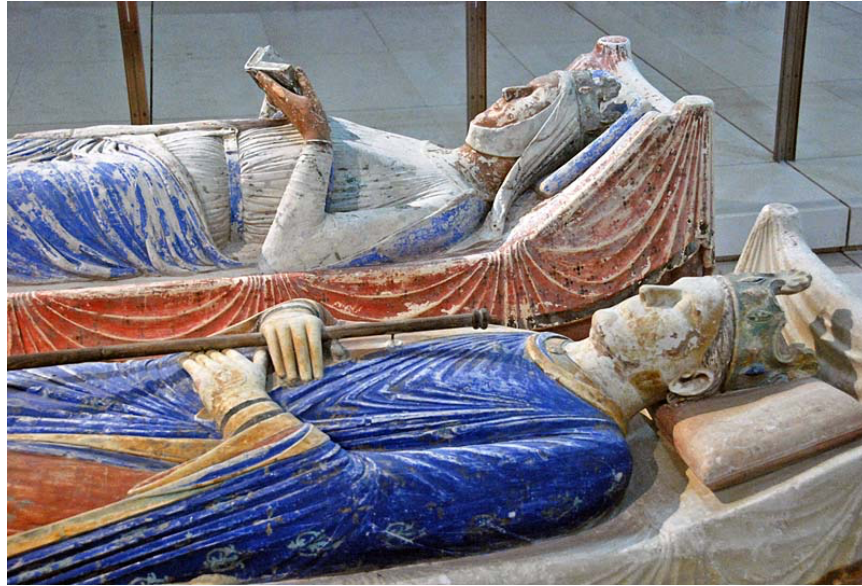


# HISTORY 221: THE MEDIEVAL LEGACY



**Course Information:** History 221-01 (CRN 10723) and 221-02 (CRN 10727). Time: MWF 9:00-9:50. Room: Virtual class, meeting on Zoom (get links from course site on UNCG Canvas)

**Professor's Information:**

Dr. Richard Barton; Office: 2115 MHRA Bldg.; Office phone: 334-3998; Mailbox: 2118A MHRA;  
Email: [rebarton@uncg.edu](mailto:rebarton@uncg.edu)

**Teaching Assistants:**

Ms. Brittany Hedrick; [bmhedric@uncg.edu](mailto:bmhedric@uncg.edu); responsible for HIS 221-01  
Mr. Rob Skelton; [rdskelto@uncg.edu](mailto:rdskelto@uncg.edu); responsible for HIS 221-02

**Professor's Office Hours:** Tuesday, 10:30-11:30 AM, as a drop-in Zoom session; Wednesday, 11:30 AM -12:30 PM by zoom appointment; other times negotiable for zoom appointments.

**Course Description:**

Our course covers the Middle Ages in Europe, a period lasting from the collapse of the Roman Empire in the west (around 500 CE) until the so-called Renaissance (14<sup>th</sup> to 16<sup>th</sup> centuries CE). That's a long time! To make better sense of it, we will subdivide our period into the Early Middle Ages (750-1000), the High or Central Middle Ages (1000-1300), and the Late Middle Ages (1300-1500). These are the centuries that produced castles, crusades, peasants, lords, townsmen, queens, nuns, monks, and more. On one level, then, our task is to learn something these people, events, institutions, and beliefs. But, contrary to popular misperception, our goal won't be to simply memorize names and dates. Rather, we will be practicing the interpretive skills of the historian. We

will ask questions of the past, and look for evidence from the past that helps us to answer those questions. In the process of doing this, we will also learn to subject our evidence to scrutiny, asking who, when, where, and why that evidence was produced, and what value it may (or may not) have for us as new historians.

## 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)

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## TEACHING METHODS

This course features lectures given by Professor Barton on Mondays and Wednesdays, plus a mandatory discussion section on Fridays led by the teaching assistants. All course meetings this semester will take place on Zoom.

