

Medieval Legacy

HIS 221-01

T R 9:30-10:45

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Introduction

Stuck between the supposed glory of the Roman Empire and the Renaissance, the medieval period often gets a bad rap. The Middle Ages – a period spanning from around 500 (the end of the Roman Empire in the West) to 1400, 1500, or 1600 (depending on when the Renaissance occurred in a particular location) – is frequently portrayed as either the “Dark Ages” or the idyllic world of chivalry and King Arthur’s knights, and thus loses much of its vibrant (yet often dangerous) reality. In this course, we will investigate primary sources (those written during the period) in order to uncover the reality of 1) how the structure and exercise of government changed over this period as kings and nobles struggled to exert their authority; 2) how the beliefs, practices, & institutional functions of Christianity changed over this period; 3) how literature and education developed and influenced people’s understandings of the world; and 4) how individuals were defined by the various groups to which they belonged. Thus, rather than solely memorizing names and dates, we will be looking at changes in law, governmental structure and practice, Christianity, and social organization in order to understand how all of these aspects worked together to create a dynamic, fluid society.

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Demonstrate broad knowledge of the political, religious, and social history of the European Middle Ages (c.500-1500)
2. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
3. Synthesize material from a variety of sources to produce a larger analytical conclusion
4. Use evidence to interpret the past coherently, orally and/or in writing.
5. Demonstrate logical argumentation in speech and in writing.

Books:

1. Patrick J. Geary, *Readings in Medieval History*, 4th edition (Univ. of Toronto Press, 2010) [ISBN: 9781442601208]
2. Anonymous, *Song of Roland*, ed. Glyn Burgess. (Penguin, 1990). ISBN 9780140445329. (Though any edition of this is fine)

Recommended: Judith Bennett, *Medieval Europe: A Short History*, 11th edition (McGraw-Hill, 2005)
Though not required, Bennett's text will give you an excellent overview of the period. If you find it difficult to put concepts in context or maintain a conceptual timeline, this book will help.

Online texts. There are quite a few readings located online, mostly at the Online Medieval Sourcebook or on Blackboard. For each of these readings, I have listed the link where they may be found (The on-line version of this syllabus has clickable links and so does Blackboard). If you have trouble using the internet, please see me for assistance. Please note that lacking internet access the day a reading is due is no excuse for not having read it. You have the whole semester to access, print, or save copies of the readings.

Attendance:

After you have missed three class periods for any reason, your final grade for the course will be reduced by three percentage points (ie from 85 to 82) for each additional absence.

Assignments and Grading:

Reading quizzes: 5%
Discussion response papers: 45% (7.5% each)
Midterm Exam and Paper #1: 25%
Final Exam and Paper #2: 25%

Grading Scale:

100.99-97.00 = A+	89.99-87.00 = B+	79.99-77.00 = C+	69.99-67.00 = D+	59.99-0 = F
96.99-94.00 = A	86.99-84.00 = B	76.99-74.00 = C	66.99-64.00 = D	
93.99-90.00 = A -	83.99-80.00 = B-	73.99-70.00 = C-	63.99-60.00 = D-	

I do not accept late work, and there will be no makeup for quizzes or discussion papers.

Reading quizzes: These will be based on the reading questions. They are here to keep you honest about doing the readings. Reading for my class is not optional, as I need you to be familiar with the material so that we can discuss it in class (it doesn't need to make perfect sense, you just need to have a general idea of what's going on). These quizzes are here to ensure that you remember that. (SLOs 1, 2, 4, and 5)

Discussion response papers: Six one-page reflections on the information we cover in the three discussion modules, one due at the beginning of each discussion, one due after. The prompt for each paper, as well as the necessary readings, will be available on Blackboard. (SLOs 1, 2, 3,4, and 5)

Exams: The exams will be available on Blackboard for the 24-hour period of the due date, and will have two sections. For the first part of each exam, you will write a take-home, 3-4 page typed essay on an assigned question, to be submitted as a .doc file on the exam day. For the second part of the exam, you will be asked to respond to a series of short-answer questions. No notes will be allowed for this section. (SLOs 1, 2, 3, 4, and 5).

Late Work: Exams are due on the date and at the time listed on the syllabus; if a crisis (such as illness or family emergency) arises that prevents you from taking it at that time, it is **your responsibility** to inform me **on or before the due date**. If you do not contact me, **I will not accept your late exam**.

Academic Integrity Policy:

I do not tolerate plagiarism, cheating, or any other violation of the honor code. Any violations will be dealt with according to the Academic Integrity Policy (if you don't know what the policy says, it's right here: <http://sa.uncg.edu/handbook/academic-integrity-policy/>. Go read it). This includes any and all plagiarism from websites – **the only websites you should be using are those specifically assigned**. If you think I won't notice that you copied and pasted whole paragraphs from Wikipedia, you're wrong.

