

# HISTORY 221: THE MEDIEVAL LEGACY

## **Course Information:**

History 221, Section 01, Fall 2010

MW 10:00-10:50, MHRA 1215

CRN: 80924

## **Instructor Information:**

Dr. Richard Barton

Office: 2115 MHRA Bldg.

Office phone: 334-3998

Home phone: 852-1837, no calls after 9 PM

Mailbox: 2118A MHRA

Email: rebarton@uncg.edu

website: <http://www.uncg.edu/~rebarton>

**Office hours:** MWF 11:00-11:50, 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 the central core of the Middle Ages, from circa 750-1300. In so doing we will further subdivide our period into the Early Middle Ages (750-1050) and the High or Central Middle Ages (1050-1300). But the course will not primarily be about mastering a body of material; rather it will concern itself with learning to think like a historian, particularly by interpreting texts. As such we will be concerned not to present a narrative or synthesis, but rather to consider a series of problems of interpretation. Some of them are related to fundamental questions of epistemology, or how we know what we know: how do we know about the Middle Ages? What types of evidence exist, and of what quality is each category of evidence? What sorts of things does this evidence let us know about the Middle Ages, and what sorts of things does the evidentiary corpus prevent us from learning? Another broad category of questions involve the historian who asks the questions. Historians shape history by asking particular questions. Thus, if a historian asked "What powers did kings have in 11<sup>th</sup>-century France?", the sort of history that she would produce would necessarily rely on certain categories of evidence, and would produce certain kinds of answers. If another historian asked, however, a different question, such as "how did the culture of the Early Middle Ages differ from that of the High Middle Ages?", then he might well look to different sources (evidence) and might produce a 'history' that looks very different from that produced by the first historian. Clearly we cannot ask every question that is possible of our sources in a single semester, but we will try to explore a variety of different approaches, each with somewhat different questions, sources, and subsequent histories.

## **What is history?**

History is a process, and one of interpretation to boot; it is not merely the location and recitation of some inert set of objective facts. Historians - whether professors or students - must actively engage with sources by asking questions of them. Without a question, there cannot be an interpretation, and there cannot therefore be history. "Facts" are not objective, since "facts" must be selected by some person, and the process of selection (as well as that of interpretation) is subjective, not objective. There is no 'natural' or 'objective' reason why one 'fact' is more important than others. Whether you find the fact that Charlemagne was crowned Emperor in 800 more significant

than the fact that Frankish kings practiced polygamy is only a reflection of what questions you are interested in (one fact concerns politics, the other social and legal practice); neither is 'objectively' more important.

It is thus the historian's job to read many sources, thereby awakening questions which he or she may then use to form interpretations based on those sources. Good history is thus about persuading others of the plausibility of one's interpretation - doing so requires one to a) formulate good questions; b) locate and master 'good evidence'; c) interpret that evidence in the light of the question(s) one has asked; and d) communicate those interpretations in writing (or sometimes orally). Since this is an introductory course, many of the questions will have been pre-selected by me. I have also provided you with a body of evidence (your primary source readings) with which to address those questions. Your task is to read the evidence in the light of the questions I have posed and formulate an interpretation of that evidence. To accomplish this well, you will need to read lots of material and come to lecture. Lecture will provide the context, some facts, most of the questions and some of the interpretations - without it, you will have trouble deciding what to do with the readings. If you don't do the readings, however, you will undoubtedly fail, since you will not be able to provide the evidence needed to support the interpretations that you must make on exams, quizzes, and so forth. I am mostly interested in seeing you master the methods of the historian - the ability to present a plausible interpretation of evidence in a logical and coherent fashion.

## **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.800-1500)
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. Judith Bennett, *Medieval Europe: A Short History*, 11<sup>th</sup> edition (McGraw-Hill, 2001) [ISBN: 978-0073385501]
2. Michael Newth, trans., *Aymeri of Narbonne: a French Epic Romance* (Italica Press, 2005).  
[ISBN: 978-0934977678]
3. Patrick Geary, ed., *Readings in Medieval History*, 4<sup>th</sup> edition (University of Toronto Press, 2010)  
[ISBN:9781442601208 ]
4. Einhard and Notker the Stammerer, *Two Lives of Charlemagne*, trans. David Ganz (Penguin, 2008).  
[ISBN: 978-0-140-45505-2]. An earlier edition of this text exists, with older translations by Lewis Thorpe; although the new translation is superior, there is no harm in using the older one.
5. On-Line texts. Some of your primary source reading will be located on-line, either on Blackboard, or at my website, 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. Blackboard: some texts will be posted on Blackboard, either by me directly or by the library as an e-reserve.

