

HI 208: 003 & 004
The Middle Ages
Spring Semester 2020

Instructor:

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Course Management: WolfWare Moodle

Classes: HI 208:003: MWF 10:40-11:30, 341 Daniels Hall

HI 208:004: MWF 11:45-12:35, 341 Daniels Hall

Office Hours: MWF 9:30-10:30 and by appointment

Scope of the Course

The course explores medieval civilization from its beginnings in the third century through its apogee in the thirteenth century. Major topics are:

- 1. The transition from classical antiquity to the medieval world (3rd - 7th century):**
 - a. The Roman Empire's transformation into three new political entities: the Germanic kingdoms in the west, the Byzantine Empire in the east, and the Islamic Empire in the south;
 - b. Accompanying religious and cultural transformations: Christianity's triumph in the Roman Empire and barbarian West; the genesis of Byzantine civilization; and the rise of Islam and the development of Islamic civilization.
- 2. The West's dynamic but short-lived Carolingian Empire (8th & 9th centuries)**
- 3. The Viking Age, feudalism, and the formation of enduring European states (9th - 11th century)**
- 4. Economic expansion and the emergence of capitalism (11th - 13th century)**
- 5. The rise of a powerful papacy, crusades, religious discontent, conflicts between church and state (11th- 13th century)**
- 6. Europe's discovery and absorption of diverse cultural and intellectual legacies and its creation of new Western traditions in literature, architecture, art and academic life (11th -13th century)**
- 7. The emergence of the modern state and the political legacies of the twelfth and thirteenth centuries.**

COURSE REQUIREMENTS

Required Books:

Backman, C.R. *The Worlds of Medieval Europe* (3rd ed.; Oxford University Press, 2015)
Novikoff, A.J. (ed.) *The Twelfth-Century Renaissance: A Reader* (University of Toronto Press, 2017;
All-In E-book available through Moodle)

Assignment Schedule and Grading:

1. Class Attendance & Participation (8%)
2. Jan. 22 (Wed.): First Homework: (4%)
3. Feb. 7 (Fri.): First Exam (20%)
4. Feb. 24 (Mon.): Second Homework: (4%)
5. Mar. 6 (Fri.): Second exam (20%)
6. Mar. 23 (Mon.): Third Homework (4%)
7. Apr. 10 (Fri.): Paper Due (20%)
8. Final Exam: **003: Apr. 29 (Wed.) 8:00-11:00 a.m. (20%)**
004: May 4 (Mon.) 8:00-11:00 a.m. (20%)

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Grading Scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59 and lower
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

CLASS TOPICS & READINGS

1-6 M

Course Introduction

- *The Worlds of Medieval Europe*, Introduction, pp. xvii-xxi.

1-8W

Roman Achievements

- *The Worlds of Medieval Europe*, Ch. 1, pp. 3-16.

1-10F, 1-13M

The Roman Empire in the Third Century: Crises & Course Corrections (3rd - 4th century)

- *The Worlds of Medieval Europe*, Ch. 1, pp. 16-23.

1-15W, 1-17F, 1-22W, 1-24F

The Roman Empire's Conversion to Christianity: Causes & Consequences (3rd - 5th century)

- *The Worlds of Medieval Europe*, Ch. 2; Ch. 4, pp. 88-93.
- Moodle: Lactantius, *On the Death of the Persecutors*: Constantine's conversion
- Moodle: Eusebius, *The Life of Constantine*: Constantine's conversion

1-27M, 1-29W, 1-31F

From West Roman Empire to Germanic West (late 4th - 6th century)

- *The Worlds of Medieval Europe*, Ch. 3, pp. 58-81.
- Moodle: Kagan, D. (ed.) *The End of the Roman Empire: Decline or Transformation?* (3rd ed., 1992), Introduction, pp. 1-7.
- YouTube: (BBC TWO, 2016) *Mary Beard's Ultimate Rome: Empire Without Limit* Episode 4 (59 mins).
- *Beowulf* (DVD, 2006): a live performance by Benjamin Bagby

2-3M, 2-5W

The Roman Legacy in the Germanic West (6th - 8th century)

- *The Worlds of Medieval Europe*, Ch. 3, pp. 82-6; Ch. 4, pp. 94-110; Ch. 5, pp. 112-21.
- Januszcak, W. (DVD: BBC, 2012) *The Dark Ages: An Age of Light*: 'What the Barbarians did for us'.

