

COURSE SYLLABUS



COURSE TITLE: HIST-290: Special Topics in History

CLASS SECTION: 001

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Dr. Christian Lieb

EMAIL: LiebC@camosun.bc.ca

OFFICE: Young 323 (Lansdowne)

HOURS: In Person: Mon. / Wed. 9:30-10:30, 12:30-1:30 and Tues. 5:00-6:00 – or by e-mail

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course is an introduction to selected topics or problems in history. The topics may vary from term to term, focusing on a particular period, topic or genre of history. They will include, but are not limited to, regional, national, international, gender or class studies.

PREREQUISITE(S):

One of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Identify the critical themes, events and issues relating to the course topic.
2. Evaluate historical changes over time.
3. Critically analyze historical sources.
4. Demonstrate an appreciation of history as a distinct academic discipline.
5. Apply historical information and historical analysis to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
6. Demonstrate skills in research, and in written and oral communication.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. Clifford R. Backman, *The Worlds of Medieval Europe* (3rd Ed. New York and Oxford: Oxford University Press, 2015) – ISBN: 978-0-19-937229-4.
2. Camosun College Department of Humanities History Style Guide, available on D2L.
3. Seminar readings: links on Hist. 290 D2L site – see details in course outline, below

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Week 1 (Jan. 8-14)

Mon. Jan. 8: LECTURE: Course Business and the Late Roman Empire and its Legacies

📖 Backman, *The Worlds of Medieval Europe*, Chapter 1 & 2 (for background information).

Wed. Jan. 10: Seminar: Week 1: Causes of Rome's Decline and Germanic Migrations

📖 Kyle Harper, "The Environmental Fall of the Roman Empire," *Daedalus*, vol. 145, no. 2 (Spring 2016): p. 101-111.

Week 2 (Jan. 15-21)

Mon. Jan. 15: LECTURE: Germanic Successor States in the Western Roman Empire, 450-750

📖 Backman, *The Worlds of Medieval Europe*, Chapter 3.

Wed. Jan. 17: Seminar: Week 2: Gender and the Visigoths' Sack of Rome in 410

📖 Victoria Leonard, "Galla Placidia as 'Human Gold': Consent and Autonomy in the Sack of Rome, CE 410," *Gender & History*, vol. 31, no. 2 (July 2019): p. 334-352.

Week 3 (Jan. 22-28)

Mon. Jan. 22: LECTURE: The Byzantine Empire, 476-1453

📖 Backman, *The Worlds of Medieval Europe*, Chapter 5.

Wed. Jan. 24: Seminar: Week 3: Byzantine Naval Control in the 11th and 12th Centuries

📖 Maximilian C.G. Lau, "The naval reform of Emperor John II Komnenos: a re-evaluation," *Mediterranean Historical Review*, vol. 31, no. 2 (2016):115-138.

Week 4 (Jan. 29-Feb. 4)

Mon. Jan. 29: LECTURE: Ascendency of the Frankish Empire and its Division

📖 Backman, *The Worlds of Medieval Europe*, Chapter 6.

Wed. Jan. 31: Library Research Seminar in LLC-136

Week 5 (Feb. 5-11)

Mon. Feb. 5: LECTURE: The Central Middle Ages, 10-12th Centuries

📖 Backman, *The Worlds of Medieval Europe*, Chapter 7 & 9.

Wed. Feb. 7: Seminar: Week 5: Viking Invasions

📖 Stephen M. Lewis, "Death on the Seine: The Mystery of the Pagan King Setric," *Northern History*, vol. 55, no. 1 (March 2018): p. 44-60.

Week 6 (Feb. 12-18)

Mon. Feb. 12: LECTURE: Power Struggles between Church and State

👉 **MIDTERM EXAM** due at **12:00 noon on Feb. 12, 2024**

Wed. Feb. 14: Seminar: How to write a Research Paper

Week 7 (Feb. 19-25) - **Reading Break** – no classes

Week 8 (Feb. 26-March 3)

Mon. Feb. 26: LECTURE: The Crusades

📖 Backman, *The Worlds of Medieval Europe*, Chapter 10.

Wed. Feb. 28: Seminar: Week 8: The First Crusade

📖 Conor Kostick, "Courage and Cowardice on the First Crusade, 1096-1099," *War in History*, vol. 20, no. 1 (2013): 32-49.

Week 9 (March 4-10)

Mon. March 4: LECTURE: Rural Change and Economic Recovery.

📖 Backman, *The Worlds of Medieval Europe*, Chapter 12.

Wed. March 6: Seminar: Week 9: Women's Work Reconsidered

📖 Sandy Bardsley, "Women's Work Reconsidered: Gender and Wage Differentiation in Late Medieval England," *Past & Present*, vol. 165, no. 1 (November 1999): p. 3-29.

Week 10 (March 11-17)

Mon. March 11: LECTURE: The High Middle Ages: The Golden Age of Medieval Europe

📖 Backman, *The Worlds of Medieval Europe*, Chapter 13 & 14.

👉 **Research Essay due on D2L at 12:00 noon**

Wed. March 13: Seminar: Week 10: Merchant Leagues as a Challenge to Territorial Rule

📖 Flávio Miranda and Justyna Wubs-Mrozewicz, "The late medieval and early modern Hanse as an institution of conflict management," *Continuity and Change*, vol. 32, no. 1 (May 2017): p. 59-84.

Week 11 (March 18-24)

Mon. March 18: LECTURE: Medieval English-French Conflicts

📖 Backman, *The Worlds of Medieval Europe*, Chapter 17.

