Course Information:

Professor's Information:
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Office Hours: Tuesdays 10-11, Thursdays 10-11, and by appointment

Keep Up with the Department:
History Department Facebook page: https://www.facebook.com/UNCGDepartmentofHistory/
History Department Website: https://his.uncg.edu/

Course Description
Doing history is an exciting process of discovery, analysis, and presentation. In this course we will develop the skills necessary for identifying research topics, locating appropriate sources, evaluating those sources, and organizing materials into a presentable format. Our canvas will be Europe in the long twelfth century (c. 1050-1215), a period that witnessed tremendous change in every aspect of society and a huge outpouring of written and visual material documenting those changes. This means that as we think about the process of doing history, most of our examples will be drawn from the classes of sources produced by medieval people during this period. Still, since not all history is
medieval history, we will also spend some time learning to locate and evaluate other types of source material, including digital resources, websites, and films.

Student Learning Objectives
1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
3. Locate and evaluate appropriate scholarly materials to our subject matter.
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original written argument.

Teaching Strategies
This is a seminar, which means that our time will mostly be spent in group work and in discussion of readings.

Required Texts:

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>see below</td>
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<tr>
<td>Class participation</td>
<td>15%</td>
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<tr>
<td>Exercises: In Class and Homework</td>
<td>20%</td>
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<tr>
<td>Secondary Source Critique and Revision</td>
<td>15%</td>
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<tr>
<td>Primary Source Criticism and revision</td>
<td>15%</td>
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<tr>
<td>Film Analysis and revision</td>
<td>15%</td>
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<tr>
<td>Final Project</td>
<td>20%</td>
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Explanation of Assignments
1. Attendance
I expect regular attendance. As you already have some free days built in due to my conference schedule, you may miss only one other class meeting without penalty. For every absence beyond the first, I will reduce your cumulative course grade by 2 points (e.g., from 90 to 88).

2. Participation (SLOs 2, 4)
This is not a lecture course. You must come prepared to class, since class time will be devoted to small- and large-group discussion of readings and completion of exercises. Those who don’t say much, either in the full-group setting or in small groups, will get Cs for this portion of the grade. To
get a B means participating regularly (but not in a dominating way), with useful and constructive things to say. To get an A requires regular participation, constructive response to others, and other leadership qualities.

3. Exercises (SLOs 1, 2, 3, 4)
You'll notice that the Salevouris book has exercises (like a workbook) at the end of each chapter. Some of these exercises are pretty simplistic, while others are quite thoughtful. We will often spend a portion of class time completing one of the Salevouris exercises (you may do it in the detachable worksheets, or write it out on a separate sheet of paper). Most weeks I'll also have a short assignment (a paragraph of writing, occasionally a page) for you to produce at home. All these exercises will be averaged (dropping the 1 or 2 lowest) for this portion of the grade.

4. Secondary Source Critique (SLOs 2, 4)
Students will write a 2-3 page evaluation of a scholarly article, using the criteria we have discussed in class (and that are explained in Salevouris). You have one week after the return of your first draft to turn in a revised draft. The first draft will have a suggested grade but the final grade will take into account revisions.

5. Film Analysis (SLOs 2, 3, 4)
While I am at a conference in France, you will watch two films about the Middle Ages (one a documentary, one a feature). You will write an analysis of both films (each analysis should be a minimum of 500 words), using criteria we discuss in class and points raised by Salevouris. The process of revision is identical to that for the secondary source critique.

6. Primary Source Critique (SLOs 2, 4)
Students will write formal analyses a primary source that we read in Novikoff. Each critique should be at least 2 pages long. The process of revision is identical to that for the other essays.

7. Final Project (SLOs 1, 2, 3, 4)
In lieu of a final exam, students will produce a 5-6 page paper that identifies a viable research topic concerning some aspect of medieval history between 1050 and 1250. You must turn in a proposed topic, question, and bibliography several weeks before the actual paper is due. The final paper must state a feasible research project, one that meets the criteria we have identified in class discussion; it must explain WHY it is indeed a good and feasible project; it must suggest a thesis or argument for a longer paper that one might write about the topic; it must discuss the primary and secondary sources that one would use to conduct the research.
Grading Standards

A = fulfills assignment entirely while demonstrating original insight and reflection
B = fulfills assignment entirely and thoughtfully
C = mostly fulfills assignment, but without originality or analysis, or with serious problems of presentation (e.g., writing)
D = partially incomplete, perfunctory, or displays fundamental lack of comprehension
F = mostly incomplete, plagiarized, never turned in

A+ 97-100%        C+ 77-79%        F 59% or lower
A  93-96%         C 73-76%       
A- 90-92%         C- 70-72%     
B+ 87-89%         D+ 67-69%     
B  83-86%         D 63-66%     
B- 80-82%         D- 60-62%     

Attendance Policy
See above.

Academic Honor Code
Each student is bound by the UNCG the Academic Integrity Policy on all major work submitted for the course. Refer to this address on the UNCG website for more details:
http://studentconduct.uncg.edu/policy/academicintegrity/complete/.
Plagiarism, cheating, or other infractions will be reported to the Dean of Students; they will entail a significant penalty in the course and may carry implications for continued presence in the university.