2-7F: First Exam

2-10M, 2-12W, 2-14F,

From East Roman to Byzantine Empire (6th - 7th century)

- *The Worlds of Medieval Europe*, Ch. 5, pp. 121-32.

2-17M, 2-19W, 2-21F, 2-24M

The Birth of Islam & the Creation of an Islamic Empire and Civilization (7th - 9th century)

- *The Worlds of Medieval Europe*, Ch. 5, pp. 133-42; Ch. 7, pp. 197-201.
- Moodle: A New Civilization (Excerpts from the Quran)
- Januszcak, W. (DVD: BBC, 2012) *The Dark Ages: An Age of Light*: 'The Wonder of Islam'.

2-26W, 2-28F, 3-2M, 3-4W

The Carolingian Empire: its Creation & Collapse (8th & 9th centuries)

- *The Worlds of Medieval Europe*, Ch. 6; Ch. 7, pp. 181-7.
- Moodle: Excerpts from Einhard: *The Life of Charlemagne*

3-6F: Second Exam

3-16M, 3-18W, 3-20F, 3-23M, 3-25W

The Viking Age & its Legacy: Feudalism and the Reorganization of Europe (9th – 11th century)

- *The Worlds of Medieval Europe*, Ch. 7, pp. 187-97; 201-4; Ch. 8, pp. 212-31; Ch. 9, pp. 239-68; 280-2.
- Moodle: Hollister et al., pp. 165-7: ‘The Greenland Saga’
- Moodle: The Kievan Embassy (*The Russian Primary Chronicle*)
- Moodle: Charles the Simple’s grant to Rollo
- PowerPoint: The Bayeux Tapestry: a unique primary source.

3-27F, 3-30M

Commercial & Urban Growth and the Emergence of Capitalism (11th - 13th century)

- *The Worlds of Medieval Europe*, Ch. 8, pp. 231-7; Ch. 9, pp. 277-80; Ch. 15.

4-1W, 4-3F

Western Church Reform & Papal Ascendancy (11th - 13th century)

- *The Worlds of Medieval Europe*, Ch. 7, pp. 204-10; Ch. 10, pp. 284-97; 310-15; Ch. 12, pp. 357-72; Ch. 16, pp. 493-8.

4-6M, 4-8W, 4-10F

Crusades: Causes & Consequences (11th - 13th century)

- *The Worlds of Medieval Europe*, Ch. 9, pp. 268-76; Ch. 10, pp. 297-310; Ch. 12, pp. 367-8; Ch. 13, pp. 401, 405, 412-5.
- Moodle: Housely, N. *Contesting the Crusades* (2006), Ch. 4 ‘The Intentions and Motivations of Crusaders’, pp. 75-98.
- Moodle: Cotts, J.D. *Europe’s Long Twelfth Century* (2013), Ch. 5 ‘The Crusades and the Idea of Christendom’, pp.183-97.

4-13M, 4-15W, 4-17F

Was there a Twelfth-Century Renaissance? (11th - 13th century)

- *The Worlds of Medieval Europe*, Ch. 11; Ch. 14; Ch. 18, pp. 551-5.
- *The Twelfth-Century Renaissance: A Reader* (All-In E-book)
- Moodle: Cotts, J.D. *Europe’s Long Twelfth Century* (2013), ‘Introduction: Approaches to the Twelfth Century and its “Renaissance”’ pp. 1-13.
- Moodle: Ferrante, J.M. ‘The French Courtly Poet Marie de France’, in *Medieval Women Writers*, ed. K.M. Wilson (1984), pp. 64-83.

4-20M

Religious Devotion & Discontent in the Twelfth and Thirteenth Centuries

- *The Worlds of Medieval Europe*, Ch. 12, pp. 372-84; Ch.16, pp. 482-93; 499-504.

- Moodle: Cotts, J.D. *Europe's Long Twelfth Century* (2013), Ch. 3 'Spirituality and its Discontents', pp. 136-50.

4-22W

The Emergence of the Modern State & the Political Legacies of the Twelfth and Thirteenth Centuries

- *The Worlds of Medieval Europe*, Ch. 13, pp. 389-412.
- Moodle: Breay, C. *Magna Carta: Manuscripts and Myths* (2002), pp. 6-54.

