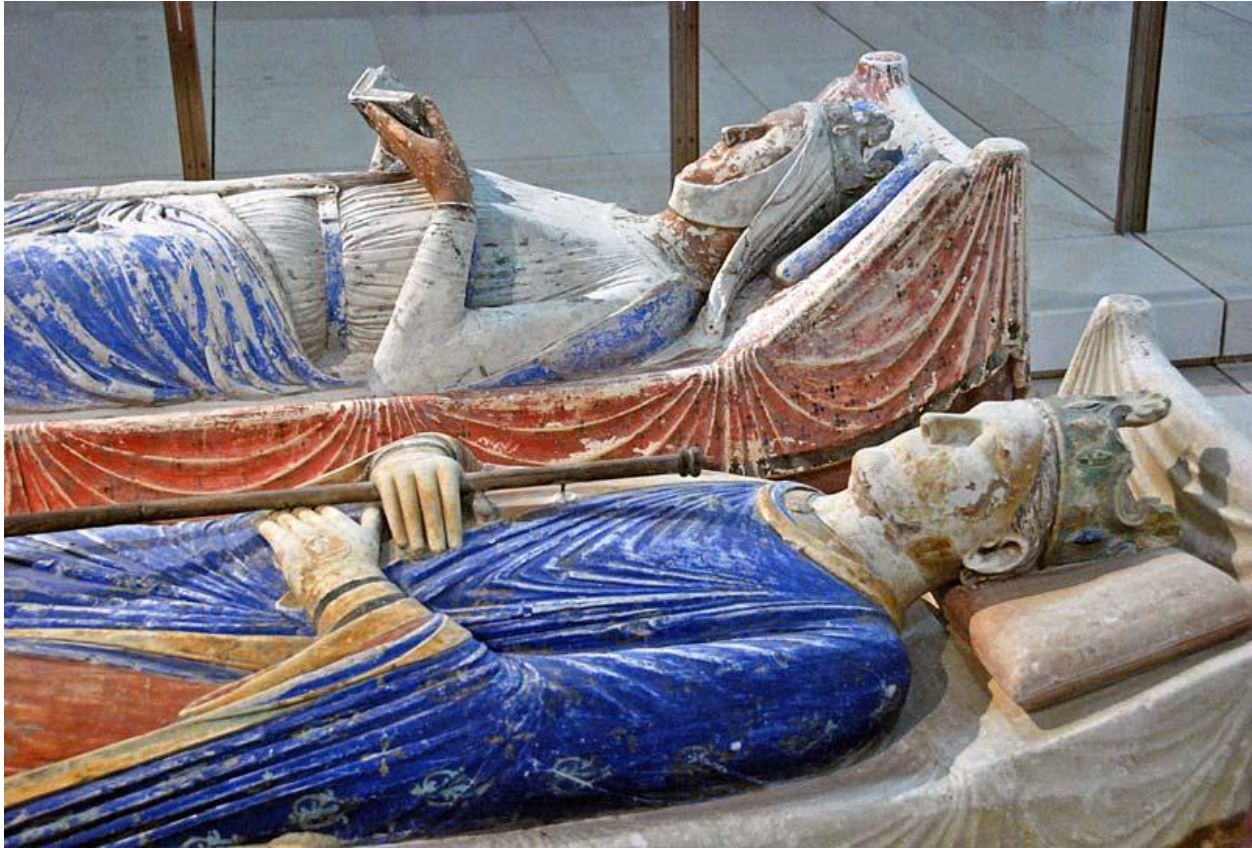


# HISTORY 221: THE MEDIEVAL LEGACY



**Course Information:** History 221-01, MHRA 1215 (CRN: 10069)

**Instructor Information:**

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**Office Hours:** Mondays and Wednesdays from 10:00-11:00 and by appointment

