



HISTORY 221

THE MEDIEVAL LEGACY

WHAT'S THIS COURSE ALL ABOUT?

It covers the Middle Ages in Europe, a period lasting from the collapse of the Roman Empire in the west (around 500 CE) until the so-called Renaissance (14th to 16th centuries CE). That's a long time! To make better sense of it, we will subdivide our period into the Early Middle Ages (750-1050), the High or Central Middle Ages (1050-1250), and the Late Middle Ages (1250-1450). These are the centuries that produced castles, crusades, peasants, lords, townsmen, queens, nuns, monks, and more. On one level, then, our task is to learn something these people, events, institutions, and beliefs. But, contrary to popular misperception, our goal won't be to simply memorize names and dates. Rather, we will be practicing the interpretive skills of the historian. We will ask questions of the past, and look for evidence from the past that helps us to answer those questions. In the process of doing this, we will also learn to subject our evidence to scrutiny, asking who, when, where, and why that evidence was produced, and what value it may (or may not) have for us as new historians.

WHAT'S IN YOUR SYLLABUS?

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How Will Class Work?

On Mondays and Wednesdays, we meet as a full class for lecture by Prof. Barton. On Fridays, the class divides into discussion sections, each of which is led by a Teaching Assistant. Remember! Discussion sections meet in different classrooms from the main lecture and are not interchangeable. You must attend the section in which you are enrolled!

Graded Components

The weight of each of the various assignments is indicated as follows:

Quizzes	15%
Midterm:	25%
Historian's Toolbox	20%
Final Exam:	25%
Discussion Section	15%

Grading Scale:

100-97% = A+	89-87 = B+
96-93 = A	86-83 = B
92-90 = A-	82-80 = B-
79-77 = C+	69-67 = D+
76-73 = C	66-63 = D
70-72 = C-	60-62 = D-
59 or lower = F	

ASSIGNMENTS:

1. **Quizzes** (15%) (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7)

A weekly objective quiz on the assigned reading is required. Quizzes will be administered through Canvas. I will open them after lecture on Wednesday, and you will have until Friday morning at 9 AM to take the quiz. Typically, the quiz will involve about 10 multiple-choice, true-or-false, or other short-format objective questions. The quizzes are unapologetically designed to encourage students to complete the assigned reading. That means that the multiple-choice questions on the quiz should be easy for anyone who has done a good job reading the assigned material.

2. **Midterm Exam** (25%) (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 4, 6, 7)

The midterm exam includes an in-class portion and a take-home essay. The in-class portion consists of a series of short answer questions; the take-home essay will require synthesis of course themes and the use of examples from the reading.

3. **Historian's Toolbox Assignments** (20%) (SLOs: SLO-A1, SLO-A2, SLO-B1; Course Learning Outcome: 5)

Doing history does not merely entail memorizing facts about the past. It requires you to locate, evaluate, criticize, and evaluate multiple kinds of evidence. For this set of assignments, students will perform tasks designed to familiarize themselves with some of the techniques that historians must master (and that professors sometimes take for granted). Among these will be locating sources in the library, evaluating which of several potential sources is most useful to a particular topic, recognizing the argument of a modern author, understanding what is contained in footnotes as well as how to make your own footnotes, recognizing the components of a printed academic work, learning how to annotate your reading, evaluating web sites, and assigning significance. While that sounds like a lot to do, keep in mind that these assignments are intended a) to dovetail with Historian's Toolbox Moments presented in lecture, and b) to be completed with a minimum of time and effort (indeed, most of them will require as a 'product' only a couple of sentences). I anticipate that there will be 5-10 of these assignments, but the assignment sheet delivered the first week of class will provide full details.

4. **Final Exam** (25%) (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 4, 6, 7).

The final exam comes in two parts, an in-class part, and a take-home part. The format will be identical to the midterm.

REQUIRED BOOKS

All books are available for sale in the UNCG bookstore.