4-22W

Europe meets Mongol Asia in the Thirteenth Century

- *The Worlds of Medieval Europe*, Ch. 13, pp. 415-8.
- Jackson, P. *The Mongols and the West, 1221-1410* (2nd ed. 2018; NCSU eBook), Ch. 2 'A World Empire in the Making', pp. 33-52.

GENERAL EDUCATION PROGRAM (GEP) REQUIREMENTS AND STUDENT LEARNING OUTCOMES

This course meets the requirements of the **Humanities category of the GEP**

GEP Humanities category objectives and outcomes:

Objective #1: Students will engage the human experience through the interpretation of human culture.

- **Outcome #1:** Students will understand how the medieval societies of Western Christendom, Eastern (or Byzantine) Christendom and the Islamic world emerged from the Roman Empire. You will analyze the cultural identities of these emerging societies as well as the strained relationships that developed between them.

Means of assessment:

Students' ability to engage the human experience by interpreting these three distinctive medieval societies will be measured in class discussions, essays, homework and a paper. **For example**, you might be asked to explain how the Carolingian Empire was the product of three cultures—Roman, Christian and Germanic; **or** you might be asked to analyze how the Arabs were able to create a sophisticated Islamic civilization, one that the medieval West would ultimately avail itself of.

Objective #2: Students will become aware that the act of historical interpretation itself is a critical form of knowing in the Humanities.

- **Outcome for #2:** Students will critique a variety of primary sources and secondary works in order to understand their distinctive perspectives and historical interpretations. The ultimate outcome here is that you will evaluate the arguments and evidence presented in both primary and secondary sources in order to reach your own conclusions.

Means of assessment:

In class discussions, essays, homework and a paper, students will interpret the evidence from a selection of primary and secondary sources. **For example**, you might be asked to compare and contrast two roughly contemporary accounts of Constantine’s conversion to Christianity. You will also be asked to weigh in on debates among historians. **For example**, you might be asked to discuss whether there was, as some historians have argued, a *twelfth-century* renaissance.

Objective #3: Students will make academic arguments about the human experience using reasons and supporting evidence that is appropriate to the Humanities.

- **Outcome for #3:** Students will analyze the human experience during the Middle Ages using reasons and supporting evidence appropriate to the humanities. The evidence will come from a variety of sources including documents, literature, art, artifacts, and architecture.

Means of assessment: A range of medieval experiences will be analyzed in class discussions, essays, homework and a paper. In each case, you will be required to back up your arguments with evidence. **For example**, you might be asked to discuss the historical significance of a prominent individual such as Eleanor of Aquitaine or Francis of Assisi, or to explore what it meant to be a serf, or to assess the motivation of crusaders. To do so effectively, you will have to present arguments that are supported by evidence from primary and secondary sources.

The course also meets the requirements of the **Global Knowledge category of the GEP**

GEP Global Knowledge category objectives and outcomes:

Objective #1: Identify and examine the distinguishing characteristics and/or attitudes of people in a society or culture outside the United States.

- **Outcomes for #1:** Students will identify and understand the distinguishing characteristics of Western Christendom, Eastern Christendom, and the Islamic world during the Middle Ages, using a wide variety of primary and secondary sources, and they will analyze relations between these cultures.

Means of assessment: Students’ knowledge of the distinguishing characteristics of cultures that co-existed in the medieval world will be measured in class discussions, essays, homework and a paper. **For example**, you might be asked to discuss what was distinctive about Byzantine or Islamic civilization, or to show how the West’s ability to draw on the achievements of other civilizations contributed to its own remarkable intellectual and cultural growth in the High Middle Ages.

Objective #3: Explain how these distinguishing characteristics relate to their cultural and/or

historical contexts in the non-U.S. society.

- **Outcomes for #3:** Students will demonstrate that these distinguishing characteristics relate to their cultural and/or historical contexts.

Means of assessment: Students' ability to recognize cultural and historical contexts will be measured in essays and a paper. **For example**, you might be asked to discuss the extent to which the medieval church was shaped by its early formation within the Roman Empire, **or** the degree to which Magna Carta was a product of the feudal culture of the day.

RULES AND REGULATIONS

Auditors: Students who are auditors must talk with the instructor about the requirements for an AU grade, and students taking the class for CR only must achieve a C- grade to obtain credit for the class.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office on the third floor of Holmes Hall (Suite 304). For more information about NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (**REG02.20.01**). <https://policies.ncsu.edu/regulation/reg-02-20-01>. Students who have registered should immediately schedule an appointment with the instructor regarding their specific academic accommodations.

