PURDUE
UNIVERSITY

A SCHOOL OF LIBERAL ARTS

FALL 2020

HIST 103 INTRODUCTION TO THE MEDIEVAL WORLD

Distance Learning
August 24-December 12

Professor Silvia Z. Mitchell
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I love teaching and will miss being in the classroom, but I want to keep in touch and get to know each and everyone of you. I also want to help you succeed. Visit me "virtually" (see below for links) during my office hours. If those times don't work for you, get in touch to find a convenient time. I want to know how I can help you succeed and have a spectacular learning experience.

How to contact me:
Email is my preferred contact information. I usually respond within 24 hours or faster. In the rare situation that you did not get a response in 36-48 hours, send me another message. Use your email rather than the message system in Brightspace, which I will not get fast enough or at all.

Also, do not call my office number listed on the Website as I am working remotely this semester. Texting my mobile is fine. Identify yourself or I won't know you are a student. I need you to tell me your full name and that you are in this class. 765-421-2908.

Virtual Office Hours:
Mondays, 2:00 to 3:00 p.m.; Tuesdays, 3:00 to 4:00 p.m. (EST) and by appointment (mitch131@purdue.edu).

Let me know what is your preferred method of meeting. I am not doing face-to-face meetings, but we can arrange for zoom and/or a phone call.

Zoom Meeting ID, **Mondays**: 881 1949 9975—Passcode: 45DqdU
Link:
https://us02web.zoom.us/j/88119499975?pwd=N3pHcG5RdmZJcmNlN1g1dWVyUnlPUT09

Zoom Meeting ID, **Tuesdays**: 872 6642 9227—Passcode: p4iK8M
Link:
https://us02web.zoom.us/j/87266429227?pwd=NTdMekovNisrOGdXSDFzTHh3WVJvUT09

Course delivery method:

This course will be taught as a Distance Learning, which means that all instruction will take place remotely and asynchronously. Yet, it does not mean that we cannot talk or "see" each other virtually. See my note above.

Course link:
https://purdue.brightspace.com/d2l/home/102965

Course Description

This course provides an overview of medieval history from the fall of the Roman Empire to the birth of Renaissance Europe, encompassing the millennium from the 300s to 1400s AD. The course will explore political, religious, and social changes as well as economic, technological, and cultural developments. The course assignments will develop students' critical writing skills. Course familiarizes students with the tenets of historical thinking.

By the end of the course, students will gain a sophisticated understanding of the large historical processes that took place during the period and identify those that have been formative in the development of European Civilization. As we explore the themes of the course, students will also develop an awareness of the complexity of human experience of the men and women who inhabited the medieval world.

Required Texts:

Barbara Rosenwein*, A Short History of the Middle Ages* 5th edition (University of Toronto, 2018).

We will use the textbook throughout the course. Try to get a copy as soon as possible. A hard copy, I believe, is better, but the electronic copies are available too.

I will provide additional readings and resources (all accessible in Brightspace).

Procedures, Organization, and Expectations:

This is an online class and thus you will have a great level of autonomy in how you structure your learning. Remember, however, that you should plan to spend **6-9 or more** hours a week to work on this course. This is the same amount of time you would spend if you were taking it in a traditional classroom. The time you spend working for this class will also depend on your own learning pace. If you spend this amount of time and are still not happy with your grade, it may mean that you need additional time to work on assignments.

After spending some time learning about the late Roman Empire, we will delve into the history of the Middle Ages. Refer to the rest of the syllabus for specific schedule of the reading assignments and topics. The Due Dates are listed in a document that you can print in the Content Area of Brightspace. I suggest you keep it for reference.

The only way to master the material for the course is to do so gradually. Planning to work on it once a week is not a good idea. Schedule time and plan ahead.

Note that the course is divided into three sections. The content in the folders together with the readings from the textbook will be your foundation.

You will complete three **Learning Guides**. This is the equivalent of exams (with open book and several weeks to complete). The **Learning Guides will take time to complete and so you should begin working on them as soon as possible and set aside enough time to work on them conscientiously.** It is a rigorous intellectual exercise that will help you master the material presented in the course in the textbook, short videos, documentaries, power points, and maps. Specific instructions will appear in the appropriate tab.