1. Wim Blockmans and Peter Hoppenbrouwers, *Introduction to Medieval Europe, 300-1550*, 2nd edition (Routledge, 2014). [ISBN: 9780415675871]

2. Patrick Geary, ed., *Readings in Medieval History*, 5th edition (University of Toronto Press, 2010) [ISBN: 9781442634398]

READING ADVICE

Because most of the original sources (and much of the content) 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/source so that you can remember the basic gist of it for class discussion. 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 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 READINGS

Week 1	August 14	No Class (Semester hasn't begun yet)
	August 16	Course Introduction
	August 18	Discussion Sections: What are the Middle Ages? What do Historians do? <u>Textbook</u> : Blockmans and Hoppenbrouwers, 1-11 <u>Canvas</u> : A Medieval Document: Juhel of Mayenne Finds a Priory (Canvas) <u>Geary</u> : The Tomb of Childeric, p. 99-105
Week 2	August 21	History, Historians, and Historiography
	August 23	Europe in 800: Geo-political Contours <u>Textbook</u> : Blockmans and Hoppenbrouwers, 15-27 (optional), and 27-43 (required) <u>Geary</u> : Salic Law, p. 105-111 <u>Geary</u> : Gregory of Tours, Ten Books of Histories, p. 113-130, but read only the following chapters: Book 2, chapters 27-43 (i.e., pages 117-125)
	August 25	Discussion: the Franks

Week 3	August 28	Charlemagne and the Franks <u>Textbook</u> : Blockmans and Hoppenbrouwers, 103-117 <u>Geary</u> : Einhard, <i>Life of Charlemagne</i> , p. 233-247 <u>Geary</u> : Plate 3, between p. 224-225
	August 30	Einhard the Historian
	September 1	Discussion: Einhard and Charlemagne
Week 4	September 4	NO CLASS (Labor Day)
	September 6	A Renaissance in the Ninth Century? <u>Textbook</u> Blockmans and Hoppenbrouwers, 257-269 <u>Geary</u> : Capitulary of Mantua, 781, p. 249; the Synod of Frankfurt, 794, p. 252-256; Charles the Great on the study of Literature, p. 256-257; the General capitulary for the missi, 802, p. 262-266; Plate 5, between pp. 224 and 225 <u>Canvas</u> : Paul Dutton, ed., "Letters of Alcuin," from <i>Carolingian Civilization</i> (Broadview, 1993), 106-119. Only read pp. 106-109.
	September 8	Discussion: the Carolingian Renaissance
Week 5	September 11	Early Medieval Christianity: Beliefs, Bishops and Priests <u>Textbook</u> : Blockmans and Hoppenbrouwers, 50-85
	September 13	Monks, Nuns and Miracles <u>Geary</u> : the Benedictine Rule, p. 136-162. Pay special attention to chaps. 4-7, 22, 23, 33, 38-40, 48, 59, 63-64, 68-73. Make sure you know what Benedict means by 'God's Work' [Lat. <i>Opus dei</i>]. <u>Geary</u> : Plate 4, between p. 224-225), <u>Online</u> : Plan of St Gall <u>Geary</u> : the Miracles of St Foy, p. 286-292 <u>Geary</u> : Plate 9, between p. 512-513
	September 15	Discussion: monks and miracles

Week 6	September 18:	Class: Rich and Poor in the Carolingian World Textbook: Blockmans and Hoppenbrouwers, 86-103 Canvas: The Polyptique of St-Germain-des-Prés Canvas: St. Rémi's Protection of People and Property
	September 20	Early Medieval Queens and Nuns Geary: <i>Life of Saint Balthild</i> , p. 131-135 Geary: Plate 7, between p. 224-225 Canvas: Excerpts from the Divorce of Lothar and Teutberga
	September 22	Discussion: Class and Gender
Week 7	September 25	the Vikings Online: Three Sources on the Vikings in France (http://sourcebooks.fordham.edu/halsall/source/843bertin.asp)
	September 27	Alfred of Wessex <u>Textbook</u> : Blockmans and Hoppenbrouwers, 117-125 <u>Geary</u> : Asser's Life of King Alfred, p. 194 (Geary's intro), and p. 200-208 <u>Geary</u> : the Anglo-Saxon Chronicle, p. 208-214 <u>Geary</u> : Plate 6, between pp. 224-225
	September 29	Discussion: King Alfred
Week 8	October 2	Comparative Fate of Post-Carolingian Kingdoms <u>Textbook</u> : Blockmans and Hoppenbrouwers, 154-155 (yes! Two pages only!)
	October 4	Economic, Demographic, and Urban Take-off <u>Textbook</u> : Blockmans and Hoppenbrouwers, 129-134, 240-256, 297-316 <u>Canvas</u> : a town charter <u>Canvas</u> : guild regulations (TBA)
	October 6:	MIDTERM (in discussion sections)

