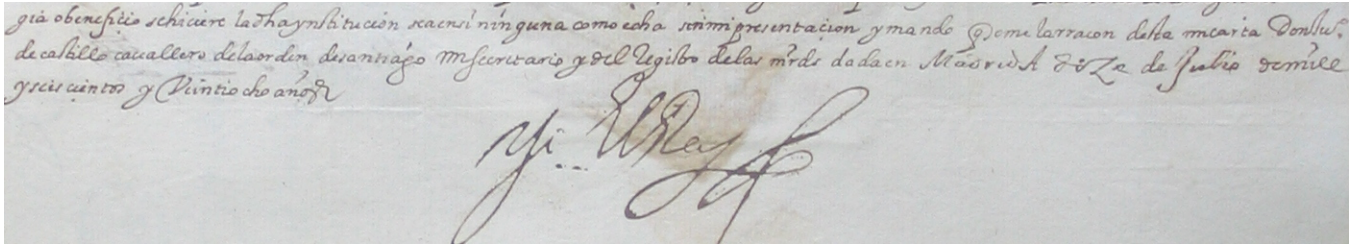


UNIVERSITY OF COLORADO AT COLORADO SPRINGS
HIST 6110: READINGS IN MEDIEVAL EUROPEAN HISTORY



Question: How does the king sign documents? Answer: "Yo, El Rey" or "I, The King"

Professor: Dr. Roger L. Martínez
Office: Columbine Hall 2046
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Term: Spring 2014
Course: HIST 6110
Course Section: 1
Call#: 26507
Course Room: Heller Center
Course Time: Wednesday 4:45-7:20 pm

COURSE DESCRIPTION AND OBJECTIVE

In this readings seminar of the European Middle Ages (600 c.e. to 1400 c.e.), we will explore the time period in between the fall of the Roman Empire ("Late Antiquity") until the emergence of the European Renaissance (1400s). Although we will primarily focus on the European experience, especially how Northern and Southern European peoples re-ordered their social, political, and cultural relations, we will also investigate Europeans' relationship with their sibling culture, the Islamic civilization in the Mediterranean.

The primary course objective is to expose history graduate students to the major historical themes, issues, and debates that populate medieval European historiography utilizing critical scholarly texts as well as through exposure to a broad array of narrative and non-narrative primary sources.

REQUIRED TEXTS AND READINGS

- Marc Bloch. *Feudal Society: Vol 1: The Growth and Ties of Dependence* [ISBN: 978-0415039161]
- Marc Bloch. *Feudal Society: Vol 2: Social Classes and Political Organisation* [ISBN: 978-0415039185]
- Barbara H. Rosenwein. *A Short History of the Middle Ages*, third edition [ISBN: 978-1442601048]
- Bede. *Ecclesiastical History of the English People* [ISBN: 978-0140445657]
- Henri Pirenne. *Mohammed and Charlemagne* [ISBN: 978-0486420110]
- Phillip K. Hitti, Usâmah ibn-Munqidh's *An Arab-Syrian Gentleman and Warrior in the Period of the Crusades* [ISBN: 978-0231121255]
- Charles H. Haskins. *The Twelfth Century Renaissance* [ISBN: 978-0674760752]
- Winthrop Wetherbee. *The Cosmographia of Bernardus Silvestris* [ISBN: 978-0231096256]
- R. I. Moore. *The Formation of a Persecuting Society: Authority and Deviance in Western Europe 950-1250* [ISBN: 978-1405129640]
- Paul H. Freedman. *Out of the East: Spices and the Medieval Imagination* [ISBN: 978-0300151350]
- Primary source readings and supplemental articles (listed below) as assigned and posted to Blackboard.

COURSE REQUIREMENTS, ASSIGNMENTS, AND ATTENDANCE

COURSE REQUIREMENTS – THREE BASIC TASKS

- Read all texts.
- Complete all assignments.
- Participate in class.

ASSIGNMENTS (SPECIFIC ASSIGNMENT INSTRUCTIONS WILL BE DISTRIBUTED IN CLASS.)

