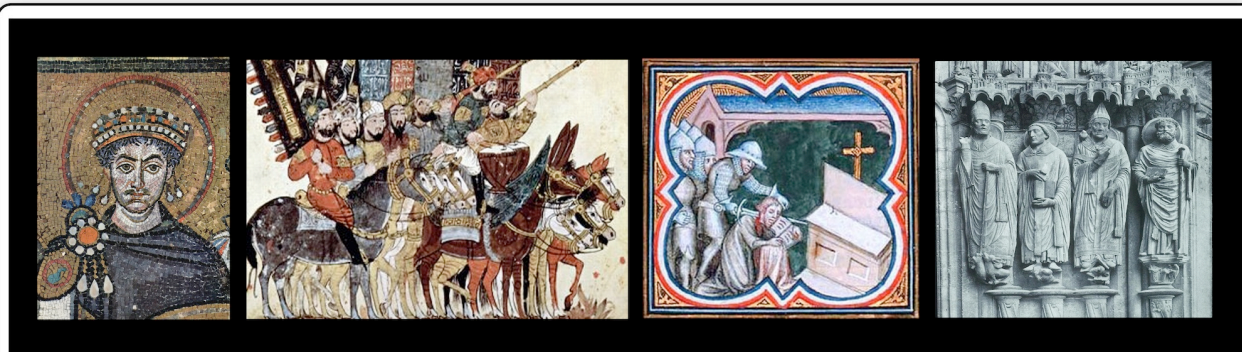


UNIVERSITY OF COLORADO AT COLORADO SPRINGS
DEPARTMENT OF HISTORY
FALL 2010



HIS 1020: The Medieval World

Course:	HIS 1020: The Medieval World	Professor:	Dr. Roger L. Martínez
Course Section:	002	Office:	Columbine Hall 2046
Call#:	28454	Office Hours:	-Mon and Wed, 12:40-1:40 pm -Tue, 4:20-5:20 pm -Additional hours by appt.
Course Room:	COB 103	Telephone:	719-255-4070
Course Time:	MW, 1:40-2:55 pm	Email:	rmartin8@uccs.edu
Course Site:	UCCS BlackBoard	TA:	Chris Bairn, cbairn@uccs.edu
		Office:	Columbine Hall 2046
		Office Hours:	Tue and Thu, 9-10:45 am

COURSE DESCRIPTION

In this historical survey of the Middle Ages (600 c.e. to 1300 c.e.), we will explore the time period in between the fall of the Roman Empire (“Late Antiquity”) until the emergence of the European Renaissance (1400s). Although we will primarily focus on the European experience, especially how Northern and Southern European peoples re-ordered their social, political, and cultural relations, we will also investigate Europeans’ relationship with their sibling culture, the Islamic civilization in the Mediterranean.

Our readings will begin with the collapse of the Western Roman Empire and the rise of the Eastern Roman Empire, later known as the Byzantine Empire that existed in modern-day Turkey until 1453 c.e. The Byzantine Empire was continuously plagued by Islamic threats to its southeast and fickle, competitive Christian European partners to its west. Likewise, at times it suffered from issues of internal political corruption and social decay as discussed by Procopius in *The Secret History*. From the ashes of the Roman Empire, which was devastated by Vandal and Visigothic invasions, Western Europeans regrouped themselves into regional kingdoms that generally amalgamated along common cultural practices that we now referred to as feudal society. In Marc Bloch’s book, *Feudal Society*, we will learn how power and relationships guided most aspects of European society. Subsequently, we will venture with Western Europeans to the Middle East (Syria, in particular) during the Crusades (1000s-1200s) and gather a new understanding of the complex interplay of cooperation, conflict, and

mutual respect between Western European Christians, Byzantine Christians, and Mediterranean Muslims. In the first-person account of Usamah ibn-Munqidh, we will see Europeans, collectively known as “the Franks”, as the less sophisticated culture in relationship to Islamic peoples. In the final portion of the course we will return to Western Europe to evaluate how feudal society governed social and political relations in Catalonia, or what is now the region including Barcelona, Spain, and Flanders, the present-day nation of the Netherlands. The book *Tormented Voices* will recount common people’s precarious life-and-death survival in 12th century Spain, especially when centralized political control and power was fractured. Similarly Galbert of Bruges’s 12th century account, *The Murder of Charles the Good*, will highlight how Flemish society operated and how its nobles fought one another for political and economic control.

