

HIST 2420
The Medieval World
Prof. Roisin Cossar
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Office Hours: Mon: 1:30-3:30 & Tue: 1:00-2:00, and by appointment



Welcome! 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, and we will also compare and contrast historians' descriptions of the period. I'll often explain how my own research experiences and analytic perspective colour my treatment of the medieval past, and I'll encourage you to develop your own voice as a historian, too.

The course demands regular work from you outside of class - about 3 hours of your own time for every hour we spend together. By completing the regular readings and assignments and participating in our discussions of historical evidence and historians' writing, you'll not only practise historical thinking and learn how History functions as a discipline, but you'll also become a more effective student, capable of critical reading, clear writing and effective public speaking.

This course syllabus is a guide to our class. In it, you'll find a list of the assignments and course readings, as well as reminders about important dates and crucial information about the way I structure the course. The syllabus also contains a template for notetaking that I'll be asking you to use each week, as well as a marking rubric. Please keep a copy of the syllabus easily available and refer to it often.

A. 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, sometimes much more quickly than that (I don't usually respond on weekends)
- be regularly available to you in my office for one half hour (i.e. 12:00-12:30) before class and one hour (1:20-2:20) after class on Mondays, Wednesdays, and Fridays, and by appointment at other times
- keep you informed about what's coming up through regular in-class announcements and emails sent to your myumanitoba address
- endeavour to mark and return all of your written work within 2 weeks

I will expect you to

- arrive on time and stay in the room during class time; lateness and/or leaving while we are working is disruptive and makes everyone wonder what you're up to
- take notes on paper only; I do not normally allow computers in class (please see me if you require a laptop or other device for learning support)
- strictly limit your use of your phone, keeping it on silent at all times (and **never** during group discussions. I will enforce this rule strictly)
- hand in your portfolio assignments to me during the weeks identified on the syllabus. You may choose any of the days of that week to hand in your assignment
- 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 the first week of class. 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.

C. Required Course Texts (available for purchase at the bookstore)

1. For your written assignments:

EITHER David M. Wilson, *The Bayeux Tapestry* (London: Thames and Hudson, 1985),
OR Carolyn James and Antonio Pagliaro, *The Letters to Francesco Datini by Margarita Datini* (Toronto, CRRS publications, 2012) 978-0-7727-2116-7

2. For our class discussions:

Barbara Rosenwein, *Reading the Middle Ages: Sources from Europe, Byzantium, and the Islamic World* 2 ed. (Toronto, 2014)

3. Textbook:

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

I will also make other materials such as journal articles and photographs of original sources available from time to time.

D. 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 three essays. You'll hand the portfolio in SIX times this year, three times in each term, i.e. during the weeks of October 5; November 2; December 7; February 8; March 14; and April 4. (You can choose which of the days during those weeks to hand it in.) 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. I will not accept emailed submissions.

The portfolio will contain research and writing on a theme drawn from first from either *The Bayeux Tapestry* or *Letters to Francesco Datini* (I will distribute a list of themes and ask you to come and talk to me about your interests before you decide what to write on). You'll then research how other historians have treated this theme, and finally you'll combine your primary and secondary research into a revised essay. All of the smaller assignments in the portfolio are designed to prepare you for the research and writing process and to help you become a more effective scholar. The portfolio also includes annotations on the readings of both primary and secondary materials I will assign for

weekly discussions. The annotations must follow the template I have attached to the end of this syllabus.

Week of October 5

- Printed pdf “How to Read a Library Record” found in the “Citations and Writing” section of the History subject guide on the UM Libraries website (<http://libguides.lib.umanitoba.ca/history>)
- Two (2) printed records of your choice from the UM library catalogue (one for a book, one for an article) on any topic in medieval history.
- Answers to the following questions about both records: 1) Who wrote the text in the record and when and where was it published? 2) Tell me one fact about the author (ie where they teach, the title of another publication they have written, etc). 3) Where can you get a copy of the text? (i.e. name the database or call number and if it’s in a library, identify which one and which part of the library it’s in)
Total: 2%
- Annotations for readings from Sept 18, 25, and Oct 2. 3%

Week of November 2

- c. 1000-1250 words of notes from the primary source. 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 be in your own words and cannot simply reproduce material from the text. We will work on notetaking in class before the due date. 5%
- Annotations for readings from Oct 9, 23, and 30. 3%

Week of Dec 7

- 1500-word essay on the primary source. 12%
- Bibliography (in Chicago Style) of 6 secondary sources on your chosen topic (including at least one of each of the following: scholarly journal articles, academic books, and essays) Encyclopedia entries and textbooks are not allowed. 2%
- Readings annotations for discussions from Nov 6, 13, 20, and 27. 4%

Term II

Week of February 8

- c. 1500 words of notes on your selected secondary sources, following the template for annotations we use for weekly readings (i.e. one page per source). 5%
- Printed pdf of “Research Question and Thesis Statement” from the Citations and Writing section of the History subject guide on the UM Libraries website (<http://libguides.lib.umanitoba.ca/history>)
- One paragraph research question and thesis statement for your paper. 2%
- Readings annotations for discussions from Jan. 15, 22, 29, Feb 5. 4%

