

HTST 593.27 - Urban & Rural Middle Ages

Schedule: Tuesday, 14:00 - 16:45

Location: SS 639

Instructor: Lucie Laumonier

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Office Hours: Tuesday / Thursday 9:00 – 10:30 or by appointment

Office: SS 622

Course description

Through the study of urban and rural medieval environment, students will deepen their understanding of the European Middle Ages (late 5th – late 15th c.) and expand their abilities in source analysis and critical thinking. The first section of the course looks at long term trends and chronological variances in Western Europe, with a focus on England and France. Topics covered comprise climate change, demographic trends, social organization, urban expansion, which will be explored chronologically. The second section of the course is organized thematically and studies the relations and exchanges between cities, towns and countryside. Topics covered include trade, travel, rural and urban work, houses and urbanization. Throughout the course, students will familiarize themselves with auxiliary disciplines of history such as archaeology, climatology, art history and historical demography. Systematic use of archival documents will help students develop their capacity to be critical of sources of information. The long chronological frame of the course, c. 1,000 years, encourages precision and long-term analysis. Through weekly discussions and presentations, students will work on their communication skills and their ability to simplify complex information.

Methodology

The course is based on short introductory lectures, readings of journal articles, primary sources analysis, group work and presentations, plenary discussions. Each week the classroom is divided into groups, working on different material. Each group presents its findings to the rest of the class. Students will carry out an individual research project and will work on a group project (a lecture). Prior to class, students are asked to log in to D2L and to download and read the course material.

Grading Scheme (see detail below)

25% Participation in class (week 2-12)

10% Preliminary research paper (October 10th)

25% Presentation in class (week 7-12)

30% Research paper (November 7th)

10% Short essay written at home (December 5th)

Schedule

Week 1 (Sept. 12th) – Introduction (Medieval Europe) and review of the assignments

Week 2 (Sept. 19th) – Climate & Demography

Week 3 (Sept. 26th) – The Rhythm of Seasons

Week 4 (Oct. 3rd) – The Urban and Rural Early Middle Ages

Week 5 (Oct. 10th) – The Urban and Rural High Middle Ages
* Preliminary research paper is due.

Week 6 (Oct. 17th) – The Urban and Rural Late Middle Ages

Week 7 (Oct. 24th) – People and Social Organization
* Students' presentation
* Midterm assessment of participation in class

Week 8 (Oct. 31st) – Urbanism and Architecture
* Students' presentation

Week 9 (Nov. 7th) – Environment & Resources
* Students' presentation
* Research paper is due

Week 10 (Nov. 14th) – Work in the Cities and the Countryside
* Students' presentation

Week 11 (Nov. 21st) – Exchanges
* Students' presentation

Week 12 (Nov. 28th) – Travels and Landscapes
* Students' presentation

Week 13 (Dec. 5th) – Conclusion
* Short essay is due
* Assessment of participation in class

Assignments - Instructions

In this section students will find guidelines about the assignments and the grading scheme.

25% Participation in class (weeks 2-12)

15% for weeks 2-6; 10% for weeks 7-12

Students are expected to read weekly articles or primary sources, which are the basis of plenary discussions and of short reports to the classmates. Are evaluated the quality and relevance of interventions. A midterm assessment will be provided to the students on week 7 (October 24th), comprising weeks 2 to 6. The final grade will be communicated on the last day of class.

10% Preliminary research paper

Tuesday October 10th

Two to three double space pages + appendices

Printed; Handed in class

Throughout the semester students will carry out a personal research project on rural and (or) urban medieval Western Europe (5th – 15th c.). In the preliminary research paper students present the main lines of their research project. At least two primary sources have been identified (i.e. archival documents). Some preliminary readings have been done (at least two books or journal articles). The preliminary research paper must include two sections.

In the first section (one page to one and a half) students will provide:

- A defined chronological and geographical frame
- An overview of the topic
- A question or a thesis or an argument (“How/Why ...?”; “In this paper I will argue that...”)
- Footnotes referring to scholarly books and articles (i.e. secondary sources)

The second section (one page to one and a half) will include:

- A brief presentation of the archival documents analysed (what/who/where/when)
- An explanation as how they will support the argument
- Footnotes (references to archives and secondary sources)

The paper must also include an appendix with quotes and references of the archives (no more than one page per source) and a bibliography.

The archives chosen must be medieval (late 5th – late 15th c.), Western European, and selected from the following sourcebooks / databases:

- M. Kowaleski, *Medieval Towns: A Reader* (Toronto: University of Toronto Press), 2006.
- R. Cave and H. Coulson, *A Source Book for Medieval Economic history*, (New York: Biblio & Tannen), 1965.
- The *Internet Sourcebook* (<http://sourcebooks.fordham.edu/sbook.asp>), see the “Selected topics” section on the left hand side of the page.
- *Florilegium Urbanum* (<http://users.trytel.com/tristan/towns/florilegium/flor00.html>), scroll down to the bottom of the page to find the four categories of sources.