## **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>.

## TECHNOLOGY AND HISTORY 221

1. Email: I prefer to communicate by email (rebaron@uncg.edu). Please be advised, however, that I generally do not check email at night. I will try to respond to all email within 24 hours. If you haven't had a response by then, try again. On the flip side, I can communicate with you only by your UNCG email account (that is the email linked to Blackboard, for instance); make sure you check your UNCG email regularly.

2. Laptops in the Classroom: I have no problem with you bringing your laptop to class and using it for instructional purposes. If I suspect that you are surfing or chatting or something, I will ask you to refrain from bringing your laptop for the rest of the semester.

3. Phones: try to turn your phone off before lecture. It is extremely rude to make or receive calls while in class, let alone to text your friends. I will amusedly tolerate a few ringtones going off in class, but I will not tolerate talking or texting in class. Should I find that you are using your phone instead of paying attention, I will ask you to leave it on the table at the front of class each day for the rest of the semester (I won't touch it; you can pick it up at the end of class).

## COURSE REQUIREMENTS:

### 1. Attendance: (10% of your grade)

Attendance is mandatory. It is your responsibility each day to sign in with the Graduate Assistant. Your attendance grade will be based on the following chart:

<u>Absences</u>	<u># of Points (out of a maximum of 10)</u>
0	12 (i.e., +2 points)
1-2	10
3-4	9
5-6	7
7-8	5
9 or more	0

You will note that if you have 100% attendance, you will actually help your final grade by 2 points. You should try to take good notes in lecture, for the examples and interpretations presented there will be valuable in helping you organize your exam questions.

### 2. Quizzes (20%). Learning Goals 1, 2, 4, 5.

Most weeks there will be a take-home quiz on the assigned readings. Quizzes will cover readings for the entire week, but will be due in class each Friday (or when otherwise indicated). To do well on the quizzes you must attend lecture regularly and take good notes, but you must above all read the assigned readings.

### 3. Take-Home Midterm Exam: due 13 October in class (20%). Learning Goals 1, 2, 3, 4, 5

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.

### 4. Article Review, due-dates 10 November and 22 November (15%). Learning Goals 4, 5, 6

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. The essay will be about 4-5 pages in length. You must submit (in writing) your choice of article to me by 31 March, and you must show me a copy of that article on the same date. Your review will be due on 16 April.

### 5. Take-Home Final Exam: due Wednesday, December 8 at 12:00 in MHRA 1215 (25%). Learning Goals 1-6.

The final exam will be ask questions about all the material presented in the course. In format it will comprise some short answer questions (responses of about a page in length) and several slightly longer essays.

## **GRADE BREAKDOWN:**

Attendance	10%
Take-Home Quizzes	20%
Midterm:	25%
Article Review	15%
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. If you do not contact me, 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). You are welcome to call me at home, so long as it is before 9 PM.
4. PLAGIARISM: Students are expected to understand and abide by the UNCG Academic Integrity Policy. If you are unfamiliar with the policy, please read it carefully at <http://academicintegrity.uncg.edu/complete/>. In history, the most common infraction of the academic integrity policy is plagiarism, a type of cheating which occurs when a person passes off (whether intentionally or un-intentionally) someone else’s words or ideas as their own. Generally, plagiarism can result from one of two forms of misconduct: 1) failure to provide citations to the words/ideas of another author which a student has used in his/her own work; 2) submitting work which was written by someone else in toto, that is, a paper written entirely by another student, parent, friend, web-site or so forth. 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). In practice, penalties for plagiarism depend on the type of plagiarism which has been committed, but they may include any or all of the following: being required to redo an assignment, failing the assignment, failing the course, and/or being recommended for suspension or expulsion from the university. Regardless of the academic penalty assessed by the instructor in a particular case, it is the policy in History 221 for all documented cases of plagiarism (or cheating of any kind) to be reported to the Dean of Students.

This is a notoriously thorny area for students and one which causes much anxiety. 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 lectures do not need to be cited. For more information on when and how to cite sources, see the end of this syllabus.
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.