Week of March 14

- 1500-word essay on your selected secondary sources. 12%

- Readings annotations for discussions from Feb 12, 26, March 4, 11. 4%

Week of April 4

- 2500-word essay combining your analysis of the primary and secondary sources revised according to comments received during year. We will work on the revision process in class. 10%
- Readings annotations for discussions from March 18 and a one-page reflection on your annotations across the year in which you discuss how your annotations have changed, and what you still need to work on. 2%

I will accept revised assignments at any time during the year IF they are substantially different from their previous versions. You must hand in both the original and revised assignments, and include a separate sheet 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.

II. 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. It is worth 30% of your final mark.

Evaluative feedback will be provided by the Voluntary Withdrawal date, March 18, 2016

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

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.

All of the above services can also be accessed through this link:

<http://umanitoba.ca/student/saa/accessibility/student-resources.html>

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, Kyle Feenstra, tailored just for you! They are available on the Libraries page at this link:

<http://libguides.lib.umanitoba.ca/content.php?pid=219304>

Lecture/Discussion Outline

This course takes a thematic approach to the history of the medieval world. Themes for analysis include the development of religious traditions and institutions, political structures, and environmental and material history. I have divided the themes according to a general chronology, ie, 500-1000; 1000-1300; 1300-1500 (noted below). The textbook also provides some chronological frameworks. We will also be constructing timelines as review exercises during the year.

You have two texts for this class, the Rosenwein textbook and her primary source collection, *Reading the Middle Ages*. Every week you'll have reading assignments in both of those, and from time to time I've assigned another type of reading in their place. Readings in the textbook give you background and help you spell names correctly and find places on a map. You should do those before our class meetings. Readings in the sourcebook are for our Friday discussions. You'll need to complete annotations for these to be handed in with your portfolio each month, too.

Term I

I. Introductions

Sept 11: syllabus and class discussion.

Sept 14, 16, 18 "Europe" in the Middle Ages: periodization, sources, geography. Library orientation; field trip to Dafoe library. Notetaking from lectures. Scheduled meetings with Prof. Cossar during office hours or by appt.

Reading: Rosenwein text: study the map of modern Europe and 2-3 other maps in the textbook.

Sept 18, first discussion: working with the sourcebook

II. Rome, Christianity, and Islam, 500-1000

Sept 21, 23, 25: Rome before 500, early Christianity. Notetaking from primary sources. More scheduled meetings with Prof. Cossar.

Reading: Rosenwein text: pp. 5-11

Sept 25 discussion: *The Benedictine rule*, in *Reading the Middle Ages*, 17-25

Sept 28, 30, Oct 2: The emergence of Islam; Jerusalem and the eastern Mediterranean before 1000. Using maps. More scheduled meetings with Prof. Cossar.

Reading: Rosenwein text: pp. 50-57, 87-96

Oct 2 discussion: *Life of Muhammed*, in *Reading the Middle Ages*, 114-117 and *Hadith On Fasting* in *Reading the Middle Ages*, 117-122.

III. Politics: the memory of Rome to 1000

Oct 5, 7, 9: Barbarians, Merovingians, Visigoths, and Byzantium. More scheduled meetings with Prof. Cossar.

Reading: Rosenwein text: pp. 21- 34, 39-50

Oct 9 discussion: Cassiodorus, *Variae* in *Reading the Middle Ages*, 46-49 and Gregory of Tours, *History* in *Reading the Middle Ages*, 53-57.

First assignment due week of Oct 5

No class Oct 12, Thanksgiving

Oct 14, 16: Carolingians and Charlemagne

Reading: Rosenwein text: pp. 96-103

No discussion this week

Oct 19, 21, 23: Carolingian Europe: culture and politics during and after Charlemagne's rule. Selecting secondary sources.

Reading: Rosenwein text: pp. 103-106

Oct 23 discussion: *Reading the Middle Ages*, 135-147.

IV. “Feudalism”, Monarchs, Popes, and Empire after 1000

Oct 26, 28, 30: Knights, noblewomen and chivalric culture in the 11th and 12th centuries. Reading scholarly writing for content and argument.

Reading: pp. 131-133, 214-218

Oct 30 discussion: Elizabeth A.R. Brown, “The Tyranny of a Construct: Feudalism and Historians of Medieval Europe,” *The American Historical Review* 79,4 (1974): 1063-1088

Nov 2, 4, 6, 9, 13: Kingship and Queenship in England and France, to 1300. The *Bayeux Tapestry*. Magna Carta, the Capetians. Writing an effective History essay.

Reading: pp. 135-145, 173-178, 202-208

Nov 6 discussion: *Reading the Middle Ages*, 250 and 284 and 337-341

Second assignment due week of Nov 2

No class Nov. 11 (Remembrance Day)

Nov 16, 18, 20: the Normans in Southern Italy; the Kingdom of Sicily; the Hohenstaufen empire. How scholarly publishing works and why you should know.

