



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**HIST-290-001**  
**Special Topics in History: Medieval History**  
**Winter 2020**

---

## **COURSE OUTLINE**

---

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will *not* be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

---

### **1. Instructor Information**

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Monday and Wednesday 10:30-12:20; Tuesday and Thursday 10:30-11:20
(c) Location	Young 323 (Lansdowne)
(d) Phone	250-370-3363 <b>Alternative:</b> _____
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	<a href="http://camosun.ca/learn/programs/history/">http://camosun.ca/learn/programs/history/</a>

---

### **2. Intended Learning Outcomes**

Upon completion of this course the 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.

### **3. Required Materials**

1. Barbara H. Rosenwein, *A Short History of the Middle Ages* (5<sup>th</sup> Ed. Toronto: Toronto University Press, 2018) ISBN: 978-1-4426-3622-4
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.

### **4. Course Content and Schedule**

Lectures:	Tuesday	11:30- 1:20 in Young 325
Seminar A:	Thursday	11:30-12:20 in Young 325
Seminar B:	Thursday	12:30- 1:20 in Young 325

## 5. Basis of Student Assessment (Weighting)

### Course Requirements:

To pass the course, you are expected to attend the discussion sessions and provide a written commentary for each of these seminars that is at least one page long (see details below).

You must also submit the Research Paper and write the midterm and final exams to complete the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet these requirements, please come and talk to me or e-mail me, if possible, before the deadline or exam, so that we can find a solution. Written documentation, such as a paper copy of a signed and dated doctor's note, would be required in such a case.

### 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).

**\*\*\*\*\*Students who miss more than three seminars will forfeit their entire seminar mark\*\*\*\*\***

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%):**

The midterm exam will include questions on material from lectures and the textbook covered to that point in the course. It will consist of a combination of multiple choice and essay questions. The exam will take place in our regular classroom during class time (110 minutes) on **Tuesday February 11, 2020.**

## **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 at the beginning of class on Tuesday March 24, 2020.

#### 4) Final Exam (30%):

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. Therefore, the most effective way to prepare for the exam is to attend all discussion groups and lectures as well as to read the assigned sections in the textbooks for each class. The final exam is worth 30% of the final grade. More information on the final exam will be provided in class.

The Final Exam will take place during the exam period – April 14-22, 2020.

#### Final Mark:

☞ Midterm	20%
☞ Discussion groups and small assignments	20%
☞ Research Paper	30%
☞ Final exam	30%

#### 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

#### 7. Recommended Materials to Assist Students to Succeed Throughout the Course

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

#### 8. College Supports, Services and Policies



##### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

##### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

#### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

##### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

#### B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.


## 9. Lecture and Seminar Schedule

*Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.*

### Week 1 (Jan. 6-12)

**Tues. Jan. 7: LECTURE: Course Business and Fall of the Western Roman Empire**

**Thurs. Jan. 9: Seminar: Week 1: Causes of Rome's decline and of Germanic migrations**


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

### Week 2 (Jan. 13-19)

**Tues. Jan. 14: LECTURE: Germanic Successor States in the Western Roman Empire, 450-750**


 Rosenwein, *Short History of the Middle Ages*, p. 1-38.

**Thurs. Jan. 16: 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. 20-26)

**Tues. Jan. 21: LECTURE: Ascendency of the Frankish Empire and its Division, 6<sup>th</sup>-9<sup>th</sup> centuries**


 Rosenwein, *Short History of the Middle Ages*, p. 55-80 and 96-112.

**Thurs. Jan. 23: Seminar: Week 3: The Rise of the Frankish Empire**


 Samuel Ottewill-Soulsby, "Those same cursed Saracens': Charlemagne's campaigns in the Iberian Peninsula as religious warfare," *Journal of Medieval History*, vol. 42, no. 4 (2016): 405-428

### Week 4 (Jan. 27-Feb. 2)

**Tues. Jan. 28: LECTURE: Outside Challengers: Vikings, Magyars, and Arabs**

 Rosenwein, *Short History of the Middle Ages*, p. 113-140

**Thurs. Jan. 30: Seminar: Week 4: 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 5 (Feb. 3-9)

**Tues. Feb. 4: LECTURE: The Last Revival of the Byzantine Empire**

 Rosenwein, *Short History of the Middle Ages*, p. 41-48, 81-88, and 170-172.

**Thurs. Feb. 6: Seminar: Week 5: Byzantine Naval Control in the 11<sup>th</sup> and 12<sup>th</sup> 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 6 (Feb. 10-16)

**Tues. Feb. 11: MIDTERM EXAM, 1 hour, 50 minutes**


**Thurs. Feb. 13: Seminar: How to write a Research Paper**

 On D2L: "History Department Style Guide" and "Short Guide for Research Paper"


### Week 7 (Feb. 17-23) - **Reading Break** – no classes

### Week 8 (Feb. 24-March 1)

**Tues. Feb. 25: LECTURE: Crusades and Power Struggles between Church and State**


 Rosenwein, *Short History of the Middle Ages*, p. 181-184.

**Thurs. Feb. 27: 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 2-8)

**Tues. March 3: LECTURE: The Culture and Society of the High Middle Ages: Changes in Women's Roles, Agricultural Revolution, and Monastic Reforms.**


 Rosenwein, *Short History of the Middle Ages*, p. 176-180 and 188-205.

**Thurs. March 5: Seminar: Week 9:**


 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 9-15)

**Tues. March 10: LECTURE: Medieval Castles, Towns and Cathedrals – Architecture and Technology / The Medieval Economy – From Feudalism to Merchant Leagues**


 Rosenwein, *Short History of the Middle Ages*, p. 172-176 and 233-250.

**Thurs. March 12: Seminar: Week 10:**


 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 16-22)

**Tues. March 17: LECTURE: The High Middle Ages: The Golden Age of Medieval Europe**


 Rosenwein, *Short History of the Middle Ages*, p. 185-188 and 214-233.

**Thurs. March 19: Seminar: Week 11:**

 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 23-29)

**Tues. March 24: LECTURE: The Late Middle Ages:**

 Rosenwein, *Short History of the Middle Ages*, p. 258-300.


 **Research Paper due (beginning of class)**

**Thurs. March 26: Seminar: Week 11:**


 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** (March 30-April 5)

**Tues. March 31: LECTURE: The Crises of the 14<sup>th</sup> century.**


 Rosenwein, *Short History of the Middle Ages*, p. 301-325.

**Thurs. April 2: Seminar: Week 13:**

 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 6-12)

**Tues. April 7: LECTURE: The Coming of the Renaissance**

 Rosenwein, *Short History of the Middle Ages*, p. 325-344.

**Thurs. April 9: Seminar: Week 14: Exam Review**

**April 14-22, 2020: FINAL EXAM PERIOD – DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM. Please do not make plans (or have a family member make plans on your behalf) until you know the dates for your exams.**