## **READING ADVICE**

Because most of these documents will be totally unfamiliar to you, I recommend taking notes on them as you read. It is also useful to write a brief summary (2-3 sentences) of each document so that you can remember the contents of each text for class discussion. Taking notes on the primary sources you will be writing papers on is especially important. It’s much easier to note down important points as you read than it is to go back and find those points again once you’ve finished reading. Finally, I recommend reading each document more than once. Sometimes it will

take two (or even three) readings for something to make sense to you. Because the amount of reading for our course is fairly small, you'll have plenty of time for re-reading.

## Schedule of Classes and Readings

Explanatory note: class meetings will be categorized with one of the following terms: “survey lecture”, “problem” or “text”. On days marked ‘survey lecture’ I will be presenting a survey of a chronological period, with an eye to providing background for the more narrow investigations to follow. On days marked ‘problem’ I will demonstrate a difficult problem of historical interpretation. These exercises will be necessarily synthetic: that is, I will attempt to lecture in a way that brings together multiple kinds of evidence to demonstrate the problem and then suggest solutions. On days marked ‘text’ I will be lecturing on a major medieval text, generally one that is a bit longer, but always one that I consider to be of cardinal importance. Those lectures will be as much as about the text as a text (that is, how it was produced, what genre it falls into, and how it was viewed/interpreted) as they will be about broader significance (although I will try to comment on context as well). I expect more participation on days marked “text”.

August 23: Course introduction

August 25: Historians, History, and Historiography

Primary Source Reading:

(Blackboard) Juhel of Mayenne founds a priory

August 27: The Middle Ages: Origins, Myths, and Questions

Textbook: Bennett, pp. 1-3 and Medieval Myths at pp. 35, 77, 112, 171, 222, 253, 307 and 339

### Section 1: The Early Middle Ages

August 30: Survey Lecture: Europe between 500 and 1000

Textbook: Bennett, 4-5, 28-40, 88-95

Primary Source Readings: Einhard and Notker the Stammerer, *Two Lives of Charlemagne*, pp. ix-xv

September 1: Problem: Texts and Bones: How do we know about the Early Middle Ages?

Primary Source Readings:

1. *The Tomb of Childeric, Father of Clovis*, in Geary, chap. 7

2. *Two Lives of Charlemagne*, pp. 1-44

September 3: Text: Two Lives of Charlemagne

Primary Source: *Two Lives of Charlemagne*, pp. 47-131

September 6: No class: Labor Day

September 8: Problem: What did it mean to be a Christian in the 9<sup>th</sup> century?

Primary Source reading: The Nicene Creed

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

Textbook: Bennett, 8-19, 47-49

September 10: Problem: Was there a Cultural Revival in the Ninth Century?

Primary Source reading:

Charlemagne=s letter to Baugulf, in Geary, chap. 19

Textbook: Bennett, 95-101

September 13: Text: Some Letters of Alcuin of York

Primary Source Reading

(Blackboard) Paul Dutton, ed., “Letters of Alcuin,” from *Carolingian Civilization*

(Broadview, 1993), 106-119.

September 15: Problem: Defining Culture: A Heroic Age? (Warrior and monastic)

Primary source reading: Severus’ *Life of Saint Martin*, chaps I, XIII, and XIV

<http://www.users.csbsju.edu/~eknuth/npnf2-11/sulpitium/lifeofst.html#13>

Textbook: Bennett, 40-47

September 17: Text: The Rule of St. Benedict

Primary source reading: *Rule of Saint Benedict*, in Geary, chap. 12. You should at the very least read all the chapter titles to get a sense of what Benedict’s rule covered, and of the sorts of things that were important to monks. Pay careful attention to the following chapters: prologue, 1-11, 22-25, 28, 30, 33-42, 48, 58-59, 62

September 20: Survey Lecture: When and why did the Early Middle Ages end?

Textbook: Bennett, 102-111

September 22: Problem: The Impact of the Vikings

Textbook: Bennett, 111-128

Primary Source Readings: Geary, chapter 16, *King Alfred’s Dooms*

September 24: Text: Dossier of Texts Concerning King Alfred

Primary Source Reading: Geary, Chapter 16, *Asser’s Life* and *Anglo-Saxon Chronicle*

September 27: no class (Instructor away at conference in C erisy, France)

Reading: (Blackboard) “Feudalism and its Alternatives,” pp. 105-210 in *Debating the*

*Middle Ages*, ed. Lester K. Little and Barbara Rosenwein (Blackwell, 1998). This reading is to be completed by October 6.

