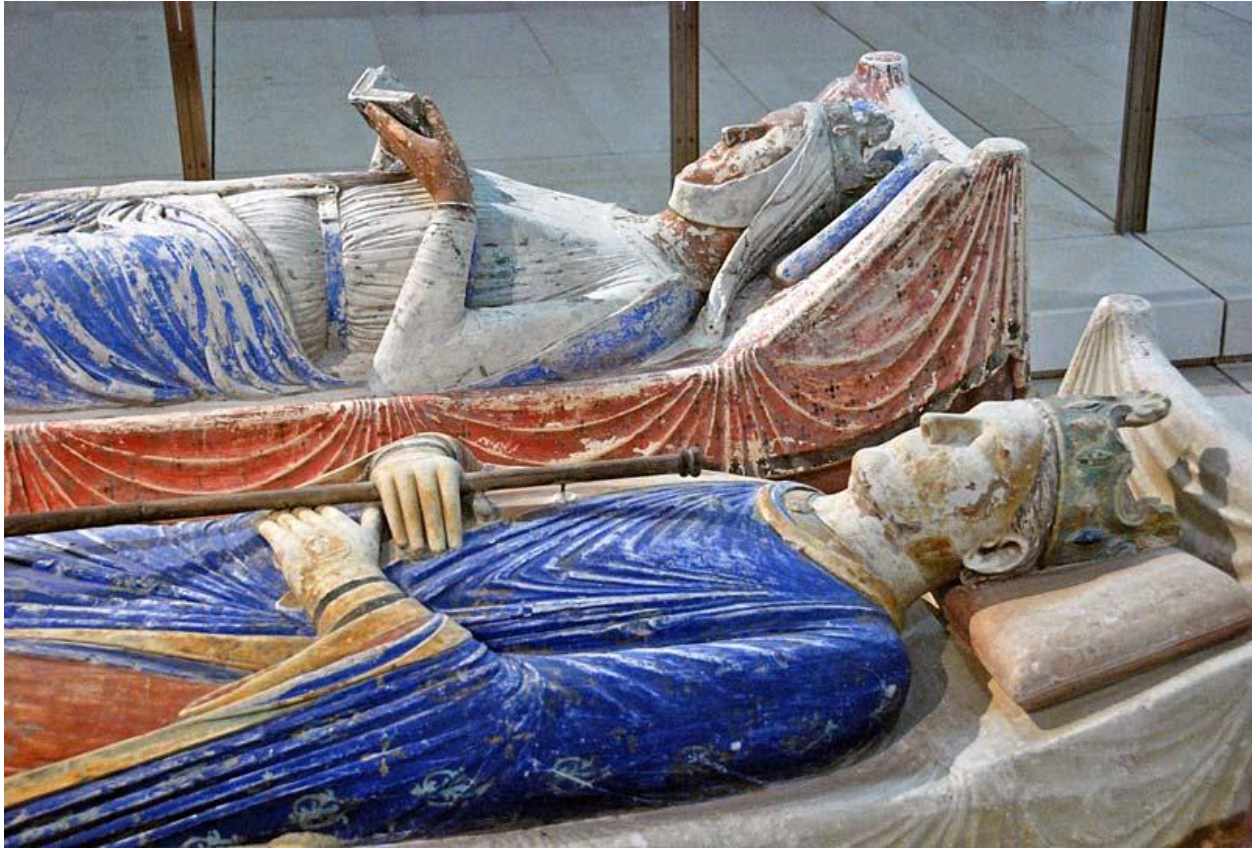


HISTORY 221: THE MEDIEVAL LEGACY



Course Information: History 221-01 (CRN 10069), and HIS221R-01 and -02. Classrooms: SOEB 118 for lecture, MHRA 1211 and BRYN 117 for Friday discussions.

Professor's Information:

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Teaching Assistant Information:

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Professor's Office Hours: Tuesdays from 11:00-12:00, Wednesdays from 3:30-4:30 and by appointment

Teaching Assistants' Office Hours: each TA will have some OH during the week.

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 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 11th-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 that 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 and, hopefully, provoke some new ones.

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 course combines two main teaching methods. On Mondays and Wednesdays, we meet as a full class for lecture by Prof. Barton. On Fridays, the class divides into two discussion sections, each of which is led by one of our Teaching Assistants. Note: discussion sections meet in different classrooms from the main lecture and are not interchangeable. You must attend the section in which you are enrolled!

