

"The Medieval World: Encounters"
Fall 2012

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Scholar <http://scholar.vt.edu/>
Podcasts <http://itunes.edtech.vt.edu/>
Twitter http://twitter.com/prof_gabriele
Facebook <http://facebook.com/VTMEMS>

Description

Think of this course as an hors d'oeuvre. Rather than trying to cover 1,500 years of history in 15 weeks, we'll take one theme (different cultures in contact) and track some of its manifestations through the "Middle Ages." The main dish will be later classes on medieval and/ or early modern topics, which will cover things in more depth.

In this course, the central questions we seek to answer are: How do people react when they meet something "new?" Does this encounter actually change anything? Does that change (if any) itself change over time? What's so different about this "medieval" experience from our own?

The vast majority of readings will be primary sources – i.e., texts written in the period we're studying. Lectures and textbook readings will supplement these texts. Requirements include attendance, discussion, weekly small group work, a plagiarism quiz, a short paper (with rewrite), a library assignment, and a final exam.

Office Hours

M 3:45-4:30pm (342 Lane Hall)
T 1-2pm (West AJ)

If you can't make this time, just get in touch so we can work something out. I check my email regularly, and can always be reached after class to set up an appointment.

ADA Statement

If you have a university-sanctioned condition that requires my special attention, please come to my office hours or email me to set up an appointment.

Course Etiquette: Classroom & Email

Classroom:

- You should plan on talking – asking questions, responding to prompts, etc. – in this class. Feel free to disagree with anything either your classmates or I say, but be respectful in your tone.
- You may eat and drink in class, so long as it isn't a distraction to others. You will win brownie points for bringing me coffee.
- Please be sure to turn off all cell phones, PDAs, iPods, etc. before lecture begins. Also, feel free to use your computer to take notes but please mute the volume. What you do with VT's wireless network is up to you. You're all adults and I trust that you'll make intelligent choices.
- Be aware, however, that if I determine that your actions are becoming a distraction to your fellow students – for any reason – I will ask you to leave the classroom.

Email:

- Email is an essential component of this course and one of the primary means by which I'll communicate with you during the semester. Email, however, is not IM, nor Twitter, nor Facebook. It's a more formal method of communication that you will undoubtedly use in your professional life, both throughout the rest of our time at VT and in your future workplace.
- Until the end of the semester, I'm not your Dad, I'm not your friend, and I'm not your boyfriend. Until the end of the semester, I'm essentially your *boss*. To that end, be sure the message you're composing is appropriate to the person receiving it (in this case, me).
- If you have any questions about what any of this means, please ask me or take a look at David Shipley and Will Schwalbe's *Send: The Essential Guide to Email for Office and Home* (with website -- <http://www.thinkbeforeyousend.com/>) or the briefer review article http://www.salon.com/books/feature/2007/07/13/email_etiquette/.

Class Format

- Each Mon. will be a lecture that, in addition to the readings assigned for that day, will give you some background on the subject we're covering for that week.
- Each Wed., in small groups, we will be discussing primary documents (ie – those written in the Middle Ages) that you've read for the day and some problems/ questions that these documents raise.
 - At the beginning of the year, we will divide the class into groups. Get to know the people in your group, since you'll be working with them every Wed. class meeting for the rest of the semester.
 - Every Wed., immediately break into groups for discussion. That meeting will go as follows:
 - 20 mins.
 - Select a notetaker for the day, and start discussion based on the questions from the podcast. **Everyone** should take notes but the notetaker will be responsible for recording the general outlines of what's said, including any conclusions you all reach, any disagreements you have, any other questions that are raised, etc. **The notetaker should not be the same person in consecutive weeks!**
 - 45 mins.
 - The entire class will discuss the podcast's questions (and any others).
 - 5 mins.
 - Back in your small group, reassess your personal and your group's conclusions. The notetaker should record this discussion. At the end of class, each group member must sign the notetaker's notes, which will be turned in to me.
- Both parts of the class (lecture and discussion) are testable and all 3 parts of the course – lecture, discussion, and all readings – will help you with all graded aspects of the course. See the section on "Grading/ Requirements" below.

