

Medieval Legacy

HIS 221-01

TR 9:30-10:45

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Stuck between the supposed glory of the Roman Empire and the Renaissance, the medieval period often gets a bad rap. The Middle Ages – a period spanning from around 500 (the end of the Roman Empire in the West) to 1400 or 1500 (depending on when you want to say the Renaissance started in any particular location) – is frequently portrayed as either the “Dark Ages” or the idyllic world of chivalry and King Arthur’s knights, and thus loses much of its vibrant (yet often dangerous) reality.

In this course, we will investigate primary sources (those written during the period) in order to uncover the reality of

- 1) how the structure and 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 literature and education developed and influenced people’s understandings of the world; and
 - 4) how individuals were defined by the various groups to which they belonged.
- Thus, rather than solely memorizing names and dates, we will be looking at changes in law, governmental structure and practice, Christianity, and social organization in order to understand how all of these aspects worked together to create a dynamic, fluid society

Books

1. Patrick J. Geary, *Readings in Medieval History*, 5th edition (Univ. of Toronto Press, 2010) – **Available free through the UNCG library**
2. Anonymous, *Song of Roland*, ed. Glyn Burgess. (Penguin, 1990). ISBN 9780140445329. – **There is also a free version linked on Canvas**
3. **And additional free online texts available through Canvas.** Please note that lacking internet access the day a reading is due is no excuse for not having read it. You have the whole semester to access, print, or save copies of the readings

Recommended:

Wim Blockmans and Peter Hoppenbrouwers, *Introduction to Medieval Europe 300-1500*, 3rd edition (Routledge, 2017) [ISBN: 9781138214392]

Assignments:

I do not accept late work. I do not round grades.

Assignments submitted to Canvas must be submitted as .doc, .docx, or .pdf formats. Any files that are submitted as nonstandard file types or that are corrupted and unopenable will receive an automatic failing grade.

Connections papers (3): We will have three in-class discussions during which we thoroughly question one of the modern stereotypes about the Middle Ages. You will then write a 2 page paper

answering a larger question about the connections between our discussion topic and other elements of the course. (SLOs 1, 2, 3, 5)

Research essay: You will write a 4-5 page argumentative essay in response to one of several prompts provided on Canvas. You will need to use evidence from at least three primary sources - at least one of which we did not read for class - to support your argument. (SLOs 1, 2, 3, 4, 5, 6)

Midterm and Final: The exams will be available on Canvas for the 24-hour period of the due date, and will have two sections. For the first part of each exam, you will analyze a series of primary sources and their relevance to what we've covered in class. For the second part of the exam, you will be asked to respond to a series of short-answer questions asking about the larger themes we've touched on. The final is not cumulative. (SLOs 1, 2, 3, and 5, 6).

PERCENTAGE BREAKDOWN

Connections papers: 30% (10% each)
 Midterm Exam: 25%
 Final Exam: 25%
 Research essay: 15%

GRADING SCALE

100.99-94.00 = A	86.99-84.00 = B	76.99-74.00 = C	66.99-64.00 = D
93.99-90.00 = A-	83.99-80.00 = B-	73.99-70.00 = C-	63.99-60.00 = D-
89.99-87.00 = B+	79.99-77.00 = C+	69.99-67.00 = D+	59.99-0 = F

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Demonstrate broad knowledge of the political, religious, and social history of the European Middle Ages (c.500-1500)

General Education Historical Perspectives Learning Outcomes:

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

General Education Global Perspectives Student Learning Outcomes.

4. Find, interpret, and evaluate information on diverse cultures.
5. 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).
6. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

Academic Integrity Policy:

I do not tolerate plagiarism, cheating, or any other violation of the integrity policy. Depending on the severity of the offense, I reserve the right to fail you for the assignment or for the class. <https://osrr.uncg.edu/academic-integrity/>

Adverse Weather Policy:

If you think that the university might be closed due to weather, either call the UNCG Adverse Weather Line at (336) 334-4400 or check the SpartanAlert website (<http://spartanalert.uncg.edu/>). If the university is open, we will have class (that includes two-hour delays. **We will start class at 10**). If the university is closed, I will send an email letting you know how the syllabus has changed and what readings we will cover during the next class.

