# History 101: Europe 800-1300

Block 2, 2018-2019

Law Hall 203

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## Overview

This course traces the development of European society and culture from the reign of Charlemagne to around the year 1300. We will explore the development of new ideas about spirituality, law, community, and authority, and how they mixed with older traditions. Topics will include the Crusades, the culture of knights, the growth of towns, universities, and the developing inquisition.

This course is not only an introduction to the period being studied, but also to methods of working with historical sources. The majority of our readings will come from medieval documents, and practice at reading these texts, interpreting them, and using them as evidence for an argument will be crucial parts of this class.

## Course Meetings

Class will ordinarily meet on weekdays from 9 to 11 or 11:30 am; additional classes will be held from 1 to 2 pm. Dates of afternoon classes are marked on the course schedule below. Additional afternoon classes may be called if needed. Please leave 1-2 pm weekdays free on your schedule.

## Texts

The following books have been ordered at the bookstore and are required reading:

Andrew Jotischky and Caroline Hull, *The Penguin Historical Atlas of the Medieval World*. Penguin Books, 2005. ISBN 9780141014494

Julius Kirshner and Karl F. Morrison, eds. *Readings in Western Civilization 4: Medieval Europe*. The University of Chicago Press, 1986. ISBN 0226069435

Robert Harrison, trans. *The Song of Roland*. Signet Classics, 2002. ISBN 0451528573

Chrétien de Troyes. *Arthurian Romances*. Penguin Classics, 1991. ISBN 9780140445213

Additional reading will be made available through Moodle, generally in the form of .pdf files. These are also required reading.

## Goals and Objectives

At the end of this course, you should be able to:

* Identify major ideas, people, events, and other developments of the period 800-1300 (Knowledge)
* Understand different ways of interpreting the past (Knowledge, Intercultural Literacy)
* Critically read and analyze historical documents (Inquiry)
* Develop and support interpretations of texts, both verbally and in writing (Communication)

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, communication, and intercultural literacy.

## Resources

I am regularly available in my office and through email. You are welcome to ask me any questions you may have about the course, the assignments, or the subjects we’re studying.

The consultants at the Writing Studio can provide assistance with developing your reading and writing skills.

## Assignments

Participation: (10%) This class will incorporate a mixture of lecture and discussion. Because it is important that we learn from each other, participation is part of the grade for this course and will be checked in each class session. For the highest grade, you need to not only attend class, but show evidence of preparation and engaged listening, participate in small-group activities, and contribute comments or questions that build on the topics discussed during class.

Reading responses: (10%) This course is reading intensive, and some of the course material may be difficult to read. It is vital, however, that you make the effort to engage with and reflect on the reading. To prepare for class discussion, you should write 10 short reflections on the day’s reading assignment is due via Moodle at 8:30 am on the day of class. This reflection should consist of a paragraph analyzing the day’s reading and a discussion question. We may use some of the questions generated in our class discussions; you should be prepared to discuss the question you posed.

The purpose of this assignment is to encourage careful reading and thoughtful reflection on the reading. Reflections will be graded credit/no credit. If the reflections do not demonstrate a thoughtful reading of, or direct references to, the assigned material, or the questions do not require thoughtful reflection on the material, you will not receive credit. While I do not give detailed feedback on all reflections, I will inform you if you are not receiving credit and offer suggestions on improving.

Map test: (10%) A basic knowledge of geography is important to understanding history. This test will ask you to locate European regions, cities, and physical features on an outline map of the continent. (Knowledge)

Papers: (40%) You will need to write two papers for this course, which ask you to work closely with historical documents and explore historical questions. More detailed descriptions will follow as the due dates approach. (Inquiry, Intercultural Literacy, Communication)

Final exam: (30%) Your final assignment in the course will be a take-home exam that asks you to put together what you have learned during the block and reflect thoughtfully on several questions. The exam questions will be made available to you by Sunday, October 14, and the exam will be due at noon on Wednesday, October 17.

## Schedule

The following schedule is subject to change; reading assignments may be altered, and afternoon classes may be added to the schedule as needed.

Please remember that class will meet at 9 am EVERYday; additional 1 pm classes are noted below.

On the schedule below, RWC refers to *Readings in Western Civilization*. The numbers associated with RWC readings are the number given to that document in the table of contents for the book.