VT Honor System and Academic Research

Academic dishonesty (defined as cheating, plagiarism, and falsification) is taken very seriously in this class. Please refer to <http://www.honorsystem.vt.edu/> for a fuller statement of the Honor Code, as well as the Undergraduate Honor System Constitution. Also, consult this online web test for plagiarism at <http://education.indiana.edu/~frick/plagiarism/>.

You may, of course, study together. But everything you turn in should be a product of **your own** understanding and analysis of the material. Be aware that certain sources of information (such as non-academic websites – like SparkNotes.com – and encyclopedias – like Wikipedia) are **inappropriate** to use for academic research. Also, material you get from other sources **must be cited/ referenced properly**, using MLA or Turabian/ Chicago style.

- Joseph Gibaldi, *MLA Handbook for Writers of Research Papers* (New York, 2003)
 - basics also at <http://owl.english.purdue.edu/owl/resource/557/01/> and <http://www.lib.berkeley.edu/TeachingLib/Guides/MLAstyle.pdf>
- Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago, 1967).
 - basics also at <http://www.libs.uga.edu/ref/turabian.html> and <http://www.lib.berkeley.edu/TeachingLib/Guides/Chicago-Turabianstyle.pdf>

If you ever have any questions about any of this, please **ASK ME**. I bite only rarely.

A Note on Grading

Consider a car's speedometer. It is a tool that performs two interrelated functions: (1) It measures speed, and (2) it communicates that information to the driver. In a somewhat similar way, grading is a tool that also performs two interrelated functions: (1) It assesses academic performance, and (2) it communicates that information to the student. When driving, you glance at the speedometer to determine the speed of the vehicle—if it is what you want, you try to maintain it; if not, you make appropriate adjustments. . . It's perfectly normal to desire good grades since they serve as evidence that a student has demonstrated competence in a particular area. But problems arise when students assume that their primary goal in college is to earn good grades so they can achieve or maintain a certain GPA. That is like believing that the primary goal of driving a car is not to reach a particular destination but to achieve or maintain a certain speed.

-- from <http://chronicle.com/article/GradingIts-Discontents/132789/>

Requirements

Breakdown as follows: attendance and participation (5%), short assignments, and group work (14%), plagiarism quiz (1%), short paper (20-25%) and rewrite (20-25%), library assignment (10%), and final exam (25%).

