

**Sul Ross State University
Fall 2009**

Dr. Mark Emerson
HIST. 3301 (3 units)
Sec. 01 – T/TH 8-9:15
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MEDIEVAL EUROPE

COURSE DESCRIPTION:

Course HIST 3301 is an in-depth survey of the history of the medieval Europe, 250-1400.

COURSE REQUIREMENTS:

Assignments:

- First Essay Exam: WORTH -- 15%
- Second Essay Exam: WORTH – 20%
- Term Paper I(Critical Book Review): WORTH – 20%
- Term Paper II(Critical Book Review): WORTH – 20%
- Final Exam (essay exam): WORTH: -- 25%

Required Texts:

- Oxford History of Medieval Europe* (any edition).
- New Penguin Atlas of Medieval History*.
- James Givens. *Inquisition and Medieval Society: Power, Discipline and Resistance in Languedoc*.
- David Nirenberg. *Communities of Violence: Persecution of Minorities in the Middle Ages*.

Recommended:

Eat right and exercise. Nap as often as possible.

Deliverable Methods of Instruction:

Lecture, PowerPoint, Discussion, Shadow Puppets, DVD, Pop-Tarts, Guest Lecture, Presentations and Video.

COURSE OBJECTIVES/STUDENT OUTCOMES:

Having completed this course with at least 70% (C) proficiency, the student will be able to:

1. (critical strand) think and write critically and analytically about topics in Medieval Europe up to 1400 including but not limited to the collapse of the Roman Empire, Christian heritage, Germanic heritage, Rise of Islam, Charlemagne, Viking invasions, Spread of Christianity, Feudalism, Manorialism, New urbanism, Medieval Italy, Universities, Scholasticism, Monarch and the Papacy, Orthodoxy and Resistance, Monasticism, Crusades, Culture and Society, Rise of the New Monarchies, and the Crisis of the Fourteenth Century.
2. (Factual strand) demonstrate knowledge of historical events, movements, and personalities in European history up to 1400 (see topics under no. 1).
3. (Historical strand) demonstrate a sense of chronology and continuity as they pertain to European history until 1400 and to identify the role that historical interpretation plays in assessments of the past (see topics under no. 1).
4. (Cultural strand) demonstrate an understanding of the historical role of race, gender, class, and the arts in European history until 1877 (see topics under no. 1).

General Studies Student Learning Outcomes for History:

- (1) Students will develop an informed, critical, and articulate sense of the past, an appreciation for the diversity of human experience within the Western World, and an awareness of the role of tradition, people, and past events in shaping the present.
- (2) Students will write effectively and evaluate the written expression of others.

Performance Criteria for History:

Students should be able to:

- 1a. Identify and relate the causes and consequences of the major turning points in either the History of Medieval Europe.
- 1b. Define the major political, economic, and social trends for the course(s) of study;
- 1c. Describe the interactions of various people with one another, including the short- and long-term consequences of those encounters; and
- 1d. Trace the migration patterns of people across the globe and assess the effects of such movement.
- 2a. Write logically and persuasively;
- 2b. Use proper grammar and punctuation;
- 2c. Read critically the writing of others;
- 2d. View writing as a process requiring planning, drafting, and revising; and
- 2e. Use Standard English.

YOUR RESPONSIBILITY:

1. It is your responsibility to attend all lectures (and make active notes) and diligently partake in all reading assignments. (My lecturers do NOT repeat the readings).
2. It is also your responsibility to make sure you are enrolled or dropped from this class. If you quit, but your name shows up on the grade sheets, you will get an "F" for the course.

3. It is your responsibility to turn in all assignments on time and be in class to take all tests as scheduled.

E-MAIL/ELECTRONIC OFFICE HOURS: All students should have an e-mail account. Electronic mail is an essential method of communication and I am available to answer questions by e-mail during the times I am not in class or office hours. Questions sent over e-mail are guaranteed a quick response.

COURSE POLICIES

I will give make-up examinations only in extreme cases, such as severe medical problems. Students encountering these problems must inform me before the examination or provide me a validated excuse in order to take a make-up examination. Failure to complete all examinations and the writing assignments will result in failure of the course.

All exams will be written in black or blue ink. All papers **MUST** be typed and printed in black ink with 12 times or times new roman font.

EXAM BOOK/BLUEBOOK: Bluebooks available for sale at the bookstore. Please bring in exam book prior to exam (the bluebook will then be passed out before the exam).

