

**Sul Ross State University
Fall 2015**

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HIST. 3301 (3 units)
Sec. 001
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**THE MIDDLE AGES TO
1350**

COURSE DESCRIPTION:

HIST 3301 Upper-division course on the history of the European Middle Ages the end of the Roman Empire to 1350. We will focus on the social and cultural history of the medieval Europe and the formation of a European society and its first expansion out of Europe.

COURSE REQUIREMENTS:

Assignments:

Participation—5% of final grade
First Essay Exam—15% of final grade
Second Essay Exam—20% of final grade
Third and Final Essay Exam—25% of final grade
First Critical Book Review—15% of final grade
Second Critical Book Review—20% of final grade

Required Text and suggested books for review (All Available at Amazon.com)*:

Textbook: *The Oxford History of Medieval Europe.* George Holmes (editor)

Suggested Books for Critical Book Review (not required. You may substitute these with books on any topic on the history of the Middle Ages from our library or other sources with Professor approval:

The Crusades: An Authoritative History of the War for the Holy Land. Thomas Asbridge.

Warriors of God: Richard the Lion Hearted and Saladin in the Third Crusade. James Reston Jr.

EXTRA CREDIT or SUBSTITUTE for any of the books: *Eleanor of Aquitaine: A Life.* Allison Weir.

(Read and write a review for extra points or substitute for any of the above titles if there is a problem getting any of the other books)

*Alternate books may be acceptable if there is trouble getting the required books with the approval of the Professor.

Recommended:

Eat right and exercise. Nap as often as possible.

Guidelines and Responsibilities:

Program Learning Outcomes/Primary Learning Objectives

The graduating student with a BA in history will:

1. Develop an informed, critical, and articulate approach to the study of history.
2. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. Demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. Write effectively, logically and persuasively about topics in history.

Course assessments for the PLOs are as follows:

Essay examinations 1 and 2 and the Final provide assessment for PLOs 1, 2, 3 and 4

Critical Book Reviews provide assessment for PLOs 3 and 4.

Discussion and Reading assignments provide assessment for primarily PLOs 1 and 2.

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.*

Sul Ross State University is committed to equal access in compliance with the Americans with disabilities act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Grace Duffy in counseling and accessibility services, Ferguson hall, room 112. The mailing address is p.o. box c-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203.

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.

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”.

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.

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.

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. 24-Aug. 30):

Introduction

Tuesday: Discussion Introduction.

Thursday: Conversion of Constantine

Week Two (Aug. 31-Sept. 6):

Tuesday: End of the Roman Empire I

Thursday: End of the Roman Empire II

Week Three (Sept. 8-13):

Tuesday: The Barbarian Invasions
Thursday: Threat from the East

Week Four (Sept. 14-20):

Tuesday: Visigoths in Spain
Thursday: Lombard Invasion

Week Five (Sept. 21-27):

Tuesday: The Byzantine Empire I
Thursday: The Byzantine Empire II

Week Six (Sept. 28-Oct 4)

Tuesday: First EXAM Sept. 29
Thursday: The Merovingians

Week Seven (Oct. 5-11)

Tuesday: Rise of Charlesmagne
Thursday: The First Europe

Week Eight (Oct. 12-18)

Tuesday: Collapse and Decentralization
Thursday: Holy Roman Empire

Week Nine (Oct. 19-25)

Tuesday: Viking Invasions
Thursday: Magyars

Week Ten (Oct. 26-Nov. 1)

Tuesday: Rise of Islam
Thursday: Conflict and Influences

Week Eleven (Nov. 2-8)

Tuesday: Birth of Feudalism
Thursday: Limits of the Feudal System

Week Twelve (Nov. 9-15)

Tuesday: Second EXAM November 10
Thursday: Rise of Towns and Economic Integration

Week Thirteen (Nov. 16-22)

Tuesday: Medieval Warfare I
Thursday: Medieval Warfare II

Week Fourteen (Nov. 23-29)

Tuesday: First Crusade

Week Fifteen (Nov. 30-Dec. 6)

Tuesday: Crusading Europe

Thursday: Apogee of Medieval Europe

FINAL EXAM: Week of December 7-10

Both Critical Book Reviews: Due December 1st. Tuesday the Last day of classes before Final EXAM.

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

Dr. Emerson

WRITING THE CRITICAL BOOK REVIEW

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.

DUE December 1st by midnight