**Expanded 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 (14<sup>th</sup> to 16<sup>th</sup> 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 the central core of the Middle Ages, from circa 750-1300. In so doing we will further subdivide our period into the Early Middle Ages (750-1050) and the High or Central Middle Ages (1050-1300). But the course will not primarily be about mastering a body of material; rather it will concern itself with learning to think like a historian, particularly by interpreting texts. As such we will be concerned not to present a narrative or

synthesis, but rather to consider a series of problems of interpretation. Some of them are related to fundamental questions of epistemology, or how we know what we know: how do we know about the Middle Ages? What types of evidence exist, and of what quality is each category of evidence? What sorts of things does this evidence let us know about the Middle Ages, and what sorts of things does the evidentiary corpus prevent us from learning? Another broad category of questions involve the historian who asks the questions. Historians shape history by asking particular questions. Thus, if a historian asked “What powers did kings have in 11<sup>th</sup>-century France?”, the sort of history that she would produce would necessarily rely on certain categories of evidence, and would produce certain kinds of answers. If another historian asked, however, a different question, such as “how did the culture of the Early Middle Ages differ from that of the High Middle Ages?”, then he might well look to different sources (evidence) and might produce a ‘history’ that looks very different from that produced by the first historian. Clearly we cannot ask every question that is possible of our sources in a single semester, but we will try to explore a variety of different approaches, each with somewhat different questions, sources, and subsequent histories.

### **What is history?**

History is a process, and one of interpretation to boot; it is not merely the location and recitation of some inert set of objective facts. Historians - whether professors or students - must actively engage with sources by asking questions of them. Without a question, there cannot be an interpretation, and there cannot therefore be history. “Facts” are not objective, since “facts” must be selected by some person, and the process of selection (as well as that of interpretation) is subjective, not objective. There is no ‘natural’ or ‘objective’ reason why one ‘fact’ is more important than others. Whether you find the fact that Charlemagne was crowned Emperor in 800 more significant than the fact that Frankish kings practiced polygyny is only a reflection of what questions you are interested in (one fact concerns politics, the other social and legal practice); neither is ‘objectively’ more important.

It is thus the historian’s job to read many sources, thereby awakening questions which he or she may then use to form interpretations based on those sources. Good history is thus about persuading others of the plausibility of one’s interpretation - doing so requires one to a) formulate good questions; b) locate and master ‘good evidence’; c) interpret that evidence in the light of the question(s) one has asked; and d) communicate those interpretations in writing (or sometimes orally). Since this is an introductory course, many of the questions will have been pre-selected by me. I have also provided you with a body of evidence (your primary source readings) with which to address those questions. Your task is to read the evidence in the light of the questions I have posed and formulate an interpretation of that evidence. To accomplish this well, you will need to read the material and come to lecture. Lecture will provide the context, some facts, most of the questions and some of the interpretations - without it, you will have trouble deciding what to do with the readings. If you don’t do the readings, however, you will undoubtedly fail, since you will not be able to provide the evidence needed to support the interpretations that you must make on exams, quizzes, and so forth. I am mostly interested in seeing you master the methods of the historian - the ability to present a plausible interpretation of evidence in a logical and coherent fashion.

## **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)

## TEACHING METHODS

This is a lecture course, and as such students are expected to come to class having completed the reading for that day, ready to listen to the lecture, and armed with questions about both readings and lectures. Although class is run as a lecture, the instructor will pause frequently for questions, and the daily clicker activities will also serve to allow students to express views and pursue questions.

## ASSIGNMENTS FOR ACHIEVING GENERAL EDUCATION SLOs:

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

We will use the i-clicker to stimulate and sponsor classroom discussion. Each meeting of the class will have at least one, and more likely two to three 'clicker moments'. Students will gain 1 point for each clicker question that they answer (regardless of the 'rightness' of their answer), another point if they answer all the questions on a given day, and additional points for answering questions correctly (if a question has a 'correct' answer; some may not, in which case all students who answer the question will get the second point). The grade for this portion of the course will be calculated as the percentage of possible points earned by each student. These activities are intended partly as jumping-off points for classroom discussion.

