

HISTORY 221, Sections 01-04: THE MEDIEVAL LEGACY

Course Information:

History 221, Fall 2007

Lecture (all students): WF 9:00-9:50, Eberhart 250

Discussion Section 01: M 8:00-8:50 (CRN 80307), MHRA 1204

Discussion Section 02: M 9:00-9:50 (CRN 80308), MHRA 1207

Discussion Section 03: M 9:00-9:50 (CRN 80309), MHRA 1206

Discussion Section 04: M 10:00-10:50 (CRN 80310), MHRA 1206

Instructor Information:

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Teaching Assistant Information:

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Office hours (for Barton): Wednesdays 11-12, Fridays 11-12, 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 (14th to 16th 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 be able to:

1. Demonstrate broad knowledge of the political, religious, and social history of the European Middle Ages (c.500-1500)
2. Interpret primary sources from the period under study and use both written and oral skills to analyze them
3. Synthesize material read from a variety of sources to produce a larger analytical conclusion
4. Recognize and employ methods used by historians to analyze the past (chronology, periodization, comparison/contrast, continuity/change, and some theory, including gender)
5. Communicate analytical thought in writing and in speech.
6. Recognize an academic argument and criticize it

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

1. C. Warren Hollister and Judith Bennett, *Medieval Europe: A Short History*, 10th edition (McGraw-Hill, 2005) [ISBN 0072955155]
2. Chretien de Troyes, *Erec and Enide*, trans. Dorothy Gilbert (Univ. of California Press, 1992) [ISBN: 0520073460]
3. Merry Wiesner, et al., eds., *Discovering the Medieval Past: a Look at the Evidence* (Houghton Mifflin, 2003) [ISBN: 0-618-24668-1]
4. On-Line texts. The bulk of your primary source reading will be located on-line, either on Blackboard, or 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.
5. E-Reserves: these readings are pdf files which will be located on the course's Blackboard site.
6. J-Stor: J-Stor is an academic article database which you may access through the 'database' button on Jackson Library's homepage.

BLACKBOARD SITE

All materials for the course will be posted on the Blackboard site for the course. This is particularly important for announcements and E-Reserves. It is a good idea to check the Blackboard site regularly. You can get to our Blackboard site through this URL:

<https://blackboard.uncg.edu/webapps/portal/frameset.jsp>.

COURSE REQUIREMENTS:

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

Attendance in class is mandatory. Students are allowed to miss one discussion section without penalty, but will have 2 points removed from their final grades for every subsequent absence. Active participation in discussion sections is a vital part of the learning process, and will be worth 10% of your final grade. Each TA will evaluate individual students' performances in his/her sections, but the following broad guidelines apply. If you come to class but never open your mouth, your participation grade will be no better than a C. If you speak infrequently, but offer strong comments when you do speak (or if you speak a lot, but with only occasional insight), your discussion grade will be in the B range. If you speak frequently and with insight, your discussion grade will be in the A range.

2. Quizzes (10%)

Each week, discussion section will start with a VERY BRIEF quiz (5 minutes maximum) based on material presented in the lectures preceding that discussion section. [example: on 27 August, the quiz will cover material presented in lectures on 22 and 24 August]. Discussion sections meet thirteen times during the semester (not including the first day); there will be a quiz in every section, but at the end of the semester we will drop the two lowest grades on quizzes. The remaining 11 quizzes will be averaged to form your overall quiz grade. Individual quizzes will usually contain five questions (each worth two points). Except for dire emergencies (at the discretion of your TA, missed quizzes cannot be made up). I may vary the quiz format on a few occasions; when and if I do so, I will alert you to this fact during the lecture before the quiz.

3. First Take-Home Midterm Exam: due Wednesday, 26 September in class (20%)

The exam will include several short responses 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. The exam questions will be provided at least ten days in advance; your answers are due in class on September 26.

4. Second Take-Home Midterm Examination: due Wednesday, 31 October, in class (20%).

Same format as the first midterm; you will write two short answers and one longer essay.

5. Article Review, due-dates 5 November and 19 November (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. You must submit (in writing) your choice of article to your TA on 5 November, and you must show him/her a copy of that article on the same date. The article review will be due on 19 November.

6. Take-Home Final Exam: due 14 December in 250 Eberhart at 8 AM (30% of your grade)

The format of this exam will be similar to that of the midterms with one important exception. Most of the final will be like a third midterm for the final part of the course (that is, two short

answers and a synthesis essay on the Late Middle Ages). But you will also write a second synthesis essay which addresses one of the broad themes of the course; in this essay you will need to make reference to material from all three sections of the course.

