

HISTORY 221: THE MEDIEVAL LEGACY (Writing Intensive)

Course Information:

History 221-01 (CRN 10706), Spring 2004

Time: TR 9:30-10:45

Place: McIver 226

Instructor Information:

Dr. Richard Barton

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Office hours: TR 2:30-4:00 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 (14th to 16th 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 several themes examined over three sub-periods of the Middle Ages. We begin with the ancestors of the Middle Ages: the civilization of Rome, its Christian overlay, and the arrival of the Germanic tribes. From there we will look in turn at the Early (c.500-950), High (c.950-1250) and Late Middle Ages (c.1250-1500). Within each of these mini-periods we will examine several of the following themes: the nature and effectiveness of government (primarily kingship), the role of Christian belief and Christian institutions in shaping medieval life, the shape of everyday life, and the capacity of women to exercise power.

The process of our trip through the Middle Ages, however, will not merely be one of mastering names and dates (although you certainly must do a fair amount of memorization). Indeed, a major purpose of the class is to demonstrate to you the methods by which historians approach the past. Thus we will be interested in learning about the nature of the sources available to us, and, above all, in learning how to interpret them. Interpretation, after all, is the keystone of the historian's craft, and it will be one of our purposes in this course to subject all of the material at our disposal to careful prodding, questioning, and criticism.

This is a WRITING INTENSIVE class (WI)

That means that you will do quite a bit of writing. Indeed, you may feel that you are writing all the time. Don't worry, this is a good thing! The more you write, the easier you will find it to write and the better your final product will become. Some of it will be relatively informal - each week I'll ask you to get into the practice of analyzing primary sources by providing a one-page response to a question about the readings for that week. The rest of the writing will be graded. I have come up with what I think is a useful series of exercises to help you begin to master the rudiments of historical writing; you will write 3 short essays (of 3-5 pages in length) and one longer final exam, comprised of several short (one- to four-page) essays. For two of the three short papers you will be required to turn in a revision of your first draft.

STUDENT LEARNING OUTCOMES

A student who successfully completes this class should expect to:

- acquire broad knowledge of the political, religious, and social history of the European Middle Ages (c.500-1500)
- learn how to interpret primary sources from the period under study and using both written and oral skills to analyze them
- learn how to synthesize material read from a variety of sources to produce a larger analytical conclusion
- understand some of the methods used by historians to analyze the past (chronology, periodization, comparison/contrast, continuity/change, and some theory, including gender)
- practice writing analytical prose of a variety of different sorts and different lengths

REQUIRED BOOKS (available for sale in the UNCG bookstore):

1. C. Warren Hollister and Judith Bennett, *Medieval Europe: A Short History*, 9th edition (McGraw-Hill, 2002) [ISBN 0-07-112109-9]
2. *Alfred the Great: Asser's Life of King Alfred and Other Contemporary Sources*, trans. and ed. Simon Keynes and Michael Lapidge (Penguin Classics, 1983) [ISBN 0140444092]
3. Chretien de Troyes, *Lancelot: the Knight of the Cart*, trans. Burton Raffel (Y.U.P., 1997), 0300071213
4. *The Letters of Abelard and Heloise*, ed. Betty Radice (Penguin, 1974) [ISBN 0-14-044297-9]
5. Jean Froissart, *Chronicles*, ed. and trans. Geoffrey Brereton (Penguin Classics, 1968) [ISBN 0140442006]
6. On-Line texts. The bulk of your primary source reading will be located on-line, either at my web-site 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.

COURSE REQUIREMENTS:

1. **Attendance and Participation** (10% of your grade)

I care about attendance and will reduce the grade of those who frequently miss class without first obtaining permission. Discussion and participation in class can only help your grade. Try to make at least one comment per week: if you get in the habit of offering your ideas and opinions on the readings, you will find that your appreciation and understanding of the material will grow.

2. **Assignments** (10%)

Every other week or so I will ask you to write either a short (1 page) response piece to the readings or several (1-2) sample identifications (as practice for the exams).

3. **Three Essays**, worth 50% of your total grade (10% for the first, 20% for the second and third)

These essays will be generally of 3-5 pages, although individual assignments with separate guidelines will be distributed in class. **I will require you to revise two of these three essays**, although you may, if you wish, revise all three. Revisions must take into account my comments on structure and method and must be accompanied by a one page explanation of how you have revised the paper and the ways in which you have improved it (ie., tell me what you did and how this has made the essay better). You are responsible for choosing which of the three essays you will revise. Note: revisions are due 10 days after you have received my comments on the first draft.