STUDENT BEHAVIOR:

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. (I will not tolerate academic dishonesty in any form. Academic dishonesty consists of representing the work of others as your own in writing assignments and/or using notes or other aids during an examination. Anyone caught cheating in an exam or plagiarizing in an assignment will automatically receive an "F" in the Assignment, May fail the course and may face additional disciplinary actions by the Dean of Students).

ATTENDANCE POLICY:

The College assumes that students will seek to profit from the instructional program and recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. Your **attendance, attention and participation** are expected, and are necessary to good performance. **Participation** will be used to raise borderline grades at the end of the semester. Tardiness is disruptive to the entire class, so I ask that you make every effort to be on time. Leaving class early, unless you have cleared it with me, is unacceptable and you will be counted as absent for the day.

Civility – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

NONDISCRIMINATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY POLICY:

Sul Ross State University is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester.*

DISCLAIMER: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students.

GRADING

A Range = Outstanding. All assignment sections are turned in. Projects reflect thoughtful, analytical thinking and a thorough understanding of historical events and trends. Course participation and professionalism are exceptional. Misses less than 10% classes.

B Range = All assignment sections are turned in above average, but not outstanding work. Demonstrates understanding of historical events, but the analytical thinking is weaker than that for an "A". Misses less than 20% classes

C Range = Average. All assignment sections are turned in, but indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is a need for improvement AND/OR written work is "fair." Course participation or professionalism may need improvement, AND/OR misses less than 30% classes.

D Range = below average. All assignment sections turned in, but writing is purely narrative, there is no analysis and barely answers the question assigned AND/OR assignments are incomplete, course participation and professionalism need substantial improvement. Misses less than 50%.

F Range = Fail: Assignments are not turned in or are "late without the instructor approval" AND/OR are substantially below average and fails to answer question AND/OR participation and professionalism need substantial improvement. Plagiarizing of course work or other unprofessional behavior will result in disciplinary action.

Grade Scale (Based on percentages)

	87-89 = B	77-79 = C	67-69 = D	0-59 = F
93+ = A	83-86 = B	73-76 = C	63-66 = D	
90-92 = A	80-82 = B	70-72 = C	60-62 = D	

SCHEDULE OF LECTURES AND READINGS**Week One. (Aug. 20)**Required Reading:

To be announced in class.

Week Two. (Aug. 25/27)Required Reading:

To be announced in class.

Week Three. (Sept. 1/3)Required Reading:

To be announced in class.

Week Four. (Sept. 8/10)Required Reading:

To be announced in class.

Week Five. (Sept. 15/17)Required Reading:

To be announced in class.

Week Six. (Sept. 22/24)Required Reading

To be announced in class.

(First Exam Sept. 24)

Week Seven. (Sept. 29/Oct. 1)Required Reading:

To be announced in class.

Week Eight. (Oct. 6/8)—FIRST CRITICAL BOOK REVIEW DUE OCT. 8 (Givens)Required Reading:

To be announced in class.

Week Nine. (Oct. 13/15)Required Reading:

To be announced in class.

Week Ten. (Oct. 20/22)Required Reading:

To be announced in class.

Week Eleven. (Oct. 27/29)

Required Reading:

To be announced in class.

Week Twelve. (Nov. 3/5)Required Reading:

To be announced in class.

(Second Exam Nov. 3)**Week Thirteen. (Nov. 10/12)**Required Reading:

To be announced in class.

Week Fourteen (Nov. 17/19).Required Reading:

To be announced in class.

Week Fifteen. (Nov. 24/26)—THANKSGIVING BREAKRequired Reading:

To be announced in class.

Week Sixteen (Dec. 1/3)Required Reading:

To be announced in class.

Second Critical Book Review Due DEC. 1st—(Nirenberg)

(Last day of class is December 4th)

FINAL EXAM: Thursday. December 8th 10:15-12:15 LH 201

*****Schedule is subject to change!!! Announcements will be made in class in advance of any changes.**

Elements of an Effective History Exam Essay.

PART I

(1) **Reflect before writing** – Keep in mind that an exam essay is an exercise in argumentation, Not regurgitation. Yes, you absolutely must draw upon – and demonstrate a mastery of – Historical evidence from the readings and lectures – not as an end in itself, though, but rather as a means to the larger end of defending a thesis. Thus, do NOT jump right into writing, rushing to dump all the discrete historical details you know about the question onto the page. Instead, reflect on the question for a bit. As you do so, think of and jot down some quick notes on the thesis you want to establish, the evidence you plan to marshal to support your thesis, and the organizational structure that will best allow you to present your essay's argument.