Wed. March 20: Seminar: Week 11: Inheritance and Territorial Ambitions

📖 G.A. Loud, “The Kingdom of Sicily and the Kingdom of England, 1066-1266,” *History* vol. 88, no. 4 (October 2003), pp. 540-567.

Week 12 (March 25-31)

Mon. March 25: LECTURE: The Crises of the 14th century: War and Pestilence

📖 Backman, *The Worlds of Medieval Europe*, Chapter 19.

Wed. March 27: Seminar: Week 11: The Struggle for Local Privileges

📖 Oebele Vries, “Frisonica libertas: Frisian freedom as an instance of medieval liberty,” *Journal of Medieval History*, vol. 41, no. 2 (June 2014): 229-248.

Week 13 (April 1-7)

Mon. April 1: Easter Monday – no classes

Wed. April 3: Seminar: Week 13: The Hundred Years’ War

📖 Jan Willem Honig, “Reappraising Late Medieval Strategy: The Example of the 1415 Agincourt Campaign,” *War in History*, vol. 19, no. 2 (2012): 123-151.

Week 14 (April 8-14)

Mon. April 8: LECTURE: The Coming of the Renaissance

📖 Backman, *The Worlds of Medieval Europe*, Chapter 20.

Wed. April 10: Seminar: Week 14: Exam Review

April 15-23, 2024: FINAL EXAM PERIOD: 🗓️ **Wednesday April 17: Final Exam due at Midnight (11:59 pm)**

📄 **Note:** All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Midterm Exam	20%
Research Paper	30%
Discussion Groups	20%
Final Exam	30%
	TOTAL 100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

1) Discussion Groups (20%):

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one page) commentary containing the following points:

- **Briefly summarize the articles and / or primary documents (i.e. what are they telling you about the topic)**
- **Identify the main arguments and themes of the readings**
- **Write a short paragraph in which you outline the most important question(s) that the readings raised for you.**

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually but will assist in determining the quality of your participation (of course, only in addition to your oral participation during the discussions – see below).

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors' thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments.

2) Midterm Exam (20%):

In lieu of the regular midterm exam we will have two 500-600-word essay responses that will include questions on material from lectures and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook, article readings and the material from the audio-lectures with Powerpoint (on D2L) to demonstrate contextual understanding of developments relevant to the course. **The questions for the two papers will be posted on D2L five days before the due date** and will be submitted online through the **D2L submission box at 12:00 noon on Monday *February 12, 2024* – please combine the two responses into a single Microsoft Word or PDF document.**

3) Research Essay (30%):

The research essay will be about 1,500-2,000 words in length, written on a topic corresponding to **one** of the documents from the Primary Source Readers placed on Reserve in the Camosun Library. You will develop a research question (or a hypothesis) that you want answered and find appropriate historical studies in the library to provide sufficient evidence. The research question will be turned into a thesis statement in the end (i.e. what exactly is your paper going to argue?). In addition to the **primary document**, you need to find **four secondary sources**. For secondary sources, please use only books and articles from academic journals – no websites, because those generally provide only very short summaries and are not usually peer reviewed. As an indicator of academic sources, please use only material that is footnoted (i.e. where the

sources of the information are provided). In the case of journal articles and book chapters, please use contributions that are at least 15 pages long (avoid popular journals like *History Today* and *History Teacher*).

This essay will have a thesis statement at the end of the first paragraph which will clearly state your argument in one sentence. This should be followed by an analytical discussion of the problem that is raised in the primary document, and a short conclusion in which you summarize your findings. You will use the secondary sources to support your argument, which should clearly correspond to your thesis statement and be arranged in a logical progression.

The academic standards of the history department as outlined in the Department Style Guide (copy on D2L) will apply – i.e. use footnotes. Please provide a separate cover page with your name and student number, the name and number of the course, the name of the instructor, and the title of the essay. The bibliography must be on a separate page at the end of the essay. Since some of the topics might be more popular than others, make sure that you start early so that you will be able to get the necessary readings for your essay.

Papers without proper footnotes will be returned to students – late penalties will apply

Qualities of a Good Essay:

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the research question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- **Strong evidence.** Is the paper based on adequate evidence from relevant primary and secondary sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the primary and secondary sources?
- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person's ideas or findings in your own words. The *History Department Style Guide* explains what format you should use for footnotes and bibliography.
- **Good writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes (and frequently quoting secondary sources) – it is better to summarize and put information in your own words. Writing several drafts and reading your work aloud both help improve the quality of your writing.

Essay is due on D2L at 12:00 noon on Monday March 11, 2024.

4) Final Exam (20%):

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures and discussion groups, and to discuss these with reference to significant names, dates and locations in these take-home exams. **Final Exam questions will be posted on D2L a week prior to the due date.**

The Final Exam papers are due in the D2L submission box at midnight (11:59 pm) on Wednesday April 17, 2024 – please combine the two responses into a single Word or PDF document.

Due dates: Assignments must be submitted to the online submission box on D2L at the time and date listed above.

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or family affliction, please make sure to inform the instructor by e-mail as soon as possible – ideally before the deadline. **No assignments will be accepted after the final class day on April 12, 2024 without prior permission from the instructor.**

Note: If you find you are unable to complete an assignment, please e-mail me prior to the due dates, or as close to them as possible. It is the student's responsibility to inform me of any difficulties completing course components.

A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

More information can be found in the Arts and Science Academic Honesty Guidelines, posted in the Course Overview on D2L.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills

Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.