- a. **First Essay: due Thursday February 5** (10% of your grade)

A short (3 page) essay in which you demonstrate your skills at constructing an argument. I will ask you to construct and defend an argument concerning either the Life of St Martin or the excerpts from Gregory of Tours concerning Frankish queens.

- b. **Second Essay: due Thursday February 26** (20% of your grade)

This essay will ask you to effect a comparison of two kings. You will write 4 pages in which you compare kings Charlemagne and Alfred.

- c. **Third Essay: due Thursday April 8** (20% of your grade)

For this essay you will choose an article written by a modern historian, read it, identify and comment on its argument, and then discuss how it modifies your understanding of the primary sources we have read concerning its subject. This will be a 4-5 page essay. I will supply a list of recommended articles, but it will be up to you to choose and locate that article.

4. Final Exam: Thursday May 6, 8-11 AM (30% of your grade)

The format of this exam will be similar to that of the midterms. You will bring two already-written essays to the examination session, at which point you will answer several additional identifications and short answers.

GRADE BREAKDOWN:

Attendance and Discussion:	10%	
Assignments	10%	
First Essay (argument)	10%	
Second Essay (comparison)	20%	
Third Essay (historiography)		20%
Final Exam:	30%	

THE 'LEGAL' STUFF

1. In case later consultation should prove necessary, students are asked to 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. This means that you will fail the course if you don't, for instance, turn in the exam essay.

3. Regarding 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 substantially penalized. Contact may be made by phone, email, or a note left in my mailbox in the History Department (219 McIver). And while I provide my home phone number at the top of the syllabus, I will be annoyed if you call me at home after 9 PM.

3. **PLAGIARISM:** Plagiarism is a type of cheating, and occurs when a person passes off (whether intentionally or un-intentionally) someone else's words or ideas as their own. 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). This is a notoriously thorny area for students. 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 comments in class do not need to be cited.

4. 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 for 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 some web site's ideas into your essay (an action which will result in severe punishment - see the next point).

5. The Big Whammy! If I detect the uncited use of someone else's words or ideas in an egregious fashion in any of the formal assignments for this course, I will be extremely upset and very disappointed. The student in question will receive a 0 (zero) on that assignment. Depending on circumstances, I reserve the right to take further disciplinary action as necessary. I state this rather severely only to warn you. All writing should be your own. It is unacceptable and unethical to cut and paste or borrow ideas or facts from other sources without giving full credit to the author of those words/ideas.

SCHEDULE OF CLASSES AND READINGS

Note: Primary source readings are preceded in the following syllabus by one of these three adjectives:

Required: you must read that text and will be held responsible for it on exams

Recommended: I'd love for you to read it, but won't test you specifically on it. Use of it on exams will impress me.

Optional: this text will help your comprehension of the daily topic, but won't be on the exams

UNIT 1: Introduction

January 13: Course Introduction: Historians and Their Method

January 15: Roman Empire and Its Fall

Primary Source Readings:

Required: How to Read Primary Sources

(<http://www.uncg.edu/~rebarton/221-fa01-primary-source.html>)

Required: Salvian, on Roman decline

(<http://www.fordham.edu/halsall/source/salvian1.html>)

Textbook Readings: Hollister/Bennett, 1-16, 31-35, 41-45, 49-55, 86-93

January 20: The Christian Bridge ...

Primary Source Readings:

Required: Letter of Pliny to Emp. Trajan (<http://www.fordham.edu/halsall/source/pliny1.html>)

Required: Excerpts from Theodosian Code (5th century, not 4th, as the on-line text asserts)
(<http://www.fordham.edu/halsall/source/codex-theod1.html>)

Required: Excerpts from the martyrdom of Perpetua

(<http://www.fordham.edu/halsall/source/perpetua-excerpt.html>)

Optional: Humiliation of Theodosius

(<http://www.fordham.edu/halsall/ancient/theodoret-ambrose1.html>)

Textbook Readings: Hollister/Bennett, 17-30

January 22: Germanic Successor States

Primary Source Readings:

Required: Tacitus, excerpts from *Germania*

(<http://www.fordham.edu/halsall/source/tacitus-germania-excerpt.html>)

Required: Jordanes on Theodoric the Ostrogoth:

<http://www.fordham.edu/halsall/source/jordanes-theodoric1.html>

Required: Letters of Theodoric (<http://www.fordham.edu/halsall/source/theodoric1.html>)

Textbook Reading: Hollister/Bennett, 35-40

UNIT 2: Early Middle Ages

January 27: The Franks: Clovis and Kingship

Primary Sources:

Required: Clovis Stories: the Vase of Soissons and his Conversion

(<http://www.fordham.edu/halsall/source/gregtours1.html>)

Required: Conversion of Clovis (<http://www.fordham.edu/halsall/source/496clovis.html>)

Textbook Reading: H/B, 45, 47-48, 65-74

January 29: The Franks: law and order

Primary Sources:

Required: Salic Law (ie., Law of Salian Franks)

(<http://www.fordham.edu/halsall/source/salic-law.html>)

Optional: Ordeal Formulae: <http://www.fordham.edu/halsall/source/ordeals1.html>

Optional: 11th-century Judicial Duels: <http://www.uncg.edu/~rebarton/judicialduels.htm>

Optional: An 11th-century ordeal: <http://www.uncg.edu/~rebarton/ordeals.htm>

February 3: Early Medieval Belief: Saints, Miracles, Sacraments

Primary Source Readings:

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

Required: the Life of St Martin (ideally read it all, but focus on chapters: 1-5, 7, 9-14, 16, 20-27)

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

(also accessible through: <http://www.fordham.edu/halsall/sbook3.html#west1>)

[click on the link to the Life of St Martin of Tours]

February 5: Women in Frankish Society

(First Essay Due in class)

Primary Sources:

Required: Frankish Queens: <http://www.uncg.edu/~rebarton/frankish-queens.htm>

Textbook Reading: H/B, 46-47

Textbook Reading: 78-82

February 10: Monasticism: rule of Saint Benedict

Primary Source Readings:

Required: Rule of Saint Benedict (<http://www.fordham.edu/halsall/source/rul-benedict.html>)

Textbook Reading: H/B, 74-78

February 12: Coming of the Anglo-Saxons, c.400-700

Textbook Reading: H/B, 82-85

February 17: The Carolingian Franks: Charlemagne and the Carolingian Renaissance

Primary Source Readings:

Required: Einhard, *Life of Charlemagne*

(<http://www.fordham.edu/halsall/basis/einhard.html>)

Recommended: Summons to military service

(<http://www.fordham.edu/halsall/source/carol-sum1.html>)

Textbook Reading: H/B, 102-123

February 19: Viking Assaults

Textbook Reading: H/B, 125-134

Optional Reading: *Alfred the Great*, pp. 1-48, plus maps and genealogies pp. 59-63 (this will help make sense of the next reading; but remember it cannot substitute for a close reading of the actual text)

February 24: Alfred the Great

Primary Source Readings for week:

Alfred the Great, pp. 65-120, 163-186, 189-191, 193-194

Textbook Reading: H/B, 134-140

February 26: Alfred's Heirs

(Second Essay Due in class)

UNIT 3: the High Middle Ages

March 2: Economic Revival: Agricultural and Urban Renewal

Readings:

Required: Demographic Tables (<http://www.fordham.edu/halsall/source/pop-in-eur.html>)

Required: Handout: Assarting

Required: Beauvais Dossier (read only Introduction and Documents A and B)

(<http://www.uncg.edu/~rebarton/beauvaisdossier.htm>)

March 4: Aristocratic Power: Lords, Castles, and Fiefs

Primary Source Reading:

Required: Fulbert of Chartres: Letter concerning obligations of lord and vassal
(<http://www.fordham.edu/halsall/source/fulbert1.html>)

Required: Agreement Between Hugh of Lusignan and William of Aquitaine
(<http://www.fordham.edu/halsall/source/agreement.html>)

Required: Norman Noblewomen
(<http://www.uncg.edu/~rebarton/normanwomen.htm>)

Textbook Reading: 141-145, 155-159, 160-166, 171-176

March 9-11: NO CLASS: SPRING BREAK

March 16: Rise of Papacy

Primary Source Readings:

Required: Gelasian Doctrine (<http://www.fordham.edu/halsall/source/gelasius1.html>)

Required: Dictatus Papae (<http://www.fordham.edu/halsall/source/g7-dictpap.html>)

Required: Henry IV to Gregory VII (<http://www.fordham.edu/halsall/source/henry4-to-g7a.html>)

Required: Gregory Deposes Henry IV (<http://www.fordham.edu/halsall/source/g7-ban1.html>)

Textbook Reading: H/B, 188-210, 215-216, 242-248

March 18: Revival of Kingship, c.1100

Primary Source Reading:

Required: Assize of Clarendon: <http://www.fordham.edu/halsall/source/aclarendon.html>

March 23: Crusading

Primary Source Readings:

Required: Capture of Jerusalem (<http://www.fordham.edu/halsall/source/fulk2.html>)

Textbook Reading: 217-219, 227-237

March 25: Law and Society: Courts and Marriage

Primary Source Readings:

