

**Lewis Clark State College, Spring 2023**  
**History 392-02V: Special Topics: The Medieval World (3 Cr.)**  
**T/Th @ Noon**

**This is a Virtual Remote course. It will meet Live on Zoom 100% of the Time**

Prof. Eric Martin  
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Virtual Office: Zoom Room 617 792 2281  
Office Hours: T/W/Th 10:30-11:30 and by appointment.

### **Course Description**

This student-research oriented course will exam selective aspects of the Medieval World (500 CE – 1500 CE). Although some lecture will be provided, this course will be organized as a roundtable discussion of assigned readings and videos. Each student will develop a supervised historical research project on some aspect of the Ancient World.

**I assume that you are a Jr/Sr and have successfully completed**, or are very near to completing, your **General Education Core -- including ENG 102**. Don't be afraid to build upon the knowledge you have gained in previous courses; utilize the relevant books and notes from previous classes. **I do NOT assume you have had any previous history courses.**

### **Purpose/Goals**

By the end of the course, you should have a demonstrable understanding of the Medieval World. More generally, as a Social Science course, History 392 should help you to do at least some of the following:

- conduct historical research
- think analytically about history
- understand and apply historical theories, concepts, and categories
- read and analyze works dealing with historical issues
- understand and evaluate historical evidence
- demonstrate a knowledge of major historical periods and social trends
- present ideas orally in a clear, concise, and organized fashion
- write a clear, concise, and organized paper
- demonstrate a knowledge of the history and theory of historical/social thought
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

## Required Readings

- *The Middle Ages: A Graphic History* by Eleanor Janega and Neil Max Emmanuel
- *The Year 1000* by Valerie Hansen
- *The Chinese Bell Murders* by Robert Van Gulik
- Occasional Online Videos, Class Handouts and Internet Readings.

## Suggested Readings

- Jerry Bentley, *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*
- Sally Hovey Wriggins, *The Silk Road Journey With Xuanzang*
- Frances Gies and Joseph Gies, *Daily Life in Medieval Times: A Vivid, Detailed Account of Birth, Marriage and Death; Food, Clothing and Housing; Love and Labor in the Middle Ages*
- Morris Rossabi, *The Mongols and Global History* (Norton Documents Reader)
- Jack Weatherford, *Genghis Khan and the Making of the Modern World*
- Ross E. Dunn, *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century*

## Grading and Evaluation

- 20% Class Participation
- 10% The Middle Ages Book Analysis
- 10% *Chinese Bell Murders* Essay/Analysis
- 30% Research Assignments/Projects
  - 5% Research Proposal w/ Annotated Bibliography
  - 10% Analytical Book Review
    - 5% Optional Analytical Book Review
  - 15% Formal Video Presentation
- 20% Formal Essay
- 10% Geography Quizzes

## Course Requirements

### I. Class Participation (30% of overall grade)

**A. General Class Discussion:** This course is heavily based on discussion and depends upon your active participation. Practically all of our discussions over the assigned readings this semester will be student led. The oral presentation of our ideas is an extremely important skill to develop, so come to class prepared to discuss the material. The better prepared you are the better our discussions will be. My main role in this course

will be that of a facilitator. Although I will lecture at points, the responsibility for the direction and value of our class discussions will be shared equally among all members of the class.

For any individual reading be sure that you are able to:

- 1) identify/summarize the author's argument/main point(s);
- 2) identify & critique the evidence used to support this argument;
- 3) decide whether or not you were convinced;
- 4) explain your position;
- 5) support your position with additional source material;
- 6) connect the reading to other readings we have done or readings you have from other classes (this may be difficult at first);
- 7) identify issues the reading brought up that you would like to know more about.

If after reading an individual selection you find yourself unable to do any of the above, that is o.k. In those cases (and there may be many of them) be sure you come to class with some questions about the reading. You will be expected to have written notes on each reading from which you can refer to during our discussions.

**B. Learning Through Discussion Outlines:** To ensure the assigned readings/viewings are done diligently, you will be assigned a number of Learning Through Discussion Outlines using the guidelines near the bottom of this syllabus.

## **II. Research Assignments, Projects, and Formal Presentations (50% of overall grade)**

- Annotated Bibliography - You will develop a scholarly annotated bibliography of at least 15 sources on a topic of your choice.
- Book Analysis #1 - Using the guidelines at the bottom of the syllabus, write a 1,000 word analysis of one of these scholarly works.
- Book Analysis #2 - Using the guidelines at the bottom of the syllabus, write a 1,000 word analysis.
- Formal Presentation

## **III. Formal Essay: Research Paper/Conclusions (20% of overall grade)**

This essay will be evaluated as a (8-10 pages) piece of formal analytical writing and will be based on a set of questions that we will develop as a group. However, the main point of your essay will be to describe, analyze, and make a statement about the slice of Medieval Historiography you have been exposed to through the assigned class materials. You will be required to utilize both our class materials and relevant outside sources to support your positions. You will be required to use our class materials plus your required additional reading to support your positions. You will receive more details on this assignment in the near future.