The prompts for clicker assignments ask directed questions about the meaning(s) associated with primary and secondary source readings and/or about points covered in lecture. Students have to discern the difference between poor, good, and better interpretations of salient features of the primary sources. Occasionally these prompts will also ask students to employ different types of historical thinking – causation, chronology, mentalities, comparison – in their evaluation. In this way clicker activities provide one measure of SLO-A1 and SLO-A2. Since the material to be analyzed comes from a broad array of regions and time periods in Europe, ranging from 6<sup>th</sup>-century Francia, to 10<sup>th</sup>-century Germany, to 11<sup>th</sup>-century Italy, and to 12<sup>th</sup>-century England, the questions will necessarily engage students in interpreting and evaluating information on diverse cultures (SLO-B1); by virtue of the scope of the class (Europe from 500 to 1500 CE), comparison between multiple regions and periods will be necessary (SLO-B2). Periodically the instructor will ask questions designed that invite students to compare modern beliefs or modes of thinking with those found in the primary sources; the goal here is to remind students to eschew

presentist, universalist analysis, and to help them to appreciate and understand the mentalities and belief-structures of cultures distant from them in time and space (SLO-B3)

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

Once a week (usually on Fridays), class will open with a short (10 minute) quiz on the lectures and readings for that week. To do well on the quizzes you must attend lecture regularly and take good notes, but you must above all read the assigned readings. Quizzes will be conducted by I-Clicker 2 and will customarily be announced at least one class meeting ahead.

Quiz questions will be modeled on the questions for the clicker exercises. See discussion above (SLOs A1, A2, B1, B2, and B3).

## 3. **Take-Home Midterm Exam** (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 4, 6, 7)

The take-home midterm exam will ask students to write short (1-page) responses to two of four pointed analytical questions, and to write a one longer, synthetic response to one of two essay questions. The short responses invite students to discuss the meaning of a single primary source or historical event (from the perspective of one or more primary sources). The goal of the longer essay is to have students evaluate and synthesize (that is, pull together) material from the readings and discussions. Essay questions will thus require students to consider issues of change over time, of multiple perspectives on causation, of comparative significance, and of methodology (e.g., how gender influences power in the Middle Ages). The exam questions will be provided at least ten days in advance.

The entire point of the midterm requires students to analyze and contextualize primary sources (SLO-A1), and the main goal of the synthesis essay is to require students to assemble evidence of different sorts into a coherent argument about the past (SLO-2). Likewise, the evidence to be read and interpreted for the exam comes from cultures that are diverse in region and time (SLO-B1); indeed, the comparative essay questions often ask students to compare themes or concepts (lordship, kingship, religious authority) across time or regions (SLO-B2). Essay questions that focus on specific points of methodology (gender, class) are designed to invite students to approach the past from perspectives that differ from the generally vanilla (i.e., allegedly 'objective') modern view (SLO-B3).

## 4. **Article Review** (SLOs: A1, A2, B1, B3; Course Learning Outcomes: 5, 6, 7)

You will choose one academic article from a list provided by me, and then locate it using bibliographical tools discussed in class. Once you have located the article, you will read it and write a short evaluation of it. That evaluation will involve a combination of some short answers and a one-page critique. See the extensive assignment handout for more information. Note that there are two due-dates for this assignment: the first requires that you show me a hard or pdf copy of your article; the second is the date on which the evaluation is due.

This assignment forces students to confront the interpretation of secondary sources as one of the necessary skills of the historian. Students must locate an appropriate academic article (gaining familiarity with online bibliographic and search tools), identify the governing argument made by the author, and evaluate the success of that argument as best as they are able. Clearly students will not be held to professorial standards, as they may have had little background in the subject of the article that they have chosen; still, we talk about ways to contextualize a scholarly argument using the lectures, textbook, and primary sources read for the course. Given these goals, students will clearly be required to 'analyze and contextualize secondary sources' (SLO-A1) and to 'use evidence to interpret the past coherently' (SLO-A2). Since part of the assignment focuses on the location of an appropriate article, students gain experience in 'finding' as well as 'interpreting and evaluating' information on diverse cultures (SLO-B1). By being asked to evaluate another's argument according to principles of historical analysis, students are necessarily going to have to 'use diverse cultural frames of reference' to analyze the subject of the article (SLO-B3)

## 5. **Take-Home Final Exam** (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 4, 6, 7).

The final take-home exam requires students complete a second midterm-style exam (two short answers, plus a synthesis essay) for the material presented since the midterm. The final also requires a second medium-length essay (3-4 pages) which requires students to compare, synthesize, and evaluate materials from the entire course.

Since the final is comparable to the midterm, it fulfills the same SLOs as that assignment (See above).