Week 9	October 9	No Class (Fall Break)
	October 11	A Localized World: Manors, Peasants, and Lords <u>Textbook</u> : Blockmans and Hoppenbrouwers, 134-143, 150-152 <u>Canvas</u> : Documents concerning servitude
	October 13	Discussion: servitude
Week 10	October 16	Aristocratic Society: Lordship <u>Textbook</u> : Blockmans and Hoppenbrouwers, 143-150 <u>Geary</u> : Fulbert of Chartres, Letter, p. 334 <u>Geary</u> : Hugh of Lusignan, Agreement, p. 335-339 <u>Geary</u> : Galbert of Bruges, p. 339-351
	October 18	High Medieval Kingship, part I <u>Textbook</u> : Blockmans and Hoppenbrouwers, 167-178 <u>Canvas</u> : the Assize of Clarendon
	October 20	Discussion: lords and kings
Week 11	October 23	the High Medieval Church, 1: the Rise of the Papacy <u>Textbook</u> : Blockmans and Hoppenbrouwers, 189-199 <u>Geary</u> : Pope Gregory VII and King Henry IV [of Germany], Letters, p. 507-529. Geary has arranged these letters strangely: I recommend reading <u>only</u> these letters, and <u>in this order</u> : a. Gregory VII to Henry IV, Admonishing him, 509-510 b. Henry IV, to various including Gregory VII, from the Synod of Worms, January 1076, p. 522 to end of p. 524 c. Gregory VII, Roman Lenten Synod of 1076 and Excommunication of Henry IV (Feb 1076), 510-511 d. Gregory VII, to all Faithful in Germany (Sept 1076), 516-7 e. Henry IV, Promise (1076), Surrender (1076), and Vow at Canossa (1077), p. 526-527 (start of p. 526 to halfway down first column on 527) f. Gregory VII, Account of Canossa (1077), p. 517 <u>Geary</u> : the Concordat of Worms, p. 529-530
	October 25	the High Medieval Church, 2: Law, Reform and Heresy <u>Textbook</u> : Blockmans and Hoppenbrouwers, 199-217 <u>Geary</u> : Rule of St Francis, p. 407-410 <u>Geary</u> : Thomas of Cantimpré, p. 422-424
	October 27	Discussion: the high medieval church

Week 12	October 30	the Papal Monarchy: Innocent III <u>Geary</u> : Canons of the Fourth Lateran Council, p. 384-406, focusing on these canons: numbers 1, 3, 6-8, 10, 11, 13, 14-18, 21, 27, 29, 32, 38, 42-46, 51-52, 62, 67-70
	November 1	High Medieval Kingship, part II: King John and Saint Louis <u>Textbook</u> : Blockmans and Hoppenbrouwers, 182-187 <u>Geary</u> : Magna Carta, p. 636-641 (Geary prints several versions of the document; only read this one). Pay special attention to the following clauses: 2-9, 12, 14, 15, 20, 28, 38, 39, 40, 52, 54, and 61 <u>Canvas</u> : the Trial of Enguerrand de Coucy, 1259
	November 3	Discussion: Popes and kings c.1200
Week 13	November 6	the Crusades <u>Textbook</u> : Blockmans and Hoppenbrouwers, 221-235 <u>Geary</u> : "The First Crusade, Four Accounts," p. 352-383; focus on p. 352-362
	November 8	High Medieval Culture: Abelard and Heloise <u>Textbook</u> : Blockmans and Hoppenbrouwers, 269-288 <u>Canvas</u> : "Letter 1" and "Letter 2", from the <i>Letters of Abelard and Heloise</i>
	November 10	Discussion: Crusades, Abelard, and Heloise
Week 14	November 13	the Late Middle Ages: Plague and Insurrection <u>Textbook</u> : Blockmans and Hoppenbrouwers: p. 327-343, 347-354 <u>Geary</u> : The Black Death, p. 491-500
	November 15	The Hundred Years War <u>Textbook</u> : Blockmans and Hoppenbrouwers, 357-363, and 380-383 <u>Geary</u> : Froissart, excerpts, p. 590-602
	November 17	Discussion: calamities of the 14 th century

Week 15	November 20	Late Medieval Women <u>Textbook</u> : Blockmans and Hoppenbrouwers 343-346 <u>Geary</u> : The Trial of Joan of Arc, p. 602-615
	November 22	No Class (Thanksgiving)
	November 24	No class (Thanksgiving)
Week 16	November 27	Church Developments: the Papacy and Popular Piety <u>Textbook</u> : Blockmans and Hoppenbrouwers, 398-420 <u>Canvas</u> : Decrees of the Council of Constance (1414-18)
	November 29	Kings and States in the Fourteenth Century <u>Textbook</u> : Blockmans and Hoppenbrouwers, 380-396 <u>Canvas</u> : The Deposition of King Richard II
	November 30 (Thurs)	READING DAY

Academic Integrity

Make sure you have read and understand [UNCG's policy](#).