## TECHNOLOGY EXPECTATIONS

Although our course is entirely virtual, it functions in most ways like an in-person class, except via video/zoom. That is, this is NOT like most traditional ‘online classes’, which are structured very differently from in-person classes. Since all meetings are held at fixed times on Zoom, please plan your technological strategies accordingly. All students must have access to a strong internet connection, a computer or tablet with audio and microphone capabilities, and the latest Chrome browser (Canvas works the best with Chrome). It is not advisable to attempt to attend class solely on your phone. Nor is it acceptable to ‘attend’ class while you are driving or otherwise occupied. Since our course is synchronous, you should plan to be in a fixed environment during class time, one that has adequate internet connection. Should you need technical assistance at any point, you should contact the university’s Information Technology Services (ITS) at 336/256-8324 or [6-TECH@uncg.edu](mailto:TECH@uncg.edu). See the ITS website, <https://its.uncg.edu/help/>, for more information and hours of service.

## Course Assignments Break-down

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

Discussion Participation	15%
Discussion Posts	10%
First Writing Assignment	10%
Second Writing Assignment	15%
Midterm	25%
Final Exam	25%

## ASSIGNMENTS:

### 1. Discussion Participation

Your TAs have discretion with how this grade is defined and evaluated. Your TAs will at a minimum reward attendance and frequent, perceptive verbal participation in the discussion of sources. Participation grades will be low (C or lower) if you don’t participate in discussion AND/OR if you never turn your video camera on. To do well in discussion, you should have attended the lectures (for context) and then read the assigned primary source readings; you should also have thought about them before discussion begins, and perhaps jotted down some questions you have about them, or the location of some passages/quotations that you found particularly interesting.

### 2. Weekly Discussion Posts (10%) (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 3, 4, 6, 7)

Every week that discussion section meets (that is, thirteen times, or every week except the week of March 5 and the week of April 2), each student is required to post a 150-word response to one of several questions posed by me concerning the readings for that week. I’ll open a discussion window at the beginning of the week (Monday) for each discussion section, and it will close on Thursday at 1:00 (to allow your TAs time to read them). In your response, you should respond thoughtfully and specifically to the question by making reference to the assigned readings. While I will

not require you to reply to your peers, doing so may result in extra credit. Note that we will drop the three lowest discussion post grades.

**3. Writing Assignments** (25%, 10% for the first, 15% for the second) (SLOs: SLO-A1, SLO-A2, SLO-B1; Course Learning Outcome: 5)

Twice during the semester students will write a 400- to 500-word evaluation of one of the assigned primary sources. Although brief, these assignments should be considered formal writing; students should use formal prose to make a clear point in the introduction before using the source to answer the chosen prompt. Exams are to be uploaded as .doc or .docx files to Canvas.

**4. Midterm Exam** (25%) (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 4, 5, 6, 7)

The midterm exam will be a take-home, open-book exam. Students will write 2-3 short responses analyzing primary sources, and one longer, 3-4 page, essay that responds to one of the provided questions. Exams are to be uploaded as .doc or .docx files to Canvas.

**5. Final Exam** (25%) (SLOs: A1, A2, B1, B2, B3; Course Learning Outcomes: 1, 2, 4, 5, 6, 7).

The final exam will also be a take-home and open-book exam. The format will be comparable to the midterm, although I may ask for a second short essay (TBA). Exams are to be uploaded as .doc or .docx files to Canvas.

## 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 (available in the UNCG Bookstore)

1. Patrick Geary, ed., *Readings in Medieval History*, 5<sup>th</sup> edition (University of Toronto Press, 2015) [ISBN: 978-1442634398].

UNCG's Jackson Library has acquired an unlimited-user ebook copy of Geary, located here:

<http://web.a.ebscohost.com.libproxy.uncg.edu/ehost/detail/detail?vid=0&sid=6980b8e9-d42c-408a-9bdc-00135bd56722%40sdc-v-ssesm3&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=nlebk&AN=1565463>

Some of you may still prefer hard copy, but this offers an affordable alternative.