Cumulatively, this course is intended to complicate our perspective of the Middle Ages. Rather than simply viewing the Middle Ages through monochromatic lenses that highlight the niceties of European kings and queens, we will experience the disarray within Western Europe as it struggled to replace the political and social order left by the vacuum of the end of the Roman Empire. Lastly, the course will present the critical importance of Christian and Islamic exchange during the Middle Ages—not just through war, but also in social and even scientific interactions.

REQUIRED TEXTS AND READINGS

- *The Secret History* (Penguin Classics) (Paperback). Author: Procopius. ISBN: 978-0140455281
- *Feudal Society: Vol 2: Social Classes and Political Organisation* (Paperback). Author: Marc Bloch. ISBN: 978-0415039185
- *Arab-Syrian Gentleman and Warrior in the Period of the Crusades* (Paperback). Author: Philip K. Hitti. ISBN: 978-0231121255
- *Tormented Voices: Power, Crisis, and Humanity in Rural Catalonia, 1140-1200* (Paperback). Author: Thoms N. Bisson. ISBN: 978-0674895287
- *The Murder of Charles the Good* (Records of Western Civilization Series) (Paperback). Author: Galbert of Bruges. ISBN: 978-0231136716
- Other readings as assigned and posted to BlackBoard and/or available via the UCCS Library.

COURSE REQUIREMENTS, ASSIGNMENTS, ATTENDANCE, AND GRADING

Your performance in the course will be assessed based on a mix of assignments and in-class participation. All written work should be submitted in class on the deadlines specified in the syllabus. Late assignments will not be accepted. At least one week prior to each assignment deadline, you will receive specific instructions on how to complete the assignment.

Assignments

% of Final Grade

- **Library Research Paper on *The Secret History*’s Themes (3-page paper) 15% of total**
 - In this assignment you will locate and identify JSTOR and EBSCOhost sources (library databases of scholarly articles) on the Byzantine Empire circa the 6th century. You will be asked to find two articles that pertain to this empire and to write a 3-page paper on key themes (social, economic, political, religious, cultural) that emerged from *The Secret History*.

- **The Middle Ages: Perceptions and Realities (3-page paper)** **15% of total**
 - For the text, *Feudal Society*, you will write a 3-page paper on the popular perceptions of the Middle Ages in relationship to what scholars believe was the nature of political, social, and cultural relations. You will be utilizing JSTOR and EBSCOhost for this assignment as well.

- **A Courtier's Counsel to Prince Frederick (3 to 4-page paper)** **20% of total**
 - For an *Arab-Syrian Gentleman and Warrior in the Period of the Crusades*, you will write a letter of counsel on how to conclude a peace treaty. You are a royal adviser to your Christian King, Frederick IV of the Crusader Kingdom of Tripoli (a fictitious king). Your king is preparing to conclude a peace treaty with the neighboring Islamic King Ibn Ghazali of Jerusalem (a fictitious king) and he has sought your advice on how best to interact and negotiate with the Muslims. Using the text, please advise Frederick IV as to how Muslims view Christians in the region and how this might color his negotiations with them. Additionally, provide Frederick IV with a sense of the Muslims' values and if any of these values are congruent with your king's Christian noble and warrior background.

- **Evaluating *Feudal Society's* Theory in the Context of Medieval Catalonia's Realities (3-page paper)** **20% of total**
 - In this assignment, you will discuss how *Feudal Society's* theories of medieval social and political relations match up against the realities explored in *Tormented Voices: Power, Crisis, and Humanity in Rural Catalonia, 1140-1200*. You will be utilizing JSTOR and EBSCOhost for this assignment as well.

- **Final Essay Exam: The Intricate Bindings of Men: A Comparative View of Flanders and Catalonia (4 to 5-page paper)** **20% of total**
 - For your final exam, you will prepare a comparative essay that evaluates how northern Europeans (such as the Flemish) and southern Europeans (such as the Catalonians) were held together by common perspectives and beliefs, but also diverged from one another due to regional differences. You will be utilizing JSTOR and EBSCOhost for this assignment as well.

