

History 511B (WI, SI) Spring 2009

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Introduction

Congratulations! You've made it to the capstone course in UNC-G's Department of History. As you must know, the purpose of this course is for you to produce a 15-25-page paper (or essay as I would prefer to call it) based on the use of primary source materials.

Because many of you do not have much familiarity with the European Middle Ages, we will begin the course with a series of discussions (with some lecture thrown in for good measure) based on secondary readings (articles and books) about many of the aspects of historical inquiry concerning the 12th century. (For our purposes, this century will stretch into the first decades of the thirteenth century so that a wider variety of sources and subjects will be open for research projects.) This series of discussions will have two goals: 1. To provide you with a chronological and topical narrative of events, issues, and people of interest to historians of the 'high' or 'central' middle ages and 2. To allow you to make an informed choice concerning possible research questions.

In addition to studying the content of the period under question, you will also begin (almost immediately) your independent research. To make sure that everyone stays focused and doesn't procrastinate, you will complete a series of exercises designed to make the writing of the essay less complicated and less terrifying. Also, because this course only meets once a week, there will be no extensions on the deadlines of assignments. Keeping up will make life much easier for everyone, including the instructor.

Student Learning Outcomes

Upon successful completion of this course, you will be able to:

- Develop a research question based on evaluation of appropriate primary sources.
- Sustain a thesis-driven narrative for 15 to 25 pages.
- Present a clear and succinct summary of your research in an oral format.

For Your Information

Attendance: After you have missed one class period for any reason, your final average for the course will be reduced by two percentage points (ie from 84 to 82) for each additional absence.

Honor code: Any violation of the honor code (such as plagiarism or cheating) will be dealt with according to UNCG’s academic integrity policy. I am particularly concerned about plagiarism from the web. I do not want you to use websites (other than library databases) for any of the writing assignments except as a way to find appropriate printed sources. For specific explanations about UNCG’s academic integrity policy, see the Student Affairs website at <http://academicintegrity.uncg.edu/>.

Assignment completion: Failure to complete any part of the course – particularly the final research paper – will result in an “F” for the course.

Computer use: You are more than welcome to use your laptop computer to take notes and to look at websites to which I refer during class. I reserve the right, however, to ask you not to bring your computer to class if I discover that you have been using it for personal purposes (e-mail, shopping, web surfing, etc.) during class. Not only is this rude to me as the instructor, it’s incredibly distracting to your fellow students.

Grade Breakdown

| | |
|-------------------------|-----|
| Discussion | 10% |
| Annotated Bibliography | 10% |
| Article Analysis | 10% |
| Primary Source Analysis | 10% |
| Oral Presentation | 10% |
| Research Paper | 50% |

Resources

Writing Center: In addition to seeking the instructor’s advice about writing assignments, students can seek assistance in the Writing Center located in 3211 MHRA Bldg. Their phone number is 334-3125 and their hours are posted on their website: <http://www.uncg.edu/eng/writingcenter/>.

Library: For access to all of the Jackson Library’s resources, go to <http://library.uncg.edu/>.

For access to the detailed word definitions of the Oxford English Dictionary, go to the library website (listed above), click on Databases, click on “O,” and then select “Oxford English Dictionary.”

For access to secondary sources on medieval topics, you can use either the ‘International Medieval Bibliography’ or ‘Iter.’ To find either of these databases, click on Databases, click on “I” and then select the appropriate link.

To request a copy of a book or article which is not available at Jackson Library, you will need to use Interlibrary Loan. To submit a request, click on “Interlibrary Loan Request” on the library homepage and provide the information requested.

Note Cards: I would advise you to take notes on note cards rather than on sheets of paper or in your computer once you begin working on your research project. That way, you'll be able to lay them out and move them around in a way that's not possible in any other format.

Secondary Sources (Required)

R.I. Moore, *The Formation of a Persecuting Society. Authority and Deviance in Western Europe 950-1250*, 2nd edition (Blackwell, 2007). ISBN 978-1405129640.

Daniel Power, *The Central Middle Ages* (Oxford University Press, 2006). ISBN 978-0199253128.

Storey, William Kelleher, *Writing History. A Guide for Students*, 3rd edition (Oxford University Press, 2009). ISBN 978-0195337556.

R.N. Swanson, *The Twelfth-Century Renaissance* (Manchester University Press, 1999). ISBN 978-0719042560.

Class Schedule

January 22 – Introduction to the twelfth century

January 29 – The Renaissance of the 12th century: the primacy of logic

Readings: R.N. Swanson, *The twelfth-century renaissance*; Daniel Power, *The Central Middle Ages*, Introduction & Chapter 5; William Storey, *Writing History*, Chapter 1.

February 5 – The Dark Underside of the 12th century: persecution

Readings: R.I. Moore, *The Formation of a Persecuting Society*; Power, Chapter 4; Storey, Chapter 2.

5 possible research questions due

February 12 – “Did the 12th century discover the individual?” – men, women, and individuality

Readings: Caroline Walker Bynum, “Did the Twelfth Century Discover the Individual?” *Journal of Ecclesiastical History* 31, no.1 (1980): 1-17. Barbara Newman, “Authority, Authenticity and the Repression of Heloise, *The Journal of Medieval and Renaissance Studies* 22, no. 2(1992): 121-157.; Power, Chapter 1; Storey, Chapter 3.

February 19 – Marginalized groups – Heretics and Jews

Readings: Jeremy Cohen, “The Flow of Blood in Medieval Norwich,” *Speculum* 79, no. 1 (2004): 26-65. Christine Caldwell Ames, “Does Inquisition Belong to Religious History?” *American Historical Review* 110, no. 1(2005): 11-37. Storey, Chapter 4.

Research question & annotated bibliography due

February 26 – State Building – the drive toward centralization

C.Warren Hollister and John Baldwin, "The Rise of Administrative Kingship, Henry I and Philip Augustus," *American Historical Review* 83, no. 4 (1978): 867-905.; Power, Chapter 3; Storey, Chapter 5.

Informal presentations of research topics

March 5 – The 'Papal Monarchy'

Readings: article t.b.a.; Storey, Chapter 6.

Secondary source analysis due

March 12 – Spring Break – No class

March 19 – Law: canon and secular

Readings: James Brundage, "Let Me Count the Ways: Canonists and Theologians Count Coital Positions," *Journal of Medieval History* 10 (1984): 61-93; Susan Reynolds, "Legal Change, 1140-1300," in Reynolds, *Kingdoms and Communities in Western Europe, 900-1300* (Oxford University Press: 1984), 39-66. Storey, Chapter 7.

Primary source analysis due

March 26

Readings: Storey, Chapter 8

April 2 – No class

April 9

Readings: Storey, Chapter 9

Formal oral presentations

April 16

Readings: Storey, Chapter 10

Formal oral presentations

April 23

Polished draft due

April 30

Essay commentary due

May 7 – *Final draft of essay due in my office (MHRA 2102) by 3:30.*