

History 221 – Medieval Legacy (GHP, GPM, GL) Spring 2016

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Office Hours: TR 1:00-2:00, W 11:00-12:00, and by appointment

Class Meetings: TR 11:00-12:15, MHRA 1214

Introduction

Welcome to medieval history! In our romantic imaginations, the history of the Middle Ages is concerned primarily with knights in shining armor, damsels in distress, and quests after such items as the “Holy Grail.” While the nobility, women, and Christianity will all play a part in our course, the sources we examine and the questions we ask of them will bear little resemblance to scenes from King Arthur and the Knights of the Round Table. Instead, we will be looking at a wide variety of sources to see 1) how the exercise of government changed over this period as kings and nobles struggled to exert their authority; 2) how the beliefs, practices, & institutional functions of Christianity changed over this period; 3) how women participated in various facets of medieval cultures; and 4) how individuals defined themselves by the various groups to which they belonged. In looking at all of these themes over the course of the Middle Ages – roughly the period from 500 (the end of the Roman Empire in the west) to 1400, or 1500, or 1600 (depending on when the Renaissance occurred in a particular location), we will be examining sweeping cultural changes and the lives of individual people. One of our tasks as we read about individual people will be to consider how their stories reflect or affect these larger cultural changes. As we pursue our inquiries, it would be useful for you to keep in mind that while for many historians the Middle Ages marks the beginning of modern history, for others the Middle Ages is a period characterized primarily by its differences from the modern (or post-modern) world in which we live. We will be engaged in a search for modern institutions which have their origins in the medieval period, but we will not ignore the differences that exist between that age and our own.

To formulate our own conclusions about these cultural changes, we will be using primary sources (those written during the Middle Ages.) In order to make good oral and written evaluations of the sources, you must always consider the lenses, or biases, of the author, both positive and negative, as well as the nature and purpose of the source. All historical sources are not created equal; you’ll need to make informed judgments about each of them. Since this is a history course, the topics of our discussions will be roughly chronological, but we will be more concerned with analytical methods than with strict chronology. In other words, you will spend more time in this class reading and analyzing primary source materials than you will spend memorizing names and dates. As a consequence of this focus, you will need to primary the relevant source materials to class each day.

Course Student Learning Outcomes

Upon successful completion of the course the student will be able to:

1. explain the significance of terms (people, events, places, dates) as they relate to the four aspects of medieval society we will examine.
2. construct an analytical essay using related primary source material as evidence to support an argument in answer to a specific historical question.
3. develop an understanding of research skills including note taking and footnoting.
4. outline which elements in medieval society can be seen as origins for modern beliefs or institutions and which cannot.

University-Wide Outcomes

GHP (Historical Perspectives)

1. Use a historical approach to analyze and contextualize primary and secondary sources.
2. Use evidence to interpret the past coherently, orally and/or in writing

GL (Global)

1. Find, interpret, and evaluate information on diverse cultures. (LG1)
2. Describe interconnections among regions of the world. (LG3)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (LG5)

Grading Scale

A+ = 97-100; A=93-97; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F=59 or below.

Grade Breakdown

Reading Quizzes	15%
Short Pre-research Assignments	15%
Midterm	20%
12 th -century primary source essay	25%
Final	25%

Assignment Descriptions

Reading Quizzes – 15% (Course SLO 1)

Reading quizzes are meant to keep you on track with the reading assignments and to make sure that you understand what you've read. To that end, they'll take place at the beginning of the class period and will cover the readings assigned for that day. Material from Bennett (*Medieval Europe: A Short History*) will never appear on the reading quizzes; they will focus instead on the primary source readings and occasionally on material from recent lectures. Quiz dates are not in the course schedule. I will announce each quiz in the class period before it takes place and in the 'announcement' section of Canvas.

Short Pre-research Assignments – 15% (Course SLO 3)

Note taking (both in lecture and on readings) is an essential skill for success at the university. For some of you, this will be a simple assignment while others of you will have to work harder to produce acceptable notes, particularly of the primary source readings. Other assignments such as the understanding of a book's apparatus (copyright page, footnotes, bibliography, etc.) and the formation of correct (in this case Chicago-Style) footnotes will be skills that will serve you well throughout your coursework at the university and beyond.

Midterm – 20% (Course SLO's 1, 2, and 4; GHP SLO's 1 and 2; GL SLO's 1, 2, and 3)

The midterm will consist of two sections, one written in class and one written at home. In class, you will write several short (one or two meaty paragraphs) essays on people, primary source passages, places, events, or terms that I select. No notes will be allowed for this section. For the second part of the exam, you will write a 4-5 page typed essay at home on an assigned question concerning the primary sources we've read.