## EVALUATION AND GRADING

The weight of the final course grade represented by each of the various assignments is indicated as follows:

Clicker Exercises	15%
Quizzes	20%
Midterm:	25%
Article Review	15%
Final Exam:	25%

### Grading Scale:

100-97% = A+	89-87 = B+	59 or lower = F
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-	

### Rubrics

For each assignment the instructor will distribute in advance a rubric which provides some qualitative descriptions for what constitutes A, B, C, D and F work.

### REQUIRED BOOKS

All books are available for sale in the UNCG bookstore.

1. Wim Blockmans and Peter Hoppenbrouwers, *Introduction to Medieval Europe, 300-1550* (Routledge, 2007). [ISBN: 9780415346993]
2. Patrick Geary, ed., *Readings in Medieval History*, 4<sup>th</sup> edition (University of Toronto Press, 2010) [ISBN:9781442601208 ]
3. Einhard and Notker the Stammerer, *Two Lives of Charlemagne*, tr. David Ganz (Penguin, 2008)
4. *The Song of Roland*, trans. Glyn Burgess (Penguin, 1990) [978-0140445329]. This is the best prose translation of this epic. Since it was written first in 1100, it seems unnecessary to justify a publication date of 1990]
5. *The Letters of Abelard and Heloise*, ed. Betty Radice, rev. M.T. Clanchy (1974; rev. ed. Penguin, 2003) [ISBN: 0140448993] . This is the revised, standard translation of this important text.
6. I>Clicker 2 [ISBN: 9781429280471]

### 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 Classes and Readings

Explanatory note: On days marked 'problem' I will tackle a specific problem of historical interpretation. These class meetings will comprise lecture with some guided discussion. The point will be to emphasize the historical method, by which a question must be asked, evidence procured and evaluated, and a solution proposed. On days marked 'discussion', I will refrain from lecturing; the point of class will be address questions and to unpack some of the nuggets of

meaning through open class discussion. On days without either of these designations, I will normally present a synthesis lecture about a particular period or topic (although I will periodically interrupt lecture to ask you questions and/or to pose clicker questions).

January 14: *Course Introduction*

January 16: *History, Historians, and Historiography*

Blockmans and Hoppenbrouwers, 1-8

January 18: *Roman Legacy*

Blockmans and Hoppenbrouwers, 10-20

Blackboard: Images of Roman Survival in the Early Middle Ages

January 21: **No class: MLK Jr. Day**

January 23: *Problem: How do we know about the early Middle Ages? Texts*

Blockmans and Hoppenbrouwers, 22-32

Tacitus, *Germania*, in Geary, 65-78

January 25: *Problem: How do we know about the Early Middle Ages? Bones*

Tomb of Chilperic, in Geary, 113-121

January 28: *Barbarian Kingdoms*

Blockmans and Hoppenbrouwers, 32-40

Salic Law, in Geary, 122-128

January 30: *Christianity: Organization and Doctrine*

Blockmans and Hoppenbrouwers, 42-54

Theodulf of Orleans, Precepts for the Priests of his Diocese (on Blackboard, 10 pp.)

February 1: *Problem: Evaluating Gregory of Tours*

Gregory of Tours, excerpts from *History of the Franks*, in Geary, 131-152

February 4: *Monasticism*

Blockmans and Hoppenbrouwers, 54-66

Rule of St Benedict, in Geary, 159-188. 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. *Opus dei*).

February 6: *Early medieval Society: Lords, Slaves and Women*

Blockmans and Hoppenbrouwers, 69-82

*Hildebrandslied*, in Geary, 111-112

The Polyptique of St-Germain-des-Prés, on Blackboard (6 pp.)