(2) **Develop a clear, analytically rigorous thesis statement in response to the question** – Your thesis is the analytic heart and soul of your essay and should be clearly laid out in your essay's introductory paragraph. Your thesis is the argument / interpretation you propose to advance / defend over the course of your essay. Depending upon the length of your essay, your thesis may vary in length from a single sentence to a few sentences. To illustrate, here is a sample essay question followed by 4 thesis statements, each of which is better than the one that precedes it:

Exam Question: How and why did Anne Hutchinson pose a threat to the established structures of power and authority in Puritan Massachusetts?

Bad Thesis: Anne Hutchinson posed a threat to the established structures of power and authority in Puritan Massachusetts. *(Note how this thesis statement simply rephrases the assignment question in the form of an answer, offering no clue as to what exactly the writer intends to prove.)*

Better Thesis: Anne Hutchinson posed a threat to the power and authority of the Puritan leadership because she was a woman, a popular preacher, and because of her religious convictions. *(Note how this thesis is more specific than the previous one, but is still too broad, especially for a short essay. It also provides little brief insight into why the stated factors posed such threats.)*

Even Better Thesis: The leaders of Anne Hutchinson's community not only felt uneasy about Anne Hutchinson's role as a public figure, but were further threatened by her belief that individuals could communicate directly with God. *(Note how this thesis is even more specific and focused than the previous two. Still, it could go a bit further in shedding light on the omnipresent “why” question.)*

Still Even Better Thesis: While many Puritan leaders were uneasy about the involvement of women outside the traditional female sphere, Anne Hutchinson's preaching that every individual had the ability to communicate directly with God posed a threat to the ecclesiastical hierarchy in Massachusetts, which based its power and authority on its role as mediator between God and the congregation.

(3) **Marshal and explicate historical evidence, demonstrating a mastery of historical details (i.e., names, dates, places, etc.) from the lectures and readings in the service of defending your thesis** – Your thesis is only as strong as the evidence you mount in its defense. Evidence does not stand alone; it does not speak for itself. Rather, it requires explication. It requires, as well, that you connect it to your thesis. Remember that you bring evidence in support of your thesis and evidence that's evidence that does not serve that purpose should be excluded.

(4) **Weave your thesis throughout the body of your essay** – Once delineated in your introduction, be sure to weave your thesis throughout the body of your essay. In other words, explicitly connect your supporting evidence to your thesis statement. Think of this weaving your-thesis process as a kind of helping hand you provide your reader on a tour through the forest and trees of your essay. Your thesis, in a sense, offers your reader a glimpse of the forest, while your supporting paragraphs and the evidence contained therein provide your reader with a tour of the trees within the forest. As you weave your thesis, you're moving your reader back and forth between the forest and the trees, thus insuring that your reader never loses sight of the forest for the trees. Another way of conceptualizing this weaving-your-thesis process is as the analytical thread that runs throughout your essay. If your thesis is an analytic statement and your supporting evidence the descriptive proof of your thesis, weaving-your-thesis is what you do when you connect your description with your analysis, your evidence with your argumentation.

History Exam Preparation Suggestions.

PART II

1. Know the format of the exam. Essay exams.

2. Organize your study material – don't "cram" □ Many students attempt to absorb every word of their lecture notes, textbook, or other class materials, which often leads to frustration, panic, and exhaustion. Instead of trying to memorize every word, try organizing or grouping your study materials and notes into sections to review them. If you do not take good notes, look at the table of contents of your textbook as a way to organize your materials. Refer to the "study guides" – use these to help you organize!

3. Go over sample questions and try to anticipate questions. Use both primary and secondary sources. □ All your readings and lectures.

4. Study in a Group □ Once you have a number of sample questions, answer them with your classmates. They can give you perspectives and insights that you may have overlooked. Choose your group wisely; you want to work with people with similar study habits. Studying in a group is never an honors violation before you receive a copy of the exam.

****Getting Ready for the Exam****

1. Get a good night's sleep. Exhaustion leads to incoherence and bad grades.
2. Bring one more blue book than you think you will need.
3. Bring extra sharpened pencils, extra leads for mechanical pencils, or extra pens.
4. Bring a watch. Don't count on a working clock being in the room.

**** Exam Day****

1. Relax. □ Oh yeah, easy for us to say. But if you studied you are prepared. To write coherently, however, you have to keep a clear head.

2. Plan your time. ☐ Allot time for each question based on how much the question is worth, and how long you believe it will take you to answer each part of the exam. yourself just 10 minutes to write a two-page essay worth 50 points!

3. READ EACH QUESTION CAREFULLY. ☐ The most common mistake students make on exams is not answering the question asked. Be sure you understand the question, and know exactly what is being asked. Underline key words or phrases if this helps.