*****I will not accept any late assignments without a written, university-recognized excuse.*****

*****Items will be considered LATE if not turned in during class on the day they're due.*****

- **Note that missing 6 or more class meetings without an university-approved excuse means that you'll automatically FAIL this course.**
- Attendance & Participation (5%) – This portion of your final grade will be based on your individual contributions to classroom discussion, both during lecture and small group work. This **does not mean having the “right” answer**. It does mean coming prepared each week and having something to say, whether posing a question that’s been bugging you or a offering your interpretation of the text.
- Short Assignments & Group Work (14%) – here’s how it’ll work. . .
 - **BEFORE YOU DO THE READINGS FOR EACH WED.**, listen to the podcast for that day’s readings. Access them on iTunes U at <http://itunes.edtech.vt.edu/> (look for HUM 1214), and download them individually or subscribe via iTunes.
 - Check your syllabus to be sure you’re listening to the correct podcast & doing the correct readings.
 - In the relevant podcast (see below), I’ll pose a study question (or 2 or 3) for the reading for Wed. **Type your answers** to those questions (in the “Tests & Quizzes” section on Scholar) while doing the reading, and submit them via Scholar before you come to class.
 - Keep your answers **BRIEF** (only 3-4 sentences). I do not want **information**, I do want **analysis**.
 - Your grade will be a “X-,” “X,” or “X+,” depending on the thoughtfulness of your answer to the study question and your participation in discussion.
 - **Roughly**, X- = 1pt., X = 1.5 pts., and X+ = 2 pts. (Missing an assignment = 0 pts.)
 - **AGAIN, YOU WILL TURN THESE IN ELECTRONICALLY, VIA SCHOLAR.**
 - You cannot re-do the assignments, since they are tied to your attendance. There may be opportunities for extra credit during the course of the semester to make up some points though.
- Plagiarism Quiz (1%) – A handout will be provided with details. You will only receive points on this assignment if you turn it in on time. If you miss the due date for some reason, you **MUST** still turn it in. Although this is only worth of your final grade, successful completion of this assignment is **ABSOLUTELY ESSENTIAL** to passing this class.
 - **YOU WILL TURN THIS IN AS A HARD COPY.**
- Short Paper & Rewrite (total 45%) – The short paper should be approximately 4 pages long and based on a historical analysis of a primary source.
 - Your essay will be graded, then you will rewrite it using comments I have made and input from your peers. Papers must have a clear thesis, be organized well, be properly referenced/ cited, and be proofread. **It is not appropriate to turn in a “rough draft.”** You will be given a handout with a choice of topics and we will talk about this assignment more in class.
 - Under normal circumstances, your paper will count for 25% and your rewrite for 20%. If you do significantly better on the rewrite (1 grade higher or more) though, then the rewrite will count for 25% and the paper for 20%.
 - Please note that, for the rewrite, you will be required to turn in a new version of your paper along with the previously-graded paper (and a peer-edited version that we will do in class).
 - **YOU WILL TURN IN YOUR PAPER ELECTRONICALLY, VIA SCHOLAR.**
 - **YOU WILL TURN IN YOUR REWRITE AS A HARD COPY.**
- Library Assignment (10%) – You’ll be required to construct a short annotated bibliography using the resources available at Newman library. A handout will be provided with more information.
 - **YOU WILL TURN THIS IN ELECTONICALLY, VIA SCHOLAR.**

- Final Exam (25%) – There will be 3 sections – short answer/ identification of terms, a brief analysis of a primary source (chosen from the course’s readings), and a synthetic, comparative essay. Essentially, it will replicate the course. The first part (short answer) will be based on lectures, the analysis will be based on our small group work, and the synthetic essay will bring it all (including readings) together. More specifics will be offered in class as the date approaches.

Readings

Required Books: Buy from VT Bookstore, BN.com, Amazon.com, etc. Everything that our library owns is on 48-hour reserve too.

- *Beowulf*, trans. Seamus Heaney (Norton, 2002). ISBN: 0393975800
- *The First Crusade: The Chronicle of Fulcher of Chartres*, ed. Edward Peters, 2nd edition (Univ. Pennsylvania Press, 1998). ISBN: 0812216563
- *Victors and Vanquished: Spanish and Nahua Views of . . .*, ed. Stuart Schwartz (Bedford/ St. Martin’s, 2000). ISBN: 0312393555
- Andrew Jotischky & Caroline Hull, *The Penguin Historical Atlas of the Medieval World* (Penguin, 2005). ISBN: 0141014490
- Marie de France, *Lais*, trans. Keith Busby (Penguin, 1999). ISBN: 9780140447590.
- ***ONE OF THE FOLLOWING (WE’LL DISCUSS IN CLASS):***
 - Kate Turabian, *A Manual for Writers of Research Papers (7th edition)* (Univ. Chicago Press, 2007). ISBN: 0226823377
 - Joseph Gibaldi, *MLA Handbook for Writers of Research Papers (6th edition)* (MLA, 2003). ISBN: 0873529863
- ***ONE OF THE FOLLOWING (WE’LL DISCUSS IN CLASS):***
 - Dhuoda, *A Handbook for William*, trans. Carol Neel (Catholic Univ. Press, 1999). ISBN: 0813209382.
 - Titu Cusi Yupanqui, *An Inca Account of the Conquest of Peru*, trans. Ralph Bauer (Univ. Colorado Press, 2005). ISBN: 9780870818219.

On-Line Texts (Scholar.VT.edu):

- Many of the readings for this course are available online, via Scholar (<http://scholar.vt.edu/>).
 - The appropriate PDFs for each week are in the “Resources” section, in folders named for each week of the course. If you have questions, please don’t hesitate to ask.