GRADE BREAKDOWN:

Attendance and Discussion:	10%
Quizzes	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 should 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.
3. 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 or your TA. If you do not contact one of us, the work (when eventually received) will be penalized. Contact may be made by phone, email, or a note left in my mailbox in the History Department (2118A Moore HRA); your TA will distribute his/her contact information in the first discussion section. You are welcome to call me at home, so long as it is before 9 PM.
4. 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.
5. 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 the ideas of some web site into your essay.

SCHEDULE OF CLASSES AND READINGS

UNIT 1: The Early Middle Ages, 800-1000

August 20: Discussion Sections

August 22: Course Introduction: Historians and Their Method

Textbook Reading: Hollister/Bennett, pp. 1-7, p. 8 (“Introduction”), p. 30-32 (“Introduction”), p. 50 (“Introduction”), p. 68 (“Introduction”), and p. 93 (box entitled “Medieval Myths: the Flat Earth”). [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.]

Required: How to Read Primary Sources

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

August 24: Europe in 800: Franks, Byzantines, Muslims and Others

Primary Source Readings:

Required: Justinian, Corpus Iuris Civilis selections

(<http://www.fordham.edu/halsall/source/corpus1.html>)

Required: Pact of Umar (<http://www.fordham.edu/halsall/source/pact-umar.html>)

Required: Law of Salian Franks

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

Textbook Readings: Hollister/Bennett, 97-104

August 27: Discussion Sections. Topic: Europe in 800

August 29: Frankish Kingship: Charlemagne

Primary Source Readings:

Required: Einhard, *Life of Charlemagne*

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

Textbook Reading: Hollister/Bennett, 104-111

August 31: Carolingian Society: a Renaissance?

Primary Source Readings:

Required: General capitulary on the missi, 802

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

Required (E-Reserve) Paul Dutton, ed., “Letters of Alcuin,” from *Carolingian*

Civilization (Broadview, 1993), 106-119.

Required: Charlemagne=s letter to Baugulf

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

Required (E-Reserve) Paul Dutton, ed., “A Royal Judgment of Pepin, 828,” from

Carolingian Civilization (Broadview, 1993), 197-198.

Required (E-Reserve) Paul Dutton, ed., “A Judicial Dispute in the Loire Valley,”

from *Carolingian Civilization* (Broadview, 1993), 437-439.

Required (E-Reserve) Paul Dutton, ed., "Wulfadus Goes to Court," from *Carolingian Civilization* (Broadview, 1993), 467-468.

Textbook Reading:

Hollister/Bennett, 111-118, Color Illustration 3

September 3: No class; Labor Day

September 5: Carolingian Christianity: Bishops and Saints

Primary Source Readings:

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

Required: (E-Reserve): Paul Dutton, ed., "Theodulf of Orléans: Precepts for the

Priests of his Diocese," from *Carolingian Civilization* (Broadview, 1993), 94-105.

Required: (E-Reserve) Paul Dutton, ed., "Benedict of Aniane: his Life and Times," from *Carolingian Civilization* (Broadview, 1993), 156-175.

Required: (E-Reserve) Paul Dutton, ed., "Saint Remi's Protection of People and

Property," from *Carolingian Civilization* (Broadview Press, 1993), 441-442.

Required: the Deeds of Lord Joseph, Bishop of Le Mans (<http://www.uncg.edu/~rebarton/gestajosephi.htm>)

Textbook Reading: review Hollister/Bennett, 16-29. Read Hollister/Bennett, 61-66, and Color Illustration 2 (go back and compare to Figure 1.2)

September 7: Carolingian Christianity: Monasteries

Primary Source Readings:

Required: Rule of Saint Benedict

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

Required: Clause 17 of the Capitulary of 802

(<http://www.fordham.edu/halsall/source/carol-missi2.html>)

Required: Foundation of Cluny, 909

(<http://www.fordham.edu/halsall/source/chart-cluny.html>)

Textbook Reading: Hollister/Bennett, 56-61

September 10: Discussion Sections. Topic: Carolingian Christianity

September 12: Social Orders: Class and Gender in the Carolingian World

Primary Sources:

Required: Frankish Queens:

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

Required (E-Reserve): Paul Dutton, ed., "The Polyptique of Saint-Germain-des-

Près," from *Carolingian Civilization* (Broadview, 1993), 183-188

Required: Capitulary, De Villis, excerpts

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

Textbook Reading: Hollister/Bennett: re-read pp. 44-45 (on Clotilda), 99, and 103-104
September 14: Vikings and the End of the Early Middle Ages

Primary Sources

Required: Ravages of the Northmen

(<http://www.fordham.edu/halsall/source/843bertin.html>)

Scholarly Article

Required (J-Stor): J-stor: Timothy Reuter, "Plunder and Tribute in the Carolingian Empire", *Transactions of the Royal Historical Society*, 5th series, v. 35 (1985), 75-94.