| **Date** | **Topic** | **Reading assignments (read these before class)** | **Other assignments** |
| --- | --- | --- | --- |
| Sept. 24 | Overview; Europe and its neighbors in the year 800 | None; read Atlas pp. 20-25 when you get a chance for a brief overview |  |
| Sept. 25 | Charlemagne and his empire  **Class at 9 am and 1 pm** | Atlas pp. 14-18, 26-29  Einhard, *Life of Charlemagne* (Moodle)  Carolingian capitularies (Moodle)  RWC #5: Capitulare de Villis |  |
| Sept. 26 | The collapse of the Carolingian empire  **Class at 9 am and 1 pm** | Atlas pp. 30-33  RWC #6: Regino of Prüm  On Moodle: additional material on the Vikings and the 9th & 10th centuries |  |
| Sept. 27 | Everyday life and popular piety  **Class at 9 am and 1 pm** | Atlas pp. 74-5; RWC #7-13; On Moodle: The plans of the village of Wharram Percy; documents on popular piety |  |
| Sept. 28 | Towns and commerce c. 1000 | Atlas pp. 76-7  RWC #14-16  On Moodle: Additional documents on towns and commerce | **Map test (in class)** |
| Oct. 1 | The knightly ideal? | *The Song of Roland* (pay special attention to verses 78-185) |  |
| Oct. 2 | Power and authority: Lords and vassals  **Class at 9 am and 1 pm** | Atlas pp. 42-51  On Moodle: documents on fiefs, vassals, and lordship |  |
| Oct. 3 | Piety, property, and church reform  **Class at 9 am and 1 pm** | Atlas pp. 40-43, 54-61  On Moodle: documents on monasticism and church reform  RWC #20-27, 29-31 | **First paper due at 11 pm** |
| Oct. 4 | An Age of Expansion  **Class at 9 am and 1 pm** | Atlas pp. 84-91, 94-103  RWC #28  On Moodle: additional sources on the Crusades |  |
| Oct. 5 | Twelfth-century renewal, reform, and Renaissance | Atlas pp. 62-3, 66-7  On Moodle: additional sources on religion and intellectual life  RWC #33-37 |  |
| Oct. 8 | Knights, courtly culture and romance  **Class at 9 am and 1 pm** | Atlas pp. 64-5  In *Arthurian Romances*, “Yvain”  On Moodle: read one of Marie de France’s *Lais*  RWC #38 |  |
| Oct. 9 | The Papal monarchy  **Class at 9 am and 1 pm** | Atlas pp. 104-9  RWC #58, 59, 60, 61, 62  On Moodle: The canons of the Fourth Lateran Council |  |
| Oct. 10 | Heresy, poverty, and inquisition  **Class at 9 am and 1 pm** | Atlas pp. 68-9  RWC #39, 40, 41, 43, 44, 45  On Moodle: additional sources on the Inquisition and poverty movements |  |
| Oct. 11 | Power and authority: Building states | Atlas pp. 80-3  On Moodle: Magna Carta, other documents on medieval government | **Second paper due at 11 pm** |
| Oct. 12 | Faith and reason | RWC #52-57  On Moodle: documents on medieval universities and medicine |  |
| Oct. 15 | Ordinary life in the 1200s | Atlas pp. 70-3, 78-9  RWC #17, 18, 19, 46-51  On Moodle: additional sources |  |
| Oct. 16 | Jubilee 1300: Breaking points? | RWC #63-66  On Moodle: additional sources |  |
| Oct. 17 |  |  | **Take-home exam due at noon** |

## Policies

Disabilities: My goal is for every student to have the opportunity to succeed in this course, and I am happy to make reasonable accommodations for students with disabilities. College policy requires that all accommodated disabilities be documented with the Coordinator of Academic Support, and that the instructor be notified within the first three days of class. Therefore, please contact me as soon as possible if you need accommodations. The official college policy follows:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Electronics: All electronic devices need to be used in a way that is not disturbing or distracting to yourself or others. This means that all devices should be turned off or silenced during class, including cell phones. While I am willing to allow the use of laptops and tablets to take notes during class, I reserve the right to ask you to put them away if they seem to be an excessive distraction to you or anyone else. (Remember that students sitting beside or behind you can likely see your screen.) Please avoid texting or checking your social media during class.

Submitting assignments: Most written assignments should be turned in electronically, through Moodle. Daily responses should be posted to the appropriate Moodle forum; for other assignments, I will create links on the Moodle site for you to use in submitting your work. Please use Microsoft Word format (either .doc or .docx files are fine), or save your work as a .rtf or .pdf file. I cannot always access files in other formats (Mac users, please take note); it is your responsibility to give the work to me in a form I can read. Please do not send me work via email unless I have specifically given permission for you to do so.

Absences: Attending class, by itself, does not count as part of your grade. Participation does, which means you should be not only present in class, but prepared, engaged, and contributing to classroom discussion and other activities.

I understand that sometimes you may have to miss class due to illness or other issues. Missing up to two classes will not affect your participation grade. If you are missing class due to an athletics or other co-curricular obligation, please inform me as soon as you are aware of the upcoming absence. In other circumstances, I appreciate your informing me of your absence as a courtesy.

If you miss class, you should complete all assigned work for that day, obtain notes for the missed class from a classmate, and then meet with me if you wish to discuss what you missed.

Academic honesty: It is the expectation of the college that you will conduct your studies with integrity. This means that you need to both complete your own work, and give credit to others whose work influenced you. The following is the official college policy:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

In this course, the consequence of plagiarism is grade of 0 on the assignment. Remember that it is normal and appropriate to benefit from the ideas of other people; what is important is to give credit to others when it is due. If you are uncertain of how or when to cite something, or are not sure you understand what an assignment is asking for, **talk to me about it.**

## Explanation of Grade Scale

I use the following standards to assign letter grades to major assignments. Plus and minus grades indicate variation within each category. Each assignment description will also contain an explanation of its specific criteria for evaluation.

* F: Work which does not meet the basic requirements of the assignment, including work which is incomprehensible, or which ignores the assignment instructions and course topics. Plagiarized work will receive an F.
* D: Work which completed the assignment in a perfunctory way, but which shows no evidence of original thought, is very difficult to understand, or contains serious factual errors.
* C: Work which shows an understanding of the factual content of the course and an acceptable effort at original thinking. Writing may be awkward and poorly organized, but I can still understand it. Factual mistakes are common or easily understandable.
* B: Good work, which contains clear original thinking, a solid understanding of the factual content of the course, and has few errors in writing.
* A: Exceptional work, which demonstrates a mastery of factual course content, original thinking, sophisticated handling of historical evidence, and lively, skilled writing.