Podcasts

- Via iTunes U, there is extra content (in the form of podcasts) available online. The main url is <http://itunes.edtech.vt.edu/> (link on Scholar as well) and you’ll need iTunes (free -- <http://www.apple.com/itunes/download/>) in order to access the site.
 - You must listen to each short podcast before beginning your readings for Wed. It’s background information that will help you contextualize the readings and help with discussion for that day.

Schedule of Lectures & Readings

WARNING: Some of the material covered in this course will be “adult-themed.” There will be violence, sex, and bad language (but only in the readings, I hope). We are dealing with a period both familiar and foreign and it is our task to try to understand these people on their own terms.

If you become uncomfortable with one of the readings, please see me ASAP.

BRING YOUR READINGS TO CLASS EVERY WED.!

Week 1	Introduction
Mon. 8/27	Introduction – Syllabus “Middle” of What?
Wed. 8/29	<u>DISCUSSION OF PAPER</u> What came before the Middle Ages? SCHOLAR Clark, <i>Christianity & Roman Society</i> , pp. 4-59

SECTION 1: ROME MEETS THE “BARBARIANS”

Week 2	Rome becomes Christian
Mon. 9/3	<u>PASS OUT PLAGIARISM ASSIGNMENT</u> SCHOLAR Brown, <i>Rise of Western Christendom</i> , pp. 72-92 Lawrence, <i>Medieval Monasticism</i> , pp. 1-18
Wed. 9/5	NO CLASS
Week 3	Germanic Culture
Mon. 9/10	<u>PLAGIARISM ASSIGNMENT DUE</u> Jotischky & Hull, <i>Penguin Historical Atlas of the Medieval</i> , pp. 20-23, 28-31 SCHOLAR Halsall, <i>Barbarian Migrations</i> , pp. 35-62
Wed. 9/12	<u>1ST GROUP WORK</u> <i>Beowulf</i> , trans. Heaney, 3-78 (<i>the whole thing – it’s good</i>) ONLINE (link on Scholar as well) “The Battle of Maldon” – http://faculty.uca.edu/jona/texts/maldon.htm
Week 4	Synthesis? (The Carolingians)
Mon. 9/17	<u>PAPER DUE</u> Jotischky & Hull, <i>Penguin Historical Atlas of the Medieval</i> , pp. 26-27, 32-33 SCHOLAR Collins, <i>Early Medieval Europe</i> , pp. 260-86
Wed. 9/19	SCHOLAR <i>Royal Frankish Annals</i> , 37-84 ONLINE (link on Scholar as well) “Dream of the Rood” – http://faculty.uca.edu/jona/texts/rood.htm

SECTION 2: CHRISTIANITY MEETS ISLAM (& JUDAISM)

- Week 5**
The First Crusade: Christian Perspective
 Mon. 9/24 Jotischky & Hull, *Penguin Historical Atlas of the Medieval*, pp. 40-41, 54-55, 24-25, 94-99, 108-9
 SCHOLAR
 Madden, *New Concise History of the Crusades*, pp. 15-41
- Wed. 9/26 Peters, ed., *The First Crusade*, pp. 81-93, 238-63, 303-6
 Taking of Jerusalem
 Versions by Fulcher of Chartres, Peter Tudebode, Raymond d'Aguliers, and the anonymous *Gesta Francorum*
Song of Antioch
- Week 6**
The First Crusade: Islam Reacts
 Mon. 10/1 Jotischky & Hull, *Penguin Historical Atlas of the Medieval*, pp. 102-3
 SCHOLAR
 Donner, *Muhammad and the Believers*, pp. 39-89.
- Wed. 10/3 SCHOLAR
 Usama ibn Munqidh, *Book of Contemplation*, pp. 76-83, 97-108, 124-28, 142-50, 153-54, 160-73
- Week 7**
The First Crusade: Judaism Reacts
 Mon. 10/8 Jotischky & Hull, *Penguin Historical Atlas of the Medieval*, pp. 70-71
 SCHOLAR
 Nirenberg, *Communities of Violence*, pp. 200-30
- Wed. 10/10 Peters, ed., *The First Crusade*, 112-39
 SCHOLAR
Nizzahon Vetus
- Week 8**
Group Work
 Mon. 10/15 **PAPERS RETURNED**
 SCHOLAR
 Stanley, "Coaching Student Writers"
 Practice Essay
 Style Bible (for course)
- Wed. 10/17 Partner Essay

SECTION 2½: A PEACEFUL INTERLUDE (?)

