

HIST 2420
The Medieval World
2017-2018
M/W/F: 9:30 – 10:20 am
Prof. Roisin Cossar
454 Fletcher Argue
474-8885 or roisin.cossar@umanitoba.ca
Office Hours: Mondays 2:30-4 pm



R. Cossar photo from Bergamo, Archivio di Stato, Fondo Notarile, not. S. Cazzulonibus, c. 1378

In this class we will explore the history of the Middle Ages between 500 and 1500 CE. We will examine some of the most significant events, people, and places of that time through both primary sources and modern studies by historians. The course requires regular work from you outside class time, reading your notes, preparing for discussions, and writing, revising, and editing assignments. By attending class regularly and completing the coursework, you will develop your reading, writing, and speaking skills, and you will learn to think historically.

This syllabus is a guide to our class. In it, you'll find a list of the assignments, course readings, and tips for effective writing and reading. Keep the syllabus handy and refer to it

during the year. Reading the syllabus often is one of the easiest ways you can help yourself as a student.

Course expectations

You can expect me to

- learn your name as quickly as possible and use it often in class
- answer emails within 24 hours on weekdays (I don't usually respond on weekends)
- be regularly available to you during my office hours and by appointment at other times
- keep you informed about what's coming up through in-class announcements and emails sent to your myumanitoba address
- endeavour to mark and return all of your written work within two weeks

I will expect you to

- attend class regularly, arrive on time and stay in the room during class time
- learn the most effective way for you to retain the material we cover in class
- stay off the internet if you are using a device or laptop in class
- hand in your portfolio assignments to me on the due dates identified on the syllabus unless you have asked in advance for an extension
- use your own words and do your own work in all assignments and on the exam
- call me Prof. Cossar or Dr. Cossar. Mrs. Cossar is my mom. 😊

B. Academic Integrity

Doing your own work is essential to your success at university and beyond, and there are real penalties for not doing so. We will discuss plagiarism and academic misconduct and how to avoid them in more depth during our first class meetings. In the meantime, please take note of the penalties for plagiarism in the Faculty of Arts:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Required Course Texts (available for purchase at the bookstore)

I. James Bruce Ross, ed. *The Murder of Charles the Good* (Columbia, 2005).

II. Patrick Geary, *Readings in Medieval History*, fifth edition (it's important to buy this edition only!) (Toronto, 2016)

III. Barbara Rosenwein, *A Short History of the Middle Ages* 4th ed. (Toronto, 2014)

I will also make other materials such as journal articles and original sources available to you on our UMLearn site from time to time.

Assignments and Evaluation

Since this is a course that meets the University Senate's W requirement, students must pass the requirement for written English in order to pass the course.

I. Course portfolio. The portfolio will include all of our class assignments, which comprise notes, reflections, readings annotations, and essays. You'll hand the portfolio in SEVEN times this year, in Term I on September 29, October 27, and December 1 and in Term II on January 26, March 2, March 16, and April 2. All late submissions must be cleared with me first, or they will not be accepted. I also reserve the right to deduct 2% per day from late work. All portfolio materials must be printed using a standard 12-point font such as Times New Roman and clearly marked with your name and student number. Please hand the complete folder, including past work, in each time you submit an assignment. Please don't use a duotang. ***I will not accept emailed submissions.***

All of the assignments in the portfolio are designed to prepare you for the research and writing process and to help you become a more effective scholar. In first term, the portfolio will include research and writing on a primary source text (we will discuss themes for you to choose from in class). In second term you will examine how other historians have treated the text you read in first term. The portfolio also includes annotations on our primary source readings and two personal reflections on your work as a student.

Due dates and assignments

September 29

- Annotation for first reading assignment (St Benedict, *Rule for Monasteries*). 3%
- A 500-word personal reflection about yourself as a student. What are your strengths? Areas you need to improve on? How do you plan to use this class to improve? What topics or subjects that we plan to cover are most interesting to you? Make specific reference to assignments and readings in the course as they are described in the syllabus. 2%

Oct 27

- c. 1500 words of notes for an essay on the primary source. The notes must be either legibly handwritten (if so, make a copy for your own records) or typed on paper or in a database program or spreadsheet. They must focus on one theme, draw on all parts of the primary source, and summarize information on your chosen theme in your own words. We will discuss notetaking in class before the due date. 6%
- Annotations for readings (Geary, *Salic Law*, 105-111; Carolingian capitularies, 247-266) 5%

December 1

- 1750-2000 word essay on the primary source. This essay must be based on the notes you handed in during November. 15%

Term II

January 26

- 6x 250-word (i.e. 1500 words total) notes for the six articles assigned for the secondary source essay. I will hand out a list of articles in class and will upload them to our UMLearn site. 6%
- Annotations for readings (Geary, *Four accounts of the Crusades*, 353-383) 4%

March 2

- 1750-2000 word essay comparing and contrasting the approaches, arguments, and sources used by the historians in the assigned articles (based on your notes). 15%

March 16

- Annotations for readings (Geary, *The Book of Margery Kempe*, 464-490; Jacques Fournier Inquisition records, 429-448; *Gregorio Dati's Diary*, 683-696; Geary, *The Trial of Joan of Arc*, 602-615). 8%

April 2

- Annotations for readings (Geary, *Las Siete Partidas*, 656-663; *The Black Death*, 491-501). 4%
- a 500-word reflection on your annotations across the year in which you discuss, with examples, how your annotations have changed, and what you still need to work on. 2%

NB: I encourage you to submit revised assignments for reappraisal at any time during the year. Revisions must be substantive (to content and presentation). You must hand in both the original and revised assignments, and include a separate statement explaining your revisions.