Note: while I am away I'm asking you to read a selection of work by modern historians on the thorny subject of 'feudalism'. The point is not to become experts on all the details and issues presented by the editors; it is to get a sense for how and why historians disagree about the evidence that they read. When we reconvene on 6 October, you should have tried to answer some of the following questions: 1) What is the individual argument of each author? 2) What is the broader point over which the historians are arguing among themselves? 3) Do the various authors use similar types of sources to arrive at different conclusions, or do they interpret the same type of sources differently? 4) Does one approach seem more persuasive? Which one? Why? 5) Do any of the approaches seem mutually compatible, or are they all mutually antagonistic? I'll give you a handout before I leave on which I'll offer more advice for reading this material.

September 29: no class (Cérisy)

October 1: no class (Cérisy)

October 4: no class (Cérisy)

October 6: Text: A Scholarly Debate  
Secondary Source reading: "Feudalism and its Alternatives"

## **Section 2: The Central Middle Ages**

October 8: Survey Lecture: Europe from 1000-1300  
Textbook: Bennett, 131-136  
Secondary Sources: Demographic Tables  
(<http://www.fordham.edu/halsall/source/pop-in-eur.html>)

October 11: no class (Fall break)

October 13: Problem: The problem of causation, or constitutes a new period?  
Textbook: Bennett, 139-166  
**DUE: Take-Home Midterm Exam due in class**

October 15: Text: Peter Abelard's "Autobiography"  
Primary Source: Peter Abelard, *Historia Calamitatum* ("History of My Misfortunes")  
(<http://www.fordham.edu/halsall/basis/abelard-histcal.html>)

October 18: Problem: The Bonds of Society: family, faith, lord, state?

Primary source reading: Documents from the West of France, 1050-1200

1. (Blackboard) A Wife Disputes her Husband's Gift to the Monks
2. (Blackboard) The Case of Odo of Blaison
3. (Blackboard) An Account of the Battle of Alençon, 1118

October 20: Problem: How to interpret medieval servitude?

Primary source reading: Texts on Peasant Servitude

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

Textbook: review Bennett, 141-150

October 22: Texts: Aristocratic Lordship

Primary source readings: Selections on Aristocratic Lordship

1. Geary, chapters 26-28 (Fulbert of Chartres; Hugh of Lusignan; Galbert of Bruges)
2. (Blackboard) A Dispute and Subsequent Agreement between the Monks of Marmoutier and Count Theobald of Blois-Chartres

October 25: Problem: Vernacular culture: Castles, Halls and Songs

Textbook: Bennett, 118-122 (review)

Primary Source Reading:

1. [Blackboard] Hugh of Avranches and Robert of Rhuddlan: Two Anglo-Norman Aristocrats
2. *The Song of Roland*, introduction and pp. 29-71

October 27: Problem: What Caused the Crusades?

Primary source reading: Perspectives on the First Crusade

Geary, chap. 29: Four Accounts of the First Crusade

Textbook: Bennett, 211-231

October 29: Text: The Song of Roland

Primary Source Reading

*The Song of Roland*, pp. 72-156

Textbook: Bennett, 283-290

November 1: Problem: Spiritual Authority: Monks, Secular Clergy, and Laymen

Primary source Readings: Geary, chap 21 (Cluniac Charters)

Textbook: Bennett, 167-177, 190-205

November 3: Texts: Letters from the Investiture Controversy

Primary Source Readings: Pope Gregory VII and King Henry IV [of Germany],

*the Investiture Controversy*, in Geary, chap 40. Geary has arranged these letters strangely: I recommend reading them in a different

order

(to be announced in class)

November 5: no class (Instructor at Charles Homer Haskins conference)

November 8: Problem: Faith and Reason

Primary Source Readings:

1. Robert of Courson's *Statute for the University of Paris, 1215*  
<http://www.fordham.edu/halsall/source/courcon1.html>
2. St Thomas Aquinas, *On the Proofs of God's Existence*, in Geary, chap.

