://www.fordham.edu/halsall/source/b8-unam.html>

Required: Froissart, 201-210 (Avignon and Schism)



Optional: Boniface VIII: Outrage at Anagni

(<http://www.fordham.edu/halsall/source/1303anagni.html>)

Textbook Reading: 336-345

November 24: NO CLASS (Thanksgiving Break)

November 29: Governmental Solutions: England

Primary Source Readings

Optional: Froissart, 316-327 [background to what follows]

Required: Froissart, 421-471 [deposition of Richard I]

Recommended: Growth of Parliamentary Government in England

(<http://www.uncg.edu/~rebarton/english-parliament.htm>)

Textbook Reading: H/B, 347-356

December 1: Late Medieval Heroines

Primary Source Readings:

Required: The Life and Trial of Joan of Arc

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

Textbook Reading: H/B, 352-353, 366-383

## CITATION OF SOURCES

For any written assignment defined as a formal writing assignment (ie., all the essays required in this course), you are expected to provide specific citations to the texts that you use in support of your paper.

### What are citations?

In general: they are bookmarks for the reader, allowing him/her to return to the source you have used to make your point. They also serve as acknowledgments of the sources you have used (particularly so that your reader does not think you are passing off someone else=s ideas as your own)

In practice: citations are brief statements of the author and/or title of the work you are referring to, along with a reference point (usually a page number) within that work. For example, if you wanted to make a parenthetical citation of Hollister=s opinions of King John in a paper, you would include a citation such as this .... (Hollister, p. 256).

### Types of Citations

1. Parenthetical citations: appear in parentheses directly after the words to which they provide reference.

Parenthetical citations usually include the author=s last name and the number of the page to which you are referring). For example, A Jehel of Mayenne was only 20 years old or so when he founded the priory of Marmoutier in his castle keep (Barton, p. 369).@ The words in quotation marks are what you=ve written; but since you=ve taken this information from another source, you need to indicate that source. Here the citation appears in parentheses to some book by Barton at p. 369. NOTE: parenthetical citations

are informal; they are acceptable (sometimes) in student writing, but never appear in formal academic work.

2. Formal citations (endnotes or footnotes): this is the way that scholars cite their references. The format of a footnote is indistinguishable from that of an endnote; the only difference between them lies in where they appear on the page (footnotes at the bottom of each page; endnotes in a separate list at the end of the paper). Modern word-processing makes it childishly easy to create either sort of note; look (usually) under the >insert= pull-down menu of your word-processor and you will find a choice for >footnotes/endnotes=. When you create one, a superscript number will appear in the body of your text where you created the note. That number is meant to alert the reader that he or she ought now to redirect his/her eyes either to the bottom of the page (footnote) or the back of the paper (endnote) for the relevant citation. NOTE: although word-processors allow the creation of superscript note numbers as roman numerals (e.g., i, ii, v, xiii), this is to be avoided. Always make sure you are creating arabic numerals (e.g., 1, 2, 3). [see the end of the next paragraph for examples]

What appears within the foot- or endnote is also important. For a book, you ought to include all of the information you would provide in a bibliographic entry: author, title of book (underlined or italicized), and publishing information (place published, publisher, date published). If the work to which you are referring is an article, the format is slightly different: author, title of article (in quotation marks), title of journal (italicized or underlined), volume number of journal, and year of journal. Either way, you will also need to include the specific page number to which you are referring the reader. If you are citing a web-site (or on-line text), the rules are less clear. If the on-line material is clearly derived from a book, then you ought to provide all of the usual information one expects for a book, but you should add the URL and the webpage title; if the page lacks proper bibliographic information, provide whatever you can. Here is an example of a footnote to a book.<sup>1</sup> Here is an example of a citation to an article.<sup>2</sup> (note that an endnote would look the same, but would simply appear at the end of the document in a separate list). Here is an example of a citation to a web-site.<sup>3</sup> Foot or endnotes are always preferable to parenthetical citations.

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<sup>1</sup> Mary W. Smith, *Footnoting for Fun and Profit* (Boston: Academic Press, 1980), 44.

<sup>2</sup> John Q. Doe, "How to Create Footnotes," *Journal of Scholarship* 15 (1999), 219.

<sup>3</sup> *Cartulaire de l'abbaye cardinale de la Trinité de Vendôme*, ed. Charles Métails, volume 1 (Paris: A. Picard et fils, 1893), 1:14-18. Translated from the Latin by Richard Barton and published on-line under the title "Land Tenure and Family Conflict: the Honor of Vendôme, c. 1006-1040," at

### WHEN must you provide a citation?

1. Whenever you use an author's words directly. In this case, the author's words must appear in quotation marks in the body of your essay and the citation should appear immediately after the closed quotation mark. For instance, in the following made-up sentence I quote myself and use a parenthetical citation to a made-up work: As the noted medieval historian, Richard Barton, once said, "Medieval History is cool" (Barton, p. 297).

2. Whenever you have paraphrased a source (that is, taken the gist of it and reworked it into your own words) or when you refer to an episode from a source (for example, "In the relief clause of Magna Carta, the barons demanded ..."). Because you are not using the exact words of the original text, you have some leeway about where you place the citation. Place it either at the end of the paragraph or immediately after the relevant portion of your paper.

3. Whenever you mention a fact or event that is not generally known. Lots of confusion can and does exist about what is and what is not generally well-known. Use common sense. You don't need to cite Hollister if you state that the Battle of Hastings occurred in 1066 (this is a famous and well-known event/date). More obscure material might require a citation.

### PRIMARY SOURCES VERSUS SECONDARY SOURCES

Make sure you know the difference:

Primary Sources: things written down during the period under study

-examples: diaries, letters, financial accounts, works of literature, philosophy, etc.

Secondary Sources: sources written by persons living after the period they are studying

-examples: all textbooks, every work of history, biographies, etc.

Grey Areas: what about a biography of the emperor Charlemagne (died 814) written in 950? Is it a primary source or secondary source? It's a good question.

Technically it would be a secondary source, since the author could have had no direct knowledge of Charles or his time. For the purposes of this course, however, we will consider as primary sources any source composed by a

medieval

author.

The Straight Dope For History 221:

Primary Sources: all of the on-line texts; Letters of Abelard and Heloise; Erec and Enide; the medieval texts in Alfred the Great; and Froissart's Chronicle.

Secondary Sources: Hollister/Bennett (the textbook); the introduction to Alfred the Great; scholarly articles; the introductions to on-line primary sources; me (the prof); you (the student).