

Medieval Legacy HIS 221-01

Instructor: Caitlin Saraphis
E-mail: cmsaraph@uncg.edu
Office Hours: T 8:30-11 am on
Zoom, or by appointment (I'm
here all the time, just ask).

Office hours Zoom link:

<https://uncg.zoom.us/j/94539165740>



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(ish) to 1400 or 1500 (ish) – is frequently portrayed as either the “Dark Ages” or the idyllic world of chivalry and King Arthur’s knights, neither of which are actually accurate.

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, Islam, and Judaism 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 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) – **Available free through the UNCG library**
2. **Additional free 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

Assignments:

Late work receives a letter grade reduction for every day it is late up to 3 days. After 3 days, it is an automatic o.

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

It is ALWAYS better to submit something (even if it isn't great, then to not submit anything). I give partial credit for attempts.

Participation/Discussion Board posts:

Almost every week, you will be expected to post three questions/observations about the readings in that week's discussion board. These do not have to be elaborate (a single sentence each is fine) as long as they show you read and thought about that week's materials. (SLOs 1, 4, 5, 7)

End of Era Exams (3): These exams will test your knowledge on the major themes of each era. They will involve a series of short-answer questions that will ask you to explain the connections between events or the underlying ideologies at play. (SLOs 1, 3, 4, 5, 6, 7)

Crusades Case Study: This case study will require you to read a series of primary sources from different cultural perspectives and then write a brief response paper answering a series of questions about how and why those perspectives might differ and what this tells us about our understanding of the past. (SLOs 1, 2, 3, 4, 5, 6, 7).

PERCENTAGE BREAKDOWN

Participation: 30%
Exams: 45%
Case Study: 25%

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

MAC Critical Thinking and Inquiry in the Humanities Learning Outcomes:

1. Critically analyze claims, arguments, artifacts, or information.
2. Construct coherent, evidence-based arguments.

General Education Historical Perspectives Learning Outcomes:

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

General Education Global Perspectives Student Learning Outcomes.

5. Interpret or evaluate information on diverse cultures, polities, and/or intellectual traditions.
6. 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).
7. 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. <https://osrr.uncg.edu/academic-integrity/>

Attendance/late work:

If you contract Covid-19 and cannot submit work on time, please let me know ASAP and I will work to adjust your assignment deadlines. I'll also try to be as flexible as possible for other illnesses/life issues, but you have to let me know as close to the event as possible. If you wait til the end of the semester, I won't be able to do much and still be fair to other students.

Other Important Stuff:

[Covid-19 Policy](#). This doesn't impact our online course particularly, since we're online, but it's still good to be aware of.



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;

Week of			Assignments
Aug 17-23	Module One	Class Intro, and some context on Ancient Rome and Early Christianity	Discussion Questions
Aug 24-30	Module Two	Barbarians	Discussion Questions
Aug 31-Sept 6	Module Three	How the Franks became the French	Discussion Questions
Sept 7-Sept 13	Module Four	Religion in the Early Medieval World	Discussion Questions
Sept 14-Sept 20	Module Five	The Vikings and the Anglo-Saxons	End of Era Exam 1: Early Medieval Era
Sept 21-Sept 27	Module Six	Feudalism	Discussion Questions
Sept 28-Oct 4	Module Seven	Kingship	Discussion Questions
Oct 5- Oct 12	Module Eight	Papal Monarchy and Persecuting Society	Discussion Questions
Oct 13 – Oct 18	Module Nine	Crusades	Crusades Case Study
Oct 19 – Oct 25	Module 10	Universities and Church Reform	Discussion Questions
Oct 26-Nov 1	Module 11	Chivalry and the <i>Roman</i>	High Medieval Era Exam
Nov 2-Nov 8	Module 12	Cities and Plague	Discussion Questions
Nov 9 – Nov 15	Module 13	Late Medieval Church	Discussion Questions
Nov 16-Nov 22	Module 14	The Hundred Years War	Discussion Questions
Nov 23-Dec 1	Module 15	Medievalisms	Discussion Questions
Dec 4: Late Medieval Era Exam due by 3 pm			