4. Develop a thesis. ☐ A few professors might say that you don't need a thesis for the essays on your final exam, but the best papers will still have them. Think about the question, and generate a list of relevant ideas before you plunge in. Then answer the question simply – this is your "thesis" and will become your first paragraph. Sometimes you can develop a thesis by rewording the question.

5. Outline and follow through. ☐ Choose a few examples, illustrations, ideas, or details that will back up your thesis and then develop each point in your essay. This is what you should spend most of your time doing on the exam!

6. Use all your time. ☐ No sense in rushing off. If you have time "left over," double-check your answers and read over your exam. If you finish early, it may indicate that your answers are not as complete as they should be.

**** Things to Avoid . . . ****

1. Be careful about your word choice. ☐ Try to avoid unsupported opinions, general ideas, vague feelings, inflated or apologetic language, and unclear terms. On a written exam, never admit that you do not know what you are talking about. Say what you mean, simply, directly, and sincerely.

2. Don't skip answers. ☐ If you do not know the answer to a question, write down what you do know. It's better than leaving the question blank, and sometimes the answer may come to you in the process of writing!

3. Don't assume that the facts speak for themselves. ☐ The point of an essay, as opposed to a short answer, is to demonstrate HOW your examples, illustrations, details, and ideas relate back to your thesis! Use primary source documents as examples.

4. Don't waste time on one question. ☐ Students often spend copious amounts of time on a question they know very well, and sacrifice time on the questions they are less comfortable with. You should actually do the opposite. If you know a question well, it should take you less time to answer, and you can spend more time with the troublesome questions.

5. Avoid Generalizations. Be Specific.

WRITING THE CRITICAL BOOK REVIEW

Dr. Emerson

Every book makes different demands on the reviewer. No single approach is right for all books. The suggestions that follow are just that; suggestions. Use as many of them as seem pertinent, but remain responsive to the book under consideration.

1. Reading the book

When you read, your critical faculty should be alert, but that doesn't mean you are poised for attack. You can do your best if you read in a spirit that is at once critical and sympathetic.

Read the whole book thoroughly and carefully. Reread what you don't understand. Don't skip forewords, prefaces, and other parts that may not appear integral to the text. What you learn here might help you to understand the book better. If possible, it's best to read the book twice, the first time to get an overview, the second time to test your impressions and gather detailed evidence.

Take notes as you read. The list that follows will give you an idea of what to watch for. Taking notes also helps you stay alert as you read, and gives you the opportunity to mark effective passages for quoting.

2. Questions to ask as you read

What are the author's subject and the broad field into which the work fits?

What approach does the author take to the subject? What is the central thesis? What are the author's assumptions? What methodology is used?

What are the author's primary sources? How comprehensive is the research?

For whom is the book written? Fellow scholars? Non-academics? Is the book appropriate to its audience?

How is the book structured? Is its development orderly and logical? Is it clear?

Is the author's prose readable? Exceptionally good? Does the author have an intrusive style?

Does the book have illustrations? An index? Bibliography? What other features does it have? Are they effective and useful?

How appropriate is the book's title? Does it promise essentially what the book delivers?

Are you aware of factual errors in the book? Oversights? Faulty assumptions?

Why was the book written? Has the author met these objectives?

What is your personal response to the book? Is it satisfying to read? Is it enjoyable? Convincing? Why? If it isn't, why not?

3. Writing the review

Writing a book review is much like writing any other short essay. There is no universal formula, but following a few basic guidelines can simplify the task.

Review your notes and list the points you'd like to make.

Arrange those points in a logical order. Time spent now on organization not only produces a strong, clear structure, but also allows you to concentrate on phrasing during the writing of the first draft. One possible way of setting up the essay is like this:

1. **A brief description of the subject, aim, and scope of the book**
2. **An outline of its thesis and its bias**
3. **A detailed assessment of the author's main contentions**
4. **An evaluation of the book's major strengths and weaknesses**
5. **An assessment of the book's place in the literature of its subject**

*****Write the review in your own words (do not plagiarize!) and DO NOT just summarize (follow the above instructions!!)**

Write the first draft, not stopping to fine tune the phrasing, but aiming to get onto the paper all that you have to say.

After some time has elapsed, read the draft critically, noting where it is ambiguous, incomplete, or overwritten.

Read the second draft, checking for errors in grammar and punctuation, and making sure that you have said just what you meant.

Type the final draft.

Proofread the typed copy, and correct as necessary to ensure that it is free from errors.

Turn in **on or before** the due date.

Deliverable Length for each is 6-7 pages. Students have the option of turning in a compare/contrast critical review of both books in a combined paper of 12-15 pages.