Required: Gratian on Marriage (<http://www.fordham.edu/halsall/source/gratian1.html>)

Textbook Reading: 248-261

March 30: Twelfth Century Renaissance: Abelard and Heloise

Primary Source Readings:

Required: *Letters of Abelard and Heloise*, 57-106

Textbook:

H/B: 308-321

April 1: Peasantry and Lordship

Primary Source Readings:

Required: Texts on Peasant Life (<http://www.uncg.edu/~rebarton/peasant-life.htm>)

Required: Chretien de Troyes, *Lancelot, or the Knight of the Cart*, first 1/4 (roughly lines 1-1750)

Textbook Reading: 163-171

April 6: Kingship Restored, c.1200

Primary Source Reading:

Required: Magna Carta (<http://www.fordham.edu/halsall/source/magnacarta.html>)

Required: Chretien de Troyes, *Lancelot*, second 1/4 (roughly lines 1751-3600)

Textbook Reading: 280-289

April 8: Chivalry: Ideal and Reality

(Third Essay due in class)

Primary Source Readings:

Required: Excerpt from the *History of William Marshal* (handout)

Required: Chretien de Troyes, *Lancelot*, third 1/4 (roughly lines 3601-5400)

April 13: Discussion: Chretien's *Lancelot*

Primary Source Readings:

Required: Chretien de Troyes, *Lancelot*, last 1/4 (roughly lines 5400-end, plus afterword)

UNIT 4: Late Middle Ages

April 15: War and the Bubonic Plague

Primary Source Readings:

Required: Froissart, 111-112, 120-146

Recommended: Boccaccio's description of the plague

(<http://www.fordham.edu/halsall/source/boccacio2.html>)

Textbook Reading: H/B, 323-336, 345-349

April 20: Social Unrest

Primary Source Readings:

Required: Froissart, 146-148, 151-161, 211-241

April 22: Religious Ferment

Primary Source Readings:

Required: Boniface VIII: the bull *Unam Sanctam*

(<http://www.fordham.edu/halsall/source/b8-unam.html>)

Required: Froissart, 201-210 (Avignon and Schism)

Optional: Boniface VIII: Outrage at Anagni

(<http://www.fordham.edu/halsall/source/1303anagni.html>)

Textbook Reading: 336-345

April 27: Governmental Solutions: England

Primary Source Readings

Optional: Froissart, 316-327 [background to what follows]

Required: Froissart, 421-471 [deposition of Richard I]

Recommended: Growth of Parliamentary Government in England

(<http://www.uncg.edu/~rebarton/english-parliament.htm>)

Textbook Reading: H/B, 349-356

April 29: Late Medieval Heroines

Primary Source Readings:

Required: The Life and Trial of Joan of Arc (<http://www.uncg.edu/~rebarton/joanofarc.htm>)

Textbook Reading: H/B, 350-351

May 6 (Thursday): FINAL EXAM

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 the priory of Marmoutier in his castle keep (Barton, p. 369)." The words in quotation marks are what you've written; 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'. 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.¹ Here is an example of a citation to an article.² (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.³ Foot or endnotes are always preferable to parenthetical citations.

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 myself and use a parenthetical citation to a made-up work: "As the noted medieval historian, Richard Barton, once said, 'Medieval History is cool' (Barton, p. 297)."

2. Whenever you have paraphrased a source (that is, taken the gist of it and reworked it into your own

¹ Mary W. Smith, *Footnoting for Fun and Profit* (Boston: Academic Press, 1980), 44.

² John Q. Doe, "How to Create Footnotes," *Journal of Scholarship* 15 (1999), 219.

³ *Cartulaire de l'abbaye cardinale de la Trinité de Vendôme*, ed. Charles Métais, volume 1 (Paris: A. Picard et fils, 1893), 1:14-18. Translated from the Latin by Richard Barton and published on-line under the title "Land Tenure and Family Conflict: the Honor of Vendôme, c. 1006-1040," at <http://www.uncg.edu/~rebarton/vendome.htm>

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

Make sure you know the difference:

Primary Sources: things written down during the period under study

-examples: diaries, letters, financial accounts, works of literature, philosophy, etc.

Secondary Sources: sources written by persons living after the period they are studying

-examples: all textbooks, every work of history, biographies, etc.

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; *Letters of Abelard and Heloise*; Chretien de Troyes’ *Lancelot*; the medieval texts in *Alfred the Great*; and Froissart’s *Chronicle*.

Secondary Sources: Hollister (the textbook); scholarly articles; me (the prof); you (the student).