- **Routine Class Participation and Discussion** **10% of total**

Attendance

If you must be absent, you may receive an excused absence if you provide a valid doctor's note or another verification from a school official (for extracurricular activities). Also, when possible, please notify me via email if you know you will be absent from class. Notes from parents are not valid excused absences. If you have four or more unexcused absences (the equivalent of missing two weeks of class) then you will receive an automatic failure for the course. Class attendance is not optional.

My Teaching Philosophy, Grades, Returning of Your Assignments, and Class Grade Distributions

My teaching philosophy focuses on three elements: personal best efforts, improvement, and engagement. Although I must evaluate your work in relationship to your peers, I am most interested in your personal effort to do your best. I absolutely take into consideration your improvement over time and the level of effort you dedicate to your work. If I see that you are working hard in the course, I will reward you for that effort. If I see that your work stagnates or that you repeatedly do not attempt to respond to my comments on your papers, your grades will suffer.

Your assignments will be assigned either a number or letter grade. For grade calculation purposes, I will use the following letter-number equivalents: A+ (above 97), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60).

Most assignments will be graded and returned to you within two weeks of the date that you turned in the assignment.

Although I do not use a bell-curve when assigning grades, through teaching experience I have learned that most students earn low B's and high C's on their first and second assignments. However, I typically see most students' grades on future assignments rapidly improve by a letter grade after this point.

Lastly, I do not believe I need to assign a certain number of Cs, Ds, or Fs to make the course appear "rigorous". If your work is solid and consistently good, you will most likely earn a B or B+ in my course. If your work is excellent, that is your writing is clear, insightful, and free of grammatical/writing errors, you will earn an A- or A. I seldom award a 100 or an A+ because I do not believe that perfection exists. Similarly, I seldom award Fs. I also find Ds to be uncommon.

At the end of the semester as I review final grades, I will typically raise a student's grade by a partial letter grade (for example, from a B+ to an A-) if they've demonstrated they did their personal best, improved over time, and were engaged in class discussions and their work.

COURSE LEARNING OBJECTIVES

After completing the course, it is my expectation that you will be able to:

- Evaluate the validity of different types of sources of history, including popular sources, secondary sources, and primary sources.
- Recognize that human civilization has been plagued by (a) public corruption, (b) vicious personal attacks on public figures, and (c) that sexism has been a part of culture for eons, as revealed in *The Secret History*.
- Visualize how the fall of the Roman Empire first led to a decline in Western European civilization and subsequently was replaced with a reorganization of society into feudal relations, as in *Feudal Society*.
- Experience the intricate political, social, and economic relationships that bound nobles, churchmen and courtiers, and communities together, as in *The Murder of Charles the Good*.
- Know that Western European culture, especially during the Middle Ages, was pitifully unsophisticated in comparison to Islamic culture. Picture the "other's" perception of medieval Westerners as in *An Arab-Syrian Gentleman and Warrior in the Period of the Crusades*.
- Gain a more complete perspective on the shared values and beliefs of Christians and Muslims during the Middle Ages, especially during the Crusades in the Middle East (as in *An Arab-Syrian Gentleman and Warrior in the Period of the Crusades*.)
- Witness the breakdown of governance and law during the Middle Ages and how it impacted common people, as in *Tormented Voices* and *The Murder of Charles the Good*.
- Be able to analyze and discuss primary sources so that you have a better understanding of the period, as well as how historians construct "history" from these sources.

ELECTRONIC DEVICES IN THE CLASSROOM

You are permitted to use a laptop to take notes in class, but you should *disable your wireless Internet access*. In addition, during class you should keep your mobile phone in your bag and muted or off. During all tests and quizzes, all electronic devices must be powered off and placed in your bag. ***I reserve the right to ask you to leave the classroom if you cannot follow these requirements as well as you will be assigned an unexcused absence for the day.***

STUDENTS WITH DISABILITIES

If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall #105. The DS phone # is 255-3354. Additional information can be found at <http://www.uccs.edu/~dservice/index.htm>.

ACADEMIC INTEGRITY

You are expected to abide by the university's *Student Code of Conduct* and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of *Student Code of Conduct*, please read <http://www.uccs.edu/~dos/studentconduct/studentcode.htm>. More information on academic dishonesty can be found at <http://www.uccs.edu/~dos/studentconduct/academicdishonesty.html>.