There will be five graded **Discussion Forums,** which pose an original question to generate a discussion**.** Your will make an initial post that responds to the question. Then, students will respond to someone else's post. It is important to adhere to the due dates so that everyone has a chance to respond. These posts are designed to help you engage with the material, connect with the rest of the students in class, and allow you to get feedback on analytical writing. The answers should be based on the material assigned for the course. Deductive reasoning or your opinion, not based on evidence, will most certainly not get you to produce a thoughtful response.

There will be a **Group Project** on **Medieval Culture**. This is a very popular assignment with my students and will allow you to explore aspects of the medieval world that I did not cover but that you want to know about. It will give you the chance to understand how historians produce knowledge about the past and thus has an **Information Literacy Component**. You will work in groups. All the work can be done asynchronously as well.

The course is designed with the appropriate pedagogy for online learning. Although by definition more flexible than if you had to attend in class lectures, it will require consistent attention on your part. The calculation made by registration is that students will be spending between **6-9**

hours a week working on this course; this is the very minimum. However, individual learning styles and skills will affect the number of hours.

Course notifications

I will use the Brightspace system to send course updates and notifications. It is very important that you select Announcements and Assignments updates in your Brightspace profile. Check your email as well on a regular basis.

Late work, time zone, and extra credit.

Now, more than ever with the current crisis, is critical that you let me know if you are facing health or family/personal issues that may affect your ability to continue making progress in the class. Even if you think that you will be able to "catch up," it is best to get ahead rather than wait to the last moment to get in touch with me.

Extensions will be approved on a case-by-case basis. They have to be requested.

TIME ZONE for late work is that of Purdue, West Lafayette campus: Eastern Standard Time. I am aware that many of you are not in this time zone, but you work will be counted late if submitted after the due date time set in the system.

I am a fair grader and willing to help you achieve mastery of the material and develop the skills that you will need to get excellent grades. Get in touch before major assignments are due and I will help you or direct you to any resource that may be available to you if necessary.

Learning Outcomes
By the end of the course, students will be able to

A. identify and assess the large historical processes that transformed the European world from 300 AD to 1500 AD.
   1. Explain the geopolitical shift in the Mediterranean world after the dissolution of the Roman Empire in the West.
   2. Identify the three main civilizations that emerged by c. 700 A.D. and their political, cultural, and social characteristics.
   3. Identify the "Nations" that populated Western Europe from 500 A.D. to 900 A.D. and their political, cultural, and social characteristics.
   4. Understand the nature and the consequences of the Viking, Magyar, and Muslim invasions.
   5. Articulate the causes and nature of the transformations that swept Europe after the 11th century and that culminated with the Renaissance in the 15th century.
   6. Become familiar with different aspects of European Medieval culture.
B. Information Literacy
   1. Discern between popular and scholarly sources of information to learn about Medieval history.
C. Critical Thinking

1. Hone ability to identify important information from a text
2. Demonstrate ability to analyze, synthesize, and evaluate information in writing and in a visual presentation.

Assignments and Evaluation:

Assignments for this course provide students the opportunity to build, improve, and expand their historical knowledge and analytical skills. **Due Dates** are posted here and in the calendar tab. All assignments have rubrics. Please review the rubrics before completing the assignment to ensure you understand the expectations and the grading criteria. Assignments have been designed to evaluate content knowledge, critical writing ability, and engagement with the material as follows:

1. **Three Learning Guides.** 60 %. Completion of the learning guides is absolutely essential for your success in the class and the most important assignment. They will help you build content knowledge and achieve mastery of the material. The **Learning Guides** are composed of a series of questions that requires you to engage with the material critically and thoughtfully.

2. **A Medieval Culture Project.** 20 %. You will create a power point on a particular aspect of medieval culture that you would like to learn about.