12th-century Primary Source Essay – 25% (Course SLO's 1 and 2; GHP SLO's 1 and 2)

You will write a 4-5 page essay either on *The Letters of Abelard and Heloise* or *The Life of Christina of Markyate*. I will provide the questions for each of these lengthy primary sources, and you will use that source and your lecture notes (and nothing from the web or other print materials) to answer the question you choose.

Final – 25% (Course SLO's 1, 2, and 4; GHP SLO's 1 and 2; GL SLO's 1, 2, and 3)

The final will follow the same format as the midterm, one essay written at home and short essays written in class during the finals period.

For Your Information

Attendance: After you have missed three class periods for any reason except those recognized by the university such as religious observances and participation in UNCG athletic events, your final average for the course will be reduced by one percentage point (i.e. from 84 to 83) for each additional absence.

Academic Integrity: Any violation of the UNCG academic integrity policy such as plagiarism or cheating will be dealt with according to the guidelines of that 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, my lectures, and our discussions 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://sa.uncg.edu/dean/academic-integrity/>.

Assignment completion: Failure to complete any part of the course will result in an "F" for the course.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

Computer Use: I do not permit the use of computers in class unless a student needs to use a computer because of a disability.

Cell Phones: Turn off your cell phone 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.

Ear Buds: Take out your ear buds when you get to the classroom.

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 read it until the next morning. Finally, be sure to check your UNCG e-mail regularly. All mail that I send to the class through Canvas will come to that account.

Reading Advice

Because most of these documents will be totally unfamiliar to you, you'll need to take notes on them as you read. It is also useful to write a brief summary (2-3 sentences) of each document so that you can remember the contents of each text for future reference. Taking notes on the primary sources you will be using in your essays is especially important because 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 (or even three) 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.

Canvas

Be sure to check Canvas (<https://uncg.instructure.com/>) for course announcements, assignments, and links to important websites.

Adverse Weather Conditions

If you think that the university might be closed due to weather, check the university's website (www.uncg.edu.) You'll also receive a text from the university if you've signed up for that service. If the university is open, I will hold class.

Resources

Writing Center: In addition to seeking the instructor's advice about writing assignments, students can seek assistance in the Writing Center located at 3211 MHRA Bldg. Their phone number is (336) 334-3125 and their hours are posted on their website:

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

Jackson Library: For access to all of Jackson Library's resources, go to <http://library.uncg.edu/>.

Dictionary: 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."

Primary Sources (Required)

Geary, Patrick, *Readings in Medieval History*, 4th edition (U Toronto, 2010). ISBN 978-1442601208.

Keynes, Simon and Michael Lapidge, *Alfred the Great. Asser's Life of King Alfred and Other Contemporary Sources* (Penguin, 1983). ISBN 978-0140444094.

Suger, *The Deeds of Louis the Fat* (Hopkins, Catholic U of America, 1992). ISBN 978-0813207582.

Fanous, Samuel, ed. *The Life of Christina of Markyate* (Oxford UP, 2010). ISBN 978-0199556052.

Radice, Betty and Michael Clanchy, ed. and trans. *The Letters of Abelard and Heloise*, Revised edition (Penguin, 2003). ISBN 978-0140448993.

Greco, Gina and Christine Rose, trans. *The Good Wife's Guide. A Medieval Handbook*. (Cornell UP, 2009). ISBN 978-0801474743.

Secondary Source (Recommended)

Bennett, Judith, *Medieval Europe: A Short History*, 11th edition (McGraw-Hill, 2011). ISBN 978-0073385501.

Lecture and Reading Schedule

Tuesday, January 12 – Introductions: What is History?

Thursday, January 14 – 'Truth' v 'Legend'

Tuesday, January 19 – Currents in early medieval Christian culture: monasticism
Primary Source Readings: Geary – *The Rule of Saint Benedict* (159-188)
Secondary Source Readings: Bennett – Chapter 2 (40-50)

Thursday, January 21 – Currents in early medieval Christian culture: saints' *Lives*
Primary Source Readings: Geary – *Life of Saint Balthild* (153-158)

Tuesday, January 26 – Early Medieval Rulers: Clovis

Primary Source Readings: Geary – The Tomb of Childeric: Father of Clovis; Letters to Clovis (133-121 and 129-130), Gregory of Tours *History of the Franks* (131-152), and *Salic Law* (122-128)

Secondary Source Readings: Bennett – Chapter 2 (28-40)