Textbook Reading: Hollister/Bennett, 119-128

September 17: Discussion Sections. Topic: Gender and Class in Carolingian Society

September 19: Alfred of Wessex

Primary Source Readings:

Required: Asser, Life of Alfred (<http://omacl.org/KingAlfred/>)

Textbook Reading: Hollister/Bennett, 128-135, 139-144

September 21: Economic Take-Off

Required: Wiesner, 27-45

Required: Demographic Tables

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

Textbook Reading: Hollister/Bennett, 149-159

UNIT 2: the High Middle Ages (1000-1300)

September 24: Discussion Sections. Topic: Alfred of Wessex

September 26: First Take-Home Midterm Due in Class

September 26: Aristocratic Society: Lordship and Fiefs

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: Hollister/Bennett, 133-1139, 180-185

September 28: The First Crusade

Primary Source Readings:

Required: Wiesner, 94-114

Textbook Reading: Hollister/Bennett, 225-239

October 1: Discussion Section: Aristocratic Society and Crusade

October 3: Kings and States: 1000-1150

Primary Source Readings:

Required: Wiesner, 46-69

Textbook Readings: Hollister/Bennett, 215-225, 266-270, 277-280

October 5: Kings and States: 1150-1300

Primary Source Reading:

Required: Magna Carta

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

Required: St Louis Dispenses Justice, 1259 (Blackboard)

Textbook Reading: Hollister/Bennett, 270-277, 280-286

October 8: Discussion Sections. Topic: High Medieval Kingship and Government

October 10: Church Developments: Rise of the Papal Monarchy

Primary Source Readings:

Required: Gelasian Doctrine

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

Required: Gratian on Marriage

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

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

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

Textbook Reading: Hollister/Bennett, 201-207, 240-246, 250-265

October 12: Church Developments: New Religious Orders

Primary Source Reading:

Required: Thomas of Celano, Lives of St Francis

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

Textbook Reading: Hollister/Bennett, 186-201, 207-213

October 15: No classes; Fall Break

October 17: Peasants: Servitude and Freedom

Primary Source Readings:

Required: Wiesner, 195-220

Required: Texts on Peasant Servitude

(<http://www.uncg.edu/~rebarton/peasant-servitude.html>)

Textbook Reading: Hollister/Bennett, 156-167

October 19: Commercial Revolution

Primary Source Reading:

Required: Wiesner, 115-131

Textbook Reading:

Hollister/Bennett, 167-179

Scholarly Article: (J-Stor) Sharon Farmer, "Down and Out and Female in Thirteenth-Century Paris," *American Historical Review* 103 (1998), 345-372.

October 22: Discussion Sections. Topic: Farmer article

October 24: Universities

Primary Source Reading:

Required: Wiesner, 70-93

Required: Abelard, excerpts from "History of my Calamities"

(<http://www.fordham.edu/halsall/source/abelard-sel.html>)

Textbook Reading: Hollister/Bennett: 246-249, 307-319

October 26: NO CLASS

Primary Source Reading:

Erec and Enide, first half

October 29: Discussion Sections. Topic: Universities

October 31: Second Take-Home Midterm Due in Class

October 31: Chivalry

Primary Source Reading:

Required: *Erec and Enide*, second half (finish)

Textbook Reading:

Hollister/Bennett, 289-300

November 2: No Lecture (Instructor at Conference).

UNIT 3: the Late Middle Ages (1300-1500)

November 5: **Choice of Article for Article Review due in Discussion Section**; you must turn in a bibliographic entry for the article, and you must have a copy of the article with you.

Your TA will check off your articles while you write your quiz.

November 5: Discussion Sections. Topic: Chivalry

November 7: Calamities: the Plague

Primary Source Reading:

Required: Wiesner, pp. 160-194

Textbook Reading:

Hollister/Bennett, 321-330

November 9: Calamities: War

Primary Source Reading:

Required: Jean Froissart on the Hundred Years' War:

(<http://www.fordham.edu/halsall/source/froissart1.html>)

Reserve Room: "Chronicle of the Reign of Henry V," in Emilie Amt, ed., *Medieval England, 1000-1500: a Reader* (Broadview, 2001), 383-391.

Textbook Reading:

Hollister/Bennett, 335-336, 346-349

November 12: Discussion Sections. Topic: Calamities of the 14th Century.

