

School of Humanities and Languages

ARTS2284, Europe in the Middle Ages Session One, 2014



**Effigies of Henry II of England and Eleanor of Aquitaine
Fontevraud Abbey, France**

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1. Course Staff and Contact Details			
Course Convenor			
Name	Geoffrey Nathan	Room	Morven Brown 363
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Consultation Time	Thursday, 10-12		
Lecturer			
Name	As above	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	As above	Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>This course serves as an introduction to the Middle Ages, with special focus on western Europe and the shift from a Mediterranean-based civilisation to one centred in northern Europe. It aims to introduce students to the chief features of that world from Late Antiquity through to the dawning of the Renaissance. A great deal of attention will be accorded to social and cultural themes (especially in the context of religion), but will also focus on more “traditional” political history as well.</p>
Course Aims	<ol style="list-style-type: none"> 1. Impart an understanding of European history, approximately from 500-1500 CE 2. Introduce students to the historiography of the Middle Ages 3. Improve students’ ability to the conduct independent research. 4. Develop critical reasoning skills, focussing on analysis of primary and secondary sources. 5. Improve oral and written expression. 6. Improve basic research skills. 7. Prepare students for third-year study, and create a deeper interest for history in general
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Students should understand the nature of medieval history, culture and society from its ancient origins in the Mediterranean, to the fusion of northern European cultures

		and creation of a new European society. To apply this understanding to a broader understanding of world history.
	2.	Knowledge of European geography, focussing on the Mediterranean and Western Europe.
	3.	Ability to locate and employ a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles).
	4.	Ability to analyse and critically assess primary and secondary sources (online and print).
	5.	Improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical, not merely descriptive or narrative.
	6.	Appreciate a range of current historiographical perspectives related to the Middle Ages.
Graduate Attributes	1.	History: Demonstrate an understanding of at least one period or culture of the past.
	2.	History: Identify and interpret a wide variety of secondary and primary materials.
	3.	History: Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
	4.	History: Analyse historical evidence, scholarship and changing representations of the past.
	5.	History: Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form
	6.	History: Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.
	7.	History: Show how history and historians shape the present and the future.

3. Learning and Teaching Rationale

Different courses at different levels require different approaches. This course will be centred on the standard two hour lecture and one hour tutorial format. Although this course has a large amount of lecturing, a far more important component of the course depends on you. The lectures often provide an introduction to a weekly topic. But tutorials will give students an opportunity to flesh out specific issues in greater depth as well as discuss how the issues reflect broader themes.

The nature of the lectures is meant to deliver a number of complex concepts and broad information in an understandable way. By nature it does not permit much interaction between student and instructor. The tutorial, however, allows students to have an opportunity to discuss in-depth the issues in lecture as well as other issues that might interest students. It is meant to be much more freeform and permit students to take a much more direct approach to what they learn. Active participation is highly encouraged.

4. Teaching Strategies

The two-hour lecture will deliver most of the course content, combined with proscribed readings to give students a good overall knowledge of the Middle Ages in Europe and the varying theories and approaches historians take to understand a historical period approximately 1000 years in length.

Tutorials will serve for students to analyse not only the broad aspects of Roman history, but also offer focused weekly topics, far more detailed and specific than the general survey of Roman history will allow.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Tutorial Essay	1500 words	30%	1, 3-6	1, 3-6	Fridays, weeks 3-10
Research Essay	2500-3000	45%	1-6	1-7	30 May (by 4:00)
5 In-class Quizzes (5% each)	Short answer	25%	1-2, 5	1, 5-6	Random

1. The cut off time for the assessment submission in the School is 4pm of the stated due date.
2. Each essay must be submitted electronically via **Moodle**.
3. Essays will be marked electronically and grades posted online.

NOTE:

1. **All assessments must be attempted. Failure to attempt the essays, or three of the in-class quizzes results in a final failing mark.**

2. You must keep a copy of your essay submitted to the course coordinator.

Tutorial Essay: approximately 1,500 words (1650 max). The paper is to be submitted the **week following** the chosen tutorial meeting (30% of total mark): e.g. week three's topic would be submitted week four. They are to be based on any of the tutorial topics between weeks 3-10, by Friday of that week. **To be submitted electronically via Moodle.**

Research Essay: This 2500-3000 (3300 max) word paper must be submitted on Friday 30 May. **To be submitted electronically via Moodle.** Students wishing written comments on their second essays *must* indicate they wish them on the essay or prior to submission *in writing*. Otherwise, they will receive a mark only.

