

**HI 208: 003 & 004**  
**The Middle Ages**  
**Spring Semester 2018**

**Instructor:**

Helen Perros, Ph.D.

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Course Management: WolfWare Moodle

Classes: HI 208:003: MWF 10:40-11:30, 115 WI

HI 208:004: MWF 11:45-12:35, 115 WI

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

**Scope of the Course**

The course surveys 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 between the third and seventh centuries:**
  - a. The transformation of the Roman Empire 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. The accompanying religious and cultural transformations: Christianity's triumph in the Roman Empire and barbarian West; the growth of a distinctive Byzantine civilization; and the emergence of a new Islamic faith and civilization.
- 2. The West's dynamic but short-lived Carolingian Empire in the late eighth and early ninth century.**
- 3. Subsequent key medieval developments including Viking attacks, feudalism, the formation of enduring European states, an increasingly powerful Western church, crusades and other types of European expansion.**
- 4. Europe's remarkable economic, cultural and intellectual growth from the eleventh through the thirteenth century, and the role that other cultures—ancient Greek and Roman, Jewish, Moslem, and Celtic—played in these developments.**
- 5. Europe's growing internal tensions, reflected in the increasing intolerance of heretics and Jews and in the intensity of the conflicts between church and state.**
- 6. And finally Europe's encounter with Asia following the creation of the Mongol Empire in the thirteenth century.**

## COURSE REQUIREMENTS

### Required Books:

1. Frankforter, A. Daniel. *The Medieval Millennium: An Introduction*. 2<sup>nd</sup> ed. Prentice-Hall, 2003.
2. *The Song of Roland*, transl. by G. Burgess. Penguin Books, 1990.
3. *The Lais of Marie de France*, transl. by G. Burgess & K. Busby. Penguin Books, 2<sup>nd</sup> ed., 1999.

The webpage link below will provide access to the titles and to the college bookstore and online options: <http://www.facultybookshelf.org/course/14073>

### Assignment Schedule and Grading:

1. Class Attendance & Participation (8%)
2. Feb. 7 (Wed.): First exam (20%)
3. Mar. 16 (Fri.): Second exam (20%)
4. Apr. 2 (Mon.): Submit first paper (16%)
5. Apr. 16 (Mon.): Submit second paper (16%)
6. Final Exam (20%): 004 May 4 (Fri.) 8:00-11:00 a.m.  
003 May 7 (Mon.) 8:00-11:00 a.m.

### 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

### 1-8M

#### Course Introduction

### 1-10W

#### Roman Achievements

### 1-12F, 1-17W

#### Roman Decline—or Transformation? (3<sup>rd</sup> - 5<sup>th</sup> century)

- *Med. Mil.* Ch. 1 'The Medieval World's Roman Foundations' (~21 pages)
- Moodle: Kagan, D. (ed.) *The End of the Roman Empire: Decline or Transformation?* (3<sup>rd</sup> ed., 1992), Introduction, pp. 1-7.

1-19F, 1-22M, 1-24W

**Christianity's Triumph: Causes and Consequences (3<sup>rd</sup> - 5<sup>th</sup> century)**

- *Med. Mil.* Ch. 2 'The Medieval World's Christian Foundations'; Ch. 3, pp. 67-72 (~29 pages)
- Moodle: Eusebius: *The Life of Constantine*: Constantine's conversion (~ 2 pages)
- Moodle: Lactantius, *On the Death of the Persecutors*: Constantine's conversion (~ 1 page)
- Moodle: The Edict of Milan, 313 (~ 2 pages)

1-26F, 1-29M, 1-31W, 2-2F, 2-5M

**From West Roman Empire to Germanic West: Barbarian Strength or Roman Weakness? (5<sup>th</sup> & 6<sup>th</sup> centuries)**

- *Med. Mil.* Ch. 3, pp. 49-66; 76; Ch. 5, pp. 108-19 (~29 pages)
- *Beowulf* (DVD, 2006): a live performance by Benjamin Bagby (15 mins.)
- Januszcak, W. (DVD: BBC, 2012) *The Dark Ages: An Age of Light*: 'What the Barbarians did for us' (18 mins.)
- Moodle: Sarris, P. *Empires of Faith: The Fall of Rome to the Rise of Islam* (2011), 'The Decline of the Western Roman Empire—Chronology and Facts' pp. 44-55 (~11 pages)