Additional Requirements and Advice
1. In case later consultation should prove necessary, students are asked to keep copies of all graded assignments until at least the end of the semester.
2. All course requirements must be completed to receive a grade for the class.
3. Late work will be penalized by 1/3 of a letter grade (i.e., A to A-) per day it is late unless previous arrangements have been made with the instructor.
4. Plagiarism is a serious academic offense that occurs when someone - whether knowingly or not - uses the words or ideas of someone else without giving that person credit for those words or ideas with a formal citation. I therefore expect that all written (and oral) work will be your own. Should I find evidence to the contrary, I will consider any and/or all of the punitive sanctions made available to me by the university. When in doubt, cite your source. If you are unclear about what constitutes plagiarism, please see me in private - I’m happy to discuss it.
Schedule of Readings and Assignments

Unit I
Week 1: January 9: Course Introduction

January 11: Historical Thinking
Reading: Salevouris, 1-8; Jordan, 1-37
In class: locate passages in Jordan corresponding to points A-H in Salevouris, pp. 7-8
Homework: Complete Exercise 2 (Salevouris, p. 11)

Week 2: January 16: Historical Thinking
Reading: Salevouris, 13-20; Jordan, 38-79.
Homework: locate passages in Jordan corresponding to Salevouris' three characteristics of history (p. 20)

January 18: Continuity and Change
Reading: Salevouris, 27-35; Jordan, 83-112
In class: Exercises (Salevouris, 37-42); Jordan?

Week 3: January 23: Multiple Causality
Reading: Salevouris, 43-54; Jordan, 113-142
In class: identify 1-3 episodes from Jordan and subject them to multiple causality analysis

January 25: Context
Reading: Salevouris, 65-71; Jordan, 143-176
Homework: Set A, exercises 1-2 (Salevouris, 71-7)
In class: choose an episode from Jordan, conduct a context analysis of it

Week 4: January 30: History Writing
Reading: Salevouris, 83-90; John Gillingham, “Conquering the Barbarians”, 67-84
In class: outline the article
Homework: look up any difficult words in article; bring a list

February 1: History Writing
Reading: Salevouris, 241-248, 295-298; Chicago-Style Citation Quick Guide (online)
Homework: complete source location and analysis Assignment sheet on any source in article’s footnotes

Week 5 February 6: Reading History
Reading: Salevouris, 131-139; one article on canvas
In-Class: Thesis-Finding, Salevouris, 149-150.

February 8: Reading History
Reading: three articles on Canvas; you must read one in full, and must look at the others to try to spot the thesis (using Salevouris’ methods)
Homework: bring 1 paragraph description of thesis
Week 6  February 13: Finding Information: the Web
Reading: Salevouris, 109-114; Presnell, The Information-Literate Historian, 168-178
In Class: locating web-sites; using databases
Due: Secondary Source Critique

February 15: Finding Information: the Web
Reading: Evaluating Information p. 4-7 (executive overview) Presnell, The Information-Literate Historian, 178-194
Homework: Salevouris, Set A Exercise 3 (p. 119)

Week 7  February 20: Finding Information: the Library
In Class: Library Visit with Lynda Kellam; meet in CITI on 1st floor of Jackson Library

February 22: Finding Information: the Library
Reading: Salevouris, 103-109
In Class: Library Scavenger Hunt: Meet in Jackson Library, near Circulation Desk on First Floor

Week 8  February 27: Films in/of History
Reading: Salevouris, 152-163

March 1: No Class (instructor at Medieval Academy meeting)
None: Enjoy!

Week 9  March 6: Spring Break (no class)
March 8: Spring Break (no class)

Week 10 March 13: No Class (Barton in France)
Assignment: watch one of the medieval documentaries from the provided list.

March 15: No Class (Barton in France)
Assignment: watch one of the medieval dramatic films from the provided list.

Week 11 March 20: Evidence, I
Reading: Salevouris, 170-177, 120-123; Novikoff, 59-68, 71-89
In Class: source criticism of texts in Novikoff, using questions in Salevouris, p 185
Due: Film Analysis

March 22: Evidence, II
Reading: Novikoff, 205-219
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
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<td>12</td>
<td>March 27:</td>
<td>Topics</td>
<td>Presnell, 12-14; Novikoff, 147-177</td>
<td>In class: coming up with topics</td>
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<td>29: Topics</td>
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<td>13</td>
<td>March 29:</td>
<td>Topics and Questions</td>
<td>Novikoff, 9-18, 28-32, 43-45, 47, 51-53; Homework: come up with three topics, along with an analytical question derived from each</td>
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<td>3: Evidence, III</td>
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<td>Novikoff, 9-18, 28-32, 43-45, 47, 51-53; Homework: come up with three topics, along with an analytical question derived from each</td>
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<td>April 3:</td>
<td>Evidence, III</td>
<td>Novikoff, 365-401</td>
<td><strong>Primary Source Analysis</strong></td>
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<td>Evidence, IV</td>
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<td>15</td>
<td>April 10:</td>
<td>Oral and Quantitative History</td>
<td>Salevouris, 197-206; Medieval court roll</td>
<td><strong>Topic and Bibliography</strong></td>
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<td>Photographs and Visual Evidence</td>
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<td>16</td>
<td>April 17:</td>
<td>Developing Historical Interpretations</td>
<td>Salevouris, 217-226; article on canvas</td>
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<td>16</td>
<td>April 24:</td>
<td>Doing History</td>
<td>Salevouris, 255-268; article on canvas</td>
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<td>No Class (Reading Day)</td>
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<td>16</td>
<td>April 26:</td>
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<td>Final Project Due in my office, 12:00</td>
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