## **Grading Scale:**

**A** = Reserved for those who consistently demonstrate sophisticated, content based historical thinking on paper and in class. An "A" is for the folks who went far above and beyond their duties as a student of history this semester.

**B** = Reserved for those who often demonstrate sophisticated, content based historical thinking on paper and in class. A "B" is for students who went above and beyond their duties as a student of history this semester.

**C** = You did what I asked and you did a decent job of it. A "C" is an honorable grade.

**D** = You either didn't do all I asked or you didn't do a very good job of it. But, you have met enough of the minimum requirements for this course that you should get college credit for a History course. However, if you are a Social Science major a grade of D means "Doesn't Count" and I suppose we will see each other again. Let's try to avoid this scenario.

**F** = You did not meet the minimum requirements (outlined in this document) to receive college level credit for this course . We probably don't need to dwell on what may have gone into earning this grade.

[The standard grading scale will be used in this course. 90 and above = A: Excellent Work; 80-89 = B: Above Average Work; 70-79 = C: Average Work; 60-69 = D: Below Average Work; 59 and below = F: Fail. +'s and -'s will also be used. - = \_0-\_2, + = \_7-\_9]

**Attendance Policy:** In addition to a reduced class participation grade, excessive unexcused absences will have a detrimental impact on your final grade. It is your responsibility to make arrangements if life prevents you from turning in an assignment on time or requires you to be away from class for an extended period. Get any missed notes or assignments from a classmate.

**Please Turn off your cell phone for the duration of this class.**

**Children in my classroom policy:** LCSC does not have an official policy on children in the classroom; here is mine. You are welcome to bring your kid to my class on occasion as long as:

- **You have attempted to make alternative arrangements** for your kid and bringing them to class is a last resort effort to avoid missing class. I get it; day care is expensive and sometimes grandma/pa falls through. But your kid should probably not come to class on a regular basis. Infants still breastfeeding might be an exception to this.
- **Your kid is not disruptive** to other people's learning. I am not talking about complete silence. Babies make some noise and kids want to ask questions. The occasional murmur/racket is to be expected. But meltdowns need to be escorted out the door so the rest of us can focus. If you do bring your kid to class, consider sitting near the door if you think you might have to make a quick exit. And don't forget those of us without infants

are not as accustomed to simply tuning them out as you may be. If you don't know whether you should exit, look in my direction, I'll tell you.

- **Your child is not sick.** If your child is too sick to go to their own school, they are probably too sick to come to your school. Don't get the rest of us sick.

The above is my personal policy, not institutional policy. As long as the above criteria are met you are welcome to bring your child to my class without notice. But you should have a direct conversation with your other professors before bringing your kid to their classes. And some classes, a chemistry lab for example, probably should not have kids in it at all.

**Academic Honesty:** You are on your honor at all times and my presumption is that each of you is honest. However, the College does not tolerate academic dishonesty of any sort. All written work that you hand in -- essays and examinations -- must be exclusively your work. In addition to receiving a failing grade in this course, expect the maximum penalty allowed by the institution if I have to waste my time gathering the evidence to prove you submitted work that was not yours. Contact me if you are not clear on this point.

## Schedule

Due to the nature of this course, it is all but certain that this schedule will need to be revised from time to time.

### **Week One: 1/17, 19 (Att. Ver. #1)**

(T) Intro to the Course and Each Other

(TH) Introduction to the discipline of (world) history; research projects

### **Week Two 1/24, 26 (Att. Ver. #2)**

(T) *The Middle Ages* 1-89

(TH) *The Middle Ages* 90-176

### **Week Three 1/31, 2/2**

(T) *The Year 1,000* Prologue and Ch. 1: The World in the Year 1,000 (26 p.)

(TH) Initial Draft of Annotated Research Bibliography

**Week Four 2/7, 9**

(T) *The Year 1,000* Ch. 2: Go West Young Viking (26 p.)  
(TH)

**Week Five 2/14, 16**

(T) *The Year 1,000* Ch. 3: The Pan American Highways of 1,000 (28 p.)  
(TH)

**Week Six 2/21, 23**

(T) *The Year 1,000* Ch. 4: European Slaves (32 p.)  
(TH)

**Week Seven 2/28, 3/2**

(T) *The Year 1,000* Ch. 5: The World's Richest Man (30 p.)  
(TH)

**Week Eight 3/7, 9**

(T) *The Year 1,000* Ch. 6: Central Asia Splits in Two (28 p.)  
(TH) Research Book Analysis #1

**Week Nine 3/14, 16**

(T) *The Year 1,000* Ch. 7: Surprising Journeys (28 p.)  
(TH)

### **Week Ten 3/21, 23**

(T) *The Year 1,000* Ch. 8: The Most Globalized Place on Earth and the Epilogue (37 p.)