Plagiarism and other forms of cheating are serious academic offenses. Consulting sources on the internet and using their words, even slightly rephrased, is an obvious example of plagiarism. So too is copying work of another student.

Attendance Policy

Attendance is expected at all class meetings. You should check in with your TA before each lecture commences, and your TA will take attendance at Friday discussion sections. Failure to attend class with regularity will negatively impact your grade for the course. Missing more than 2 lectures without prior permission will result in a one-point deduction from the final grade average for each subsequent absence.

CANVAS: YOUR ONLINE COURSE RESOURCE

All materials for the course (except for the required books) will be posted on the Canvas site for the course. It is a good idea to check the Canvas site regularly. You can get to Canvas from the UNCG homepage (click the spoked wheel for 'Canvas at UNCG').

TECHNOLOGY POLICIES

Email: I prefer to communicate by email (rebarton@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 Canvas, for instance); make sure you check your UNCG email regularly.

Email Etiquette: treat email as a type of formal communication: use a polite form of address when you write your professors and be sure to identify yourself and your class/section.

Laptops in the Classroom: we will start the semester allowing laptops to be used in lecture for note-taking purposes only. If I detect that students are using laptops for other purposes, the privilege of using laptops will be removed for all students.

Phones: Please turn your phones off before class. If your phone rings during class, you will be counted as absent for that class period. If I detect that you are using your phone to text (or surf) you will also be counted as absent for that day. Subsequent offenses will be treated with increasing severity.

ADDITIONAL POLICIES AND ADVICE

Keep Your Work: In case later consultation should prove necessary, you should keep copies of all graded assignments until the end of the semester (at least).

Completion of Assignments: all course requirements must be completed to receive a grade for the class.

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, usually at the rate of 1/3 of a letter grade per day.

Use of External Sources: 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 is plagiarism, which, if detected, can result in serious academic penalties (see academic integrity policy 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.

STUDENT LEARNING OUTCOMES

A. General Education Learning Outcomes (SLOs marked 'A' are GHP; those marked 'B' are GL)

SLO-A1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (connected to LG3)

SLO-A2. Use evidence to interpret the past coherently, orally and/or in writing (connected to LG1)

SLO-B1. Find, interpret and evaluate information on diverse cultures (connected to LG1)

SLO-B2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation or sub-nationality beyond Great Britain and North America). (connected to LG 3)

SLO-B3. Use diverse cultural frames of reference and alternative perspectives to analyze issues (connected to LG 5)

B. Course-Specific Learning Outcomes

Upon successful completion of this course, a student will be able to do the following:

1. Define a suite of political, religious, and social characteristics that characterize the period after 500 CE as 'medieval'. Some of these include kingship, secular and religious clergy, lordship, peasants, crusading, and chivalry. (SLO-A1, SLO-B3)
2. Identify and explain changes to these political, religious, and social characteristics over the period 500 to 1500, by paying attention to the number, quality, and content of primary sources available for interpretation. (SLO-A1, SLO-A2, SLO-B1, SLO-B2)
3. Compare and contrast modern assumptions about political, religious, and social institutions and structures with those encountered in sources from the Middle Ages; recognize and explain events, movements, and belief structures of the past using terms and contexts appropriate to the period under study. (SLO-A1, SLO-B3)
4. Recognize and evaluate salient features of primary source (SLO-A1, SLO-A2, SLO-B1, SLO-B2). These features include authorial subjectivity as shaped by social and geographic considerations, differences in generic structures and expectations (that is, formal characteristics of genres), and interpretive value as compared to other comparable sources.
5. Recognize an academic argument, evaluate its qualities, and relate it to other narratives (SLO-A1, SLO-A2, SLO-B1, SLO-B3)
6. Sift, select, and synthesize a variety of sources in order to address, in writing, a problem connected to one of the classic questions of historical analysis, namely comparison, change over time, and/or causation. (SLO-A1, SLO-A2, SLO-B2)
7. Recognize and employ specific methodological approaches to the interpretation of the past, including (but not limited to) chronology, periodization, comparison/contrast, continuity/change, class, and gender. (SLO-A1, SLO-A2, SLO-B1, SLO-B3)