

Medieval Legacy

HIS 221-01

TR 9:30-10:45

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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 or 1500 (depending on when you want to say the Renaissance started in any 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

Books

1. Patrick J. Geary, *Readings in Medieval History*, 5th edition (Univ. of Toronto Press, 2010)
2. Anonymous, *Song of Roland*, ed. Glyn Burgess. (Penguin, 1990). ISBN 9780140445329. (Though any edition of this is fine)
3. **And additional online texts available through Canvas.** 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

Recommended:

Wim Blockmans and Peter Hoppenbrouwers,
Introduction to Medieval Europe 300-1500, 3rd edition (Routledge, 2017) [ISBN: 9781138214392]

Assignments:

I do not accept late work. I do not round grades.

Assignments submitted to Canvas must be submitted as .doc, .docx, or .pdf formats. Any files that are submitted as nonstandard file types or that are corrupted and unopenable will receive an automatic failing grade.

Reading responses: These will be based on the assigned readings. For each day's reading assignments, you will need to come up with three (total, not for each source) 140-character, twitter-style thoughts or questions. I will ask for

these randomly throughout the semester. More information can be found on Canvas. (SLOs 1, 2, 4, and 5)

Discussion papers (3): We will have three in-class discussions during which we thoroughly question one of the modern stereotypes about the Middle Ages. You will then write a 1-2 page paper answering a larger question prompted by our discussion. (SLOs 1, 2, 3, 4, 5, 6)

Annotations (4): Using the primary sources assigned for that day, you will answer a series of questions about the source's genre, meaning, and how you would use that source to support a larger historical argument. (SLOs 1, 2, 3, 4)

Midterm and Final: The exams will be available on Canvas 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. (SLOs 1, 2, 3, 4, and 5, 6).

PERCENTAGE BREAKDOWN

Reading responses: 5%
 Discussion papers: 24% (8% each)
 Annotations: 20% (5% each)
 Midterm Exam & Essay: 25.5%
 Final Exam & Essay: 25.5%

GRADING SCALE

100.99-94.00 = 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-
89.99-87.00 = B+	79.99-77.00 = C+	69.99-67.00 = D+	59.99-0 = F

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)

General Education Historical Perspectives Learning Outcomes:

2. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
3. Use evidence to interpret the past coherently, orally and/or in writing.

General Education Global Perspectives Student Learning Outcomes.

4. Find, interpret, and evaluate information on diverse cultures.
5. 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).
6. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

Academic Integrity Policy:

I do not tolerate plagiarism, cheating, or any other violation of the integrity policy. Depending on the severity of the offense, I reserve the right to fail you for the assignment or for the class. <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

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.

Attendance:

I make no distinction between excused and unexcused absences. After you have missed three class periods for any reason, your final grade for the course will be reduced by two percentage points (ie from 85 to 83) for each additional absence.

Other Important Stuff:

Please keep your cell-phones in your bags and **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.



Unknown. - "Cleric, Knight and Workman representing the three classes", a French School illustration from *Li Livres dou Santé* (late 13th century, vellum), MS Sloane 2435, folio 85, [British Library/Bridgeman Art Library](#);

		Required	Recommended
Aug 14	Class Intro		
Aug 16	Early Medieval Religion	Geary: <i>The Passion of Saints Perpetua and Felicity</i> (51-57) Benedictine Rule (136-162, but read only chapters 1-7, 22-30, 39-40, 54-55, 59, 67-68)	Blockmans: 50-79
Aug 21	Germanic tribes	Geary: Tacitus' <i>Germania</i> (58-69) <i>Hildebrandslied</i> (96-98)	Blockmans: 24-41, 88-92, 99-102
Aug 23	<i>Beowulf</i>	Annotation #1 due Canvas: Beowulf	
Aug 28	The Franks	Geary: Salic Law (105-111) Gregory of Tours, sections 27-31 (117-120)	Blockmans: 92-93, 104-107
Aug 30	Charlemagne	Geary: Einhard, <i>Life of Charlemagne</i> (233-247)	Blockmans: 107-112, 116-117, 270-271
Sept 4	Cluny & Relics	Geary: <i>Foundation charter of the order</i> (281-282) <i>Charters of the Grossi Family</i> (282-286) Color Plates 1 and 9	Blockmans: 189-202, 206-207, 211-216
Sept 6	Vikings Discussion #1	Ravages of the Northmen in Frankland (https://sourcebooks.fordham.edu/source/843bertin.asp) Discovery of Vinland (http://www.fordham.edu/halsall/mod/1000Vinland.asp) Canvas: The Daily Mail: "Human Sacrifice, a Female Angel of Death, and Why the Vikings were even more savage than you thought." History Today: "Vikings: Warriors of No Nation."	
Sept 11	Alfred the Great	Discussion Paper #1 due Geary: Alfred's Dooms (194-198) Asser, <i>Life of Alfred</i> (200-208)	Blockmans: 117-121,