**2-7W: First Exam**

2-9F, 2-12M

**From East Roman to Byzantine Empire: Justinian & Theodora and their Legacy (6<sup>th</sup> century)**

- *Med. Mil.* Ch. 4, pp. 78-83; 93-5 (~6 pages)
- Garland, L. *Byzantine Empresses* (1999; NCSU eBook), Ch. 1 'Theodora, wife of Justinian (527-48)', pp. 11-22; 29-39 (~21 pages)

2-14W, 2-16F

**Church Leadership in the Early Medieval West (5<sup>th</sup> - 8<sup>th</sup> century)**

- *Med. Mil.* Ch. 3, pp. 72-6; Ch. 5, pp. 116-22 (~10 pages)

2-19M, 2-21W, 2-23F, 2-26M

**The Emergence of Islam and the Creation of an Islamic Empire (7<sup>th</sup> - 9<sup>th</sup> century)**

- *Med. Mil.* Ch. 4, pp. 77-8; 83-106; Ch. 6, pp. 160-2 (~26 pages)
- Moodle: A New Civilization (Excerpts from the Quran) (~4 pages)
- Januszcak, W. (DVD: BBC, 2012) *The Dark Ages: An Age of Light*: 'The Wonder of Islam' (18 mins.)

2-28W, 3-2F, 3-12M, 3-14W

**The Carolingian Empire: Its Creation and Collapse (8<sup>th</sup> & 9<sup>th</sup> centuries)**

- *Med. Mil.* Ch. 5, pp. 107-8; 122-34; Ch. 6, pp. 137-146 (~23 pages)
- Moodle: Einhard: *The Life of Charlemagne* (pp. 84-87)

**3-16F: Second Exam**

3-19M, 3-21W

**Europe Under Siege: Viking, Magyar & Moslem Attacks (9<sup>th</sup> & 10<sup>th</sup> centuries)**

- *Med. Mil.* pp. 146-8 (~2 pages)
- Moodle: Hollister et al., pp. 165-7: 'The Greenland Saga' (~3 pages)
- Moodle: The Kievan Embassy (The Russian Primary Chronicle) (~1½ pages)
- Moodle: Charles the Simple's grant to Rollo (~1 page)

3-26M, 3-28W

**The Feudalization of European society (9<sup>th</sup> - 13<sup>th</sup> century)**

- *Med. Mil.* Ch. 6, pp. 146-59 (~13 pages)

**4-2M Submit first paper**

4-2M, 4-4W

**The Emergence of New European States: France, England, and Germany (9<sup>th</sup> - 11<sup>th</sup> century)**

- *Med. Mil.* Ch. 7, pp. 165-76 (~11 pages)
- PowerPoint: The Bayeux Tapestry: a unique primary source (20 minutes)

4-6F, 4-9M

**Western Church Reform: Goals and Achievements (11<sup>th</sup> & 12<sup>th</sup> centuries)**

- *Med. Mil.* Ch. 7, pp. 176-9 (~3 pages)

4-11W, 4-13F

**The Crusades: Causes and Consequences (11<sup>th</sup> - 13<sup>th</sup> century)**

- *Med. Mil.* Ch. 7 pp. 179-89; 163-4, Ch. 10 pp. 250-1; 256-7; 270; 271; 267-8; 261 (~14 pages)
- Moodle: Cotts, J.D. *Europe's Long Twelfth Century* (2013), Ch. 5 'The Crusades and the Idea of Christendom' (~18 pages)
- Moodle: Housely, N. *Contesting the Crusades* (2006), Ch. 7: 'Crusading and Other Faiths', pp. 156-66 (~10 pages)

**4-16M: Submit second paper**

#### 4-16M

### **Commercial and Urban Growth in the High Middle Ages (11<sup>th</sup> - 13<sup>th</sup> century): The Birth of Capitalism**

- *Med. Mil.* Ch. 8, pp. 192-210 (~17 pages)
- Moodle: Cotts, J.D. *Europe's Long Twelfth Century* (2013), 'Towns and Cities', pp. 92-99); 'Trade, Commerce and Economic Growth', pp. 99-106 (~14 pages)
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#### 4-18W

