COURSE DESCRIPTION: History 211 is designed to provide an understanding of key aspects of the history of Europe during the four centuries between the First Crusade and the late medieval crisis, covering the period from AD 1100 to AD 1500. Special attention will be paid to the renaissance of the twelfth century, the development of the medieval church, the rise of centralized states, and the late medieval crisis. Major themes will be presented through a combination of lectures, assigned readings, and film. Details about the subjects to be covered can be gleaned from the schedule of lectures at the end of this syllabus.


GRADES AND ASSIGNMENTS: Grades will be assigned on the basis of four multiple choice examinations held during our regular class period. Each exam will be worth one-quarter of the final grade for the course. Each will deal only with material covered since the previous exam; in other words, the exams are not cumulative. Dates on which exams will be given can be found on the schedule of classes. No opportunity will be given to do make-up or extra work as a substitute for a poor exam grade.

The exams in this course are designed to test your knowledge of lecture material, assigned readings, and other sources of information associated with the course (such as videos shown in class). Each exam will have approximately 60 questions. The questions will be of several types. Some will test your knowledge of specialized vocabulary related to the course, asking you to associate words with their best meanings. Some will test your knowledge of chronology, asking you to identify the proper chronological order of a series of events or people. Some will test your knowledge of geography, asking you to relate the locations of a variety of places relevant to the course. Some will test your knowledge of cause and effect, as discussed in a lecture or one of your assigned readings. You can find examples of typical questions and interactive quizzes at the following website: [http://highered.mcgraw-hill.com/sites/0072955155/student_view0/](http://highered.mcgraw-hill.com/sites/0072955155/student_view0/) This website is linked to the textbook by Bennett and Hollister and the sample questions relate only to that book. I will also post some sample questions based on lecture material and other reading assignments before each exam on the course website. Test questions will be similar to the sample questions posted on these two websites. Approximately 20 percent of the questions on each test will be based on readings from Bennett and Hollister, approximately 40 percent will be based on other assigned reading and approximately 40 percent will be based on lecture material. All exams will ask you to recall detailed information from your textbooks, regardless of whether or not we have covered such material in lectures. You must be prepared to learn on your own, with the help of assigned texts, if you want to do well in this course.

Students who miss an exam because of personal illness or exceptional personal circumstances will be allowed to take a make-up exam, if they can give me a legitimate reason for missing the exam. THE OPPORTUNITY TO TAKE A MAKE-UP EXAM WILL NOT BE GIVEN TO STUDENTS WHO FAIL TO GIVE ME AN APPROPRIATE EXPLANATION OF THEIR ABSENCE FROM THE REGULARLY SCHEDULED EXAM. If you need to take a make-up exam, you must communicate this fact to me as soon as possible after the original exam date, and in no instance later than the first class meeting after the scheduled exam. You must be able to give me a compelling reason for your failure to take the exam in class, and you must be willing to make adjustments to your work or class schedule to allow you to take a make-up exam. If you have not arranged to take a make-up exam within one week of the original exam date you will receive a grade of zero on that exam, except in cases of extreme personal distress or illness.

Students who are found to have cheated on any exam in this course will be disciplined in accordance with the university's policies on academic integrity. Punishments for cheating can include receipt of a failing grade for the course, and suspension from the university with an indication of the reason for suspension on a student's transcript.
ATTENDANCE POLICY: I expect all students to attend class regularly and punctually and I will take attendance before each class begins. **Anyone who misses more than three classes will lose one full letter grade for each absence over three.** Exceptions will be made only for extended medical or personal problems that can be documented to my satisfaction. **You should not enroll in this course if your work schedule, commuting schedule, or personal obligations conflict with the full eighty-minute class period.** Such conflicts will NOT be excused absences. Personal and medical problems necessitating multiple absences are the only legitimate grounds to mitigate the attendance penalty. **A doctor's note concerned solely with a fourth absence is not sufficient to avoid the attendance penalty.** If you miss three classes early in the semester because you want to catch up on your sleep, and then you miss a fourth class later in the semester because you have the flu, I will not treat a doctor's note for the flu as sufficient grounds to exempt you from the attendance policy. In such a case, I will need evidence that ALL absences are justifiable before I agree to release you from the attendance policy. Please note that proper attendance requires your physical presence for the full 80 minutes of class. Anyone who leaves class early will not be credited with attendance for that day, unless they obtain special permission from me to depart early. **Anyone who signs in and then does not attend the class will automatically fail the course if they are caught doing so.** Students who arrive late for class can receive credit for attending, within certain limits. You are allowed to be moderately late up to three times during the semester without penalty. Your fourth late arrival will be treated as an absence, as will any subsequent late arrivals. Please note that I will not make exceptions for late arrivals caused by campus bus schedules or parking problems. If you arrive late, you must sign a sheet for late arrivals. This sheet will be posted on the door at the back of the classroom for the first 40 minutes of the class. If you arrive more than 40 minutes after the class begins you are welcome to attend but you will be marked down as absent rather than late for that class.