November 14: Peasants and Social Unrest

Primary Source Reading:

Required: Jean Froissart on the Jacquerie

(<http://www.fordham.edu/halsall/source/froissart2.html>)

Required: Anonimale Chronicle on the Peasants' Revolt of 1381

<http://www.fordham.edu/halsall/source/anon1381.html>)

Required: Jack Cade's Manifesto, 1450

<http://www.fordham.edu/halsall/source/1450jackcade.html>)

Textbook Reading:

Hollister/Bennett, 330-335

November 16: Towns and Guilds

Primary Source Reading

E-Reserve: Maryanne Kowaleski, ed., "The Risings in Ghent and Bruges against

the Patricians", from *Medieval Towns: A Reader* (Broadview, 2006), 110-112.

E-Reserve: Maryanne Kowaleksi, ed., "The Demands of the Ciompi in Florence,"

from *Medieval Towns: A Reader* (Broadview, 2006), 113-115

E-Reserve: Maryanne Kowaleski, ed., "Feud and Vendetta," from

Medieval

Towns: A Reader (Broadview, 2006), 176-178

E-Reserve: Maryanne Kowaleski, ed., "Urban Punishments," from

Medieval

Towns: A Reader (Broadview, 2006), 178-180.

Wiesner, *Documenting the Past*, p. 221-239

Textbook Reading:

Hollister/Bennett: review 177-178; read 333-335

November 19: **Article Review due in Discussion Sections**

November 19: Discussion Sections. Topic: Town Life

November 21: Thanksgiving

November 23: Thanksgiving

November 26: Discussion Sections. Topic: TBA

November 28: Church Developments: the Papacy

Primary Source Readings:

Required: Boniface VIII: the bull Unam Sanctam

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

Required: University of Paris on the Schism, 1393

<http://www.fordham.edu/halsall/source/grtschism2.html>)

Required: Council of Constance, decree *Frequens*, 1417

<http://www.fordham.edu/halsall/source/constance2.html>)

Textbook Reading: Hollister/Bennett, 336-339

November 30: Religious Developments: Popular Piety and Heresy

Primary Source Reading:

Required: Wiesner, 240-264

Textbook Reading:

Hollister/Bennett, 339-345

December 3: Discussion Sections. Topic: Late Medieval Spirituality

December 5: State Formation

Primary Source Readings

Recommended: Growth of Parliamentary Government in England

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

Required: Blackboard: Parliament of 1399

Textbook Reading: Hollister/Bennett, 346-356

December 7: Female Heroes? Joan of Arc and Christine of Pizan

Primary Source Readings:

Required: The Life and Trial of Joan of Arc

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

Textbook Reading: Hollister/Bennett, 352-353, 366-383

December 10: Discussion Sections. Topic: Late Medieval States

December 11: Reading Day (no classes)

December 14 (Friday): Final Take-Home Exams due at 8:00 AM in Eberhard 250

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, "Juhel 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.¹ Here is an example of a citation to an article.² (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.³ Here is an example of a second citation to the book you already cited.⁴ Here is a second citation to the article you already cited once.⁵ And here is a third citation to that same book.⁶ [Note that once you have provided the full bibliographic information to a source in a first citation, you can abbreviate that material for all subsequent citations of that source. Usually it suffices to use the author’s last name and a couple of words of the title (plus the relevant page number)].

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

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

² John Q. Doe, “How to Create Footnotes,” *Journal of Scholarship* 15 (1999), 219.

³ *Cartulaire de l'abbaye cardinale de la Trinité de Vendôme*, ed. Charles Métais, 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 <http://www.uncg.edu/~rebarton/vendome.htm>.

⁴ Smith, *Footnoting*, 78.

⁵ Doe, “How to Create Footnotes,” 220.

⁶ Smith, *Footnoting*, 123.

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

Do not be confused about the distinction between primary and secondary sources. Many students assume that ‘primary source’ means ‘the source which I use the most’ or ‘the source which is most useful to me’; occasionally a student will say that ‘the textbook is the best primary source for the middle ages’ or something like this. Such a comment is incorrect, since ‘primary source’ carries a specialized meaning to historians. Make sure you know the difference:

Primary Sources: things written down during the period under study. The interpretation of these documents by subsequent historians constitutes the basic task of history. “History”, as a process, is the interpretation of primary sources.

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

Secondary Sources: sources written by persons living after the period they are studying. Any work which interprets the past is a secondary source.

-examples: all textbooks, every work of history, biographies, lectures, student essays

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; Erec and Enide; most of the readings in Wiesner.

Secondary Sources: Hollister/Bennett (the textbook); the introductions to each chapter in Wiesner; some of the articles in Wiesner; the scholarly article you choose for the Article Review; the introductions to on-line primary sources; my lectures; your exam essays and responses.