

## **History 511B (WI, SI) Spring 2011**

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### **Introduction**

Congratulations! You've made it to the capstone course in UNC-G's Department of History. As you must know, the purpose of this course is for you to produce a 15-25-page paper (or essay as I would prefer to call it) based on the use of primary source materials.

Because many of you do not have much familiarity with the European Middle Ages, we will begin the course with a series of discussions (with some lecture thrown in for good measure) based on secondary readings (articles and books) concerning many of the aspects of historical inquiry concerning the 12<sup>th</sup> century. (For our purposes, this century will stretch into the first decades of the thirteenth century so that a wider variety of sources and subjects will be open for research projects.) This series of discussions will have two goals: 1. To provide you with a chronological and topical narrative of events, issues, and people of interest to historians of the 'high' or 'central' middle ages and 2. To allow you to make an informed choice concerning possible research questions.

In addition to studying the content of the period under question, you will also begin (almost immediately) your independent research. To make sure that everyone stays focused and doesn't procrastinate, you will complete a series of exercises designed to make the writing of the essay less complicated and less terrifying. Also, because this course only meets once a week, there will be no extensions on the deadlines of assignments. Keeping up will make life much easier for everyone, including the instructor.

### **Student Learning Outcomes**

Upon successful completion of this course, you will be able to:

- Develop a research question based on evaluation of appropriate primary sources.
- Sustain a thesis-driven narrative for 15 to 25 pages.
- Present a clear and succinct summary of your research in an oral format.

### **For Your Information**

**Attendance:** After you have missed one class period for any reason, your final average for the course will be reduced by one percentage point (ie from 84 to 83) for each additional absence.

**Honor code:** Any violation of the honor code (such as plagiarism or cheating) will be dealt with according to UNCG's academic integrity policy. I am particularly concerned about plagiarism from the web. I do not want you to use websites for any of the writing assignments unless a particular website is specifically included as part of the assignment. The primary sources and the lectures will provide you with sufficient information to complete the assignments. For specific explanations about UNCG's academic integrity policy, see the Student Affairs website at <http://academicintegrity.uncg.edu/>.

**Assignment completion:** Failure to complete any part of the course – presentation, primary and secondary source analyses, bibliography, essay – will result in an “F” for the course.

**Computer Use:** You are more than welcome to use your laptop computer to take notes and to look at websites to which I refer during lecture. I reserve the right, however, to ask you not to bring your computer to class if I discover that you have been using it for personal purposes (e-mail, shopping, web surfing, etc.) during class. Not only is this rude to me as the instructor, it's incredibly distracting to your fellow students.

**Cell Phones:** Turn off your cell phones prior to the beginning of class. If you use your phone for talking or texting during class, I will ask you to leave it on the front table every class period for the rest of the semester.

**E-mail:** I will make every attempt to respond to an e-mail from you within 24 hours. If you don't hear from me within that timeframe, feel free to write again. Remember also that I don't stay up particularly late, so if you e-mail me at 2:00 a.m. I won't get it until the next morning. Finally, be sure to check your UNCG e-mail regularly. All mail that I send to the class through Blackboard will come to that account.

### **Grade Breakdown**

Discussion	10%
Presentation	10%
Primary Source Analysis	10%
Article Analysis	10%
Annotated Bibliography	10%
Research Paper	50%

### **Resources**

**Writing Center:** In addition to seeking the instructor's advice about writing assignments, students can seek assistance in the Writing Center located in 3211 MHRA Bldg. Their phone number is 334-3125 and their hours are posted on their website:

<http://www.uncg.edu/eng/writingcenter/>.

For access to all of the Jackson Library's resources, go to <http://library.uncg.edu/>. In particular, the databases 'Iter' and the 'International Medieval Bibliography' will be of use to them. You can find them both under 'I' in the list of databases.

For access to the detailed word definitions of the Oxford English Dictionary, go to the library website (listed above), click on Databases, click on "O," and then select "Oxford English Dictionary."

### **Secondary Sources (Required)**

Jordan, William Chester, *Europe in the High Middle Ages*, (Penguin, 2001). ISBN 978-0140166644.

R.I. Moore, *The Formation of a Persecuting Society. Authority and Deviance in Western Europe 950-1250*, 2<sup>nd</sup> edition (Blackwell, 2007). ISBN 978-1405129640.

Storey, William Kelleher, *Writing History. A Guide for Students*, 3<sup>rd</sup> edition (Oxford University Press, 2009). ISBN 978-0195337556.