- **Two (2) book reviews for any of the course’s secondary readings (15% each/30% total)**
 - Each book review is limited to 1000 words and should provide a brief summary of the text, but more importantly, evaluate the author’s argument, themes, book organization, analytical methods, sources, biases, and writing style.
 - Your reviews should employ the writing guidelines set forth in the *Chicago Manual of Style* or Turabian’s *A Manual for Writers*.
 - Your reviews are due in class on the date the book is discussed.
- **Two (2) primary source analyses (15% total/30% total)**
 - Each primary source analysis is limited to two-to-three pages, double-spaced.
 - For each primary source analysis, select one document to evaluate. You should historically contextualize the document, discuss the content of the document and what it reveals about the Middle Ages, and identify how your own biases/perspectives might lead you to misunderstand or misinterpret the document.
 - Your analyses should employ the writing guidelines set forth in the *Chicago Manual of Style* or Turabian’s *A Manual for Writers*.
 - Your analyses are due in class on the date the primary sources are discussed.
- **One (1) class facilitation and lesson plan for one class session (half of a class meeting /1 hour and 15 minutes) (20% of total)**
 - Your explanatory lesson plan should include pedagogical objectives, key issues and content that you wish to convey, discussion questions for the class, and several reading selections to illustrate the primary issues raised in the text or primary source.
 - Your lesson plan should be two-to-three pages, double-spaced. However, you may include additional attachments or teaching aids.
 - Your lesson plan is due in class on the date you facilitate class.
- **Preparation for class and consistent participation in class (10% of total)**
 - Familiarize yourself with all readings and identify why the readings are important in medieval European historiography. Answer the question: What is special about these readings?
 - Closely-read and take notes on at least one-third of all the readings.
 - Develop thoughtful “macro” questions for all readings and intensive “micro” questions for closely-read materials.
- **Brief Proposal for Fall 2014 Research Project (10% of total)**
 - You will prepare a brief two-page discussion of the research project you intend to pursue during fall 2014. This proposal will identify research questions and issues, as well as provide a preliminary bibliography.
 - Your proposal is due via email (rmartin8@uccs.edu) by Wednesday, May 14, 2014, at 5 pm.

ATTENDANCE

If you must be absent, you may receive an excused absence if you provide a valid doctor's note or another verification from a school official (for extracurricular activities). Also, when possible, please notify me via email if you know you will be absent from class. **If you have more than two unexcused absences then you will receive an automatic failure for the course.** Class attendance is not optional.

MY TEACHING PHILOSOPHY, ELECTRONIC DEVICES, STUDENTS WITH DISABILITIES, AND ACADEMIC INTEGRITY

TEACHING PHILOSOPHY

My teaching philosophy focuses on three elements: personal best efforts, improvement, and engagement. Although I must evaluate your work in relationship to your peers, I am most interested in your personal effort to do your best. I absolutely take into consideration your improvement over time and the level of effort you dedicate to your work. If I see that you are working hard in the course, I will reward you for that effort. If I see that your work stagnates or that you repeatedly do not attempt to respond to my comments on your papers, your grades will suffer. Your assignments will be assigned either a number or letter grade. For grade calculation purposes, I will use the following letter-number equivalents: A+ (above 97), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60). Most assignments will be graded and returned to you within two weeks of the date that you turned in the assignment. Although I do not use a bell-curve when assigning grades, through teaching experience I have learned that most graduate students earn low B's on their first and second assignments. However, I typically see most students' grades on future assignments rapidly improve by a letter grade after this point.

ELECTRONIC DEVICES IN THE CLASSROOM

You are permitted to use a laptop or tablet to take notes in class, but you should *disable your wireless Internet access* unless we are utilizing the Internet for a classroom task. In addition, during class you should keep your mobile phone in your bag and muted or off. ***I reserve the right to ask you to leave the classroom if you cannot follow these requirements as well as you will be assigned an unexcused absence for the day.***

STUDENTS WITH DISABILITIES

If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall #105. The DS phone # is 255-3354. Additional information can be found at <http://www.uccs.edu/~dservice/index.htm>.

ACADEMIC INTEGRITY

You are expected to abide by the university's *Student Code of Conduct* and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of *Student Code of Conduct*, please read <http://www.uccs.edu/~dos/studentconduct/studentcode.htm>. More information on academic dishonesty can be found at <http://www.uccs.edu/~dos/studentconduct/academicdishonesty.html>.

CLASS SCHEDULE

WEEK ONE —

INTRODUCTION, DECIPHERING TEXTS, ROSENWEIN'S *A SHORT HISTORY OF THE MIDDLE AGES* AND MAPPING THE MIDDLE AGES

Wednesday, January 22

Class Activities

- **1st Half of Class**
 - Deciphering Texts and Embracing the Terror
 - My teaching philosophy, a discussion of course expectations, an overview of the syllabus and assignments
 - Begin Discussion of *A Short History of the Middle Ages*
- **Break**
- **2nd Half of Class**
 - Continue Discussion and Mapping the Middle Ages (Key Themes, Historical Events, and Historical Issues)

WEEK TWO —

BEDE'S *ECCLESIASTICAL HISTORY OF THE ENGLISH PEOPLE*

Wednesday, January 29

Class Activities

- **1st Half of Class: Bede**
 - Discussion Leader: _____
 - Reading: Entire text.
- **Break**
- **2nd Half of Class: Bede**
 - Discussion Leader: _____
 - Reading: Entire text.