3. **Discussion Forums**. 20 %. Throughout the course, I will post questions for discussion. You will be expected to contribute in a thoughtful manner to my post and your classmates. Discussion will be evaluated on quality and frequency. Specific guidelines are posted in the syllabus tab. Each forum is worth 4 points.

Grade Distribution:

Learning Guides (3 of them @ 20 points each).	60
Medieval Culture Project (Group)	20
Discussion Forums (5 of them, 4 points each)	20
Total	100

Grading Scale

100-98 = A+
97-93= A
92-90= A-
89-88= B+
87-83= B
82-80= B-
79-78= C+
77-73= C
72-70= C-

69-68= D+
67-63= D
62-60= D-
59-0= F

Students must complete the 3 Learning Guides in order to receive a passing grade for the course. If you miss a forum, your grade will be affected but you will not fail the course. **If you miss a Learning Guide, you will not be able to pass the course even if the other assignments will give you a passing grade**.

Expectations:

You are expected to dedicate enough time to the class, complete all the assignments on time, and be diligent about the work.

Expectations to help in case of health or any other issues are also an important part of our lives now. We are all under much stress due to the current situation. Get in touch with me and let me know of any difficulties that you may be facing and I will help you.

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center (if you are in West Lafayette), you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email. The Office of the Dean of Students odos@purdue.edu is also available to support you should this situation occur.

Your mental and psychological wellbeing are important to me and Purdue University

If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling (or someone you know), services are available. Contact Counseling and Psychological Services (CAPS) at 765-494-6995 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.

College of Liberal Arts Classroom Civility Statement:

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Academic Integrity:

Cheating can take many forms, including, but not limited to, passing someone else's work for one's own, copying from another student's work during an exam, or using unauthorized material. Familiarize yourself with Purdue's policy on Academic Integrity.
http://www.purdue.edu/odos/osrr/academicintegritybrochure.php

==All the work for this class must be based on the readings and materials specifically assigned for the course.== Resist the temptation to take shortcuts, like, for example, Googling to find answers to the questions without doing the reading. You will most certainly get the wrong answer to the question because it will not pertain to the material used in the course. ==This will be considered a form of plagiarism.==

A blatant violation of academic integrity—copy word by word from another source or another student—will be reported to the Dean of Students' office and will result in an automatic failing grade for the course. Students' work is supposed to be individual. If two students submit the same assignment, both will fail and reported to the Dean of Students' office.

If you are aware of someone violating academic integrity standards, I urge you to get in touch and report it.

Emergency Preparation:

Although this class is taught remotely, we may face a major campus emergency that may necessitate to a revised calendar as per university regulations.

Course Units

The course is organized thematically as follows. Refer to calendar for readings and assignments

1. **Decline and Dissolution of the Western Roman Empire, 300-600 AD**
2. **Europe after Rome, 600-1000 AD**
3. **European Expansion, 1090-1500 AD**

Course Schedule

Unit I—Decline and Dissolution of the Western Roman Empire

Dates: **August 24-September 14 (Weeks 1-3)**

Readings: Material posted in Brightspace folder and Textbook, Chapter 1

Topics:
    A. The Late Roman Empire
    B. The Advent of Christianity
    C. The Barbarians

Assignment and Reading Schedule

    Week 1 (August 24)
    A. Read and familiarize yourself with the syllabus
    B. Order the textbook if you haven't done so
    C. Submit your Introductory Post and Responses in Forum 1.
    D. Download **Learning Guide 1** and read the questions
    E. Start reading going over the materials in the Brightspace folder UNIT I and take notes
    Week 2 (August 31)
    A. Continue reading materials in the Brightspace folder UNIT I and take notes
    B. Submit your Original Post and Responses in Forum 2
    C. Read Chapter 1 of the textbook and take notes
    D. Draft answers to questions 1-4 **Learning Guide 1** and upload answers on Brightspace. I will give you completion credit when I grade the assignment. (You have until Sunday 11:59 to get the credit).
    Week 3 (September 7)
    A. Finish **Learning Guide 1**

Learning Guide 1 Due MONDAY September 14, 11:59 p.m.

