

Summer B 2020: EUH 3122 - High Middle Ages

Instructor: Luc Houle - luc.houle@ufl.edu

Office Hours: By appointment

Class Times: M-F Period 2 (9:30am – 10:45am), Online

Course Description:

The “High Middle Ages” label can signify many different things. Each historian who studies the period (roughly 1000 CE to 1350 CE) sees different aspects as being more important. To the people who lived at the time, life looked very different depending on one’s identity, location, and status. In this class, we will examine the period thematically rather than chronologically; this way, I hope that you will gain an understanding of what life was like rather than memorizing a list of names and dates. I hope that you will come to appreciate how similar medieval people were to us in their human emotions and foibles, and yet how different they were from us in their cultural values. We will use visual primary sources, a range of short readings and videos, and a variety of assignments to study medieval life from different angles. The themes identified by other historians: violence, faith, gender, hierarchy, and power, will be our signposts.

Required Texts:

Provided on Canvas

Additional Resources:

“History Study Guides” <https://apps.carleton.edu/curricular/history/resources/study/>

Academic Honesty:

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code”. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Students with Disabilities:

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>). The Dean of Students Office will provide documentation to the

student, who must then provide this documentation to the Instructor when requesting accommodation. Please ask the instructor if you would like any assistance in this process.

Students in Distress:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Grades:

93-100 A	73-77 C
90-92.9 A-	70-72.9 C-
87-89.9 B+	60-69.9 D
83-87 B	0-59.9 E
80-82.9 B-	
77-79.9 C+	

Assignments and Grading:

Reading Quizzes – 40 Total Points (20% of Final Grade)

These brief quizzes on assigned readings will check your comprehension. These should be relatively easy (if you have completed the readings). They are due at the end of each unit. You may consult the readings during the quiz (open book), but the quizzes are timed so you will not have time to search for every answer. You have only one attempt for each quiz, so do your best!

Discussion Board Posts – 30 Total Points (15% of Final Grade)

Discussion board posts will allow you to react to readings and videos and bring your analytical skills into focus.

Synchronous Activities – 30 Total Points (15% of Final Grade)

There are four synchronous activities throughout the various units. These will allow you to analyze primary sources and review important concepts in real time with your instructor and classmates. They use various formats such as text chat, Zoom, and Sketchful.

Asynchronous Activities – 40 Total Points (20% of Final Grade)

These projects are due at the end of each unit. They are designed to allow you to interact with the course material in creative ways, by creating text, image, and audio formats. These assignments are then sent to a few classmates to interact and review.

Final Project – 60 Total Points (30% of Final Grade)

For the final project you will work individually to create a lesson on a specific topic from the High Middle Ages. Think about this as a lesson that could be used to teach the topic in a museum, high school, or college setting. It could be designed for in-person or online formats. The project will incorporate key people, events, images, and themes from the course and present them in a creative way. Due to the unusual conditions this summer and the limited library access, I have provided materials on Canvas for six possible projects. You may choose one of these or pick one of your own, but you should try to locate research material online either way. A proposal for the project is due on July 21 and will make up 10% of the project grade. The final project is due on August 14 at 9:30 am. The final project may take the form of a website, a PDF, or a powerpoint presentation. I will provide a sample.

Schedule:

Unit 1 – Introductions: July 6 – July 8

READ: High Middle Ages Introductions (Available on Canvas)

Catherine Denial, “Analyze Visual Original Sources,” in *Bringing History Home* (2010), 1-5 (Available on Canvas).

ASSIGNMENTS:

“Start Here” Discussion Board Post

Introductory Video

Reading Quiz 1 - Denial

Coronation of Charlemagne – Source Activity (Text Chat)

Unit 2 – Violence: July 9 – July 15

WATCH: “A Concise History of the First Crusade – Part 1” https://youtu.be/dijsGMu_4bA

“A Concise History of the First Crusade – Part 2” <https://youtu.be/6FpVmUNKmCs>

“A Concise History of the First Crusade – Part 3” <https://youtu.be/iwYSjaS8k5k>

“Journeys through Time 2 – The First Crusade” <https://youtu.be/iMorwG0OPOM>

READ: Ken Mondschein, “Fighting in Armor,” in *The Knightly Art of Battle* (Los Angeles: Getty Museum, 2011), 70-81. (Available on Canvas)

“Knights, Soldiers and War,” 24. (Available on Canvas)

Adrian J. Boaz, “Archaeological Sources for the History of Palestine: The Frankish Period: A Unique Medieval Society Emerges,” in *Near Eastern Archaeology* Vol. 61, No. 3 (Sep 1998): 138-173. (Available on Canvas)

LISTEN: The Human Circus: Journeys in the Medieval World – “Geoffrey’s Crusade 1: Venetian Appointments” (Podcast)

VIEW: “Virtual Reality Tour of Abu Ghosh,” <http://moses.creighton.edu/vr/AbuGhosh/site.html>

ASSIGNMENTS:

“A Soldier’s Life and Desertion” Discussion Board Post

Crusades Pokémon Card

“Seventh Crusade (1248)” Discussion Board Post

Reading Quiz 2 - Boaz

Unit 3 – Faith: July 16 – July 21

WATCH: “Christian Reform” <https://fr.coursera.org/lecture/western-christianity-200-1650/christian-reform-kPCid>