WEEK THREE —

EARLY LEGAL CODES/BARBARIAN LAW CODES AND EARLY SECULAR RECORDS

Wednesday, February 5

Class Activities

▪ 1st Half of Class – Early Legal Codes/Barbarian Law Codes

- Discussion Leader: _____
- Reading Selections (see Blackboard)
 - *Lex Burgundionum* or *The Burgundian Code: Book of Constitutions or Law of Gundobad* – King Gundobad (474-516 A.D.) – Selections.
 - *Pactus Legis Salicae* or *The Laws of the Salian Franks* – Frankish King Clovis (507-511 A.D.) – Selections
 - *Rothair's Edict* or *The Lombard Laws* – Rothair, Duke of Brescia (636-661? A.D.) – Selections
 - *Fourm Judicum* or *The Visigothic Code* – Visigothic Kings Chintasuintus and Recesuintus (649-652 A.D.) – Selections.
 - *Laws of Ine* – King Ine of Wessex (688-726 A.D.) – Selections. (In Whitelock, Dorothy. *English Historical Documents 500-1042. Volume 1 of English Historical Documents, 500-1042*. London: Psychology Press, 1996.)

▪ Break

▪ 2nd Half of Class – Early Secular Records (Annals, Charters, Wills, Poetry)

- Discussion Leader: _____
- Reading Selections: Annals
 - From “Annals of the Frankish Kingdom”
 - From “Annals of St. Bertin’s”
 - From Flodoard’s Annals
 - Other Resources
- Reading Selections: Charters and Misc.
 - Grant by Frithuwold
 - Grant by Cenred
 - Grant by Hlothhere
 - Grant by Aethelmod
 - Grant by Ceadwalla
 - Grant by Nothhelm
 - Grant by Oethelraed
 - Grant by Ethelred
 - Grant by Tyrhtil
 - Grant of Offa
 - From the “Cartulario de Valpuesta” – A Concession of Alfonso II
 - From the “Cartulary of St. Marcel Les Chalon” – A Privilege issued by Pope John VIII
- Reading Selections: Wills
 - Will of King Alfred (873-888)
 - Will of Wulfwaru (984-1016)
 - Will of Bishop Aelfwold of Crediton (997-1012)
- Reading Selections: Poetry
 - “The Battle of Brunanburh” and “The Wanderer”

**WEEK FOUR —
BLOCH'S *FEUDAL SOCIETY I* AND "THE TYRANNY OF A CONSTRUCT"**

Wednesday, February 12

Class Activities

- **1st Half of Class: *Feudal Society I* and Elizabeth Brown's "The Tyranny of a Construct: Feudalism and Historians of Medieval Europe." *The American Historical Review*, Vol. 79, No. 4 (Oct., 1974), pp. 1063-1088.**
 - Discussion Leader: _____
 - Reading: Entire text and article (posted on Blackboard).
- **Break**
- **2nd Half of Class: *Continue***
 - Discussion Leader: _____

**WEEK FIVE —
BLOCH'S *FEUDAL SOCIETY II***

Wednesday, February 19

Class Activities

- **1st Half of Class: *Feudal Society II***
 - Reading: Entire text
- **Break**
- **2nd Half of Class: *Continue***

**WEEK SIX —
EARLY CHURCH RECORDS I AND EARLY CHURCH RECORDS II**

Wednesday, February 26

Class Activities

- **1st Half of Class: Early Church Records I**
 - Discussion Leader: _____
 - Reading Selections: Martyrs
 - *The Passion of Perpetua and Felicity*
 - *The Martyrdom of Polycarp*
 - *Martyrdom of Ignatius of Antioch*
 - *John Chrysostom: Homily on Ignatius of Antioch*
 - Reading Selections: Desert Fathers
 - *Vitae Patrum*