2. Wim Blockmans and Peter Hoppenbrouwers, *Introduction to Medieval Europe, 300-1550*, 3<sup>rd</sup> edition (Routledge, 2018). [ISBN: 978-1138214392]

## Zoom Etiquette (or Netiquette) [with thanks to C. Flood and A. Barton]

In the virtual environment, please don't be late. We often cover housekeeping matters, due dates, criteria for assignments, etc. during the first part of class. You will miss important information. If you have to leave class early, please let me know before class begins. Also, please be courteous to all speakers in class by not interrupting or talking to other people at the same time another person has the virtual floor.

Please don't schedule other commitments during class time. Class is the primary reason you are here. It is your priority. Likewise, don't try to attend class while driving (that would be illegal, actually!), or exercising, or whatever. Since our class is synchronous, you should plan to be in a fixed location to attend class.

**Appropriate attire:** Please dress appropriately, especially if you turn your video on (as we recommend). It's probably also a good idea to take a look around your room/area before you fire up the video. You have all seen the Zoom-disaster memes all over the internet -- learn from the meme-verse.

**Cell phones/laptops/tablets:** Clearly we will be on Zoom to conduct class, but don't also be on your phone, scrolling several other sites, or otherwise distracted. Don't believe what they say -- multi-tasking is not a thing.

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## WHAT, WHEN AND HOW TO READ

### What?

In the schedule of classes found in the next section, you will find a list of all the readings for the course. They are coded as follows:

Textbook: this means Blockmans and Hoppenbrouwers, *Introduction to Medieval Europe*, 3<sup>rd</sup> edition (abbrev. B&H)

Geary: this refers to our primary source collection, *Readings in Medieval History*, 5<sup>th</sup> edition, ed. Patrick Geary

Canvas: this refers to a reading NOT in B&H or Geary; you will find it in the appropriate module on our course Canvas page

Online: this refers to a reading available on the web; I provide a link to the appropriate site

### When?

Readings are listed *beneath* the day for which they are assigned. This means that you should complete the reading prior to attending class for that day. For example, you should read B&H, pp. 1-11 prior to class on January 20.

While it is important to do ALL the reading, it is absolutely essential that you read the primary sources assigned for Friday discussions; since discussion sections center around discussion of those readings, you won't be able to participate if you haven't done the reading.

### How?

Because the primary, sources (and much of the textbook, too) will probably be unfamiliar to you, I recommend taking notes on them as you read. You should try to write a brief summary (2-3 sentences) of each primary source/document as soon as you finish reading it so that you can remember the basic gist of it for class discussion. You should also jot down important ideas or passages, along with the page number where they may be found. 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.

Especially if you are using the e-book version of Geary, it is imperative that you take good notes on the Geary readings AS YOU READ THEM. One benefit of a hard-copy is that you can take notes directly on the page, or use stickies to mark sections, etc. While the e-book is obviously cheaper (free!) and offers some practical efficiency, you won't be able to annotate the ebook unless you download a pdf of each chapter and know how to annotate pdfs (there is also a download limit of 100 pp for this item). That means that in discussion section, it isn't really acceptable to be scrolling through the ebook of Geary trying to remember where you read something; you need to take notes, with page numbers, so you can move quickly to a particular passage and use it to impress your TA.

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## Schedule of Classes and Readings

### WEEK 1

#### January 18: No Classes

January 20: Lecture: History, Historians, and Historiography

Textbook: B&H, 1-11

January 22: Discussion: What are the Middle Ages? What do Historians Do?

Canvas: A Medieval Document: Juhel of Mayenne Founds a Priory

Geary: The Tomb of Childeric, pp. 99-105. Also on Canvas

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## UNIT 1: THE EARLY MIDDLE AGES (800-1000)

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### WEEK 2

January 25: Lecture: Post-Roman Europe

Textbook: B&H, 15-28 (these pages are optional), and 28-48 (recommended)

January 27: Lecture: Charlemagne and Einhard

Textbook: B&H, 103-11

January 29: Discussion: Einhard's Life of Charlemagne

Geary: Einhard, *Life of Charlemagne*, 266-279

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### WEEK 3

February 1: Rich and Poor in the Carolingian World

Textbook: B&H, 88-103

February 3: A Renaissance in the Ninth Century?