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Final exam

The exam will consist of historical identification questions, analysis of primary sources, and an essay. It will draw on everything we cover in the course, including our reading and discussions of primary sources, textbook readings, and lectures. We will create the exam together during class discussion in March. It is worth 30% of your final mark.

Evaluative feedback will be provided by the Voluntary Withdrawal date, January 16, 2018.

Numerical range of letter grades in this class

A+: 88-100 %

A: 80-87 %

B+: 75-79 %

B: 70-74 %

C+: 65-69 %

C: 60-64 %

D: 50-59 %

F: Below 50%

Student Resources

Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC):

<http://umanitoba.ca/student/academiclearning/> The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

The History department will also make a writing tutor available exclusively to History students in the department on two days of the week. I'll give you more information about that in class.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian and tailored just for you. They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/content.php?pid=219304>

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing umhisau@gmail.com .

Term 1 Lectures and Readings

Week	Class Topic	Readings
Sept 8	Introductions	
Sept 11	Rome	Start reading Geary 136-161
Sept 18	The Early Middle Ages: Christianity	Geary 136-161; <i>SHMA</i> 5-11. Discussion Fri Sept 22
Sept 25	Islam in east and west	<i>SHMA</i> 50-57, 87-96. Portfolio #1 due Sept 29.
Oct 2	“Barbarian” kings	<i>SHMA</i> 21034; 39-50; Geary, 105-111 No class Fri Oct 6
Oct 11	Carolingians	<i>SHMA</i> 96-103; Geary, 247-266
Oct 16	Carolingians II	Discussion, Fri Oct 20
Oct 23	The medieval f-word	<i>SHMA</i> , 131-133, 214-218; <i>The Bayeux Tapestry</i> (online) discussion Wed Oct 25 Portfolio #2 due Oct 27
Oct 30	The 12 th century	Galbert of Bruges
Nov 6	The 12 th century	Galbert of Bruges
Nov 15	The 12 th century	Galbert of Bruges No class Nov 13
Nov 20	Normans	
Nov 27	Holy Roman Empire	Portfolio #3 due Fri Dec 1
Dec 4	Church and religion in the central Middle Ages	

Term II lecture and reading list will be distributed in class during Term 1.

Abbreviations: Rosenwein textbook = *SHMA*; Geary primary source book = “Geary”
 Note that discussions on Sept 22 and Oct 20 will focus on the assigned primary sources in the Geary text. Please bring the book (or a copy/images of those pages) to class with you on discussion days. From Oct 30-Nov 15, please bring the Galbert of Bruges text to class every day, since we will both read and discuss it together.

Primary source annotations

Re-read these instructions regularly.

For *primary sources assigned for class discussion*, you will prepare a 250-word double spaced annotation of each assigned text. Some reading assignments (e.g. those on the Black Death and the Crusades) include more than one text. Prepare a separate annotation for each one. Your annotation must do the following:

1. Provide identifying details about the text. What is it? A set of laws? A poem? A biography? Who wrote it? When? Who was the intended audience? Be as specific as possible. Careful not to confuse the writer of the text with its modern editor. This should only take about 50 words max.
2. Give a brief summary of its content. This should take about 100-125 words. What happens in the source? How is it structured? Identify and define some of the key words and phrases that are important to its content.
3. Discuss the “historical significance” of the text. In this case “significance” = “meaning” as well as “importance.” So when you comment on a text’s significance you need to describe what it might mean to historians. Avoid statements like “this text is significant.” Instead, explain how the text reveals something about the medieval past, with specific references to evidence taken from it. Perhaps try to link aspects of the text to discussions we have had in class. There will be many ways to address this part of the annotation; select one or two ideas to focus on. Be as precise as possible!

Secondary source notes

For each article you read you will prepare a page of notes following the template below.

1. **CITATION:** Here provide the citation to the text in Chicago style.
2. **TOPIC:** what is the subject of the text?
 - 2a. **THESIS:** what does the historian argue about their subject? Use your own words!
 - 2b. **PRIMARY SOURCES:** what **TYPES** of historical sources has the historian used? (hint: read the notes to find these).
3. **SIGNIFICANCE:** locate this article within discussions and debates that scholars are having about the topic. What contribution does it make? (hint: look at the opening paragraphs for this information).
4. **SPECIFIC** notes on content. Summarize the main points of the text here. Make this succinct - don't rewrite the whole piece, but note down some of its salient points.
5. **DATE:** Give the date you did the annotation. Why? In 2019, you might want to know that you read this in 2017, when you were young and naïve.

Marking Rubric
HIST 2420

The following criteria will guide our evaluation of your assignments in the course.

Criteria	Outstanding	Very good	Good	Adequate	Emerging	Incomplete
Evidence that writer has read widely in the assigned text(s).						
Critical approach to texts evident.						
Summary of content succinct and clear.						
Well-structured thesis.						
Writing is clear and free from errors.						
Citations present using appropriate form.						