

[HIST 103] Introduction to the Medieval World

Spring 2018



Instructor

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Email

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Office Location & Hours

Online only

General Information

Course Description

This class will survey the course of medieval history, from the fall of Rome in the fourth century until the dawn of the early modern era around 1500. We will examine political, cultural, social, intellectual, and economic developments across this time period, supported by a textbook and primary source documents. Although we will learn a certain amount of specific information about the past- an understanding and appreciation for the various changes that Europe and Europeans experienced, as well as the effects these changes had on the world at large- a second and deeper purpose will be to develop skills of thinking historically. Students will analyze a variety of primary source documents, formulate interpretations of the past based on these documents, and contextualize these sources based on course readings. Students, through these texts, will gain an understanding and appreciation for the various changes that Europe and Europeans experienced, as well as the effects these changes had on the world at large.

Course Links

Blackboard: <https://mycourses.purdue.edu>

Expectations and Goals

For some of you, this will be your first experience with an online course, while others will be veterans. No matter which camp you find yourself in, I expect this class to be a valuable and rewarding experience for those students who take it seriously and put in the necessary effort. Online courses require self-discipline, diligence, and close attention to the syllabus requirements and schedules. Access to a reliable computer capable of internet access to Blackboard and Launchpad is a must. You should always have a backup plan in case of technical difficulties. Waiting until the last minute may prove disastrous, so please plan accordingly. I have provided a list of technical support contacts below in case of any issues.

As this course is online, it will be able to be taken from anywhere in the world. However, please keep in mind that all times will be in local Lafayette, Indiana time, ie the Eastern Time Zone. Please account for this if you are in another time zone.

Students will be assigned around a chapter of the textbook for every other week, after which they will complete a reading quiz on blackboard. In addition, students will complete eight short primary source analyses. These primary source analyses will be evaluated based on how completely the student addresses the prompt, and how well they connect the document to the current reading. Finally, there will be two written essay exams that address broader themes across the course.

Course Requirements and Grading

Reading Quizzes (30% total): Reading quizzes, which are multiple choice or short answer (one sentence), will be taken through blackboard. Due to the nature of online courses, the quizzes will necessarily be open book. However, there will be a time limit of 15 minutes each. As such, it is **strongly encouraged** that students complete the readings before taking the quiz. This is intended to hold students accountable to the reading, which will provide a basis of historical knowledge to complete the essays. There are 8 chapters, some of which will have more questions than others, based on the importance of the material.

Primary Source Analyses (50% total): Students will be required to submit a primary source analysis for each chapter. The essay prompts will be listed on blackboard. I will also make a folder which contains these documents on blackboard. I will also upload a document to blackboard which goes over in detail what your expectations are. There will be no time limit, so you may reflect upon your analysis.

Remember, these are designed to have the students interrogate primary sources and use them to answer historical questions. Consider this exercise a lab-practical for being a historian. Much as one might test the various properties of minerals in a Geology course, or dissect a frog in a Biology course, in answering a question by examining primary sources, the student will be practically applying the historical methods just as historians do.

Analysis Essays (20% total, 10% each): The textbook, as you will see, is broken into two broad sections. The "early" middle ages before 1000 or so, and the "later" middle ages after 1000. Thus, there will be two cumulative analysis essays. You may think of them as a "Midterm" and a "Final." Your task will be to craft a fully-developed and supported essay that responds to an essay prompt. The prompts will be revealed as you take the test on blackboard. Students will have an hour and fifteen minutes for each essay, though I will give you general pointers about what to study in the week before.

Submission: Work will be submitted through Blackboard. Quizzes will be due on Wednesdays by 11:59 PM EDT, and PSAs will be due Fridays by 11:59 PM EDT. See the schedule below for more details. Essays will be run through SafeAssign to ensure academic honesty.

Late Policy

Late work will not be accepted. I strongly encourage each and every one of you to stay on top of the workload, or even work ahead. I will try to make materials available as far in advance as possible. This should help students who have preplanned vacations or other events to work around. You are all adults, and I trust you to plan your own time. In the event something pops up, contact me ahead of time to see what accommodations can be made. Again, I **strongly** encourage you all not to wait until the last moment to submit assignments, to avoid technical problems or internet issues.

Required Course Materials

Barbara H. Rosenwein, *A Short History of the Middle Ages, Fifth Edition* (Toronto: University of Toronto Press, 2018)

The textbook, *A Short History of the Middle Ages*, was chosen due to its comprehensive outlook on Medieval society, including on the Byzantine and Islamic worlds in addition to Europe. You will be expected to read this textbook, and will be held accountable with reading quizzes. Additionally, the material will be necessary to adequately answer your primary source analyses and short essay exams. Thus, it is strongly suggested you obtain the textbook. We are using the Fifth Edition, which was recently published. You may purchase it from UToronto Press's website, or equally you may save yourself some money and purchase it/rent it from online sources such as Amazon or Google Play- which can save you as much as half. You may use the online or physical edition, the choice is up to you.