Unit II—Europe After Rome

Dates: **September 14-October 5 (Weeks 4-7)**

Readings: Chapters 2, 3, and 4, and additional material posted in the folders

Topics:
    A. The Heirs of Rome
    B. Charlemagne and the Carolingians
    C. Europe under Siege: Viking and Magyar invasions

Assignment and Reading Schedule

Week 4 (September 14)
A. Download Learning Guide 2 and read the questions
B. Read Chapter 2 and take notes
C. Start going over material in the Brightspace content folder UNIT II and take notes
D. Draft answers to questions 1-3 **Learning Guide 2** and upload answers on Brightspace. I will give you completion credit when I grade the assignment. (You have until Sunday 11:59 to get the credit).

Week 5 (September 21)
A. Read Chapter 3 and take notes
B. Continue going over material in the Brightspace content folder UNIT II if you need to and take notes
C. Submit your Original Post and Responses in Forum 3
D. Draft at least 4 answers to questions and/or definitions based on the material reviewed this week. Upload on Brightspace. I will give you completion credit when I grade the assignment. (You have until Sunday 11:59 to get the credit).

Week 6 (September 28)
A. Read Chapter 4 and take notes
B. Finish Learning Guide 1

Learning Guide 2 Due MONDAY October 5, 11:59 p.m.

Unit III—European Expansion and Cultural Renaissances

Dates: **October 5-end of the course (Weeks 7-16)**

Readings: Chapters 5, 6, 7, and 8, and additional material posted in the Content Folder in Brightspace UNIT III.

Readings that you will do for your Medieval Culture Projects (will vary depending on your topic).

Topics:
A. Commercial and Intellectual Renaissances
B. The First Crusade
C. The Black Death and other Crises
D. Exploration
E. The Renaissance (with capital R)
F. Medieval Culture, 13th to 15th centuries

Assignments and Reading Schedule*
* Learning Guide 3 is longer, more complex, and will take more work on your part. Plan accordingly.

Week 7 (October 5)
A. Read Chapter 5 and take notes
B. Start going over material posted in the Content Folder in Brightspace UNIT III and take notes
C. Draft at least 4 answers to questions and/or definitions based on the material reviewed this week. Upload on Brightspace. I will give you completion credit when I grade the assignment. (You have until Sunday 11:59 to get the credit).

Week 8 (October 12)
A. Read Chapter 6 and take notes
B. Continue going over material posted in the Content Folder in Brightspace UNIT III and take notes
C. Submit your Original Post and Responses in Forum 4
D. Draft at least 3 answers to questions and/or definitions based on the material reviewed this week. Upload on Brightspace. I will give you completion credit when I grade the assignment. (You have until Sunday 11:59 to get the credit).

Week 9 (October 19)
A. Read Chapter 7 and take notes
B. Continue going over material posted in the Content Folder in Brightspace UNIT III and take notes
C. Draft at least 3 answers to questions and/or definitions based on the material reviewed this week. Upload on Brightspace. I will give you completion credit when I grade the assignment. (You have until Sunday 11:59 to get the credit).

Week 10 (October 26)
A. Read Chapter 7 and take notes
B. Continue going over material posted in the Content Folder in Brightspace UNIT III and take notes
C. You have two options this week: Draft at least 3 answers to questions and/or definitions based on the material reviewed this week. **Or answer Question 14** (a lot longer). Upload on Brightspace. I will give you completion credit when I grade the assignment. (You have until Sunday 11:59 to get the credit).

Week 11 (November 2)
A. Finish all readings and take notes
B. Finish Learning Guide 3

Learning Guide 3 Due MONDAY November 9, 11:59 p.m.

Week 12 to 16 (November 9 to Finals)

A. We will be working on the group project. Information will be provided.

Week 13 (November 16)
A. ==Submit your Original Post and Responses in Forum 5==

Week 14 (November 23)—Thanksgiving Week
A. ==Topic/Working Bibliography Due November 23 or before==

Week 15 (November 30)
A. ==Medieval Culture Project Due December 5 (or finals week if the group needs more time, but has to be requested==)