This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Medieval European Culture
Course Prefix and Number: HST 2219
Credits: 3
Description (from catalog or from curriculum proposal): A survey of aspects of the cultures of Medieval Europe (ca.400-1450), from the Christian Roman Empire to the Renaissance. The course will cover the Latin West primarily but will give some coverage to the Byzantine East. Themes will include religious life, intellectual culture, political thought, Literary expression, the visual arts, and aspects of social history.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.

_____ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report_____(#),__________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)

_____ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)

_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)

_____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)

_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)

_____ Goal Area 7: Human Diversity (1 course, 2 or more credits)

_____ Goal Area 8: Global Perspective (1 course, 3 or more credits)

_____ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)

_____ Goal Area 10: People and the Environment (1 course, 3 credits)

_____ Goal Area 11: Performance and Participation (1 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

Originator: Brendan J. McManus  
Signature  
Date 11.27.2017

Department Chair: Brendan J. McManus  
Signature  
Date 11.27.2017

Dean: Dr. Colleen Greer  
Signature  
Date 11.28.2017

Person to be contacted for further information:

Name: Brendan J. McManus  Phone: X4124  E-mail: bmcmanus@bemidjistate.edu

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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<tbody>
<tr>
<td>Department Chair</td>
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<td>Academic Affairs (for tracking)</td>
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<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 6: THE HUMANITIES AND FINE ARTS*

This form should be completed for the following circumstances:
• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Medieval European Culture
Course prefix and number: HST 2219
Credits: 3

Course description: A survey of aspects of the cultures of Medieval Europe (ca.400-1450), from the Christian Roman Empire to the Renaissance. The course will cover both the Latin West and the Byzantine East. Themes will include Religious life, Intellectual culture, Political thought, Literary expression, the Visual Arts, and Social History. Liberal Education Goal Area 6

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites.

Reasons for creating this course: To provide online credits that can be taught by a Humanities Department Faculty Member that will be qualified in Liberal Education Area 6: Humanities & Fine Arts

How often will this course be offered? Once every two years or more often
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 6: The Humanities and Fine Arts

• Students need to take two courses and earn at least 5 credits.

The overall goal for this goal area is to expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

Students will be able to...

_X__ A. Demonstrate awareness of the scope and variety of works in the arts and humanities;
_X__ B. Understand those works as expressions of individual and human values within an historical and social context;
_X__ C. Respond critically to works in the arts and humanities;
_____ D. Engage in the creative process or interpretive performance;
E. Articulate an informed personal reaction to works in the arts and humanities.

Goal Area 2: Critical Thinking

All courses in BSU's Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

_____ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

_X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

_____ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

_____ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

HISTORY 2219 MEDIEVAL EUROPEAN CULTURE Syllabus

TEXTS


Weekly Handouts will cover aspects of narrative and various issues.

HANDOUTS

#1 The Early Middle Ages 1 (PP) #2 The Early Middle Ages 2 (PP) #3 The Early Middle Ages 3 (PP)

SOURCES

#1 Petrarch, “Climbing Mt. Ventoux” (1336) [D2L]  #2 Conversion of Clovis: [Link: https://sourcebooks.fordham.edu/Halsall/source/496clovis.asp ]

#3 Gregory of Tours & Dhuoda  #4 “Barbarian Women”  #5 from Boethius, *Consolation of Philosophy* (the conclusion)  #6 Bede on Pope Gregory the Great & St. Cuthbert [link broken, see D2L]

#7 Charlemagne: Letter to Baugulf [Link: https://sourcebooks.fordham.edu/Halsall/source/carol-baugulf.asp ]
#8 Einhard on Charlemagne’s Saxon Wars [Link: https://sourcebooks.fordham.edu/Halsall/source/einhard-wars1.asp]

IMPORTANT WEBSITES

Medieval History Sourcebook Project The ORB

The Labyrinth

CLASS MEETINGS: ONLINE GRADES

Students’ grades will be determined on the basis of four criteria:

*Note: This syllabus will be revised repeatedly as the semester proceeds.