Sept 13	Feudal System: Peasant Life	<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>Geary: Plans of Wharram Percy (650-653)</p>	Blockmans: 93-99, 150-152, 185-187
Sept 18	Feudal System: Knights & Lords Discussion #2	<p>Geary: <i>Letter to William of Aquitaine</i> (334-335) <i>Agreement Between Lord and Vassal</i> (335-339)</p> <p>Canvas: "The Lord/Dependent (vassal) Relationship" by George Beech Judith Bennett – "Feudalism" from <i>Medieval Europe: A Short History</i></p>	Blockmans: 114-115, 169-181
Sept 20	Administrative Kingship, Part One: 1066-1154	<p>Discussion Paper #2 due</p> <p>The Laws of Henry I: The Murder Fine (http://www.fordham.edu/Halsall/source/12Chenry1-murderfine.asp)</p> <p>Geary: Dialogue of the Exchequer (623-624)</p>	Blockmans: 147-152
Sept 25	Administrative Kingship, Part Two: 1154-1272	<p>Geary: Magna Carta (636-643) Huntingdonshire Eyre of 1286 (647-650)</p>	Blockmans: 157-162, 388-396
Sept 27	Papal Monarchy	<p>Geary: <i>The Investiture Controversy</i> (507-529)</p> <p>Geary has arranged these letters strangely: I recommend reading only these letters, and in this order:</p> <ol style="list-style-type: none"> 1. p. 508 2. pp. 509-510 3. p. 522 4. pp. 524-526 5. pp. 522-524 6. p. 510-511 	Blockmans: 189-194, 195-198
Oct 2		Midterm Exam and Midterm Essay due	

Oct 4	A Persecuting Society	Canvas: Baldwin IV Becomes King of Jerusalem Accusations Against the Albigensians	Blockmans: 207-209
Fall break			
Oct 11	Islam & Al-Andalus	Ibn Abd-el-Hakim's Islamic Conquest of Spain (http://sourcebooks.fordham.edu/Halsall/source/conqspain.asp) Geary: Las Siete Partidas (656-663)	Blockmans: 80-86, 122-124, 153-157
Oct 16	The Crusades: The Call to Crusade and the First Crusade	Geary: Fulbert of Chartres' account of the First Crusade (352-362)	Blockmans: 194-195, 223-232
Oct 18	The Crusades: Later Crusades	Annotation #2 due The Estrangement Between Raymond of Tripoli and Baldwin IV (http://sourcebooks.fordham.edu/halsall/source/tyre-latindisarray.html#baldwin2 – only read #5) Peace between Richard I and Saladin (http://www.fordham.edu/Halsall/source/1192peace.asp) Canvas: William of Tyre - Why the Later Crusades Failed	Blockmans: 232-235
Oct 23	Song of Roland	Song of Roland	
Oct 25	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)	Blockmans: 269-270, 271-297
Oct 30	Church Reform	Annotation #3 due Geary: <i>Canons of the Fourth Lateran Council</i> (384-406, but read only canons 1-23, 44-52, 65-70)	Blockmans: 202-206, 345, 406-419

<p>Nov 1</p>	<p>Chivalry and the Roman</p>	<p>The Art of Courtly Love http://www.fordham.edu/HALSALL/source/capellanus.asp Canvas: <i>Sir Gawain and the Carl of Carlisle</i></p>	<p>Blockmans: 181-184</p>
<p>Nov 6</p>	<p>Towns and Gilds</p>	<p>Canvas: Life in the City of London Guild Organization</p>	<p>Blockmans: 299-325</p>
<p>Nov 8</p>	<p>The Black Death and its Aftermath Discussion #3</p>	<p>Geary: Gabriele de Mussis on the Plague (491-497) <i>Flores Temporum</i> (498) <i>Ordinance of Laborers</i> (499-500) Canvas: Samuel Cohn – “The Black Death: End of a Paradigm”</p>	<p>Blockmans: 329-339, 349-355</p>
<p>Nov 13</p>	<p>The Babylonian Captivity of the Papacy</p>	<p>Discussion paper #3 due <i>Unam Sanctam</i> http://www.fordham.edu/halsall/source/b8-unam.asp <i>Frequens</i> http://www.fordham.edu/halsall/source/constance2.asp</p>	<p>Blockmans: 399-420</p>
<p>Nov 15</p>	<p>Women in the Late Middle Ages</p>	<p>Geary: Ser Barduccio di Piero Canigiani on Catherine of Siena (670-673) Margery Kempe (464-468, 471-473)</p>	<p>Blockmans: 345-348</p>
<p>Nov 20</p>	<p>100 Years War</p>	<p>Annotation #4 due Geary: Froissart’s Chronicles (590-596) Joan of Arc (603-615) Color plates 10a and 10b</p>	<p>Blockmans: 359-366, 381-388</p>
<p>Nov 27</p>	<p>Review</p>	<p>Medievalisms</p>	<p>Blockmans: 427-430</p>
<p>Dec 6</p>	<p>Exam 2</p>	<p>Final exam and Final Essay due by 11:59 pm</p>	