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Textbook: Bennett, 177-182

November 10: Problem: Kings or states? The Revival of kingship to 1175

Primary Source Reading:

1. Domesday Book excerpts, in Geary, chap 52. [Do not read for content; scan a few entries in order to understand what was included in each entry, how the book was organized, why it was constructed in this way, and what purpose it might have served King William I of England ]
2. Assize of Clarendon, 1166

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

Textbook: Bennett, 236-237, 248-253, 258-261

**Due: Choice of Article for Article Review** (typed bibliographic entry, plus demonstration that you have a hard copy of the article)

November 12: Text: The Bayeux Tapestry

Primary source Material

Bayeux Tapestry (online version)

<http://www.hastings1066.com/bayeux1.shtml>

November 15: Problem: Faith, Power, and Money

Secondary Source Reading:

Lester K. Little and Barbara Rosenwein, "Social Meaning in the Monastic and Mendicant Spiritualities," *Past & Present* 63 (1974): 4-32. [it is your responsibility to locate and read this article using Journal Finder (which may be found on the Library's main web-page)]

Textbook: Bennett, 205-210

November 17: Problem: Models of Society, or the Problem of Urbanization

Primary source readings:

(Blackboard) The Beauvais Dossier

Textbook: Bennett, 150-161

November 19: Problem: Kings, Government and Money: Kingship from 1150 to 1300

Primary source readings: Texts on Louis IX of France (1226-1270)

1. Joinville, *Life of St. Louis*, excerpts in Geary, chap. 48

2. *Enquêtes* [Inquests] of *St Louis*, in Geary, chap. 49. [As with the

Domesday

Book, you should not get bogged down in the details of these cases.

Instead read them to try to figure out 1) what rights of justice and taxation the king claimed (through his local judges); 2) how much power the king exercised over the countryside]

Textbook: Bennett, 254-258, 261-267, 268 (Conclusion)

November 22: Text: Magna Carta

Primary source reading: *Magna Carta*, in Geary, chap. 54 [Note: Geary provides many versions of the Magna Carta; you only need read the one entitled "Magna Carta, 1215"]

**DUE: Article Review, in class**

November 24: Thanksgiving

November 26: Thanksgiving

November 29: Problem: Why marry? What's love got to do with it?

Primary source readings

1. Gratian on Marriage

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

2. (Blackboard): Marriage Contract from 1169

3. (Blackboard): Marriage Cases from Manorial Courts in England

Textbook: review Bennett, 177-178

December 1: Problem: Progress? The civilizing of knights

Primary source Reading: *Aymeri of Narbonne*, pp. 1-74

December 3: Text: Aymeri of Narbonne

Primary source reading: *Aymeri of Narbonne*, pp. 75-148

December 6: Survey Lecture: Making Sense of the Middle Ages

Textbook: Bennett, 297-301

December 7 (Tues): reading day

December 8 (Wed): FINAL EXAMS DUE at 12:00 in MHRA 1215

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## 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 a priory of the monastery of Marmoutier in his castle keep (Barton, p. 369).

You've written the sentence, 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" [in Word 2007, look for 'references']. 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> Here is an example of a second citation to the book you already cited.<sup>4</sup> Here is a second citation to the article you already cited once.<sup>5</sup> And here is a third

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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> "Land Tenure and Family Conflict: the Honor of Vendôme, c. 1006-1040," translated by Richard Barton from *Cartulaire de l'abbaye cardinale de la Trinité de Vendôme*, ed. Charles Métails, volume 1 (Paris: A. Picard et fils, 1893), 1:14-18., at <http://www.uncg.edu/~rebarton/vendome.htm>, accessed June 10, 2010.

<sup>4</sup> Smith, *Footnoting*, 78.

citation to that same book.<sup>6</sup> [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)]. Here is a citation to a medieval text (primary source) published in a modern collection.<sup>7</sup> Notice that the citation is to the medieval author and text, although you are also quick to provide the location (in this case, in Geary's edited collection) as well.

### **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 another historian and use a parenthetical citation to a made-up work of his:

As the noted medieval historian, David Crouch, once said, 'Medieval History is cool' (Crouch, 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 include 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 include 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; Einhard; Notker; Song of Roland; Aymeri of Narbonne; all the texts selected by Geary.

Secondary Sources: Hollister/Bennett (the textbook); the introductions to each selection in Geary; the introductions to the on-line texts; the scholarly article you choose for the Article Review; my lectures; your exam essays and responses.

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<sup>5</sup> Doe, "How to Create Footnotes," 220.

<sup>6</sup> Smith, *Footnoting*, 123.

<sup>7</sup> Einhard, *Life of Charles the Great*, in *Readings in Medieval History*, ed. Patrick Geary, 3<sup>rd</sup> edition (Broadview Press, 2003), 282-296 at p. 285.