Thursday, January 28 – Early Medieval Rulers: Charlemagne

Primary Source Readings: Geary – Einhard's *Life of Charles the Great* (266-279)

Secondary Source Readings: Bennett – Chapter 4 (80-101)

Tuesday, February 2 – Early Medieval Rulers: Charlemagne

Primary Source Readings: Geary – Selected Capitularies (280-301)

Thursday, February 4 – Early Medieval Rulers: Alfred of Wessex

Primary Source Readings: Keynes and Lapidge – Asser's *Life of Alfred* (67-110)

Secondary Source Readings: Bennett – Chapter 5 (107-116)

Tuesday, February 9 – Early Medieval Rulers: Alfred of Wessex

Primary Source Reading: Keynes and Lapidge – Annals (113-120 and Laws (163-170)

Thursday, February 11 – No class (instructor at conference)

Tuesday, February 16 – Early Medieval Women: Fredegund and Brunhild

Primary Source Readings: Excerpts from Gregory of Tours' *History of the Franks* (in Canvas)

Thursday, February 18 – Midterm

Tuesday, February 23 – Kings and Nobles: Rollo and the Vikings in France

Primary Source Readings: <http://legacy.fordham.edu/halsall/source/843bertin.asp>

Secondary Source Readings: Bennett – Chapter 5 (116-122)

Thursday, February 25 – Kings and Nobles: Suger's *Deeds of Louis the Fat*

Primary Source Readings: Suger, *The Deeds of Louis the Fat*

Tuesday, March 1 – Kings and Nobles: Hugh of Lusignan and William of Aquitaine

Primary Source Readings: Geary – Fulbert of Chartres *Letter to William of Aquitaine* (376); Hugh of Lusignan *Agreement between Lord and Vassal* (377-381)

Thursday, March 3 – No class (instructor out)

Tuesday, March 8 – Spring Break – no class

Thursday, March 10 – Spring Break – no class

Tuesday, March 15 – Prophecy and Order: The Investiture Controversy

Primary Source Readings: Geary – Pope Gregory VII and King Henry IV, The Investiture Controversy; *The Concordat of Worms* (562-587)

Thursday, March 17 – Prophecy and Order: Cluny and Clairvaux, St. Francis and St. Clare
Primary Source Readings: Geary – Cluniac charters: Foundation charter of the order, Charters of the Grossi family (315-321); *The Rule of Saint Francis of Assisi* (456-459); Clare of Assisi *Testament* (460-463)
Secondary Source Readings: Bennett – Chapter 8 (199-210)

Tuesday, March 22 – Prophecy and Order: Innocent III
Primary Source Readings: Geary – *Canons* of the Fourth Lateran Council (430-455)
Secondary Source Readings: Bennett – Chapter 7 (184-187)

Thursday, March 24 – Medieval Women: Heloise and Abelard
Primary Source Readings: Radice and Clanchy – Letter 1 (Abelard's *Historia calamitatum*) and Letters 2-4

Tuesday, March 29 – Medieval Women: Christina of Markyate
Primary Source Readings: *The Life of Christina of Markyate*

Thursday, March 31 – Kings and Nobles: John of England and *Magna Carta*
Primary Source Readings: Geary – *Magna Carta* (735-751)
Secondary Source Readings: Bennett – Chapter 10 (254-255)

Tuesday, April 5 – Medieval Church: Papal Decline – the Babylonian Captivity, Schism, and Councils
Secondary Source Readings: Bennett – Chapter 7 (187-189); Chapter 12 (313-321)

Thursday, April 7 – Things Fall Apart: The Four Horsemen of the Apocalypse
Primary Source Readings: Boccaccio – Prologue to *The Decameron* (in Canvas)
Secondary Source Readings: Bennett – Chapter 12 (301-313)

Tuesday, April 12 – Medieval Women: Joan of Arc and Béatrice de Planissoles
Primary Source Readings: Geary – The Trial of Joan of Arc (701-715); Jacques Fournier *Inquisition Records* (482-501)

Thursday, April 14 – Medieval Women: the Wife of Bath and Margery Kempe
Primary Source Readings: Geary – *The Book of Margery Kempe* (523-553); <http://legacy.fordham.edu/halsall/source/CT-prolog-bathpara.asp> (the Prologue to the *Wife of Bath's Tale*)

Tuesday, April 19 – Medieval Women: The Goodwife of Paris
Primary Source Readings: *The Goodwife's Guide*

Thursday, April 21 – Conclusions: What were the *Middle Ages*?

Thursday, April 28 – Final (noon-3 p.m.) MHRA 1214.