Transgender Students: So as to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronoun other than what is listed in the student directory.

Attendance Policy: Class attendance is required. Lectures and discussions are an integral part of the course and instructors in 200-level courses are required to keep a record of attendance throughout the semester (<http://policies.ncsu.edu/regulation/reg-02-20-3>).

- Excuses for anticipated absences (representing the University in an official capacity, attending a professional meeting, serving as a member of athletic team, military service, required court attendance, religious observance) must have documentation and be cleared with the instructor in advance.
- Excuses for unanticipated absences must be reported to the instructor as soon as possible and within a week of returning to class. For short-term illness or injury, provide a doctor's note that includes the date(s) of your absence(s). For death in your family, funeral attendance, or serious illness, submit the appropriate documentation to the Division of Academic and Student Affairs, absence-verification@ncsu.edu. An absence verification officer will work with you to verify the absence and notify me and send a copy the verification message to you and your advisor. It is your responsibility to ensure that this is completed in a timely manner.

Instructors in 200-level courses have the right to use "reasonable academic penalties commensurate with the importance of the work missed because of unexcused absences". (<http://policies.ncsu.edu/regulation/reg-02-20-03>) **More than three unexcused absences will result in points being deducted from your Class Attendance & Participation grade.**

Class Participation: Students should read ahead of class and come prepared to discuss or take a quiz on the material for that class. Students who do not make the appropriate effort and/or who spend time on other activities such as texting, emailing, working on other class assignments, crossword puzzles, games, etc. will have points deducted from their Class Attendance & Participation grade.

Punctuality: It is important to arrive in class on time. Late arrivals will be noted: three will count as an absence. It is also important to remain in class until the end. Early departures will also be noted and will count as absences.

Make-Up Exams, Late Papers and Incompletes:

- Students will not be granted a make-up exam except in the case of a documented debilitating illness or for reasons acceptable to the instructor (documentation necessary). Such students must notify the instructor prior to the exam or, if this is impossible, within 24 hours of the exam.
- The same rules apply to all writing assignments, which must be submitted on time. Unexcused late work will either receive a zero or have points deducted, at the discretion of the instructor.
- An IN grade will not be granted except in the case of a documented serious interruption in a student's studies not caused by his/her own negligence or bad management of time.

Academic Misconduct:

"Cheating is the giving, taking, or presenting of information or material by a student that unethically or fraudulently aids oneself or another on any work which is to be considered in the determination of a grade or the completion of academic requirements". See <http://policies.ncsu.edu/policy/pol-11-35-01> (Section 8: Academic Misconduct). Academic misconduct includes cheating, plagiarism and aiding and abetting others to cheat or plagiarize. To ensure academic integrity:

1. Follow NCSU's Code of Student Conduct (<http://policies.ncsu.edu/policy/pol-11-35-01>);
2. Read the History Department's information about plagiarism and how to avoid it: http://history.ncsu.edu/ug_resources/plagiarism_honor_code
3. Consult Cindy Levine, the Humanities Librarian at D.H. Hill Library, and her excellent online History Research Guide (<http://www.lib.ncsu.edu/guides/history/>)
4. Sign NCSU's Honor Pledge on submitted work: ("I have neither given nor received unauthorized aid on this test or assignment").

Academic misconduct will not be tolerated in this class. Suspected cases will be reported to the Office of Student Conduct. Students should take note of the serious penalties for academic misconduct at NCSU. <http://policies.ncsu.edu/policy/pol-11-35-01>

Online Course Evaluations: Towards the end of the semester, students will be requested to provide an online course evaluation. Some class time will be reserved for this. Evaluations are confidential: instructors will never know how any one student responded to any question, and

students will never know the ratings for any particular instructor.

Humanities and Social Sciences Career Services are available through the Career Development Center. **Courtney Jones**, Career Identity Coach, serves freshman, and can be reached at cgjones5@ncsu.edu. **Sarah Wild**, Career Counselor, and **Julianne Britt**, Graduate Intern, serve sophomore to graduate-level students, and can be reached at swild@ncsu.edu. Visit during drop-in hours or schedule an appointment on ePack - ncsu.edu/epack