Textbook: B&H, 257-269, 269-279

February 5: Discussion: Carolingian Renaissance

Geary: General Capitulary on the Missi, 802, p. 296-300

Geary: Charlemagne's Letter to Baugulf, p. 290

Canvas: "Letters of Alcuin," from *Carolingian Civilization*, ed. Paul Dutton, (Broadview, 1993), 106-119. Selections TBA

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**WEEK 4**

February 8: Early Medieval Christianity: Beliefs, Bishops and Priests

Textbook: B&H, 50-61

February 10: Monks and Nuns

Textbook: B&H, 62-80

February 12: Discussion: Early Medieval Christianity

Geary: the Benedictine Rule, 159-188. This text is long and repetitive. 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*].

Geary: the Miracles of St Foy, 322-328

**First Writing Assignment Due** (upload .docx file to Canvas)

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**WEEK 5**

February 15: Elite Women: Queens and Nuns

February 17: Early Medieval Britain

February 19: Discussion: Gender in the Early Middle Ages

Geary: Life of St Balthild, 131-135

Geary: Plate 7, between pp. 224-225

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**WEEK 6**

February 22: the Vikings

Textbook: B&H, 117-124

February 24: Alfred of Wessex and the Rise of England

February 26: Discussion: Alfred

Geary: Asser's Life of King Alfred, p. 194 (Geary's intro), and p. 200-208

Geary: the Anglo-Saxon Chronicle, p. 208-214

Geary: Plate 6, between pp. 224-225

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**WEEK 7**

March 1: Post-Carolingian Europe

Textbook: B&H, 129-147

March 3: **No classes** (Health and Wellness Day)

March 5: **Midterm Due** (upload .docx file to Canvas)

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**UNIT TWO: THE HIGH MIDDLE AGES (1000-1300)**

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**WEEK 8**

March 8: A Localized World: Peasants, Manors and Lords

Textbook: B&H, 165-178

March 10: Demographic, Urban and Economic Take-Off

Textbook: B&H, 164-165, 237-257, 299-319

March 12: Discussion: Peasants and Servitude

Canvas: Documents on Peasant Servitude

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### WEEK 9

March 15: Aristocratic Society: Lordship and Fidelity

Textbook: B&H, 169-187

March 17: Aristocratic Society: Chivalry

March 19: Discussion: Lords and Vassals

Geary: Fulbert of Chartres, Letter to William of Aquitaine, p. 376)

Geary: Hugh of Lusignan, Agreement between Lord and Vassal, Geary, 377-381, but only read pp. 377-379 to get a taste for this complicated case

Geary: Galbert of Bruges, excerpts from *The Murder of Charles the Good*, 382-393

Canvas: Charter of Count Theobald of Blois, 1112-1114

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### WEEK 10

March 22: the Crusades

Textbook: B&H, 221-237

March 24: Education and Love

Textbook: B&H, 269-290

March 26: Discussion: Crusades/Abelard and Heloise

Canvas: "Letter 1" and "Letter 2" from *The Letters of Abelard and Heloise*

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### WEEK 11

March 29: Reform and Renewal, 1050-1250

Textbook: B&H, 189-198

Optional: Geary: 422-424

March 31: The Rise of the Papacy

Textbook: B&H, 198-216

Optional: Geary: 522-524, then 510-511

**Second Writing Assignment Due** (upload .docx file to Canvas)

April 2: No Classes (Spring Holiday)

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### WEEK 12

April 5: Kingship in the High Middle Ages

Textbook: B&H, TBA

April 7: Kingship in the High Middle Ages

Textbook: B&H, TBA

April 9: Discussion: Magna Carta

Canvas: the Assize of Clarendon



Geary: Magna Carta, p. 636-641 (Geary prints several versions of the document; only read this one). Pay special attention to the following clauses: 2-9, 12, 14, 15, 20, 28, 38, 39, 40, 52, 54, and 61