Random Quizzes: At random times during the course of the session, five in-class quizzes will be given during lecture (5% each). They will take a short answer/sentences (25% of total mark).

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Formal Examination

This class has no formal examination

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

Course clashes are not permitted in this class.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing	Topic	Lecture Content	Tutorial/Lab Content	Readings
One	Rome – <i>Imperium universalis</i>	Introduction to the Middle Ages; background of the Roman	No Tutorial	Peter Brown, <i>The World of Late Antiquity</i> (London 1974), 11-47

		Empire		
Two	Constantine and the Fourth Century	Late Antiquity: new power and the rise of Christianity	Introductory tutorial	As for Week One
Three	The dissolution of Rome in the West and successor states	Disintegration of the Roman Empire and the settlement of Germanic peoples	The "barbarians"	Michael Kulikowski, <i>Rome's Gothic Wars</i> (Cambridge, 2007), ch.3, pp. 43-70 Guy Halsall, <i>Barbarian Migrations and the Roman West, 378-568</i> (Cambridge, 2007), pp. 35-62
Four	Nature of the Byzantine state through the Rise of Islam	The creation of the Byzantine Empire and the Rise of Islam	Justinian the Great?	Michael Maas, "Roman Questions, Byzantine Answers: Contours of the Age of Justinian," in M. Maas, <i>The Cambridge Companion to Justinian</i> (2004), 3-27 Procopius, <i>Anecdota</i> : http://www.fordham.edu/halsall/source/procop-anec1.html Procopius, <i>Wars</i> : http://www.fordham.edu/halsall/source/procop-wars4-9.html Justinian, <i>Novels</i> : http://www.fordham.edu/Halsall/source/novel146.asp Procopius, <i>Wars</i> : http://www.fordham.edu/halsall/source/542procopius-plague.html Procopius, <i>Buildings</i> : http://www.fordham.edu/halsall/source/buildings.html

				m.edu/halsall/source/procop-deaed1.html
Five	The Wild, Wild West: Anglo-Saxons, Visigoths and Franks	The creation of early European states	Monasticism in the West	Gregory I, <i>Second Dialogue (Life of St. Benedict)</i> : http://www.fordham.edu/Halsall/basis/g1-benedict1.asp Benedict, <i>Rule</i> (excerpts): http://www.fordham.edu/Halsall/source/rul-benedict.asp
Six	Charlemagne and the return to Empire; Vikings and Europe	The rise of the Carolingian Empire and the dissolution of western unity with the coming of the Norsemen	The Vikings	Roger Collins, "The Desolation of the Pagans," in <i>Early Medieval Europe 300-1000</i> (1991), 313-336. <i>Annals of Xanten</i> : http://www.fordham.edu/halsall/source/xanten1.html Multiple sources: http://www.fordham.edu/halsall/source/843bertin.html <i>Saga of Eric the Red</i> : http://www.fordham.edu/halsall/mod/1000Vinland.html
Seven	Francia and Angle-land under Danelaw	The reaction of England and "France" to the settlement of the Norse	No tutorial	None
Eight	Medieval society: Church, Knights and Peasants	The nature of medieval society in the early High Middle Ages	Feudalism and the medieval paradigm	R.I. Moore, <i>The First European Revolution</i> (Oxford, 2000), pp. 39-55 <i>Charter of Homage and Fealty</i> : http://www.fordham.edu/halsall/source/atton1.html