### **Vernacular Literature in the Age of Chivalry: Adventures in War, Love and the Afterlife**

- *Med. Mil.* Ch. 9, pp. 228-43; Ch. 11, pp. 275-77 (~17 pages)
- *The Song of Roland*
- *The Lais of Marie de France*
- CD of Troubadour Songs (10 minutes)

#### 4-20F

### **Architecture and Art in the High Middle Ages: Romanesque, Gothic and Giotto**

- *Med. Mil.* Ch. 9, pp. 235-44; Ch. 12, p. 302 (~9 pages)

#### 4-23M

### **Educational and Intellectual Developments of the High Middle Ages: The Rediscovery of Logic and the Rise of Universities**

- *Med. Mil.* Ch. 8, pp. 190-2; 210-216; Ch. 9, pp. 217-228; Ch. 11, pp. 282-7 (~25 pages)
- Cotts, J.D. *Europe's Long Twelfth Century* (2013), 'Introduction: Approaches to the Twelfth Century and its "Renaissance"' (~13 pages)
- Moodle: Peter Abelard: *History of Calamities* (pp. 145-9); Letter from Heloise to Abelard, pp. 149-51 (~7 pages)

#### 4-25W

### **The Emergence of the Modern State: (12<sup>th</sup> & 13<sup>th</sup> centuries)**

- *Med. Mil.* Ch. 9, pp. 217-8; Ch. 10, pp. 245-68 (~25 pages)
- Moodle: 'Magna Carta' (~6 pages)

#### 4-27F

### **Papal Monarchy and Challenges to its Authority (12<sup>th</sup> and 13<sup>th</sup> centuries)**

- *MM* Ch. 10, pp. 268-72; Ch. 11, pp. 275-82 (~ 12 pages)
- Moodle: Francis of Assisi, *The Canticle of the Sun* (~3 pages)

### **Europe meets Mongol Asia (13<sup>th</sup> century)**

- *Med. Mil.* pp. 288-92 (~ 5 pages)

## 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 identify and understand the cultures that emerged as the Roman Empire transformed into the new medieval societies of Western Christendom, Eastern (or Byzantine) Christendom and the Islamic world. Students will analyze the momentous changes that occurred within these emerging societies as well as the difficult, often hostile, relationships that developed between them.

### **Means of assessment:**

The students' ability to engage the human experience by interpreting these three distinctive medieval societies will be measured in class discussions, essays, and papers. For example, you might be asked to explain how the Carolingian Empire blended three distinct cultures—Roman, Christian and Germanic; or you might be asked to analyze how the Arabs created a sophisticated Islamic civilization in the wake of their wars of expansion.

**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 and papers, 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, and papers. In each case, you will be required to back up your arguments with evidence. For example, you might be asked to explain why Magna Carta came into being and to analyze its historical significance. 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 (including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments) and/or attitudes of people in a society or culture outside the United States.

- **Outcomes for #1:** Students will identify and explain 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 the cultures that co-existed in the medieval world will be measured in class discussions, essays and papers. For example, you might be asked to show how the West's ability to draw on the achievements of other civilizations and cultures 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 the term 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.

**Students with Disabilities:** Students with disabilities who have registered with the Disability Services Office should immediately schedule an appointment with the instructor regarding their specific academic accommodations. For information about the university's Academic Accommodations for Students with Disabilities, see <http://dso.dasa.ncsu.edu>

**Transgender Students:** In an effort 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 pronouns 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 of your absence(s). For death in your family, funeral attendance, serious illness, submit the appropriate documentation to the Division of Academic and Student Affairs, [absence-verification@ncsu.edu](mailto:absence-verification@ncsu.edu). An absence verification officer will work with you to verify the absence and notify me, sending 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 come to class prepared to discuss the material for that class. Homework readings are to be done in preparation for class discussion and quizzes. 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](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](mailto:cgjones5@ncsu.edu). **Sarah Wild**, Career Counselor, serves sophomore to graduate-level students, and can be reached at [swild@ncsu.edu](mailto:swild@ncsu.edu). Visit your career counselor/coach during drop-in hours or schedule an appointment on ePack - [ncsu.edu/epack](http://ncsu.edu/epack)