St. Rémi's Protection of People and Property, on Blackboard (2 pp)

February 8: *Discussion: early medieval Christianity*

February 11: *Political Narrative: Merovingians and Carolingians*

Blockmans and Hoppenbrouwers, 84-91

February 13: *Problems: Was there a Carolingian 'state' or a Carolingian Renaissance?*

Blockmans and Hoppenbrouwers: 91-99, 241-248

Selected Capitularies, in Geary, 286-290 and 296-301

February 15: *Discussion: Einhard's Life of Charlemagne*

Einhard, *Life of Charlemagne*, in Ganz, ed., p. 3-44

February 18: *England to 900*

Blockmans and Hoppenbrouwers, 99-105

King Alfred, in Geary, p. 230-246

February 20: *Scholarly Articles and Arguments*

Use Jackson Library's Journal Finder feature to locate, download/print, and read the following article from an academic journal: Robin Fleming, "Acquiring, Flaunting and Destroying Silk in Late Anglo-Saxon," *Early Medieval Europe* 15 (2007), 127-158.

In reading it, focus on 1) identifying Fleming's specific argument (i.e., what she is trying to prove) and 2) evaluating how and why she has (or has not) proved that argument

February 22: *Growth and New Forms of Authority*

Blockmans and Hoppenbrouwers, 107-117

Charters from the Loire Valley in the 11<sup>th</sup> century, on Blackboard (5 pp)

*The Song of Roland*, 1<sup>st</sup> quarter [begin reading now; it will be discussed on March 6]

February 25: *Aristocratic Society: Order or Disorder?*

Blockmans and Hoppenbrouwers, 117-126

Fulbert of Chartres, Letter to Duke William of Aquitaine, in Geary, 376

Hugh of Lusignan, Agreement Between a Lord and a Vassal, in Geary, 377-381

*The Song of Roland*, 2<sup>nd</sup> quarter

**DUE: MIDTERM EXAMINATION**

February 27: *Problem: the Murder of Count Charles the Good*

Galbert of Bruges, in Geary, 382-393

*The Song of Roland*, 3<sup>rd</sup> quarter

March 1: *Discussion, Song of Roland*

*The Song of Roland*, last quarter

March 4: *Top-Down Reform: the Papal Reform Movement*

Blockmans and Hoppenbrouwers, 128-136

Pope Gregory VII and King Henry IV [of Germany], Letters, in Geary, pp. 562-586.

Geary has arranged these letters strangely: I recommend reading only these letters, and in this order:

a. Gregory VII to Henry IV, Admonishing him, pp. 562-565

b. Henry IV, to various including Gregory VII, from the Synod of Worms, January 1076, pp. 578-581

c. Gregory VII, Lenten Synod of 1076 (Feb 1076), pp. 565-566

d. Gregory VII, to all Faithful in Germany (Sept 1076), pp. 571-572

e. Henry IV, Promise (1076), Surrender (1076), and Vow at Canossa (1077), pp. 582-584

f. Gregory VII, Account of Canossa (1077), p. 572

March 6: *Problem: the Papal Monarchy Under Innocent III*

Canons of the Fourth Lateran Council, in Geary, 430-455, 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

March 8: *Monastic Reform*

Blockmans and Hoppenbrouwers, 136-150  
 Rule of St Francis, in Geary, 456-459  
 Testament of St Clare of Assisi, in Geary, 460-463  
 Thomas of Cantimpré, *Defense of the Mendicants*, in Geary, 475-477

### **March 9 to March 17: Spring Break**

March 18: *Post-Carolingian Kingdoms: the Empire*

Blockmans and Hoppenbrouwers, 153-166  
 Otto of Freising, *The Deeds of Frederick Barbarossa*, in Geary, 588-597

March 20: *Post-Carolingian Kingdoms: France*

Blockmans and Hoppenbrouwers, 166-170  
 Jean de Joinville, *Life of St. Louis*, in Geary, 649-666

March 22: *Post-Carolingian Kingdoms: England*

Blockmans and Hoppenbrouwers, 170-173  
 Domesday Book, in Geary, 716-723. We are not interested in the specific details of each holding, but rather in what this document says a) about royal reach and power, and b) about how England was organized. Skim for what this type of text can tell us about society and kingship

Richard fitz Nigel, *Dialogue of the Exchequer*, in Geary, 724-729  
 Accounts of the Exchequer, 1186: in Geary, 730-734

March 25: *Making Sense of Kingdoms*

Blockmans and Hoppenbrouwers, 177-183

March 27: *Discussion: Magna Carta*

Magna Carta, in Geary 739-747

March 29: **No Class: Spring Holiday**

April 1: *European Expansion*

Blockmans and Hoppenbrouwers, 186-200  
 The First Crusade: Four Accounts, in Geary, 394-413

