



Spring 2018

HIST 103
INTRODUCTION TO THE
MEDIEVAL WORLD



Location: Wetherill Lab of Chemistry 104
Meeting Days: T-R 3:00 pm – 4:15 pm

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Graduate Teaching Assistants

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Office Hours: M 11:30 to 1:30 and by appointment

Course Description

This course is an overview of medieval history from the late Roman Empire to the birth of Renaissance Europe, encompassing the millennium from about 300 AD to 1500 AD. The course will explore political, religious, and social changes as well as economic, technological, and cultural developments.

By the end of the course, students will gain a sophisticated understanding of the large historical processes that took place during the period and identify those that have been formative in the development of European Civilization. As we explore the themes of the course, students will also

develop an awareness of the complexity of human experience of the men and women who inhabited the medieval world.

Required Texts:

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

ISBN:9781442608023.

Additional readings TBA.

Learning Outcomes

- A. identify and assess the large historical processes that transformed the European world from 300 AD to 1500 AD.
 1. Explain the geopolitical shift in the Mediterranean world after the dissolution of the Roman Empire in the West.
 2. Identify the three main civilizations that emerged by c. 700 A.D. and their political, cultural, and social characteristics.
 3. Identify the “Nations” that populated Western Europe from 500 A.D. to 900 A.D. and their political, cultural, and social characteristics.
 4. Understand the nature and the consequences of the Viking, Magyar, and Muslim invasions.
 5. Articulate the causes and nature of the transformations that swept Europe after the 11th century and that culminated with the Renaissance in the 15th century.
 6. Become familiar with different aspects of European Medieval culture.
- B. describe certain historical events of the period that had been formative to the development of Western Europe.
 1. Understand the causes and consequences of the first Crusade
 2. Identify the positive and negative impact of the Black Plague.
 3. Contextualize the so-called “Commercial Revolution.”
 4. identify at least three consequences of the rise of universities.
- C. become familiar with the techniques and skills historians utilize to interpret the past.
 1. Interpret a primary source within the appropriate historical context.
 2. Understand change over time (a major tenet of the discipline) as it applies to European civilization from 300 A.D. to 1500 A.D.
- D. Acquire and/or improve note-taking skills

Assignments and Evaluation:

Assignments for this course provide students the opportunity to build, improve, and expand their analytical skills and historical knowledge. Assessment, therefore, has been designed to evaluate content knowledge, critical writing ability, and engagement with the material as follows:

1. **Two Exams and a Final, essay format.** Two exams will be administered during regular class time. The final will follow the same format, except that it will be longer and

administered during finals week. Students can rest assured that only material discussed in class will be tested, that there will be a review before each exam, and that expectations will be spelled out in advance. Students will be given the exam questions in advance.

I understand that there might be instances in which students will be unable to take the exam during the assigned date (see attendance policy below). If that is the case, you have ten days to make up the exam. It is your responsibility to request a date for retaking it.

2. **Multiple-Choice Quizzes or very short writing assignments.** These are meant to reinforce mastery of and familiarity with the material.
3. **A Group Project** on a particular aspect of medieval culture. Students will work together in groups to create a self-running visual presentation on power point or similar program. The best ones will be shown to the rest of the class, or if we have time, all of them. We will pick topics together.
4. **Participation** will be evaluated as follows:
 - a. Class notes. These can be hand written and/or electronic. We will grade them for thoroughness and consistency. The goal is to help you develop note-taking skills.
 - b. Class contributions in discussions and activities
 - c. Attendance. More than two unexcused absences will negatively affect your participation grade. See attendance policy below.
You will receive two grades (10% each). You are welcome, indeed encouraged, to ask for feedback.
5. A small number of **Extra Credit** assignments may be available during the semester to help students improve their grade. They will be announced during the semester.

GRADE DISTRIBUTION	
Exam 1: Late Antiquity-Early Middle Ages	20 %
Exam 2: Central Middle Ages	20%
Final Exam: Late Middle Ages and Renaissance	20%
Quizzes	10%
Group Project	10%
Participation (notes, attendance, class contributions)	20 %
March 1 (10%)	
April 28 (10%)	
Final Grade Total	100%

Students must complete **all** assignments in order to receive a passing grade for the course. In other words, you cannot skip an assignment, even if skipping an assignment would give you a passing grade for the course.

Grading Scale

100-98 = A+ 97-93 = A 92-90 = A- 89-88 = B+ 87-83 = B 82-80 = B-
 79-78 = C+ 77-73 = C 72-70 = C- 69-68 = D+ 67-63 = D 62-60 = D-

My Teaching Style:

I enjoy sharing my knowledge tremendously, which is why I appreciate your questions. Raise your hand and I will pause to address queries or comments as they come up. There will be time specifically set aside for discussions.

I also really like meeting my students personally, so I encourage you to come to see me during my office hours or make an appointment. My Teaching Assistants, Ms. Lama El-Sharif and Mr. Zach Schultz, are also available to you. We have office hours distributed during the course of the week for this purpose. For the most part, you can expect a response to your email enquiries quickly, usually within a day. Following proper email etiquette is expected. You can address me as Professor or Dr. Mitchell in our communications. Do sign your name and put a subject on your email, such as “Intro to Medieval Student.”

If you are doing really well in the class and become fascinated by the material, I will be happy to discuss the possibility of declaring a major or minor in history. The TAs will also be happy to talk to you about that.