The primary sources will be uploaded to blackboard, so no further purchase will be necessary.

Course Schedule

Week	Topic	Reading	Exercises
1 & 2	The Roman World Transformed	Ch. 1	Quiz (due 1/16) and PSA (1/18) for Chapter 1
3 & 4	The Emergence of Sibling Cultures	Ch. 2	Quiz (1/23) and PSA (1/25) for Chapter 2
5 & 6	Creating New Identities	Ch. 3	Quiz (2/6) and PSA (2/8) for Chapter 3
7 & 8	Political Communities Reordered	Ch. 4	Quiz (2/20) and PSA (2/22) for Chapter 4
Midterm Analysis Paper: due on blackboard by March 1st by 11:59pm			
9 & 10	New Configurations	Ch. 5	Quiz (3/6) and PSA (3/8) for Chapter 5
11 & 12	Institutionalizing Aspirations	Ch. 6	Quiz (3/20) and PSA for Chapter 6 (3/22)
13 & 14	Tensions and Reconciliations	Ch. 7	Quiz (4/3) and PSA (4/5) for Chapter 7
15 & 16	Catastrophe and Creativity	Ch. 8	Quiz (4/17) and PSA (4/19) for Chapter 8
Final Analysis Paper: due on blackboard by April 26th, 11:59 PM.			

Additional Course Policies, Information, and Resources

Grade Scale

The grading scale is as set out below. Note that for essays, there will be a rubric on blackboard. Since there is no functional difference in terms of GPA between an A+ and an A-, I will not award any A-.

99-100 will be an A+	73-76 C
91-98 A	70-72 C-
87-90 B+	67-69 D+
83-86 B	63-66 C
80-82 B-	60-62 D-
77-79 C+	≤59 F

Plagiarism & Academic Dishonesty

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. You may not collaborate on quizzes or essays. You may not copy directly off of any websites, nor may you upload any course materials (such as quizzes, tests, or prompts) to any tertiary websites or place them in fraternity/sorority/co-op test banks. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will result in a grade of **F** for the course and notification of the Dean of Students Office. In plain English, don't cheat! I have zero tolerance for plagiarism and all forms of academic dishonesty. If you are having difficulty keeping up with the workload in this course, talk to me about it. See more on Purdue's academic integrity policy at (http://www.purdue.edu/purdue/about/integrity_statement.html)

Email Policy

Students sending course-related email to the instructor must begin their email with a proper salutation (Dear or Hello, not Hey, Yo) and sign their messages with their full name. In addition, please begin the subject line with [Hist 103], so I know that this is related to the course. This will aid me in keeping track of who is contacting me about the course.

I will commit to answering emails within 48 hours, barring any unforeseen emergency. I will try to be more rapid than 48 hours, but students will receive a response within that time frame. As a note, I will be in Paris, France this semester, which is 6 hours ahead of Lafayette time. Thus, late night (US) emails will probably not be responded to in an immediate manner.

That said, do not hesitate to contact me if you have any questions or need any clarifications! I am more than happy to explain anything you may have questions on to you.

Accommodations

If you have any disabilities that require accommodations in this class, please let me know as soon as possible via email, so that we can make any necessary arrangements. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (<http://www.purdue.edu/drc>) of an impairment/condition that may require accommodations and/or classroom modifications.

I know intimately the struggles of learning a second language, and doing academic work in that language. If English is not your first language, the resources available through the International Students and Scholars Office may prove enormously beneficial. The ISS Office web site is: <http://www.iss.purdue.edu>.

CAPS (Counseling and Psychological Services)

Purdue University is committed to advancing the mental health and well-being of its students. Many suffer from mental illnesses of varying degrees, and resources exist to help you work through your problems. Just as I'd recommend you see a doctor for a broken leg, I strongly recommend you take advantage of these resources.

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time. If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

Nondiscrimination

I have zero tolerance for discrimination, whether it be based on race, religion, color, sex, age, national origin, sexual orientation, gender identity, or any other category. Generally, you must be civil. Below is Purdue's policy on nondiscrimination, which goes into more detail.

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

Technical Support

In case of technical difficulties, it is my strong recommendation to contact ITAP (<http://www.itap.purdue.edu>) directly.

Disclaimer

We will follow this syllabus as closely as possible. If any adjustments in syllabus, including the course schedule, should become necessary due to campus emergency, storms, the Conjunction of the Spheres, or other unforeseen circumstances, I will email you and update the syllabus on Blackboard. Please feel free to email me for clarification.

I am open to skyping students who feel the need to do so, so if you would like to request a Skype meeting, please do not hesitate to ask me. Online courses are a great convenience for those of us who have busy lives; but it also takes away from classroom interaction, which makes teaching so fulfilling.