READINGS & TOPICS SCHEDULE: Week I: Readings: Handouts #1, (PP slides); Bartlett, Introduction, pp.8-28; Sources 01

January 9-13: Course Introduction: The Middle Ages through the Ages

*Medieval Reader Selections for Week I:* Salutati, 613-18

Discussion Questions for Week I:

1. What characteristics does the word “medieval” convey? If someone were to call something “medieval” what would that mean?

2. What institutions that exist currently are legacies of the European Middle Ages?

3. Apart from games, entertainments, and essentially scholarly enterprises, can you think of any uses of something “medieval” as a positive quality in politics or business?

Week II: Readings: As Above & Handout #2 & #3; Sources #1; Bartlett, Ch.1, pp.30-55; Sources 02-07 January 17-20: Topics: The Early Middle Ages I

Discussion Questions for Week II & III:

1. Did Christianity thoroughly change the pre-Christian, polyglot-pagan culture of the later-Roman world?

2. How do these text regarding women present the role of women in early Medieval societies?

<table>
<thead>
<tr>
<th>First Examination (February 13/14)</th>
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<tr>
<td>Writing Assignments (3)</td>
<td>30</td>
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3. Describe the characteristics of an ideal Pope and an ideal King/Emperor in the Early Middle Ages (based on Charlemagne and Gregory the Great).

**Week III: Readings: As Above**

January 23-27: The Early Middle Ages II

**Week IV: Readings: Handout #2; Bartlett, Ch.2, pp.56-91**

January 30-February 3: The Church, The Clergy, Religious Life I

**Discussion Questions for Week IV & V:**

1. In the later 12th and 13th century, a new brand of ascetic religious appeared, the mendicant friars. These were religious orders that held onto some aspects of the asceticism of monks, but with significant differences. In broad terms, can we explain the rise of the Friars as a consequence of other changes in Medieval Latin Europe? Explain. (You will need to understand generally what the friars were all about to answer this question.)

2. In terms of religious art and, more broadly, the ways in which holiness was communicated through aspects of religious devotion -- the ways in which God, especially Jesus, was presented before and then after the early 12th century, the rise of the cult of the Virgin Mary, and the invention of Gothic Architecture, there was a profound shift in outlook from that of the Early Medieval. Can you elaborate on one of these changes and explain why it happened?

3. Is it fair to say that the growth of papal government and papal power in the period from 1100-1400 is simply a consequence of Europe getting richer and more populous? Are these things departures from the ideals of the EMA, or are they the fulfillment of the earlier period?

**Medieval Reader Selections for Week IV:** The Clergy ... pp.49-82 The Spiritual Authority ... 233-50 St. Francis, “Canticle of the Sun” ...527-29 The Vision of God ... 676-688

**Week V: Readings: As Above & Sources #3**

February 6-10: The Church, The Clergy, Religious Life II
Week VI: Readings: Bartlett Ch.3, pp.92-127; Handout #3

February 13-17: Secular Powers; Royalty, Nobility, & Towns I

February 13/14: FIRST EXAMINATION Distributed/Submitted Discussion Questions for Week VI - VIII:

1. What are the ideals of Knighthood expressed in the Readings?

2. What are the qualities of Good or Bad rulers according to the various readings?

3. How were the notions of political authority and the source of that authority changing after the Investiture Contest?

_Medieval Reader Selections for Week VI:_ The Nobility ... 90-115, 117-122  The Temporal Authorities ... 251-289  The House of Fame ... 325-378

Week VII: Readings: As Above & Sources #4

February 20-24: Secular Powers; Royalty, Nobility, & Towns II  February 24: Writing Assignment I Due

Week VIII: Readings: Handout (Urban II's speech at Clermont, 1095)

February 27-March 3: The Crusades

_Medieval Reader Selections for Week VIII:_ Renewal and Reform ... 290-303, 319-325