### **Class Schedule**

January 12 – Introduction to the twelfth century

January 19 – The Renaissance of the 12<sup>th</sup> century: Was there one?

Readings: C. Stephen Jaeger, "Pessimism in the Twelfth-Century 'Renaissance,'" *Speculum* 78:4 (2003): 1151-1183; William Chester Jordan, Chapter 1 – 'Christendom in the Year 1000,' 5-19; William Storey, *Writing History*, Chapter 1.

January 26 – The Dark Underside of the 12<sup>th</sup> century: persecution

*5 possible research questions due*

Readings: R.I. Moore, *The Formation of a Persecuting Society*; Storey, Chapter 2.

February 2 – "Did the 12<sup>th</sup> century discover the individual?" – men, women, and individuality

Readings: Michael Clanchy, "Documenting the Self: Abelard and the individual in history," *Institute of Historical Research* 76:103 (2003): 293-309; Barbara Newman, "Authority, Authenticity, and the Repression of Heloise," chapter 2 in *From Virile Woman to WomanChrist: Studies in Medieval Religion and Literature*, (University of Pennsylvania Press, 1995), 19-45 (e-reserve); Jordan, Chapter 8, 'The World of Learning,' 113-128. Storey, Chapter 3.

February 9 – Marginalized groups – Heretics and Jews

Readings: Jeremy Cohen, "The Flow of Blood in Medieval Norwich," *Speculum* 79:1 (2004): 26-65; Mark Gregory Pegg, "On Cathars, Albigenses, and good men of Languedoc," *Journal of Medieval History* 27 (2001): 181-195; Jordan, Chapter 7, 'The First Crusade,' 100-112. Storey, Chapter 4.

*Research Proposal & Annotated bibliography due*

February 16 – Gender and Sexuality

Readings: Kathryn Kelsey and Ruth Mazo Karras, “Christina’s tempting: sexual desire and women’s sanctity,” in *Christina of Markyate: A Twelfth-Century Holy Woman*, ed. Samuel Fanous and Henrietta Leyser (Routledge, 2005), 184-196 (e-reserve).; Matthew Kuefler, “Male friendship and the suspicion of sodomy in twelfth-century France,” in *The Boswell Thesis: Essay on “Christianity, Social tolerance, and Homosexuality,”* ed. Matthew Kuefler (Chicago UP, 2006), 179-212 (e-reserve); Pauline Stafford, “The meanings of hair in the Anglo-Norman world: masculinity, reform, and national identity,” in *Saints, Scholars, and Politicians: Gender as a Tool in Medieval Studies. Festschrift in Honour of Anneke Mulder-Bakker on the Occasion of her Sixty-Fifth Birthday*, ed. Mathilde van Dijk and Renée Nip (Brepols, 2005), 153-217 (e-reserve); Storey, Chapter 5.

*Informal presentations of research topics*

February 23 – Literature

Readings: William Paden, “Gender in the World of William Marshal and Bertran de Born,” *Essays in Medieval Studies* 19 (2002): 44-60; Richard Kaeuper, “William Marshal, Lancelot, and the issue of chivalric identity,” *Essays in Medieval Studies* 22, (2005): 1-19; Storey, Chapter 6.

*Secondary source analysis due*

March 2 – Law; Government v. Lordship (Bisson)

Readings: Jane Martindale, “Between law and politics: the judicial duel under the Angevin kings (mid-twelfth century to 1204),” in *Law, Laity, and Solidarities: Essays in Honour of Susan Reynolds*, ed. Pauline Stafford, Janet Nelson, and Jane Martindale (Manchester University Press, 2001), 116-149 (e-reserve); Thomas Bisson, “Lordship and Tenurial Dependence in Flanders, Provence, and Occitania (1050-1150),” *Settimane di studio del Centro Italiano di studi sull’Alto Medioevo* 47 (2000): 389-446; Jordan, Chapter 4 ‘Francia/France,’ 52-65, Chapter 10, ‘Political Power and its Contexts I,’ 143-160; Storey, Chapter 7.

*Primary source analysis due*

March 9 – Spring Break – No class

March 16

Readings: Storey, Chapter 8.

March 23 – No class

March 30

Readings: Storey, Chapter 9.

*Oral presentations*

April 6

Readings: Storey, Chapter 10.  
*Oral presentations*

April 13

***Polished draft due*** (Your essay should be finished at this point except for minor revisions.)

April 20

*Essay commentary due*

**Monday, May 2** – *Final draft of essay due in my office (MHRA 2102) by 3:30*