Adverse Weather Policy:

If you think that the university might be closed due to weather, either call the UNCG Adverse Weather Line at (336) 334-4400 or check the SpartanAlert website (<http://spartanalert.uncg.edu/>). If the university is open, we will have class (that includes two-hour delays. **We will start class at 10**). If the university is closed, I will send an email letting you know how the syllabus has changed and what readings we will cover during the next class.

Other Important Stuff:

Please turn off your cell-phones before the lecture starts. **Do not text during my class**. It is rude and disrespectful to me, and disruptive to your fellow students. If I catch you texting during my class, I will stop class and ask you to leave, since you obviously have something more important to be doing than learning.

You can bring your laptop to class for note-taking purposes. However, if I find that you are using your laptop for non-class-related purposes, I will ask you to put it away and not bring it to class again.

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 future reference. 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. I have included reading questions to help you know what to look for in each text

		Required Texts	Recommended Texts
Aug 19	Class Intro		
Aug 21	Early Medieval Religion	Geary: <i>The Passion of Saints Perpetua and Felicity</i> (58-64) Benedictine Rule (161-188, but read only chapters 1-7, 22-30, 39-40, 54-55, 59, 67-68)	Bennett: 40-50
Aug 26	Germanic tribes	Geary: Tacitus' <i>Germania</i> (65-77) <i>Hildebrandslied</i> (111-112)	Bennett: 28-40
Aug 28	<i>Beowulf</i>	Blackboard: Beowulf	
Sept 2	The Franks	Gregory of Tours: On Clovis (http://www.fordham.edu/Halsall/source/gregtours1.asp) Geary: Salic Law (122-128)	Bennett: 82-87, 100-101
Sept 4	Charlemagne	Geary: Einhard, <i>Life of Charles the Great</i> (266-279) General capitulary on the missi (296-30) Charlemagne's <i>De litteris colendis</i> (290)	Bennett: 88-100
Sept 9	Cluny & Relics	Guibert of Nogent on Relics (http://www.fordham.edu/Halsall/source/nogent-relics.asp) Geary: <i>Foundation charter of the order</i> (315-317) <i>Charters of the Grossi Family</i> (317-321)	Bennett: 191-197, 199-205
Sept 11	The Vikings	Discussion response 1 due The Discovery of Vinland by Leif the Lucky (http://www.fordham.edu/halsall/mod/1000Vinland.asp) The Ravages of the Northmen in Francia (http://www.fordham.edu/Halsall/source/843bertin.asp) Blackboard: "The Vikings on the Continent in Myth and History" by Simon Coupland "Goodbye to the Vikings?" by Richard Hodges	Bennett: 107-111
Sept 16	Alfred the Great	Geary: Alfred's Dooms (223-228) Asser, <i>Life of Alfred</i> (230-239) <i>Treaty Between Alfred and Guthrum</i> (228)	Bennett 111-114

	Sept 18	Feudal System: Peasant Life	<p>Discussion response #2 due</p> <p>Grant of Freedom to a Betrothed Serf (http://www.fordham.edu/HALSALL/source/1059serfs2.asp)</p> <p>Peasant Life (http://www.uncg.edu/~rebarton/peasant-life.htm)</p> <p>The Office of the Seneschal (https://pantherfile.uwm.edu/carlin/www/doc.seneschaucie.htm)</p>	Bennett: 139-150
	Sept 23	Feudal System: Knights & Lords	<p>Discussion response #3 due</p> <p>Geary: <i>Letter to William of Aquitaine (376)</i> <i>Agreement Between Lord and Vassal (377-381)</i></p> <p>Blackboard: "The Lord/Dependant (vassal) Relationship" by George Beech Excerpts from <i>Companion to the Anglo-Norman World</i></p>	Bennett: 118-122, 131-136, 162-166
	Sept 25	Administrative Kingship, Part One: 1066-1154	<p>The Laws of Henry I: The Murder Fine (http://www.fordham.edu/Halsall/source/12Chenry1-murderfine.asp)</p> <p>The Anglo-Saxon Chronicle: Assessment of William (http://www.fordham.edu/Halsall/source/1186ASChron-William1.asp)</p> <p>Blackboard: Anglo-Saxons and Normans</p>	Bennett: 248-251
	Sept 30	Administrative Kingship, Part Two: 1154-1272	<p>Discussion response #4 due</p> <p>Description of Henry II (http://www.fordham.edu/halsall/source/1177peterblois-hen2.asp)</p> <p>Geary: <i>Magna Carta (739-746)</i></p>	Bennett: 251-267
	Oct 2	Rise of the Papal Monarchy	<p>The Two Swords: On Spiritual and Temporal Power (http://www.fordham.edu/halsall/source/gelasius1.asp)</p> <p>Geary: <i>The Investiture Controversy (562-586)</i> Geary has arranged these letters strangely: I recommend reading only these letters, and in this order: 1. pp. 562-565 2. pp. 578-581 3. pp. 565-566 4. pp. 571-572 5. pp. 582-584 6. p. 572</p>	Bennett: 167-178, 182-187

