A. Course Description
This class will survey a number of key historiographical issues in the study of medieval European history from the fall of Rome through the high Middle Ages. Across these periods, students will develop an enhanced understanding of the history of the Middle Ages and several of its most pressing historiographical points of controversy while also evaluating a wide variety of historiographical methodologies and developing an appreciation for the evolution of the field of medieval history across the last several decades.

B. Program Learning Outcomes
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:
- The student will be able to explain the key issues and developments in at least two historical periods (one per course).
- The student will be able to identify the main historical works and interpretive debates associated with an event or period.
- The student will be able to locate, identify, and critically analyze primary sources.
- The student will be able to research and analyze effectively an issue or topic in writing.
- The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style.

C. Texts and Materials
In addition to numerous articles and chapter excerpts posted to Brightspace (D2L), students will be required to read the following books. Used copies of most of these are available online at steeply discounted prices.

D. Course Requirements

1. Discussion Participation (40% of course grade):
   - Every week, you will complete the required readings listed in the course calendar before our scheduled discussion. As you read consider the study questions I post for each set of readings to focus your attention. We will video-conference via Zoom one evening each week at a time TBD by a survey I will circulate before the first week of class to discuss the readings for that week. These meetings may last up to two hours, and you will receive an email invitation to join the discussion each week.
   - During each of these discussions, I will carefully assess the quality and quantity of each student’s contributions to the discussion. I expect that you will read each assigned text thoughtfully and contribute meaningfully and frequently to the class discussion. You should not consider this portion of your course grade to be “free points,” nor should you expect a passing participation grade if you do not consistently complete all the readings or only offer the occasional comment during class discussions.

2. Final Paper (60% of course grade):
   - You will write an essay of 16-20 pages in length, advancing a clear and consistent thesis. You may use one of the weekly topics and readings addressed in this class as a starting point, but if you do so I expect you will read far beyond the works assigned for the class.
   - For this class, I do not expect you to have familiarity with medieval Latin and other European languages that may be necessary to engage with primary sources directly. While much has been translated, I recognize that many of your papers will have to rely predominantly on secondary literature. It is acceptable, in other words, if your final paper takes the form of an extended “historiographical essay with a thesis.” If you take this approach, understand that you should not simply summarize a number of secondary works, but rather you must analyze and critically evaluate a range of works in a systematic fashion in order to advance some thesis regarding the state of the field – for example, addressing a common deficiency you find, demonstrating the need for a reframing of the discussion, defending a seminal study that has come under attack, etc. Of course, if you can locate and access appropriate primary sources in translation (or in a language you can read), you may also write a traditional research paper if you so desire.
   - I will check in with you at various points over the course of the semester to monitor your progress through the development of a meaningful research question, the identification of appropriate primary and secondary literature, and the creating of a meaningful thesis and outline. Throughout this process, I will be happy to offer you reasonable assistance, but understand that you are solely responsible for directing and completing your own research.
• Your final paper should follow all appropriate conventions for the field, including the appropriate use of Chicago-style citations and a bibliography. It is your responsibility to ensure that you do not plagiarize another scholar’s findings, intentionally or unintentionally.

E. Grading Scale

- A 90-100%
- B 80-89.9%
- C 70-79.9%
- D 60-69.9%
- F 59.9% & below

F. Course Policies

a. Attendance: While the entire course will be completed remotely, each week we will hold a synchronous video-chat via Zoom to discuss the assigned text(s) for that week. Attendance is mandatory and failure to attend any session will have a significant impact on the participation grade. In cases of documented emergency or if I am notified well in advance of an academically legitimate conflict, at my own discretion I may allow a student to submit a written assignment to make up for the absence. If a student misses more than three discussions without my leave, he or she will automatically fail the course.

b. Discussion Participation: Merely attending Zoom sessions and offering the occasional comment will not ensure a passing participation grade. During every discussion I will assess each student’s preparedness and willingness to contribute, as well as their ability to contribute meaningfully. My baseline expectation is that each student will have completed all of the assigned readings for each week and come prepared to discuss these texts critically. Students would do well to contemplate the discussion questions and come to defensible opinions about these before each course.

c. Course Pacing: This course is not self-paced. Each week, students will complete all of the assigned readings for that week before the scheduled Zoom discussion. Unless otherwise stated, late work will be penalized by the deduction of 20% for every day after the assignment was due.

d. Communication: Aside from scheduled Zoom sessions, communication for this course will be conducted entirely through the university email or Brightspace (D2L). It is essential for your success in this course that you check your email and the Brightspace course page frequently. Barring an unforeseen emergency, my policy is that all emails received between Monday morning and Friday at noon will be answered within 24 hours. Emails sent between Friday at noon and Sunday night will receive replies the first weekday after they are received.
Academic Integrity: I expect all written work in this course to be the student’s own. In particular, if I detect that a student has plagiarized published or online reviews of the assigned texts for this course – even if the student has not used any words from that review – he or she will be penalized at a minimum with a zero on the assignment and possibly with an F in the course and a report to the dean and department chair.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades Policy, A-54): Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

g. Students with Disabilities: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
h. Technical support: If you need help navigating Brightspace (D2L), visit SFA Online's Brightspace Student Support & Tutorials page immediately. Specifically, make sure your browser settings are appropriate for Brightspace. (View this video on browser settings.)

The technical nature of the course demands preparation on your part. You should submit all discussion postings, activities, quizzes, etc. early enough to account for technical difficulties. SFA Online's Student Services page offers a variety of support. Students who have technical difficulties with Brightspace (D2L) should email SFA's Brightspace Support Team at d2l@sfasu.edu (from your SFA or personal email account) or call them at 888.357.3278 or 936.468.1919 (available Monday through Friday from 8 a.m. to 5 p.m.) The members of SFA's Brightspace Support Team are true professionals and will do their best to help you. Though you may be frustrated and exasperated by technological difficulties when you call them, please remember to extend to them the utmost respect and courtesy. For general computer and Internet issues that are not Brightspace-related, visit the Technical Support Center.