CLASS SCHEDULE

I. August 23 and 25 Course Introduction

- Mon, Lecture/Discussion: Course Introduction and How to Be Successful in this Class
 - Review of the syllabus, course requirements and assignments, required texts and readings, and class schedule
 - Question and answer session regarding the course
 - Discussion of how to be successful in this course (***For each class, be prepared to discuss the text. Be proactive and identify two brief sections, or about 5 pages, and during class ask questions, make observations, or elaborate on what you've read.***)
 - Brief introduction to the Medieval World and what this course will cover

- Wed, Lecture/Discussion: The End of Eastern Roman Empire and the Opening of the Medieval World
 - Reading: *The Secret History*, Introduction (pp. vii-xxi) (always read all assigned readings prior to class and be prepared to discuss them)

II. August 30 and September 1 *The Secret History, Tools of the Historian's Craft, and Library Information Session*

- Mon
 - 30 Minute Lecture: Tools of Historian's Craft: How We Read and Study History (T.A. Chris Bairn)
 - 45 Minute Lecture/Discussion: *The Secret History, Part 1: The Tyranny of Women* (Dr. Martinez)
 - Reading: *The Secret History* (pp. 1-24)

- Wed
 - 45 Minute Library Information Session (Sue Byerly, Associate Professor, Kraemer Family Library)
 - 30 Minute Lecture/Discussion: *The Secret History, Part 2*: Justinian and Theodora (Dr. Martinez)
 - Reading: *The Secret History* (pp. 25-77)
 - Assignment Distribution: Library Research Paper on *The Secret History's* Themes (3-page paper)

III. September 6 and 8 Labor Day Holiday and *The Secret History*

- Mon
 - **Labor Day Holiday**
- Wed
 - Discussion: *The Secret History*, Part 2 (continued) and Part 3
 - We will also discuss some of your preliminary library research findings on themes
 - Reading: *The Secret History* (pp. 78-124)

IV. September 13 and 15 A Panoramic View of Medieval Europe and *Feudal Society's* Social Classes

- Mon
 - Lecture: A Panoramic View of Medieval Europe (“What a Diverse Mess of People Creating Order from Turmoil”)
 - Discussion: *Feudal Society*, Introductory Note and Part VI: Social Classes
 - Reading: *Feudal Society* (pp. ix, 283-358)
 - **Assignment Due in Class**: Library Research Paper on *The Secret History*
- Wed
 - Discussion: *Feudal Society*, Introductory Note and Part VI: Social Classes (continued)

V. September 20 and 22 *Feudal Society's* Political Organization

- Mon
 - Discussion: *Feudal Society*, Part VII: Political Organization
 - Reading: *Feudal Society*, Part VII, Chapters 27-29 (pp. 359-407)
- Wed
 - Film: *NOVA: Secrets of Lost Empires 2: Medieval Siege*
 - Assignment Distribution: The Middle Ages: Perceptions and Realities (3-page paper)

VI. September 27 and 29 *Feudal Society's* Political Organization and Feudalism

- Mon
 - Discussion: *Feudal Society*, Part VII: Political Organization and Part VIII: Feudalism
 - Reading: *Feudal Society*, Part VII, Chapters 30-31; Part VIII (pp. 408-452)

- Wed
 - Discussion: *Feudal Society (continued)*
 - **Assignment Due in Class**: **The Middle Ages: Perceptions and Realities**

VII. October 4 and 6

Medieval Encounters: “Franks”, Byzantines, and Muslims in Egypt and Syria

- Mon
 - Lecture: European, Byzantine, and Islamic Civilizations: Competitors and Collaborators
 - Discussion of Islamic Civilization: *An Arab-Syrian Gentleman & Warrior* (Note: This section of the reading is about Muslims in Egypt and Syria.)
 - Reading: *An Arab-Syrian Gentleman & Warrior* (Introduction, “Fighting Against the Franks”, “Usamah’s First Sojourn in Damascus”, “Usamah in Egypt”, “Usamah’s Second Sojourn in Damascus” (pp. 3-62)
- Wed
 - Discussion of Islamic Civilization: *An Arab-Syrian Gentleman & Warrior (continued)*

VIII. October 11 and 13

Medieval Encounters: “Franks”, Byzantines, and Muslims in Egypt and Syria

- Mon
 - Discussion of Perceptions: *An Arab-Syrian Gentleman & Warrior* (“Other War Experiences”, “An Appreciation of the Frankish Character”, “Sundry Experiences and Observations”)
 - Reading: *An Arab-Syrian Gentleman & Warrior* (pp. 143-201)
- Wed
 - Discussion of Perceptions: *An Arab-Syrian Gentleman & Warrior (continued)*
 - Assignment Distribution: A Courtier’s Counsel to Prince Frederick (3 to 4-page paper)