Attendance:

I make no distinction between excused and unexcused absences. After you have missed three class periods for any reason, your final grade for the course will be reduced by two percentage points (ie from 85 to 83) for each additional absence.

Other Important Stuff:

You can bring your laptop to class for note-taking purposes. However, if I find that you are using your laptop for non-class-related purposes, I will ask you to put it away and not bring it to class again.



Unknown. - "Cleric, Knight and Workman representing the three classes", a French School illustration from *Li Livres dou Santé* (late 13th century, vellum), MS Sloane 2435, folio 85, British Library/Bridgeman Art Library;

		Required	Recommended
Jan 15	Class Intro		
Jan 17	Early Medieval Religion	Geary: <i>The Passion of Saints Perpetua and Felicity</i> (51-57) Benedictine Rule (136-162, but read only chapters 1-7, 22-30, 39-40, 54-55, 59, 67-68)	Blockmans: 50-79
Jan 22	Germanic tribes	Geary: Tacitus' <i>Germania</i> (58-69) <i>Hildebrandslied</i> (96-98)	Blockmans: 24-41, 88-92, 99-102
Jan 24	<i>Beowulf</i>	Canvas: Beowulf	
Jan 29	The Franks	Geary: Salic Law (105-111) Gregory of Tours, sections 27-31 (117-120)	Blockmans: 92-93, 104-107
Jan 31	Charlemagne	Geary: Einhard, <i>Life of Charlemagne</i> (233-247)	Blockmans: 107-112, 116-117, 270-271
Feb 5	Cluny & Relics	Geary: <i>Foundation charter of the order</i> (281-282) <i>Charters of the Grossi Family</i> (282-286) Color Plates 1 and 9	Blockmans: 189-202, 206-207, 211-216
Feb 7	Vikings Discussion #1	Ravages of the Northmen in Frankland (https://sourcebooks.fordham.edu/source/843bertin.asp) Discovery of Vinland (http://www.fordham.edu/halsall/mod/1000Vinland.asp) Canvas: The Daily Mail: "Human Sacrifice, a Female Angel of Death, and Why the Vikings were even more savage than you thought." History Today: "Vikings: Warriors of No Nation."	
Feb 12	Alfred the Great	Connections Paper #1 due Geary: Alfred's Dooms (194-198) Asser, <i>Life of Alfred</i> (200-208)	Blockmans: 117-121,

Feb 14	Feudal System: Peasant Life	Peasant Life (http://www.uncg.edu/~rebarton/peasant-life.htm) Geary: Plans of Wharram Percy (650-653)	Blockmans: 93-99, 150-152, 185-187
Feb 19	Feudal System: Knights & Lords Discussion #2	Geary: <i>Letter to William of Aquitaine</i> (334-335) <i>Agreement Between Lord and Vassal</i> (335-339) Canvas: "The Lord/Dependent (vassal) Relationship" by George Beech Judith Bennett – "Feudalism" from <i>Medieval Europe: A Short History</i>	Blockmans: 114-115, 169-181
Feb 21	Administrative Kingship, Part One: 1066-1154	The Laws of Henry I: The Murder Fine (http://www.fordham.edu/Halsall/source/12Chenry1-murderfine.asp) Geary: Dialogue of the Exchequer (623-624)	Blockmans: 147-152
Feb 26	Administrative Kingship, Part Two: 1154-1272	Connections Paper #2 due Geary: Magna Carta (636-643)	Blockmans: 157-162, 388-396
Feb 28		Midterm Exam due	
Mar 4-8 Spring break			
Mar 12	Islam & Al- Andalus	Ibn Abd-el-Hakim's Islamic Conquest of Spain (http://sourcebooks.fordham.edu/Halsall/source/conqspain.asp) Geary: Las Siete Partidas (656-663)	Blockmans: 80-86, 122-124, 153-157
Mar 14	Papal Monarchy	Geary: <i>The Investiture Controversy</i> (507-529) Geary has arranged these letters strangely: I recommend reading only these letters, and in this order: 1. p. 508 2. pp. 509-510 3. p. 522 4. pp. 524-526 5. pp. 522-524 6. p. 510-511	Blockmans: 189-194, 195-198