CLASSROOM ETIQUETTE: The History Department at Rutgers has established a set of guidelines setting forth the department's policy on appropriate classroom etiquette for both professors and students. The guidelines endeavor to create a classroom environment appropriate for effective learning. They note that students who conduct private conversations (either with a fellow student or using a cell phone), work on crossword puzzles, or read material or visit websites not related to the class while the class is in progress distract the attention of the professor and fellow students from course material. I take this part of the policy seriously, and will ask you to leave the classroom if you engage in such activities. You will not receive credit for attending class if you are asked to leave because of rude or inappropriate behavior.

SOME GUIDELINES FOR TAKING LECTURE NOTES EFFECTIVELY: Your ability to recall information on exams will be improved if you apply yourself fully to the task of taking notes during lectures. Here are some tips about how to take good notes. At the start of each lecture, I will outline a few major areas that I intend to cover in that day's lecture. I recommend that you write these down at the head of your notes for that day's lecture. Later on in the semester, you can use them to jog your memory of the lecture material when you are reviewing for an examination. Rewrite these thematic signposts as separate headings when we reach that part of the lecture, and underline them, or put them in capital letters, or highlight them somehow to indicate the change in topic. Since you cannot take down every word I say in class (unless you are an expert at shorthand), you will need to establish a viable technique to summarize the points I make. Different students do this in different ways, but every effective way requires concerted concentration on what I am lecturing about, and concerted concentration on writing down the most salient points. Good note taking requires that you simultaneously listen to and write down both broader thematic concerns of a lecture AND specific points of information used to support the themes. If you do not leave a class feeling slightly tired from the effort of taking notes and concentrating on the lecture, you probably haven't done your job of taking notes particularly well.

Most students find that the more they write down in the course of a lecture, and the more organized their original notes are, the better they do on the exams. There are exceptions to any rule, but the quality of notes a student takes is usually reflected in the student's grade at the end of the semester. Good students usually leave class with several pages of detailed notes from a lecture; poorer students typically leave with a half-page of notes that reflect neither the organizing principles nor the range of detailed information that has been covered in the course of the lecture.

To do well in this course, you will need to commit your notes to memory before you take an exam. The best way to do this is to review your notes one or two weeks before the exam to refresh your memory of material that was covered in earlier lectures. This will also help to orient you to the last lectures of a unit, and give you a clearer sense of how each unit of the course fits together. In addition to this mid-unit refresher, you should expect to review your notes several more times in the days before each exam. Good students will generally have reviewed their notes carefully and completely at least three or four times before they take an examination. This is the only...
way to ensure that you have good command of the material covered in lectures, and to ensure that you do well on an
exam.

You will no doubt learn, if you don’t already know, that notes for this course are available from
commercial note taking businesses such as First Class Notes. You are welcome to make the owners of those
businesses rich, but there are good reasons not to. First of all, the act of taking your own notes in class is a
particularly effective way to learn the material we will cover in the course. Numerous studies have shown that the
mechanical act of writing something down increases the rate at which your brain absorbs new information; letting
someone else do this for you deprives you of an excellent opportunity to learn the material. The same can be said
for the act of concentration that is necessary when taking down notes during a lecture. You should also know that
relying on a commercial note-taking service puts you at the mercy of someone who may not be all that good at
taking notes, or who takes notes in a style that doesn’t work well for you. If you are really committed to spending
your hard earned cash in order to pay for an inferior way of learning course material, go right ahead, but it's really
not necessary.