				<p><i>The Manner of Doing Homage & Fealty:</i> http://www.fordham.edu/halsall/source/1275fealtyhomage.html</p> <p>Canute, <i>The Granting of Fiefs:</i> http://www.fordham.edu/halsall/source/1028Cnutfief.html</p> <p><i>The Dialogue between Master and Disciple:</i> http://www.fordham.edu/halsall/source/1000workers.html</p> <p><i>Abbey of Stavelot, Corvée of Labor:</i> http://www.fordham.edu/halsall/source/1126Corvee.html</p> <p>Fulbert of Chartres, <i>On Feudal Obligations:</i> http://www.fordham.edu/Halsall/source/fulbert1.asp</p> <p>Bishop of Speyer, <i>Grant of Land and Privileges to the Jews:</i> http://www.fordham.edu/Halsall/source/1084landjews.asp</p>
Nine	The “real” Middle Ages? Crusades and Crusaders	The Crusades	The First Crusade	<p>Patrick J. Geary, <i>Readings in Medieval History</i>, Vol. 2, (Peterborough, Ontario, 1998), 76-86, 94-110</p> <p>Jonathan Riley-Smith, ‘Crusading as an Act of Love’, in Thomas A. Madden (ed), <i>The Crusades</i></p>

				(Oxford, 2003), 32-50
Ten	The High Middle Ages: City Life and Intellectual Life	The return to urbanism and the creation of higher learning	The Fourth Crusade	Jonathan Harris, <i>Byzantium and the Crusades</i> (London, 2003), 145-62 Michael Angold, <i>The Fourth Crusade</i> (London, 2003), 75-104 Jonathan Phillips. <i>The Fourth Crusade</i> (London, 2003), 310-320
Eleven	The Black Death and the reorientation of European society	The fourteenth century and the new Europe	Prostitution and society in the Middle Ages	Ruth Mazo Karras, "The Regulation of Brothels in Later Medieval England," <i>Signs</i> 14:2 (1989), 399-433.
Twelve	Renaissances and the End of the Middle Ages	Close of the Middle Ages; retrospective of 1000 years	The Italian Renaissance: the world remade?	Frankforter, <i>The Medieval Millennium</i> , 199-205, esp. 334-40 Leonardo Bruni, 'On the Study of Literature', in Alfred J. Andrea (ed), <i>The Medieval Record: Sources in Medieval History</i> (Boston, 1997), 454-60
Thirteen	No Lecture	---	Open Week	TBA

9. Course Resources

Textbook Details

All required course readings are available through **Moodle**

Synoptic/Reference Resources

- David Abulafia *et al.* *The New Cambridge Medieval History* (Cambridge 1995-2005, available electronically from the UNSW Library)
- Robert J. Bjork, *The Oxford Dictionary of the Middle Ages* (Oxford 2010)
- Peter Brown, *The World of Late Antiquity* (London: Chatto & Windus, 1971)
- Averil Cameron, *The Mediterranean World in Late Antiquity AD 395-600* (Routledge, 1993)
- Robert Bartlett, *The Making of Europe: conquest, colonization and cultural change, 950-1350* (Penguin, 1993)
- Rosamond McKitterick (ed), *The Early Middle Ages* (Oxford: Oxford University Press, 2001)

William Chester Jordan, *Europe in the High Middle Ages* (Penguin, 2002)
 Charles G. Nauert, *Humanism and the culture of Renaissance Europe* (Cambridge University Press, 1995)
 Chase F. Robinson, *The New Cambridge History of Islam, vol. 1* (Cambridge 2010, available electronically from the UNSW Library)
 J. Shepard, ed., *The Cambridge History of the Byzantine Empire c. 500-1492* (Cambridge 2008, available electronically from the UNSW Library)
 Joseph Strayer, *Dictionary of the Middle Ages* (New York 1982-9)

Course handouts, Visual presentations and Echo 360 Lectures are available on Moodle

Also, follow on Twitter: ARTS 2284

Websites

The Camelot Project: Arthurian Texts, Images, Bibliographies and Basic Information <http://www.lib.rochester.edu/camelot/cphome.stm>
 Enluminures: Enluminures provides access to more than 80,000 text images and 4,000 images of medieval manuscripts from libraries in France (in French) <http://www.enluminures.culture.fr/documentation/enlumine/fr>
 The Medieval Page: Sources for Medieval Studies on the WWW <http://members.efn.org/~acd/medievalpage.html>
 Netserf: Internet Connection for Medieval Resources <http://www.netserf.org>
 ORB: Online Resource for Medieval Studies <http://www.the-orb.net/>

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at: <http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.