- Reading Selections: Monastic Rules
 - o Saint Benedict, Abbot of Monte Cassino. *Regula*.
 - o St. Theodore of Studium: Reform Rules [d.826]
 - o Rule of the Monastery of St. John Stoudios in Constantinople (after 842)
 - o Rule of Athanasios the Athonite for the Lavra Monastery (composed 963)
- **Break**
- **2nd Half of Class: Early Church Records II**
 - Discussion Leader: _____
 - Reading Selections: Church Councils
 - o Spanish General or National Synod convened in the Church of S. Lescadia at Toledo, December 5, 633. St. Isidore of Seville
 - o Fifth Synod of Toledo, April 636
 - o Sixth Synod of Toledo, January 638 (?)
 - o Seventh Synod of Toledo, October 18, 646
 - o Eighth Synod of Toledo, December 16, 653
 - o Ninth Synod of Toledo, November 2, 655
 - o General Synod of Toledo, December 1, 656
 - Reading Selections: Hagiographies
 - o Gregory of Tours (Gregory 1974)
 - o The Life of Cuthbert
 - o Life of Wilfrid
 - o Other Resources
 - Reading Selections: Letters and Penitentials
 - o St. Isidore of Seville's letters
 - o Example: Penitentials and women
 - o Example: Witchcraft and penitentials

WEEK SEVEN —
PIRENNE'S *MOHAMMED AND CHARLEMAGNE*

Wednesday, March 5

Class Activities

- **1st Half of Class: Pirenne's *Mohammed and Charlemagne* and Peter Brown's review of *Mohammed and Charlemagne*. *Daedalus*, Vol. 103, No. 1, Twentieth-Century Classics Revisited (Winter, 1974), pp. 25-33.**
 - Discussion Leader: _____
 - Reading: Entire text and Peter Brown's review posted to Blackboard.
- **Break**
- **2nd Half of Class: Continue.**
 - Discussion Leader: _____

WEEK EIGHT —

DOMESDAY BOOK, ROYAL FINANCIAL RECORDS, AND LEGAL RECORDS II

Wednesday, March 12

Class Activities

▪ **1st Half of Class: *Domesday Book* and Royal Financial Records (Pipes and Fines)**

- Discussion Leader: _____
- Reading Selections: Background Materials
 - o “Domesday Book” entry from the *Dictionary of the Middle Ages* and entry from the *Encyclopedia of the Middle Ages*
 - o “Pipe Rolls” entry from the *Dictionary of the Middle Ages*
 - o “Exchequer” entry from the *Encyclopedia of the Middle Ages*
- Reading Selections: Domesday Book
 - o From “Lincolnshire Domesday”
 - o From “Shropshire Domesday”
 - o From “Middlesex Domesday”
- Reading Selections: Pipes
 - o “The Pipe Roll of Bishopric of Winchester, 1208-1209”
 - o “The Pipe Roll of 31 Henry I: The account of Gloucestershire”
 - o “The Pipe Roll of 32 Henry II: The account of Staffordshire”
 - o “The Pipe Roll of 33 Henry II: The account of Staffordshire”
- Reading Selections: Fines
 - o Lancashire Fines, 1308-1377

▪ **Break**

▪ **2nd Half of Class: Legal Records II (King’s Bench, Common Pleas, and Assize)**

- Discussion Leader: _____
- Reading Selections: Background Materials
 - o *Introduction to the Curia Regis Rolls, 1199-1230 A.D.*
 - o *Select Civil Pleas, 1200-1203 A.D.*
 - o *The Roll of the Shropshire Eyre of 1256*
- Reading Selections: King’s Bench
 - o Pleas before the justices of the bench in the reign of King Henry III
- Reading Selections: Common Pleas
 - o Pleas before the justices of the bench in the reign of King John
- Reading Selections: Assize
 - o Pleas before the justices in Eyre in the reign of King John
 - o Roll of civil pleas taken at Gloucester in the fifth year of King Henry III, 1221
 - o *The Roll of the Shropshire Eyre of 1256*
 - o *The Eyre of Northamptonshire, A.D. 1329-1330*

**WEEK NINE —
HASKINS' *THE TWELFTH CENTURY RENAISSANCE***

Wednesday, March 19

Class Activities

- **1st Half of Class: *The Twelfth Century Renaissance***
 - Discussion Leader: _____
 - Reading: Entire text
- **Break**
- **2nd Half of Class: *Continue***
 - Discussion Leader: _____

**WEEK TEN —
SPRING BREAK**

Wednesday, March 26

**WEEK ELEVEN —
SILVESTRIS' *COSMOGRAPHIA***

Wednesday, April 2

Class Activities

- **1st Half of Class: *Cosmographia***
 - Discussion Leader: _____
 - Reading: Entire text
- **Break**
- **2nd Half of Class: *Continue***
 - Discussion Leader: _____