- Week 9**
Learning to Live with the Other (and Not)
 Mon. 10/22 SCHOLAR
 Jotischky, *Crusading & the Crusader States*, pp. 123-34
 Moore, *Formation of a Persecuting Society*, 2nd ed., pp. 144-71
- Wed. 10/24 **Meeting in Newman 207**
LIBRARY PRESENTATION
DISCUSSION OF LIBRARY ASSIGNMENT

SECTION 3: CHRISTIANITY MEETS ITSELF

- Week 10** **Learning, Literature, & Love**
- Mon. 10/29 Jotischky & Hull, *Penguin Historical Atlas of the Medieval*, pp. 66-67.
SCHOLAR
Kessler, *Seeing Medieval Art*, pp. 165-79.
Knowles, *Evolution of Medieval Thought*, pp. 98-119.
- Wed. 10/31 *The Lais of Marie de France*, trans. Busby, pp. 43-55, 56-60, 68-72, 105-8, 111-26
"Guigemar," "Equitan," "Bisclavret," "Chaitivel," "Eliduc"
- Week 11** **Pope Innocent III & the 4th Lateran Council**
- Mon. 11/5 **PAPER REWRITE DUE**
Jotischky & Hull, *Penguin Historical Atlas of the Medieval*, pp. 104-5, 68-69
SCHOLAR
Roach, *Devil's World*, pp. 84-107
- Wed. 11/7 SCHOLAR
Decrees of Lateran IV
Eudes of Rouen, *Register*, pp. 8-19
Responses to Heresy
- Week 12** **Witches, Women, & Sex**
- Mon. 11/12 SCHOLAR
Karras, "Sexuality in the Middle Ages," pp. 279-92.
Roach, *Devil's World*, pp. 182-92
Bailey, "Demonizing Deviance," pp. 1-8
- Wed. 11/14 SCHOLAR
Raymond of Capua, *Life of Catherine of Siena*, pp. 40-7, 106-7, 180-4, 293-7
Pope Innocent VIII & *Malleus Maleficarum*, pp. 107-27, 130-54
Veronica Franco, *Letters & Poems*, pp. 37-41, 161-71
- Week 13** **THANKSGIVING BREAK**

SECTION 4: A NEW WORLD

- Week 14** **The Black Death**
- Mon. 11/26 **LIBRARY ASSIGNMENT DUE**
Jotischky & Hull, *Penguin Historical Atlas of the Medieval*, pp. 72-77, 120-1
SCHOLAR
Herlihy, *The Black Death*, pp. 59-81
- Wed. 11/28 SCHOLAR
Aberth, *The Black Death*, pp. 29-36, 41-47, 63-66, 80-83, 108-10, 132-39,
145-59

- Week 15**
Mon. 12/3 **Exploration, Conquest, & Resistance in the Americas**
Jotischky & Hull, *Penguin Historical Atlas of the Medieval*, pp. 132-35
Schwartz, *Victors and Vanquished*, pp. 1-12
SCHOLAR
Hanke, *All Mankind is One*, pp. 57-69
Pagden, *Fall of Natural Man*, pp. 109-45
- Wed. 12/5 **PREP FOR MOCK TRIAL**
Schwartz, *Victors and Vanquished*, 103-15, 119-23, 184-99
SCHOLAR
de las Casas, *In Defense of the Indians*, pp. 11-16
de las Casas, *In Defense of the Indians*, pp. 3-9, 17-22, 54-62
de las Casas, *Destruction of the Indies*, pp. 5-25
Supplementary Readings (as appropriate)
- Week 16**
Mon. 12/10 **A New World**
MOCK TRIAL
- Wed. 12/12 SCHOLAR
Grafton, *New Worlds, Ancient Texts*, pp. 97-157
- Week 17**
Mon. 12/17 **Final Exam**
10:05-12:05pm (our room)