Reading: pp. 158, 211-212

Nov 20 discussion: *Reading the Middle Ages*, 333-336

V. City and Countryside: the economy, material culture, social and intellectual life after 1000

Nov 23, 25, 27: Urban work for women and men; architecture, *Letters to Francesco Datini*. Universities, medieval and modern.

Reading: 160-164, 218-228

Nov 27 discussion: *Letters to Francesco Datini*

Nov 30, Dec 2, 4: Agriculture after 1000; rural work for women and men, peasants and the city. Editing your work.

Reading: pp. 213-214, 276-279

Dec 4 discussion: Building a class timeline

Dec 7, 9: Film and the Middle Ages: film-makers, historians, and “getting the facts right”

Third assignment due week of Dec 7

Term II

I. Christianity and Authority after 1000

Jan 6, 8, 11, 13, 15: Papal power, the Crusades, Crusader kingdoms of the eastern Mediterranean. How to work with (and give) comments and criticism.

Reading: 164-173, 229-230

No discussion Jan 8

Jan 15 discussion: *Reading the Middle Ages* 258, 363-368

Jan 18, 20, 22: New religious orders. Historiography.

Reading: 181-182, 230-233, 261-264

Jan 22 discussion: *Reading the Middle Ages*, 368-369; 370-372; 372-374

Jan 25, 27, 29: Heresy. The meaning of “agency.”

Reading: pp. 207, 232-235

Jan 29 discussion: *Reading the Middle Ages*, 405-411

II. War, Politics, and Society in the later medieval West

Feb 1, 3, 5: Italy. Historians and archives.

Reading: Roisin Cossar, “Defining Roles in the Clerical Household in Trecento Venice,” *Viator* 45(2014): 237-254 (I will make this available electronically)

Feb 5 discussion: *Reading the Middle Ages*, 397-398; 402-404;

Feb 8, 10, 12: France and Burgundy, 1300-1500, The Hundred Years’ War. Historical contingency.

Reading: pp. 255-257, 258-259, 289-297

Feb 12 discussion: *Reading the Middle Ages*, 428; 474

Fourth Assignment due week of Feb 8

Feb 15-19: Reading Week, no classes

Feb 22, 24, 26: Iberia: from Al-Andalus to the *Reconquista*. Academic conferences and how they work.

Reading: pp. 207-208; 252-253, 304

Feb 26 discussion: *Reading the Middle Ages*, 254-257

III. The later Middle Ages: crisis and decline?

Feb 29, March 2, 4: Famine, plague and their consequences.

Reading: 284-286, 300-301

March 4 discussion: *Reading the Middle Ages*, 443; 446; 448-450

March 7, 9, 11: Economic history of the 14th and 15th centuries

March 11 discussion: Writing workshop.

March 14, 16, 18: Environmental history of the later Middle Ages

March 18 discussion: source TBA

Fifth Assignment due week of March 14

March 21, 23: Gender history of the later Middle Ages.

No class March 25, Good Friday

March 28, 30, April 1: Oral and written cultures in the later Middle Ages

April 1 discussion: **Exam and course evaluations**

IV. 1500: The End?

April 4, 6, 8: Renaissance, Exploration and New Worlds

April 8: course review.

Sixth Assignment due week of April 4

Exam period, April 11-25

Readings Template
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2015-2016

For each text you read for our weekly discussions you will create an annotation based on this template. That means that in some weeks you will produce two or even three annotations. You will then hand in your collected annotations with your course portfolio on the due dates specified in the syllabus. Since the readings will vary (most will be primary sources, but others will include scholarly journal articles) you will need to adapt the template slightly to fit them.

I. Basic information about the source (be as specific as possible)

- Source title (if it's a journal article or essay, include both the article title and the title of the journal where it was published. If it's in the primary source reader, give the original title)
- Date created
- Source type (letter, biography, treatise, contract, chronicle, poem, decree, statute, map, charter, essay, article etc)
- Original language (if it's a primary source)

II. Analysis

A. Answer the following questions, being as specific as possible:

- (If a primary source): Why was this source created? What form does it take? What audience was it created for?
- (If a secondary source): What is the author's thesis and what sources and assumptions is that based on?
- Summarize the main content of the source in your own words in 4-5 sentences.
- In 1-2 sentences, explain what you find interesting, unfamiliar, stimulating, or challenging about this text.

B. Write a 2-3 sentence statement about the historical significance of the text. Can you locate it within the larger political, social, cultural, or intellectual contexts we are discussing in class? How might a historian use this text to say something about the medieval past?

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

Criteria	Outstanding	Very good	Adequate	Emerging	Incomplete
Evidence that writer has read widely in the assigned text(s).					
Clearly identifies authors' arguments and sources when necessary.					
Succinct summary of content.					
Clear explanation of historical actors' positions. No use of presentism.					
Writing is clear and free from errors.					
Plausible interpretation of historical significance.					