ASSIGNMENTS:

1. **Clicker Activities** (5%) (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 participation during lecture. Every Monday and Wednesday the class will have at least one, and more likely two to three 'clicker moments'. During a clicker moment I will pause

lecture to ask a question or two based on lecture and readings; students respond with their clickers, and we discuss the results for a moment or two. Students earn a point for every clicker moment they answer, regardless of whether their answer to the question is ‘correct’ or not. That is, this is a way of encouraging engagement (and, incidentally, of taking attendance). At the end of the semester, students’ grade for clicker exercises will be calculated based on the percentage of clicker activities completed over the course of the semester.

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 6th-century Francia, to 10th-century Germany, to 11th-century Italy, and to 12th-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 (15%) (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7)

I will impose unannounced ‘pop’ quizzes periodically during lecture (that is, on Monday or Wednesday). Quizzes will take place at the start of lecture and will take no more than 10 minutes. Students will take them using the i-clicker2 (so don’t forget to bring your clicker to every class. The quizzes are unapologetically designed to encourage students to complete the assigned reading. That means that the multiple choice questions on the quiz should be easy for anyone who has done a good job reading the assigned material. At the moment I am planning for about three quizzes prior to the midterm and three after the midterm. If, however, it seems necessary, I reserve the right to add additional quizzes.

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

3. Take-Home Midterm Exam (25%) (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 several (4 to 5) analytical questions posed of the primary sources. 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). 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 (15%) (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, downloaded, and printed the article, you will read it and write a short, 3-4 page evaluation of it. That evaluation will involve an evaluation of the article’s argument and an explanation of how well the article fits into the 221 curriculum. Note that there are two due-dates for this assignment: the first requires that you show your TA a hard or pdf copy of your article; the second is the date on which the evaluation is due.

This assignment fasks 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. **Final Exam** (25%) (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 4, 6, 7).

The final exam comes in two parts, an in-class part and a take-home part. The in-class part will employ i-clickers to answer a set of multiple-choice questions based on the material for the second half of the course. For the take-home part, students must turn in written answers to previously-provided questions on the date of the in-class portion of the exam. The number and format of the questions is TBD, but will probably be similar to the midterm

The final fulfills the same SLOs as the midterm (see above).

6. **Discussion Section Grade (15%)** (SLOs: A1, A2, B1, B2, Be; Course Learning Outcomes, 1-7)

Your TAs have discretion with how this grade is defined and evaluated. At a minimum, attendance in discussion section is mandatory. I expect that your TAs will also reward frequent, perceptive verbal participation in the discussion of sources. If your TA wishes to construct his/her own quizzes or other forms of assessment (after discussing such ideas with me), those may also form a portion of this grade.

EVALUATION AND GRADING

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

Clicker Activities	5%
Quizzes	15%
Midterm:	25%
Article Review	15%
Final Exam:	25%
Discussion Section	15%

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-	

REQUIRED BOOKS

All books are available for sale in the UNCG bookstore.

1. Wim Blockmans and Peter Hoppenbrouwers, *Introduction to Medieval Europe, 300-1550*, 2nd edition (Routledge, 2014). [ISBN: 9780415675871]
2. Patrick Geary, ed., *Readings in Medieval History*, 4th edition (University of Toronto Press, 2010) [ISBN:9781442601208]
3. Keynes, Simon and Michael Lapidge, *Alfred the Great. Asser's Life of King Alfred and Other Contemporary Sources* (Penguin, 1983). ISBN 978-0140444094.
4. Suger, *The Deeds of Louis the Fat* (Hopkins, Catholic U of America, 1992). ISBN 978-0813207582.
5. *The Letters of Abelard and Heloise*, ed. Betty Radice, rev. M.T. Clanchy (1974; rev. ed. Penguin, 2003) [ISBN: 0140448993] .
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

January 12: Course Introduction

January 14: History, Historians, and Historiography

Reading: Blockmans and Hoppenbrouwers, 1-11
Blackboard: a medieval document

January 16: Discussion

January 19: **No class: MLK Jr. Day**

January 21: The Roman Empire and the Barbarian Kingdoms

Reading: Blockmans and Hoppenbrouwers, 15-49 (you may skim pp. 15-27, but take good notes on pp 27-49)

Reading: Tomb of Childeric (in Geary, 113-121), Letters to Clovis (in Geary, 129-130) and Gregory of Tours, *History of the Franks* (in Geary, 130-146; read up to Book IX, chap. 20)

January 23: Discussion: Frankish society, esp. the Tomb of Childeric

January 26: Early Medieval Christianity: General Contours

Blockmans and Hoppenbrouwers, 50-85

January 28: Monks and Saints

Reading: the Benedictine Rule (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*]). Also the Foundation Charter for Cluny (in Geary, 315-317) and Miracles of St Foy (in Geary, 322-328)