READ: Sarah Blick, “Popular and Precious: Silver-Gilt and Silver Pilgrim Badges,” in *Peregrinations: Journal of Medieval Art and Architecture* Vol. 2, No. 1 (2005): 1-7. (Available on Canvas)

Christopher Irvine, “Canterbury Cathedral: Pilgrims and Cathedrals as Places of Pilgrimage,” in *Theology* Vol. 118, No. 6 (November 2015): 421-428. (Available on Canvas)

Steven A. Schoenig, *Bonds of Wool: The Pallium and Papal Power in the Middle Ages* (Washington D.C.: Catholic University of America Press, 2016), 275-278. (Available on Canvas)

VIEW: “St Thomas Becket”
<https://collections.museumoflondon.org.uk/online/object/32122.html>

ASSIGNMENTS:

Visualizing Church Reform – Source Activity (Zoom)

Reading Quiz 3 – Schoenig

“Pilgrimage” Discussion Board Post

Reading Quiz 4 – Blick

Final Project Proposal

Unit 4 – Gender: July 22 – July 29

READ: Alexandra Gajewski and Stefanie Seeberg, “Having her hand in it? Elite women as ‘Makers’ of textile art in the Middle Ages,” in *Journal of Medieval History* Vol. 42, No. 1 (2015): 26-50. (Available on Canvas)

Caroline Walker Bynum, *Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women* (Berkeley: University of California Press, 1987), 1-8. (Available on Canvas)

Beth Fischer, “Facing Medusa: A Thirteenth-Century Reliquary of King David,” 15-41 in *Gender, Otherness, and Culture in Medieval and Early Modern Art* edited by Carlee A. Bradbury and Michelle Moseley-Christian (New York: Palgrave Macmillan, 2017). (Available on Canvas)

VIEW: “How to Write a Critical Book Review,”

<https://www.carleton.edu/history/resources/history-study-guides/criticalbookreview/>

“European Women in the Late Middle Ages,”

<https://carmichaeldigitalprojects.org/hist447/exhibits/show/european-women-in-the-late-mid>

ASSIGNMENTS:

Reading Quiz 5 – Gajewski and Seeburg

“Gender and Clothing” Discussion Board Post

VoiceThread Reading Journal

Reading Quiz 6 – Fischer

“Reviewing Secondary Sources” Discussion Board Post

Digital Exhibit Review Assignment

Unit 5 – Hierarchy: July 30 – August 4

WATCH: “Secrets of the Castle: Beyond the Castle Walls” <https://youtu.be/EArUy1lv6N4>

“In Focus: Wharram Percy” <https://youtu.be/ciWtXtVkras>

READ: Carmen Cubero i Corpas et al., “From the Granary to the Field; Archaeobotany and Experimental Archaeology at l’Esquerda (Catalonia, Spain),” in *Veget Hist Archaeobot* Vol. 17 (2008): 85-92. (Available on Canvas)

Dolly Jorgensen, “Illuminating Ephemeral Medieval Agricultural History through Manuscript Art,” in *Agricultural History* Vol. 89, No. 2 (Spring 2015): 186-199. (Available on Canvas)

Sarah Blick, “Common Ground: Reliquaries and the Lower Classes in Late Medieval Europe,” in *Matter of Faith: an Interdisciplinary Study of Relics and Relic Veneration in the Medieval Period* (London: The British Museum, 2014), 110-114. (Available on Canvas)

ASSIGNMENTS:

“Experimental Archaeology” Discussion Board Post

Reading Quiz 7 – Wharram Percy and Jorgenson

Medieval Daily Life on Sketchful (Synchronous Activity)

Reading Quiz 8 – Reliquaries and Lower Classes

Unit 6 – Power: August 5 – August 12

READ: Elizabeth S. Hudson, “The Psalter of Blanche of Castile: Picturing Queenly Power in Thirteenth-Century France,” Dissertation (University of North Carolina), 1-10. (Available on Canvas)

Maïté Billoré and Esther Dehoux, “The Judge and the Martyr: Images of Power and Justice in Religious Manuscripts from the Twelfth to the Fifteenth Century,” 171-190 in *Textual and Visual Representations of Power and Justice in Medieval France: Manuscripts and Early Printed Books* edited by Rosalind Brown-Grant, Anne D. Hedeman, and Bernard Ribémont (London: Routledge, 2016). (Available on Canvas).

Karen Sullivan, “Conrad of Marburg: Zealot of the Faith,” 75-78 in *The Inner Lives of Medieval Inquisitors* (Chicago: University of Chicago Press, 2013). (Available on Canvas).

Primary Source Activity – Conrad of Marburg. (Available on Canvas)

Debra Higgs Strickland, "Christians Imagine Jews," 95-105 in *Saracens, Demons, & Jews: Making Monsters in Medieval Art* (Princeton: Princeton University Press, 2003).
(Available on Canvas)

ASSIGNMENTS:

"Power and Image" Discussion Board Post

Conrad of Marburg Text Chat (Synchronous Activity)

Reading Quiz 9 – Strickland

FINAL PROJECTS DUE: August 14 at 9:30 am.