*I reserve the right to emend this syllabus to enhance student learning

G. Course Calendar

*Unless otherwise specified, all deadlines fall at 11:59 PM CST.

Week 1 (8/26-8/30): Introduction to the Early Middle Ages
Readings:
- All pages the Introduction Module
- Clifford Backman, Worlds of Medieval Europe: Chapters 1, 3, 5, & 6
Assignments:
- Participate in the Introductions discussion by Tuesday, 8/27.
- Submit five questions in the Early Middle Ages – Questions discussion no later than Thursday, 8/29.
- Participate in our weekly scheduled Zoom discussion.

Week 2 (9/2-9/6): The Early Middle Ages or Late Antiquity?
Readings:
- Peter Brown, The World of Late Antiquity: AD 150-750 (1989)
Assignments:
- This is your first opportunity (of eight total) to submit one of your four required review papers due before our scheduled Zoom discussion (time TBD).
- Participate in our weekly scheduled Zoom discussion.
Week 3 (9/9-9/13): The End of Rome – Fall or Transformation?
Readings:
Assignments:
- This is your second opportunity (of eight total) to submit one of your four required review papers due before our scheduled Zoom discussion.
- Participate in our weekly scheduled Zoom discussion.

Week 4 (9/16-9/20): Barbarian Ethnicity and Nation in the Early Middle Ages
Readings:
Assignments:
- This is your third opportunity (of eight total) to submit one of your four required review papers due before our scheduled Zoom discussion.
- Participate in our weekly scheduled Zoom discussion.

Week 5 (9/23-9/27): Anglo-Saxon Invasions and the Fate of the Britons
Readings:
Assignments:
- This is your fourth opportunity (of eight total) to submit one of your four required review papers due before our scheduled Zoom discussion.
- Participate in our weekly scheduled Zoom discussion.

Week 6 (9/30-10/4): Introduction to the Central Middle Ages
Readings:
- Clifford Backman, *Worlds of Medieval Europe*: Chapters 7-12, 14-16
Assignments:

- Post five questions to the *Central Middle Ages – Questions* no later than Thursday, 10/3.
- Participate in our weekly scheduled Zoom discussion.

**Week 7 (10/7-10/11): Slavery, Serfdom, and the Feudal Revolution?**

Readings:


Assignments:

- This is your fifth opportunity (of eight total) to submit one of your four required review papers due before our scheduled Zoom discussion. **If you have not submitted any review papers yet, you must submit this and every subsequent paper.**
- Participate in our weekly scheduled Zoom discussion.

**Week 8 (10/14-10/18): Feudalism?**

Readings:


Assignments:

- This is your sixth opportunity (of eight total) to submit one of your four required review papers due before our scheduled Zoom discussion.
- Participate in our weekly scheduled Zoom discussion.

*If you have not already done so, you should start working toward a suitable topic and research question for your final paper. I invite you to discuss various ideas you have with me by email or video-conference.*

**Week 9 (10/21-10/25): The Economic Revolution**

Readings:


Assignments:
This is your seventh opportunity (of eight total) to submit one of your four required review papers due before our scheduled Zoom discussion.

Participate in our weekly scheduled Zoom discussion.

*You should by this point have developed a suitable topic, research question, and have done at least some preliminary reading toward your final paper. Bear in mind that any books you need to request by ILL may take a few weeks to arrive.

Week 10 (10/28-11/1): Persecuting Society

Readings:
- David Nirenberg, *Communities of Violence: Persecution of Minorities in the Middle Ages* (2015) – excerpts on Brightspace

Assignments:
- This is your final opportunity to submit one of your four required review papers due before our scheduled Zoom discussion.
- Participate in our weekly scheduled Zoom discussion.

Week 11 (11/4-11/8): Independent Research

- There are no readings or assignments for this week. Focus on your own research for your final paper. You should at this point be working toward a detailed paper outline and putting together a preliminary bibliography, both of which will be due next week.
- Participate in the Doodle poll that I will circulate this week to let me know your availability for an individual meeting early next week. I will email you with the final meeting time.

Week 12 (11/11-11/15): Student meetings with Professor Sutherland

Readings:
- There are no assigned readings for this week. Focus your attention instead on making progress toward your final paper.

Assignments:
- We will not be meeting as a group this week. You will instead meet with me individually to discuss your paper at the time I assigned. Budget 45 minutes for this meeting, although not all discussions will take that much time.
- At least 24 hours prior to our one-on-one meeting, send me a copy of a detailed paper outline and bibliography.
  - **Note**: If you do not send me these materials, fail to meet with me, or have not adequately prepared for this meeting by making sufficient progress in your research, I may deduct up to ten percent from your final paper grade.
Week 13 (11/18-11/22): Independent Research

- There are no readings or assignments for this week. Focus on your own research for your final paper.
- If you do not intend to work over break, I suggest you complete a rough draft this week.

-- Thanksgiving Break – 11/23-12/1 --

Week 14 (12/2-12/6): Peer Reviews

- Trade complete drafts with one of your fellow students by Wednesday, 12/4
- Make helpful, detailed suggestions and comments on your peer’s paper return it to him or her. Also submit a copy of that paper draft with your comments to the dropbox no later than Friday, 12/6.
- I will assess the helpfulness of your suggestions as part of your participation grade. If your I find your comments exceptional, I may give extra credit toward your final paper grade.

Finals Week (12/9-12/13): Draft revisions & enhancements

- Final Paper due Wednesday, 12/11 by 11:59 PM CST.