IX. October 18 and 20

Medieval Encounters: “Franks”, Byzantines, and Muslims in Egypt and Syria

- Mon
 - Discussion of Encounters: *An Arab-Syrian Gentleman & Warrior* (“Battles Against Franks and Moslems”)
 - Reading: *An Arab-Syrian Gentleman & Warrior* (pp. 63-132)
- Wed
 - Film: Ridley Scott’s *Kingdom of Heaven*

X. October 25 and 27

Medieval Encounters: “Franks”, Byzantines, and Muslims in Egypt and Syria

- Mon
 - Film: Ridley Scott’s *Kingdom of Heaven (continued)*
 - Discussion: Usamah’s account versus Ridley Scott’s film

- Wed
 - Discussion of Encounters: *An Arab-Syrian Gentleman & Warrior* (“*Battles Against Franks and Moslems*”) (*continued*)
 - **Assignment Due in Class: A Courtier’s Counsel to Prince Frederick (3 to 4-page paper)**

XI. November 1 and 3
Social and Cultural Crisis in a Fractured, Medieval Christian Spain

- Mon
 - Lecture: The Many “Spains” of the Middle Ages and Historians “Primary Sources
 - Discussion: *Tormented Voices*, Chapter 1: Memorials
 - Reading: *Tormented Voices* (pp. 1-27)
- Wed
 - Discussion: *Tormented Voices*, Chapter 2: People
 - Reading: *Tormented Voices* (pp. 28-67)
 - Assignment Distribution: Evaluating *Feudal Society’s* Theory in Relationship to Medieval Catalonia’s Realities (3-page paper)

XII. November 8 and 10
***Tormented Voices’* Power**

- Mon
 - Discussion: *Tormented Voices*, Chapter 3: Power
 - Reading: *Tormented Voices* (pp. 68-115)
- Wed
 - Discussion: *Tormented Voices*, Chapter 3: Power (continued)
 - Discussion: Your preliminary findings from your paper.

XIII. November 15 and 17
***Tormented Voices’* Culture and Epilogue**

- Mon
 - Discussion: *Tormented Voices*, Chapter 4: Culture and Chapter 5: Epilogue
 - Reading: *Tormented Voices* (pp. 116-156)
- Wed
 - Discussion: *Tormented Voices*, Chapter 4: Culture and Chapter 5: Epilogue (continued)
 - **Assignment Due in Class: Evaluating *Feudal Society’s* Theory in the Context of Medieval Catalonia’s Realities (3-page paper)**

XIV. November 22 and 24
Diversity and Divergence in Medieval Northern Europe and THANKSGIVING BREAK

- Mon
 - Lecture: Diversity and Divergence in Medieval Northern Europe
 - Discussion: *Murder of Charles the Good*, Introduction

- Reading: *Murder of Charles the Good* (pp. 3-76)

- Wed
 - Thanksgiving Break!

XV. November 29 and December 1
The Murder of Charles the Good

- Mon
 - Discussion: *Murder of Charles the Good*, The Record of Galbert of Bruges “Introduction” through “The Besieged prepare for further assaults; many assert their innocence and come out, March 17, 1127”
 - Reading: *Murder of Charles the Good* (pp. 79-169)
 - Final Essay Exam Assignment Distribution: The Intricate Bindings of Men: A Comparative View of Spain and Flanders (4 to 5-page paper)
- Wed
 - Discussion: *Murder of Charles the Good* (continued)

XVI. December 6 and 8
The Murder of Charles the Good and Closing Thoughts on the Course

- Mon
 - Discussion: *Murder of Charles the Good*, The Record of Galbert of Bruges “The Castellan Hackett pleads for mercy, March 17, 1127” through “Count Thierry is confirmed in power”
 - Reading: *Murder of Charles the Good* (pp. 169-312)
- Wed
 - Discussion: *Murder of Charles the Good* (continued) and Closing Thoughts

XVII. December 13 and 15
Final Exams Week

- Mon
 - Final Essay Exam “The Intricate Bindings of Men” due at 1:40 pm to 4:10 pm