Canvas: the Trial of Enguerrand de Coucy, 1259

## UNIT THREE: THE LATER MIDDLE AGES (1300-1500)

### WEEK 13

April 12: Plague in the 14<sup>th</sup> Century

Textbook: B&H, 329-343, 348-357

April 14: War in the 14<sup>th</sup> Century

Textbook: B&H, 357-362, 381-385

April 16: Discussion: Calamities of the 14<sup>th</sup> Century

Geary: Black Death, 491-500

Geary: Froissart, 590-602

### WEEK 14

April 19: Mysticism and Papal Decline

Textbook: B&H, 399-420

April 21: Government, Parliament and Parlements

Textbook: B&H, 381-396

April 23: Discussion

Canvas: the Deposition of Richard II, according to the Rolls of Parliament

Canvas: the Deposition of Richard II, according to a supporter of his

### WEEK 15

April 26: Gender Roles: Joan of Arc

Textbook: B&H, 343-346

April 27 (Tuesday, but follows Friday schedule): Discussion: Joan of Arc

Geary: Trial of Joan of Arc, 602-615

April 28: Lecture: Summing Up the Middle Ages

### WEEK 16

**Final Exam Due**: Monday, 3 May, 9 AM (upload .docx file to Canvas)

## Academic Integrity Policy

Students are expected abide by UNCG's [Academic Integrity Policy](#). Plagiarism or cheating will result in major penalties, and will be reported to the Dean of Students.

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## Attendance Policy

Attendance is expected at all class meetings. Missing more than 2 lectures or 1 discussion section without prior permission will result in a one-point deduction from the final grade average for each subsequent absence.

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## 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.

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## 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.
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## CANVAS Site

All materials for the course (except for the required books) will be posted on the Canvas site for the course. This is particularly important for announcements and some course readings. It is a good idea to check the Canvas site regularly. You can get to Canvas from the UNCG homepage.

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## IMPORTANT UNCG RESOURCES [thanks to Dr. Rupert]

We are very fortunate that UNCG has a wide array of excellent services to support students at every level. These are your go-to experts for specific problems and issues. While many standard university procedures have been modified in these pandemic times, and some offices may have restricted in-person visiting hours, all are fully open and available to help. The links will take you directly to their updated Websites.

[Shield our Spartans](#): Although this course will be conducted entirely online, it is important that you regularly review UNCG's Covid-19 updates and strictly follow all required procedures. Show that you care about our community!

[History Department](#): Have you considered majoring or minoring in history? It's easier than you think! Browse our [Website](#) and [Facebook page](#) and feel free to reach out to any professor to discuss how history might fit into your study plans.

[Office of Accessibility Resources and Services](#) (OARS): The first stop for students who need accommodations for a documented disability. Make sure to send the required paperwork to your professor the first week of classes. No accommodations can be made without this completed paperwork.

[Jackson Library](#): all historians (and students in general!) should get to know the library. You should be aware of the [main catalog](#), the [databases](#), and the [inter-library loan office](#).

[Information Technology Services](#) (ITS): Your source for all tech issues, including computer malfunctions, issues with Canvas, Internet connectivity, etc. They know far more about all this than we do!

[Student Health Services](#): Provides free, confidential support for a variety of mental and physical health issues. Take good care of your body and your mind! Both are vital in these stressful times.

[Students First Office](#): This is your one-stop resource for a variety of support services to help ensure your academic success.

[Dean of Students](#): Provides information, guidelines, and practical information to support students in a wide range of situations, including crises and emergencies.

[Office of Student Rights and Responsibilities](#): This office has information about expectations for student conduct, academic integrity, appeal procedures, due process, and more.

[The Writing Center](#): Provides useful resources for all types of writing assignments, no matter how large or small. You can schedule a meeting to discuss a specific assignment and also access a wide variety of information and tips to strengthen your writing.

## COVID-19 and Health and Wellness Statement

**Approved by the Faculty Senate on July 1, 2020**

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

## Approved by the Faculty Senate Executive Committee on July 30, 2020

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

### COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>

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### 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

attend 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.