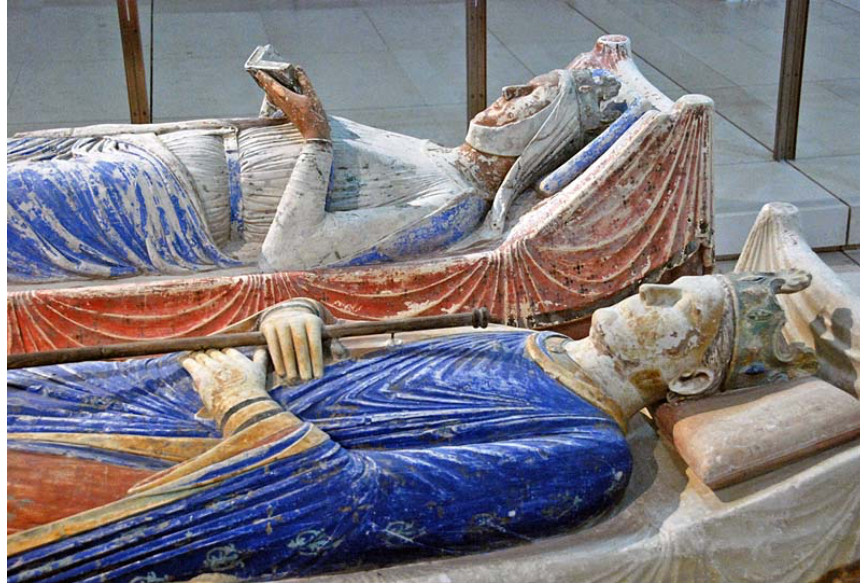


HISTORY 221: THE MEDIEVAL LEGACY (Sp. 2023)



Course Information: History 221-01 (CRN 10269) and 221-02 (CRN 10270). Time: Lectures (both sections), MW 9:00-9:50; Discussion Sections, F 9:00-9:50.

Professor's Information:

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Teaching Assistants: Jeanna DeVita (jpstrick@uncg.edu) and Emma Waldie (elwaldie@uncg.edu)

Professor's Office Hours: Wednesdays 12-1 PM; Fridays 9-11 AM; and by appointment.

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 (14th to 16th 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 we will 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.

TEACHING METHODS

This course features lectures given by Professor Barton on Mondays and Wednesdays, plus a mandatory discussion section on Fridays led by either Emma Waldie or Jeanna Strickland, the teaching assistants for this course.

Course Assignments Break-down

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

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

ASSIGNMENTS:

For definition of Student Learning Outcomes (SLOs), with discussion of how individual assignments work with each SLO, see the end of this document.

1. Discussion Participation (15%) (SLOs A1, B1, B2, B3)

Your TA has discretion concerning how this grade is defined and evaluated. Your TA 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. 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)

Every week that discussion section meets (that is, twelve times), 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 TA time to read them). In your post, 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 1-2 of the lowest discussion post grades.

3. Writing Assignments (25%, 10% for the first, 15% for the second) (SLOs: A1, A2, B1, B2, B3)

Twice during the semester students will write a 400- to 600-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 argument in answer to the chosen prompt. Written assignments are to be uploaded as .doc or .docx files to Canvas.

4. Midterm Exam (25%) (SLOs: A1, A2, B1, B2, B3)

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).

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*, 5th 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-sessmgr03&bddata=JnNpdGU9ZWhvc3QtGl2ZQ%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*, 3rd edition (Routledge, 2018). [ISBN: 978-1138214392]

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*, 3rd edition (abbrev. B&H)

Geary: this refers to our primary source collection, *Readings in Medieval History*, 5th 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 10 (heh).

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.

Schedule of Classes and Readings

WEEK 1

January 9: Course Introduction: History, Historians and Historiography

Textbook: B&H, 1-11

January 11: Lecture: Post-Roman Europe

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

January 13: Discussion: What are the Middle Ages? What do Historians Do?

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

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

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

WEEK 2

January 16: NO CLASS (MLK Jr. Day)

January 18: Lecture: Charlemagne and Einhard

Textbook: B&H, 103-11

January 20: Discussion: Einhard's Life of Charlemagne

Geary: Einhard, *Life of Charlemagne*, 233-247

WEEK 3

January 23: Rich and Poor in the Carolingian World

Textbook: B&H, 88-103

January 25: A Renaissance in the Ninth Century?

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

January 27: Discussion: Carolingian Renaissance

Geary: General Capitulary on the Missi, 802, p. 262-267

Geary: Charles the Great on the Study of Literature, aka Charlemagne's Letter to Baugulf, p. 256-257

Canvas: "Letters of Alcuin," from *Carolingian Civilization*, ed. Paul Dutton, (Broadview, 1993), 106-119. Read only letters 1-5, p. 106-113.