(TH) Formal Essay Outline

### **SPRING BREAK 3/27-31**

### **Week Eleven 4/4, 6**

(T) *The Chinese Bell Murders* (Whole Book)

(TH) *Chinese Bell Murders* Essay/Analysis

### **Week Twelve 4/11, 13**

(T) Research Presentation Outline

(TH) Download Research in Progress Presentation

### **Week Thirteen 4/18, 20**

(T) Student Presentations Q&A

- 1.
- 2.
- 3.
- 4.
- 5.

(TH) Student Presentations Q&A

- 1.
- 2.
- 3.
- 4.
- 5.

### **Week Fourteen 4/25, 26**

(T) Student Presentations Q&A

- 1.
- 2.

- 3.
- 4.
- 5.

(TH) Peer Review/Developing Conclusions

### **Week Fifteen 5/2, 4**

(T) Peer Review/Developing Conclusions

(TH) Formal Essay Due

## **Guide for Writing Reviews**

Dr. Steven G. Reinhardt

**STOP!!!** Study this guide carefully before reading your selection!! Remember that you are writing a formal book/article review, not a book report!

In writing a review, your primary focus is on analyzing the author, his/her book, and its argument. Therefore, describing/summarizing the content (i.e., the supporting evidence) is important but clearly a secondary focus. Keep the author in the foreground of your vision.

Remember that every book/article is a construct created by an author who has consciously (or perhaps unconsciously) made decisions about how best to organize his/her argument and then has marshaled evidence to support that argument. Your job is to "deconstruct" the author's work by breaking it into its component parts, examining their interconnections, and re-combining them to see if the overall argument and its supporting evidence "hold" or "work" together.

Therefore, the review should consist of the following four sections:

In the first section, state the author's purpose in writing the selection. What does he/she hope to accomplish or prove? What historical issue or controversy does the author address? What is the author's attitude/perspective on the subject matter? Does the author rely on any particular method or theoretical approach? What is the author's plan for the book. In other words, describe how the author organizes his/her material to buttress the overall argument.



The second section should describe the sources the author uses. Ask yourself what kind of work this is. Is it, for example, an interpretative essay that reflects on historiographical or theoretical issues, a survey that synthesizes secondary works produced by other researchers, or is it a monograph based on the author's original research into primary sources? Do not simply list or count the sources; instead, state their general nature, distinguishing between primary and secondary, manuscript and printed/published sources.

Section three will be the longest part, for here is where you break the work down into its component parts/chapters, summarize the author's argument in each of the components, and describe (briefly) the supporting evidence presented in each. End this section with a summary of the book's main conclusions.

In the fourth section, you should "fit" the selection into the course material read until that point. In other words, compare and contrast the book's argument and conclusions with the various class lectures, discussions, and required readings -- especially those assigned for the same week. Finally, you should now include your thoughts -- saying what you found especially interesting (or troubling).

### **Learning through Discussion - Outline Preparation**

**Step One** Definitions: List three to five words of which you are unsure. Look them up and write down the definitions of them.

**Step Two** Main Topic Identification: Write down your version of a general statement of the author's message.

**Step Three** Subtopic Identification: Identify three to four subtopics.

**Step Four** Subtopic Explanation & Questions: Write a brief statement of the subject matter of each subtopic. Design a question that you would ask for each.

**Step Five** Integration with Other Materials

**Step Six** Application: Write down how the material can apply to your own life situation - past, present or future. What implications does the material hold for your own intellectual pursuits or interests?

**Step Seven** Evaluation: Write down your reactions and evaluation of the assignment.

[Adapted from Hill, Wm . Fawcett, Learning through Discussion (Sage Publications, 1969)]

[Islam: Empire of Faith. Part 1: Prophet Muhammad and Rise of Islam](#) via YouTube

[Islam: Empire of Faith. Part 2: The Awakening](#) via YouTube

- [Terry Jones “Medieval Lives”](#) 8 episodes (Peasant, Monk, Damsel, Minstrel, Knight, Philosopher, Outlaw, King) via You Tube
- Terry Jones [“Crusades 1. Pilgrims In Arms”](#) via Daily Motion

Review of Medieval Period

- Terry Jones [“Medieval Lives: The Peasant”](#)
- Terry Jones [“Medieval Lives: The Monk”](#)
- [The Life of Buddha \(BBC Documentary\) via YouTube](#)
- [The Buddha \(PBS Documentary\)](#)

Bentley Ch. 1 “Cross-Cultural Contacts and Exchanges” (26p) Outline

Bentley Ch. 3 “Missionaries, Pilgrims, and the Spread of the World Religions” (44p) Outline

(Bentley Ch 5: 20p)

The Story of China with Michael Woods Episode 2: Silk Roads and China Ships

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allowfullscreen allow="encrypted-media">&nbsp;</iframe>

Monkey Story

Du Fu Poem