April 3: *The First Crusade*

The First Crusade: Four Accounts, in Geary, 413-429

April 5: *A Commercial Revolution?*

Blockmans and Hoppenbrouwers, 200-214  
 Using Journal Finder, locate, download/print, and read the following article from a scholarly journal: Sharon Farmer, "Down and Out and Female in Thirteenth-Century Paris, *American Historical Review* 103 (1998), 345-372

April 8: *The Rise of Towns*

Blockmans and Hoppenbrouwers, 217-237  
 The Risings in Ghent and Bruges against the Patricians, on Blackboard (2 pp)

April 10: *Intellectual Revival and Universities*

Blockmans and Hoppenbrouwers, 248-269  
 St Thomas Aquinas, *On the Proofs of God's Existence*, in Geary, 478-481

April 12: *Problem: Peter Abelard, Logic and Education*



*Letters of Abelard and Heloise*, Letter 1 (pp. 3-43)

**DUE: PAPER OR PDF COPY OF ARTICLE FOR ARTICLE REVIEW**

April 15: *Problem: the love affair of Heloise and Abelard*

*Letters of Abelard and Heloise*, Letters 2-5 (pp. 47-89)

April 17: *Plague and Demographic Contraction in the 14<sup>th</sup> Century*

Blockmans and Hoppenbrouwers: 271-293

Froissart, excerpt from *Chronicles*, on blackboard

April 19: *The Hundred Years War*

Froissart, excerpt from *Chronicles*, on blackboard

April 22: *From Kingdoms to States*

Blockmans and Hoppenbrouwers, 296-301, 305-321

The Deposition of King Richard II, on blackboard

April 24: *Problem: the Role of Women in Medieval Society*

The Trial of Joan of Arc, in Geary, 701-715

April 26: *Crises in the Church: Authority*

Blockmans and Hoppenbrouwers, 328-334

Decrees of the Council of Constance (1414-18), on blackboard

**DUE: ARTICLE REVIEW**

April 29: *New Devotional Practices*

Blockmans and Hoppenbrouwers, 334-343

Margery Kempe, in Geary, 523-553

April 30 (Tuesday, but follows Friday schedule): *A New Era?*

Blockmans and Hoppenbrouwers, 346-351

May 1: Reading Day

May 6 (Monday), 8:00 AM: Final Exams due

### **Academic Integrity Policy**

Students are expected to include the following statement on all formal writing submitted for the course: "I have adhered to the UNCG Academic Policy in preparing and submitting this assignment." If you are unfamiliar with the policy, please read it carefully at <http://academicintegrity.uncg.edu/complete/>.

### **Attendance Policy**

Attendance is expected at all class meetings. Since i>clickers will be used in each class meeting, and since a portion of your grade is dependent on both the quantity and quality of your clicker answers (see above for specifics), failure to attend class with regularity will negatively impact your grade for the course. In addition to the loss of opportunities to take part in clicker activities, missing more than 3 class meetings will result in a one-point deduction from the final grade for each subsequent absence.

### **Final Examination**

The final, take-home, essay examination will be due at the place and time indicated on the UNCG website (<http://www.uncg.edu/reg/Calendar/examCal/Sp13.html>). For Spring 2013, exams will be due at 8:00 AM on Monday, May 6.

## **Additional Requirements and Advice**

1. In case later consultation should prove necessary, students should 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.
3. **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. .
4. Consultation of websites not assigned on the syllabus: 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 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.

## **BLACKBOARD SITE**

All materials for the course (except for the required books/clicker) will be posted on the Blackboard site for the course. This is particularly important for announcements and E-Reserves. It is a good idea to check the Blackboard site regularly. You can get to our Blackboard here: <https://blackboard.uncg.edu/webapps/portal/frameset.jsp>.

## **TECHNOLOGY AND HISTORY 221**

1. **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 Blackboard, for instance); make sure you check your UNCG email regularly.
2. **Laptops in the Classroom:** Laptops are okay if used for note-taking. If I detect that you are using your laptop for other purposes, you will be banned from using it again for the rest of the semester.
3. **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.