WEEK 4

January 30: Early Medieval Christianity: Beliefs, Bishops and Priests

Textbook: B&H, 50-61

February 1: Monks and Nuns

Textbook: B&H, 62-80

February 3: Discussion: Early Medieval Christianity

Geary: the Benedictine Rule, 136-162. 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, 286-292

WEEK 5

February 6: Elite Women: Queens and Nuns

DUE: First Writing Assignment (upload .docx or .doc file to Canvas)

February 8: Early Medieval Britain

February 10: Discussion: Gender in the Early Middle Ages

Geary: Life of Saint Balthild, 131-135

Geary: Plate 7, between pp. 224-225

WEEK 6

February 13: the Vikings

Textbook: B&H, 117-124

February 15: Alfred of Wessex and the Rise of England

February 17: Discussion: Alfred

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

Geary: the Anglo-Saxon Chronicle, p. 208-215

Geary: Plate 6, between pp. 224-225

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

WEEK 7

February 20: Post-Carolingian Europe

Textbook: B&H, 129-147

February 22: Demographic, Urban and Economic Take-Off

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

February 24: No Discussion sections

DUE: Midterm (upload .docx file to Canvas)

WEEK 8

February 27: A Localized World: Peasants, Manors and Lords

Textbook: B&H, 165-178

March 1: Peasants and Lords

March 3: Discussion: Peasants and Servitude

Canvas: Documents on Peasant Servitude (pdf)

WEEK 9

March 6: No Class, Spring Break

March 8: No Class, Spring Break

March 10: No Class, Spring Break

WEEK 10

March 13: Aristocratic Society: Lordship and Fidelity

Textbook: B&H, 169-187

March 15: Aristocratic Society: Chivalry

March 17: Discussion: Lords and Vassals

Geary: Fulbert of Chartres, Letter to William of Aquitaine, p. 334-335

Geary: Hugh of Lusignan, Agreement between Lord and Vassal, Geary, 335-339, but only read pp. 335-337 to get a taste for this complicated case

Geary: Galbert of Bruges, excerpts from *The Murder of Charles the Good*, 339-351

Canvas: Charter of Count Theobald of Blois, 1112-1114 (pdf)

WEEK 11**March 20:** the Crusades

Textbook: B&H, 221-237

March 22: Education and Love

Textbook: B&H, 269-290

March 24: Discussion: Crusades/Abelard and Heloise

Geary: Fulcher of Chartres on the First Crusade, pp. 352-355 [sections I-III]

Canvas: Motivations of the First Crusaders

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

WEEK 12**March 27:** Kingship in the High Middle Ages

Textbook: B&H, 127-152

March 29: Kingship in the High Middle Ages

Textbook: B&H, 153-163

March 31: Discussion: Magna Carta

Canvas: the Assize of Clarendon (pdf)

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 (pdf)

WEEK 13**April 3:** Reform and Renewal, 1050-1250

Textbook: B&H, 189-198

Geary: "Renunciation of Gregory VII by the German Bishops" (p. 522-524), then "the Roman Lenten Synod of 1076" (p. 510), then "Excommunication of Henry IV" (p. 511)

Geary: Thomas of Cantimpré, 422-424

April 5: The Rise of the Papacy

Textbook: B&H, 198-216

April 7: NO CLASS. SPRING HOLIDAY

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

WEEK 14

April 10: Plague in the 14th Century

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

April 12: War in the 14th Century

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

April 14: Discussion: Calamities of the 14th Century

Geary: Black Death, 491-500

Geary: Froissart, 590-602

WEEK 15

April 17: Mysticism and Papal Decline

Textbook: B&H, 399-420

April 19: Government, Parliament and Parlements

Textbook: B&H, 381-396

DUE: Second Writing Assignment (upload .docx file to Canvas)

April 21: Discussion: Papal Decline/Rise of Parliament

Online: [the Decree *Sacrosancta*](#) (1415)

Online: [the Decree *Frequens*](#) (1415)

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 16

April 24: Gender Roles: Joan of Arc

Textbook: B&H, 343-346

Geary: Trial of Joan of Arc, 602-615

April 26: Summary: the Legacy of the Middle Ages [Last day of classes]

April 27 (Thurs): No Class, Reading Day

April 28 (Fri.) Exams begin

WEEK 17

Final Exam: Monday, 1 May, 8-11 AM

COURSE POLICIES

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 OSSR. In some cases, plagiarism or cheating can result in suspension or expulsion.

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.

Late Work Policy

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. Major assignments for the class **MUST** be completed in order to receive a passing grade; this includes the exams, any papers, and anything else specifically labelled as such.