**WEEK TWELVE —
USAMA IBN-MUNDIQH'S
AN ARAB-SYRIAN GENTLEMAN AND WARRIOR IN THE PERIOD OF THE CRUSADES**

Wednesday, April 9

Class Activities

- **1st Half of Class: Usama Ibn-Munqidh**
 - Discussion Leader: _____
 - Reading: Entire text
- **Break**
- **2nd Half of Class: Continue**
 - Discussion Leader: _____

**WEEK THIRTEEN —
NO CLASS – INDEPENDENT WORK ON POTENTIAL RESEARCH TOPICS FOR FALL 2014**

Wednesday, April 16

- **Use this week's break from readings to begin developing one or two topics for researching and writing a paper for Fall 2014.**

**WEEK FOURTEEN —
MOORE'S *FORMATION OF A PERSECUTING SOCIETY* AND ROYAL ADMINISTRATIVE
CORRESPONDENCE (CLOSE AND PATENT ROLLS)**

Wednesday, April 23

Class Activities

- **1st Half of Class: *Formation of a Persecuting Society***
 - Discussion Leader: _____
 - Reading: Entire text
- **Break**
- **2nd Half of Class: Royal Administrative Correspondence (Close and Patent Rolls)**
 - Discussion Leader: _____
 - Reading Selections: Close Rolls and Patent Rolls
 - *Calendar of the Close Rolls of Edward I*
 - *Calendar of the Patent Rolls of Edward I*

WEEK FIFTEEN —

URBAN AND RURAL RECORDS AND FREEDMAN'S *OUT OF THE EAST: SPICES AND THE MEDIEVAL IMAGINATION*

Wednesday, April 30

Class Activities

▪ **1st Half of Class: Urban and Rural Records (Gilds, Building Regulations, Court and Financial Records, Misc.)**

- Discussion Leader: _____
- Reading Selections: Background Materials
 - o “On Gilds”
 - o “On Building Regulations”
 - o “On Court Financial Records”
- Reading Selections: Gilds
 - o Ordinances of the weavers of Bristol, 1346
 - o Satire on the blacksmiths, c. 1350
 - o The craft gilds of London and the city government, 1351-1475
 - o Merchant Gild Roll at Leicester, 1357
 - o The position of women in English gilds, 1357-1466
 - o A religious and social gild: St. Michael-on-the-Hill, Lincoln, 1389
 - o The London brewers decide to keep their records in English, 1422
 - o The expenses of building the Brewers’ Hall, 1423
- Reading Selections: Building Regulations
 - o Building by-laws: London, 1189
 - o Urban sanitation, 1298
- Reading Selections: Court and Financial Records
 - o The king warns the Exchequer not to interfere with lands reserved to the king’s chamber, 1340
 - o A national balance sheet
 - o Grant of tax by parishes, 1371
 - o The government is unable to raise a loan in Herefordshire, 1426
 - o Lord Cromwell’s estimate of royal revenue and expenditure, 1433
 - o The fees of the Exchequer, 1456
 - o The legalism of the Exchequer, 1457
 - o Edward IV’s government accepts responsibility for debts contracted by Henry VI, 1464
 - o The king’s speech in parliament, 1467
 - o The views of Sir John Fortescue on the king’s finances, c. 1471-6
 - o Edward IV’s methods of extracting money for his expedition to France, 1475
- Reading Selections: Misc.
 - o Fairs
 - o Southampton and the bishop of Winchester’s Fair of St. Giles
 - o Weights and measures, 13th century
 - o Yarmouth and the Cinque Ports, 1277
 - o Concealed Interest
 - o A Jew tries to collect his debts, 1274
 - o “Bad” money, 1299-1300
 - o Usages of the city of Winchester, late 13th century
 - o Regulation as to street-walkers by night, and women of bad repute, 1393

- **Break**
- **2nd Half of Class: *Out of the East***
 - Discussion Leader: _____
 - Reading: Entire text

WEEK SIXTEEN — LAST CLASS
SUBMIT BRIEF PROPOSAL FOR SPRING 2012 RESEARCH PROJECT

Wednesday, May 7

Class Activities

- **Celebrating the end of the class with *tapas y vino*.**
- **Give a 10-15 minute overview of your proposed research project.**
- **Submit your brief proposal via email to Professor Martinez by Wednesday, May 14 at 5 pm.**