	Oct 7		Exam One and Paper One due	
	Oct 9	The Marginalized in Medieval Society	Laws on Homosexuality (http://www.fordham.edu/halsall/pwh/just-novels.asp) Blackboard: Baldwin IV Becomes King of Jerusalem Papal Protection of the Jews	Bennett: 65-79, 197-199, 232-234
	Oct 16	The Crusades: The Call to Crusade and the First Crusade	Emicho and the Slaughter of the Jews (http://www.fordham.edu/halsall/source/1096jews.asp) The Jews of Mainz (http://www.fordham.edu/halsall/source/1096jews-mainz.asp) Geary: First Crusade (394-406, but read only sections I, II, III, XV, XVI, XVII, XVIII, XXVII, and XXVIII)	Bennett: 221-225
	Oct 21	The Crusades: Later Crusades	The Battle of Hattin (http://www.fordham.edu/Halsall/source/1187ernoul.asp) The Capture of Jerusalem by Saladin (http://www.fordham.edu/Halsall/source/1187saladin.asp) Peace between Richard I and Saladin (http://www.fordham.edu/Halsall/source/1192peace.asp) Blackboard: William of Tyre - Why the Later Crusades Failed	Bennett: 226-232
	Oct 23	Song of Roland	Blackboard: Song of Roland	Bennett: 283-284
	Oct 28	Medieval Universities And Scholasticism	Statutes for the University of Paris (http://www.fordham.edu/HALSALL/source/courcon1.asp) Life of the Students at Paris (http://www.fordham.edu/HALSALL/source/vitry1.asp) Blackboard: John of Garland - How a Student Should Behave Geary: Aquinas' <i>On the Proofs of God's Existence</i> (478-481)	Bennett: 271-282, 345-346

	Oct 30	Church Reform	<p>Gratian on Marriage http://www.fordham.edu/halsall/source/gratian1.asp</p> <p>Blackboard: The Good Wife</p> <p>Geary: <i>Canons of the Fourth Lateran Council</i> (430-455, but read only canons 1-23, 44-52, 65-70)</p>	Bennett: 187-189, 205-210, 316-318
	Nov 4	Chivalry and the Roman	<p>The Art of Courtly Love http://www.fordham.edu/HALSALL/source/capellanus.asp</p> <p>Blackboard: <i>Sir Gawain and the Carl of Carlisle</i> The Chivalric Ideal</p>	Bennett: 284-288
	Nov 6	Towns and Gilds	<p>Charter for the Town of St. Omer http://www.fordham.edu/halsall/source/1127stomer.asp</p> <p>Regulations of the Weavers' Gild http://www.fordham.edu/halsall/source/1233Weavers4.asp</p> <p>Blackboard: Advice to a Norwegian Merchant Life in London</p>	Bennett: 150-161
	Nov 11	Late Medieval Religion	<p>Blackboard: Catherine of Siena Tales of the Virgin</p> <p>Geary: Margery Kempe (523-532, 544-550)</p>	Bennett: 318-320, 350-352
	Nov 13	The Black Death and its Aftermath	<p>Discussion Response #5 due</p> <p>Jews and the Black Death http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.asp</p> <p>Blackboard: Samuel Cohn, Jr. – “The Black Death: End of a Paradigm” The Peasants’ Revolt in England Henry Knighton on the Impact of the Black Death</p>	Bennett: 297-312, 320-321
	Nov 18	The Babylonian Captivity of the Papacy	<p><i>Unam Sanctam</i> http://www.fordham.edu/halsall/source/b8-unam.asp</p> <p>University of Paris on the Schism http://www.fordham.edu/halsall/source/grtschism2.asp</p> <p><i>Frequens</i> http://www.fordham.edu/halsall/source/constance2.asp</p>	Bennett: 314-316
	Nov 20	100 Years War	<p>Discussion response #6 due</p> <p>Geary: Froissart’s Chronicles (677-700)</p>	Bennett: 322-327

			Joan of Arc (701-715)	
	Nov 25	Last Day of Class	Review	
	Dec 4	Final Exam	Final exam and paper #2 due by 11:59 pm	