January 30: Discussion: monks, saints and miracles

February 2: the Carolingian Franks and Charlemagne

Reading: Blockmans and Hoppenbrouwers, 103-117

February 4: Text: Einhard's *Life of Charlemagne*

Reading: Einhard, *Life of Charlemagne*, in Geary, 266-279; also the Capitulary of Herstal (779), in Geary, 280-281

February 6: Discussion: Charlemagne

February 9: Early medieval Society

Blockmans and Hoppenbrouwers, 86-103

February 11: *Scholarly Articles and Arguments*

Use Jackson Library's Journal Finder feature to locate, download/print, and read the following scholarly 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 13: Discussion: Robin Fleming’s article

February 16: Women and Power in the Early Middle Ages

Reading: Blockmans and Hoppenbrouwers, 104

Due: Midterm Exam, in class

February 18: Texts: Lives of Merovingian Queens and Saints

Reading: Life of Balthild (in Geary, 153-159) and Gregory of Tours, *History of the Franks*, excerpts concerning Fredegund and Brunhild (on Blackboard)

February 20: Discussion: Early Medieval Women

February 23: The World Beyond the Franks: Anglo-Saxon England

Reading: Blockmans and Hoppenbrouwers, 117-125

February 25: Texts about Alfred of Wessex

Reading: *Alfred the Great*, p. 65-120, 163-178

February 27: Discussion: Alfred of Wessex

March 2: Post-Carolingian Kingdoms: Kings and Nobles

Blockmans and Hoppenbrouwers, 129-153

March 4: Lecture: Aristocratic Life

Reading: Fulbert of Chartres, Letter to William of Aquitaine (in Geary, p. 376) and Hugh of Lusignan, Agreement between Lord and Vassal (in Geary, 377-381)

March 6: Discussion: Lordship and Kingship

March 7 to March 15: Spring Break

March 16: the Great Reform Movement of the Church, c.1050-1215

Blockmans and Hoppenbrouwers, 189-217

March 18: Texts: Letters of the Investiture Controversy

Reading: 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, p. 578 up to the end of 1st column on p. 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

Reading: 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 20: Discussion: Investiture Controversy and the Rise of the Papacy

March 23: the Bayeux ‘Tapestry’

Reading: Article on Bayeux Tapestry to be determined, available on Blackboard

Note: there will be a discussion of the article during lecture

March 25: Growth of Towns and Universities

Reading: Abelard’s “History of My Calamities”, aka “Letter 1”, in *the Letters of Abelard and Heloise*, 3-46

March 27: Discussion: Abelard’s *History*

March 30: England in the Twelfth Century

Reading: Blockmans and Hoppenbrouwers, 154-155, 172-178, 185-187

Due: delivery of a hard copy of your choice of article for the article review to your TA

April 1: Text: Magna Carta

Reading: Magna Carta, in Geary, p. 739-746 (Geary prints several versions of the document; only read this one)

April 3: **No Class** (spring Holiday)

April 6: France in the Twelfth Century

Reading: Blockmans and Hoppenbrouwers, review pp. 154-155, then read pp. 167-172

Reading: Suger, *Deeds of Louis the Fat*, 21-80

April 8: Text: Suger and royal biography

Reading: Suger, *Deeds of Louis the Fat*, 81-162

April 10: Discussion: Suger

April 13: Marriage, Women and Power

Reading: start reading *Letters of Abelard and Heloise*, p. 47-92, 215-228

Due: Article Review

April 15: Text: letters of Abelard and Heloise

Reading: finish reading *Letters of Abelard and Heloise*, p. 47-92, 215-228

April 17: Discussion: Heloise and power

April 20: European Expansion

Reading: Blockmans and Hoppenbrouwers, 221-256

April 22: Texts: Crusade Chronicles

Reading: “The First Crusade, Four Accounts,” in Geary, 394-429

April 24: Discussion: the First Crusade

April 27: the Later Middle Ages

Reading: Blockmans and Hoppenbrouwers, 421-429

April 28 (Tuesday, but follows Friday schedule): Discussion: the legacy of the Middle Ages

April 29: Reading Day

May 4 (Monday), 8:00-11 AM: In-class final exam (multiple choice) and due-date for take-home portion of final exam.

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 lectures will result in a one-point deduction from the final grade for each subsequent absence.

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 and 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:** we will start the semester allowing laptops to be used in lecture for note-taking purposes only. If I detect that students are using laptops for other purposes, the privilege of using laptops will be removed for all students.
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.