SOME GUIDELINES FOR READING YOUR TEXTS EFFECTIVELY: Many of the same basic
principles that apply to taking notes during lectures also apply to using your textbooks effectively. For starters, you
should consider taking careful notes on all reading that you do, just as you do on the lectures you hear. Highlighting
your textbook can be a good way to learn from a text, but it is not a substitute for writing out notes on the material
covered in the text. I recommend that when you finish reading each chapter of your textbooks for the first time, you
sit down and write out a summary of one or two pages of the main points of that chapter. If you find that you get
bogged down when you try to do this, it probably means that you have not understood the material very well, and
that you need to go over it again. I also recommend that you keep a running list of key words, key dates, and key
people, on a separate piece of paper as you are reading. When you finish a chapter, you should look this list of key
concepts over, and make sure that you can remember why you thought they were important while you were reading
(you should also save these lists; they can be very handy ways to review your texts for the exams).

You should always read texts for courses with a dictionary handy, and you should take the time to look up
words you do not understand. This is particularly true of reading textbooks in a class like this, where you are bound
to encounter terminology that is not part of common speech. Keep in mind that good reading is an act of
concentration and understanding, not an act of running your eyes over a page. If you do not understand a specific
point, you need to stop and figure it out before you continue. This can be time consuming, but it is the only way to
master the material of a book.

Finally, you should recognize that you will need to read your books more than once before an exam if you
want to do well on the exam. In the schedule of lectures, I have indicated the portions of your texts that are most
directly related to the material that will be covered in that lecture. (Keep in mind, though, that the overlap between
lectures and readings will sometimes be loose, and that you should not assume that any important information in the
texts will also be covered in lectures; this will often be true but not always.) You should read these sections of your
texts either before or immediately after the relevant lecture. This constitutes your first time through the texts. I
recommend that you then reread everything assigned for the unit about a week or so before the date of an exam, and
that you reread all of it a third time a day or two before the exam. If you have never done this before, you will be
amazed at how much more you get out of your books the second and third times you go through them.

LECTURES AND ASSIGNED READINGS

INTRODUCTION
Jan. 22 Overview of the course and discussion of syllabus
Jan. 24 The legacy of the past
Readings: Hollister and Bennett, pp. 1-3, 156-85.
TOPIC ONE - THE TWELFTH-CENTURY RENAISSANCE
Jan. 29  The revival of secular learning
Readings: Hollister and Bennett, pp. 289-320.
Jan. 31  Innovations in law
Readings: Gies and Gies, pp. 1-75.
Feb.  5  The growth of towns and trade
Readings: Gies and Gies, pp. 76-153.
Feb.  7  The genesis of gothic art and architecture
Readings: Gies and Gies, pp. 154-229.
Feb. 12  FIRST TEST

TOPIC TWO - THE MEDIEVAL CHURCH
Feb. 14  Religion and society
Readings: Hollister and Bennett, pp. 186-214.
Feb. 19  The papal monarchy
Feb. 21  New religious orders
Feb. 26  Popular religion
Feb. 28  Film: The Disputation
Readings: Spoto, pp. 169-216; Hollister and Bennett, pp. 235-239.
March 4  SECOND TEST

TOPIC THREE - POLITICAL TRANSFORMATIONS OF THE HIGH MIDDLE AGES
March  6  Writing and administration in the medieval world
March 11  The development of England
Readings: Hollister and Bennett, pp. 266-288; Jager, pp. 41-76.
March 13  The development of France
Readings: Jager, pp. 77-126.
March 25  The development of Germany and Italy
Readings: Hollister and Bennett, pp. 240-265; Jager, pp. 127-164.
March 27  The Hundred Years War
Readings: Hollister and Bennett, pp. 346-365; Jager, pp. 165-209.
April  1  Film: Henry V
April  3  THIRD TEST

TOPIC FOUR - THE LATE MEDIEVAL CRISIS
April  8  The Black Death
Readings: Hollister and Bennett, pp. 325-336; Kelly, pp. 1-52.
April 10  The late medieval depression
Readings: Kelly, pp. 53-126.
April 15  Political upheaval
Readings: Kelly, pp. 127–182.
April 17  Religious turmoil
Readings: Hollister and Bennett, pp. 336-345; Kelly, pp. 183-258.
April 22  Changing values in literature and art.
April 24  Film: The Seventh Seal
April 29  FOURTH TEST