Additional Policies

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.

IMPORTANT UNCG RESOURCES [with 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](#): 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.

STUDENT LEARNING OUTCOMES

A. General Education Learning Outcomes

History 221 fulfills the MAC General Education curriculum by providing competency in Critical Thinking and Inquiry in the Humanities and Fine Arts. As part of this competency, students will:

A1. *Critically analyze claims, arguments, artifacts or information.*

This SLO is addressed in nearly every assignment in the course. Discussion posts require students to make an argument concerning a primary source, often one assessing its significance; to do this they must critically read the source and contextualize it against other course information (lecture, textbook). The two writing assignments offer an extended opportunity in which to practice critical analysis; in them students must consider various analytical factors (authorial identity, social setting, temporal and cultural contexts, textual genre, etc) as they assess the significance of a particular primary source. Although broadly similar in scope, the two writing assignments are staggered so as to encourage greater student critical agency; for the first, they must respond to an analytical prompt set by me, but for the second, they must construct their own historically-grounded question and answer it through a critical reading of whichever text they have chosen. The midterm and final exams mirror these forms of critical analysis; both are take-home, and both are essay format. On each exam students write several short responses that allow them to demonstrate mastery of the skills practiced in discussion posts and writing assignments (i.e., critically analyzing a primary source by assessing its historical significance). They also write a longer essay that adds synthesis and comparison to the analytical mix; in addition to critically reading and decoding individual texts, they must assemble several such texts into a coherent argument on a larger theme. Even the ‘discussion’ portion of the class (worth 15%) is designed to practice the acquisition of critical thinking; led by the TA, students practice close reading of primary

sources, mining them for pertinent examples which they use to illustrate broader themes of the course (and of the Middle Ages).

A2. *Construct coherent, evidence-based arguments.*

As noted in the narrative accompanying SLO A1, almost all of the assignments require students to learn and practice the skill of constructing evidence-based arguments. In discussion posts, the students must specifically cite at least one example from whichever text they have chosen, and explain how that example and/or text can be seen as significant to the medieval past. The two writing assignments require a similar process of argument construction, albeit at greater length (1-2 pp); again, students proceed from their understanding of the period (derived from lecture and textbook) to write a critical essay that makes a clear case (based on examples from the text they have chosen) for significance to the period and beyond. The short responses on the exams also require a clear and coherent argument in defense of a position, while the long essay requires the construction of an argument that synthesizes analyses of individual texts into a larger thesis.

B. Program- and Course-Specific Learning Outcomes

These outcomes necessarily overlap with some of the general education goals.

B1. *Analyze historical duration, succession and change in terms of human agency and larger systems or structures in a wide variety of places and periods (aka Historical Comprehension)*

Specific instances of Historical Comprehension to be gained in History 221 include

- a. Identifying 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. These characteristics form the central components of lectures (and can be identified as such via the syllabus). Students will acquire this skill by reading both textbook and primary source passages that illustrate each of these topics. Critical analysis of those readings and topics in discussion section will help contextualize those topics as ‘medieval’.
- b. Explaining changes to these political, social and religious characteristics over the period 500-1500 CE.
- c. Compare and contrast modern assumptions about political, religious and social institutions with those encountered in sources from the Middle Ages

B2. *Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view (aka, Historical Analysis)*

Specific instances of Historical Analysis to be gained in History 221 include

- a. Identifying and classifying different types of primary sources. Students encounter new types of documents produced in the medieval period (chronicles, ‘letters’, charters, miracle stories) and learn to analyze them critically as something other than neutral objects to be ‘mined’ for ‘facts’. Instead they learn how and why particular classes (or genres) of texts were constructed in the Middle Ages.
- b. Evaluating the roles played by factors such as authorial identity, class, gender, and religious institution in shaping those sources. Beyond assessing the differences of genre, students are encouraged to consider the social, political, and religious factors that shaped the creation of particular texts and that, therefore, equally shape their historical meaning

B3. *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 (aka Methodology)*

Specific Instances of Methodology to be gained in History 221 include:

- a. Thinking about change over time. Given the wide temporal breadth of the course, students learn to recognize how seemingly fixed topics (kingship, social class, gender roles) are shaped by time and place, and thus how they change over time. The course consciously is organized around discrete topics over three time periods (early MA, High MA, late MA) so that the process of change over time can be evaluated
- b. Employing Compare/Contrast. This goal ties in well with thinking about change over time, as students can take texts, for example, about powerful women from the 6th century and the 12th century and compare/contrast them concerning gender norms and assumptions, societal roles, and changing religious environments. Students learn to construct relevant thematic categories within which to compare and contrast.

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.