<p>Mar 19</p>	<p>A Persecuting Society</p>	<p>Canvas: Baldwin IV Becomes King of Jerusalem Accusations Against the Albigensians</p>	<p>Blockmans: 207-209</p>
<p>Mar 21</p>	<p>The Crusades: The Call to Crusade and the First Crusade</p>	<p>Geary: Fulcher of Chartres' account of the First Crusade (352-362)</p>	<p>Blockmans: 194-195, 223-232</p>
<p>Mar 26</p>	<p>The Crusades: Later Crusades</p>	<p>The Estrangement Between Raymond of Tripoli and Baldwin IV (http://sourcebooks.fordham.edu/halsall/source/tyre-latindisarray.html#baldwin2 – only read #5) Peace between Richard I and Saladin (http://www.fordham.edu/Halsall/source/1192peace.asp) Canvas: William of Tyre - Why the Later Crusades Failed</p>	<p>Blockmans: 232-235</p>
<p>Mar 28</p>	<p>Song of Roland</p>	<p>Song of Roland</p>	
<p>Apr 2</p>	<p>Medieval Universities and Scholasticism</p>	<p>Statutes for the University of Paris (http://www.fordham.edu/HALSALL/source/courcon1.asp) Life of the Students at Paris (http://www.fordham.edu/HALSALL/source/vitry1.asp)</p>	<p>Blockmans: 269-270, 271-297</p>
<p>Apr 4</p>	<p>Church Reform</p>	<p>Geary: <i>Canons of the Fourth Lateran Council</i> (384-406, but read only canons 1-23, 44-52, 65-70)</p>	<p>Blockmans: 202-206, 345, 406-419</p>
<p>Apr 9</p>	<p>Chivalry and the Roman</p>	<p>The Art of Courtly Love (http://www.fordham.edu/HALSALL/source/capellanus.asp) Canvas: <i>Sir Gawain and the Carl of Carlisle</i></p>	<p>Blockmans: 181-184</p>
<p>Apr 11</p>	<p>Towns and Gilds</p>	<p>Canvas: Life in the City of London Guild Organization</p>	<p>Blockmans: 299-325</p>

Apr 16	The Black Death and its Aftermath Discussion #3	Geary: <i>Flores Temporum</i> (498) <i>Ordinance of Laborers</i> (499-500) Canvas: Samuel Cohn – “The Black Death: End of a Paradigm” Phyllis Pobst – “Should We Teach that the Cause of the Black Death was Bubonic Plague?”	Blockmans: 329-339, 349-355
Apr 18	The Babylonian Captivity of the Papacy	<i>Unam Sanctam</i> (http://www.fordham.edu/halsall/source/b8-unam.asp) <i>Frequens</i> (http://www.fordham.edu/halsall/source/constance2.asp)	Blockmans: 399-420
Apr 23	Women in the Late Middle Ages	Connections paper #3 due Geary: Margery Kempe (464-468, 471-473)	Blockmans: 345-348
Apr 25	100 Years War	Geary: Joan of Arc (603-615) Color plates 10a and 10b	Blockmans: 359-366, 381-388
Apr 30	Medievalisms	Research essay due Monica Green, et al – “Diagnosis of a ‘Plague’ Image: A Digital Cautionary Tale”	Blockmans: 427-430
May 7	Final Exam	Final exam due by 11:59 pm	