General Course Policies and Procedures:

You are expected to attend class, read the material, participate actively in discussions, and complete the required assignments when they are due. Late work will be penalized. Extensions will be granted only under compelling circumstances. You should talk to me if that is the case, hopefully in advance (although I understand that is not always possible).

Assigned readings should be completed before class. Keeping up with the readings is important too and will help you process the material more effectively. In short, you will be well prepared and will be very likely to know what will be on the test if you come to class.

Attending lectures and taking extensive and detailed notes will be an important part of the learning process. The material that will be tested as well as the analytical frameworks needed for the tests and the papers will be explicitly addressed and discussed in class. With this in mind, coming to class is the first step in your ability to succeed in this course and get a good grade. Your ability to discern what is important is an important skill that will be useful to you, I believe, in every possible academic and professional setting. Remember that we are here to facilitate your learning. Take advantage of our office hours or make an appointment to discuss any concerns or questions you might about the course.

Attendance Policy:

Attendance is mandatory. More than two absences will negatively affect your grade. Arrive on time. If you are late, however, I would rather you came in than miss class. If there is an occasion where you must leave early, notify me or the TA before class starts and sit near an exit. Be

courteous. Do not disrupt the professor or your fellow students. Think of our classroom as an airplane: the use of electronic devices is not permitted during our short flights.

Grief Absences and Conflicts with Religious Observances will be excused according to Purdue University's regulations.

http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

Unavoidable absences: I recognize that occasionally, a student must be absent from a scheduled course activity for personal reasons beyond his/her control. I will make decisions about make-up work and excuse absences on individual bases and on accordance to Purdue University's regulations. http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

Students participating in University-sponsored activities will be accommodated following Purdue University's regulations. Students, however, are responsible for notifying the instructor well in advance and making arrangements for potential missing work.

http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

Academic Integrity:

Plagiarism or any sort of cheating will result in a failing grade for the entire course and, likely, the case will be referred to the Dean of Students Office. Cheating can take many forms, including, but not limited to, passing someone else's work for one's own, copying from another student's work during an exam, or using unauthorized material. Familiarize yourself with Purdue's policy on Academic Integrity.

<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

College of Liberal Arts Classroom Civility Statement:

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Disclaimer:

In the event of a major campus emergency, the requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted on Blackboard once the course resumes or can be obtained by contacting the professor via email.

Course Schedule:

Date	Lecture and Discussion Topics	Readings	Assignments
January 9-11	Introductions: Content and Expectations Late Roman Empire	Syllabus Primary, Secondary, Tertiary Sources Rosenwein, 1-15 “Prelude: The Roman World Transformed (c. 300-600) “Read half of it, look at the pictures too.	Take a virtual tour of Rome (video)
January 16-18	Heirs of Rome	Rosenwein, 15-35, second half of Prelude. Rosenwein, 39-75 Chapter 2	Watch YouTube video of Constantine the Great (video)
January 23-25	Charlemagne and the Carolingians	Rosenwein, 96-112 Part of Chapter 3: from “An Empire in Spite of Itself” to the end of the chapter	Explore Barbarian and Carolingian Art at the Metropolitan Museum of Art on line (video)
January 30- February 1	Charlemagne and the Carolingians	Reading on blackboard: Einhard, Life of Charlemagne	
February 6-8	Europe under Siege: The Vikings and Other Threats	Rosenwein, 127-130 Section in Chapter 4: “The West: Fragmentation and Resilience” (read all the material on Vikings, Muslims, and Magyars.) Additional Readings TBA	
February 13-15	Political Fragmentation	Rosenwein, 131-149 Section in Chapter 4: “Public Power and Private Relationships”	

		(Read on Lords and Vassals, peasants, and warriors, etc.) “Kingship in an Age of Transformation” (also in Chapter 4) to the end of the chapter.	
February 20-22	Medieval Culture Project, group assignments, etc. The Transformation of Europe Review for exam	Rosenwein, 160-170 From Chapter 5: “The Quickening of the European Economy” to the end of the section (right before “The First Crusade”)	
February 27		Exam 1	
March 1	Crusading Europe	Rosenwein, 170-175 From Chapter 5: The First Crusade	
March 6-8	Europe Transformed: the Commercial, Political, and Intellectual Revolutions	Rosenwein, 178-194 From Chapter 5: “New Forms of Learning and Religious Expression,” to the end of the chapter. Also read Rosenwein, 202-220 From Chapter 6: “Law, Authority, and the Written Word in England” to the end of the chapter	
March 13-15	SPRING VACATION – NO CLASS		
March 20-22	Demographic Catastrophe	Rosenwein, 283-301 Read Chapter 8 to “Economic Contraction” (included)	
March 27-29	Group projects Socio-Political and Cultural Transformations	Rosenwein, 241-280 Chapter 7 Look at the pictures in chapter 7 and 8.	
April 3	Review for exam		
April 5	Exam 2: Central Middle Ages		Second Exam

April 10-12-17-19-24	Rise of the West: Renaissance and Expansion	Rosenweing: Old Worlds in Isolation The <i>Popolo</i> gains power	The Medici (video) Medieval Culture Projects Due April 24
April 28	Group Projects and review for exam		
Final Exam: Late Middle Ages and Renaissance TBA			