Scheme:

- Definition and feasibility of topic 2 points
- Question/Thesis 1 points
- Accuracy of overview, links w/ project 3 points
- Sources: presentation and relevance 4 points

Failure to respect guidelines = loss of 1 point

Spelling and typos = minus 0.5 every two errors, but the first two are not counted.

30% Research paper

Tuesday November 7th
Eight double spaced pages + Bibliography and annexes
Posted on D2L by 4:00 pm

The research paper answers a question and argues a thesis based on the analysis of primary sources (at least three) and the reading of secondary sources, that is scholarly books and articles (at least three books and three articles).

It is structured in an introduction, a development and a conclusion.

- Introduction: presentation of the topic (what), geographical and chronological frame (when, where), question or thesis. There are footnotes.
- Development: divided in a few sections with titles; relies on the primary sources (archival documents) that are frequently quoted and commented, as well as on the readings and arguments of the scholars who wrote journal articles and books. In the development students argue their thesis or answer their question. The primary sources must be at the heart of the research.

- Conclusion: summary of the arguments and findings.

Scheme:

10 points: Acquisition and transmission of knowledge. Accuracy and relevance of the paper, definition of topic and concepts, overall clarity and nuances, understanding of the topic and period of time.

10 points: Arguments. The paper includes a question or thesis that receives a convincing treatment throughout the paper, with the help of secondary sources which arguments are made clear.

10 points: Primary source analysis. The archival documents are presented (who what where when), quoted, properly referred to in footnotes, commented, analyzed. The sources support the overall argument.

Failure to respect guidelines = loss of 1 point

Spelling and typos = minus 0.5 every two errors, but the first two are not counted.

25% Presentation in class (weeks 7-12)

Length: 35 to 40 minutes + Questions

Hand Out emailed to the instructor

Working in small groups (two or three people), students will prepare a presentation in class on a defined topic. The presentation itself must include a slide show; must last from 35 to 40 minutes; and a hand out must be prepared in advance. All details below.

List of topics:

Week 7 – Peasants’ revolts in the late Middle Ages

Week 8 – Archaeology of the English peasants’ houses

Week 9 – *The Master of Game*: an early 15th c. hunting handbook

Week 10 – Women and work in the late Middle Ages

Week 11 – The medieval diet (13th – 15th c.)

Week 12 – Landscapes and long-distance travelers

- The presentation in class functions like a lecture: students will teach their classmates a specific topic. They can interact with the classroom by asking questions.

- They will include in their presentation primary sources, which have been pre-selected by the instructor (individual instructions posted on D2L).

- The slide show should not be overloaded with text (besides quotes from primary sources). All images and quotes must be properly referenced.
- The presentation is followed by a period of questions, asked by the classmates (first round) and by the instructor (second round). It is normal not to have the answers to all the questions.
- Students will email a hand out to the instructor that she will print for the classroom. The hand out indicates the names of the presenters, the title of the presentation (see list above), the titles and references of the primary sources and a short bibliography (three titles, including one book).

Scheme

1 point: Hand out (all information are present)

10 points: Structure and content of the slide show.

14 points: Content, relevance, clarity and structure of the presentation [eight points for the overall presentation; six individual points for personal demeanor and communication skills]

Students are encouraged to rehearse their presentation prior to class and to make sure that they meet all requirements.

10% Short essay written at home

Tuesday December 5th
Two to three double spaced pages
Printed, handed in class

On the last day of class students hand to the instructor a short essay written at home. This essay reflects on the definition of “rural” and “urban” within the medieval European context and should ask whether the opposition urban/rural is meaningful. Keeping in mind that the Middle Ages lasted 10 centuries, be precise about chronological benchmarks. Footnotes are not expected.

Scheme:

Precision (definition of concepts, examples, benchmarks): 4 points

Arguments (construction of the paper, ability to convince the reader): 6 points

Failure to respect guidelines = loss of 1 point

Typos = minus 0.5 every two errors, but the first two are not counted.

Class Policies

General

Students are expected to arrive in class prepared, having read and printed or downloaded the necessary documentation. The D2L website is a central resource for this course. The “Content” section includes: guidelines for the written assignments; guidelines for the group presentation; weekly readings and documents to review

Recording of the seminar is strictly forbidden.

The instructor does not respond to emails on weekends and evenings.

Assignments

All written assignments include a title page, be written in a size 12 font, be double spaced, and have footnotes (no end notes) + bibliography. Failure to respect this guideline = loss of 1 point.

On footnotes read the Handbook of the history department¹.

Late assignments: minus 5% per day including weekends and holidays.

Non-completed assignments: graded zero when reach maximum lateness (the student has lost all the points assigned).

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation,

¹ https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf

sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary’s copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	

Percentage	Letter Grade	Grade Point Value	Description
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student

Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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