



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

**HIST-290-001**  
**Special Topics in History: Medieval History**  
**Winter 2021**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Tuesdays and Wednesdays, 9:30-11:30 – please contact instructor by e-mail
(c) Location	Young 323 (Lansdowne) – no in-person meetings during pandemic
(d) Phone	Please use e-mail below <b>Alternative:</b> _____
(e) E-mail	<b>LiebC@camosun.bc.ca</b>
(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. Clifford R. Backman, *The Worlds of Medieval Europe* (3<sup>rd</sup> Ed. New York and Oxford: Oxford University Press, 2015) – ISBN: 978-0-19-937229-4. The book is available as an e-textbook through the Camosun bookstore.
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**

Asynchronous delivery of course material (i.e. there are no set lecture or seminar times), but **please note the deadlines for assignments in the course schedule below – all assignments for this course will be due on Thursdays at midnight (i.e. Thursdays at 11:59pm).**

Please read the relevant chapters in the textbook before listening to the Powerpoint lectures with audio on D2L – they are set for each week to keep you on track with course material and assignments.

## 5. Basis of Student Assessment (Weighting)

### Course Requirements:

#### Attendance Note:

The first information that you will need to submit is an attendance note, whether you are in the class or on the waitlist. Since there is a waitlist for this course, **please e-mail a note to me at LiebC@camosun.bc.ca to confirm your attendance by 5 pm on Monday January 11 (i.e. the first day of classes)**. This is important as this attendance note will hold your space in the course. To ensure that waitlisted students will have a chance to take the course, I will begin the deregistration process for students who have not submitted the attendance note by Tuesday Jan. 12.

In your attendance note, please provide a little bit of information about yourself:

- Your name / student number
- Are you located in Canada or elsewhere?
- Have you taken any other college / university History courses?
- Have you taken history in high school, or is the subject completely new to you? This is an introductory course so no prior knowledge is necessary – but feedback on this will help me get a better sense of the class composition.
- What is your interest in taking this History course? Is there a specific topic, theme, or event that you would like to learn more about?

The level of detail you provide in this attendance note is voluntary, and whether you choose to answer all the questions is up to you, but I will need the note itself to confirm your attendance.

In addition to the attendance note, to pass the course, you must submit the two Article Analyses (i.e. the written commentary and analysis for two of the four assigned academic journal articles).

You must also submit the midterm and final exam replacement papers (two short papers for each) to complete the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet these requirements, please e-mail me, if at all possible, before the deadline or exam, so that we can find a solution.

#### 1) Article Analysis (2x20%):

You will be writing two article analyses (~1000 words each). You will have the choice to write on one of the two assigned articles before the midterm and one after the midterm exam. The deadline for the article analysis is the week when that article was assigned (see course schedule below and on D2L for details). In each article analysis, you will be asked to:

- Identify the main argument - what exactly is the thesis statement?
- Briefly summarize the article (i.e. what does it tell you about the topic)
- In the next section, please identify what types of sources the author used and discuss how convincingly the article was supported with specific evidence.

- Each article topic will have a short introduction and guiding questions on D2L (see the weekly entries for more details). Please answer these questions in your response, supported by specific evidence from the reading.
- All information taken from the articles need to be properly footnoted with the exact page number for the source of the details – see History Department Style Guide on D2L.

Guiding questions will be posted on D2L in the weekly schedule, so please make sure to look for those. This will help you to focus your thoughts for the reading of academic journal articles and will train you to identify the main arguments and factual evidence presented in the texts. For an excellent grade, the article analysis should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts and analysis, support your response with specific evidence from the reading, and cite that evidence with footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting – please see the History Department Style Guide on D2L for more details.**

**Please be aware that students are expected to read all four assigned readings (plus the two articles, which are not options for an analysis), even though you are only required to respond to two of them with these article analyses.** All the assigned readings are fair game for the exams.

Late submissions will receive a 5% deduction per day – if you are experiencing a health or family emergency, this may be waived, but evidence might be required.

## **2) Midterm Exam (30%):**

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 a week before the due date and will be submitted online through the **D2L submission box at midnight on Thursday February 25, 2021 – please combine the two responses into a single Word or PDF document.**

## **3) Final Exam (30%):**

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. As with the Midterm, context and 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 on April 15, 2021 – please combine the two responses into a single Word or PDF document.**

## **Final Mark:**

☞ Article Analysis #1	20%
☞ Midterm	30%
☞ Article Analysis #2	20%
☞ 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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. 11-17)

#### **LECTURE: The Late Roman Empire and its Legacies**


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

### Week 2 (Jan. 18-24)

#### **LECTURE: Germanic Successor States in the Western Roman Empire, 450-750**


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

#### **Article Reading: 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. (mandatory reading - NOT an option for Article Analysis)

### Week 3 (Jan. 25-31)

#### **LECTURE: The Byzantine Empire, 476-1453**

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


#### **Article Analysis #1, Option 1: 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.


 **Paper due on Thursday Jan. 28 at midnight.**

### Week 4 (Feb. 1-7)

**LECTURE: Ascendency of the Frankish Empire and its Division**

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

**Article Analysis #1, Option 2: 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.

 **Paper due on Thursday Feb. 4 at midnight.**

**Week 5** (Feb. 8-14)

**LECTURE: The Central Middle Ages, 10-12<sup>th</sup> Centuries**

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

**Week 6** (Feb. 15-21) - **Reading Break** – no classes

**Week 7** (Feb. 22-28)


 **February 25: Midterm Exam Papers due at midnight**

**Week 8** (March 1-7)

**LECTURE: Crusades and Power Struggles between Church and State**


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

**Article Reading: The First Crusade**


 Conor Kostick, "Courage and Cowardice on the First Crusade, 1096-1099," *War in History*, vol. 20, no. 1 (2013): 32-49. (mandatory reading - NOT an option for Article Analysis)

**Week 9** (March 8-14)

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

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

**Article Analysis #2, Option 1: 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.

 **Paper due on Thursday March 11 at midnight.**

**Week 10** (March 15-21)

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


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

**Week 11** (March 22-28)

**LECTURE: The High Middle Ages: The Golden Age of Medieval Europe**

 Backman, *The Worlds of Medieval Europe*, Chapter 15.


**Article Analysis #2, Option 2: Medieval Rights and Liberties**

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

 **Paper due on Thursday March 25 at midnight.**

**Week 12** (March 29-April 4)

**LECTURE: The Late Middle Ages: Population Growth and Food Shortages**

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

**Week 13** (April 5-11)

**LECTURE: The Crises of the 14<sup>th</sup> century: War and Pestilence**

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


**Week 14** (April 12-18)

**LECTURE: The Coming of the Renaissance**

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

 **Thursday April 15: Final Exam Papers due at midnight**

## **End of Term**

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