Week IX: Readings: Bartlett, Ch.4, pp.128-157;

March 6-10: Medieval Art & The Medieval Panorama

_Medieval Reader Selections for Week IX:_ The House of Fame ... 387-390  Painters and Builders ... 530-546, 552-562 [Music]

March 11-19: SPRING BREAK

Week X: Bartlett, Ch.5, pp.158-191;

March 20-24: Family, Sex, Marriage, Work, Health, Sickness, & Death I

March 23: Writing Assignment II Due

Discussion Questions for Week X - XII:

1. Based on the various readings related to Medicine, discuss whether or in what ways the profession of medical doctor was any good in the High Middle Ages.
2. What are the concerns of the craft guilds in the regulations from Paris and Arras. Is profit a main concern or other things?

3. Regarding the works on liberal-arts disciplines in the PMR (Hugh of St. Victor, Otto of Freising, William of Tyre), what are the virtues of the study of such things?

*Medieval Reader Selections for Week X:* De Chauliac, *The History of Surgery* ... 640-649

**Week XI: Readings: As Above;**

March 27-31: Family, Sex, Marriage, Work, Health, Sickness, & Death I

**Week XII: Readings: Bartlett, Ch.6, pp.192-231;**

April 3-7: Areas of Knowledge, Education, The Literate Elite, & Literature I

*Medieval Reader Selections for Week XII:* The House of Fame ... 326-331, 384-387, 390-399 The Makers ... 497-517, 519-29 History & Liberal Arts ... 562-596 Nature ... 620-639 Philosophy ... 650-675

**Week XIII: As Above**

April 10-14: Areas of Knowledge, Education, The Literate Elite, & Literature II

**Discussion Questions for Week XIII:**

1. Thinking about the ways of teaching and learning in the schools of the High and Later Middle Ages (Lectura, Disputatio, the copying and constant reference to authoritative texts, attempts to create summaries [Summa] of specific works and of topics), would you say these were effective in shaping thoughtful and creative scholars? Were these methods good methods? Please offer more than opinions: use evidence of historical facts and reference to examples from the works you have to argue on the question?

2. In the 13th Century, Medieval Latin Scholars used Aristotle's works and his methods to --as they saw it-- upgrade their own analysis and better ground their own works. What were the problems associated with this effort. Choose ONE problem and explain how the use of Aristotle's ideas and/or methods would create difficulties. Support your proposed problem with a good example and explain it.

3. To the extent that there was a medieval synthesis created in the XII-XIII centuries, is it fair to say that it dissolved (or at least began to dissolve) in the XIVth century? If you believe so, explain that and why it did? (Internal problems or external forces) If NOT, explain how it did not.
Week XIV: Readings: Bartlett, Ch.7, pp.232-257;

April 17-21: Christians & Non-Christians April 21: Writing Assignment III Due

Medieval Reader Selections for Week XIV: The Jews ... 170-176

Week XV: Readings: As Above

April 24: Catch-Up

FINAL EXAM: TBA Discussion Questions for Week X - XII:

1. Cultures & Civilizations draw lines. The medieval Latin culture looked out at a world of people who were like them and unlike them. In religious terms there were (True) Christians and other sorts of Christians: mostly schismatics and heretics. Then there were those who followed different faiths. There were Jews, whom the medievals generally understood them in Old-Testament terms. (When they learned about the Talmud in the 13th century, they regarded it as an unorthodox rival to the Torah and tried to destroy it.) The medieval Latins had little understanding of Islam until the thirteenth century. They long regarded it as a blend of paganism and satan-inspired idolatry with Muhammad as a perverse version of Jesus. Only from the twelfth century did people in the Latin Christian seriously try to investigate Islam. The question is, WHY? Why was there such animus against these religious minorities and those who followed the heretical versions of Christianity? Can this be explained?

COURSE DESCRIPTION

An overview of visual arts, religious culture, literature, and aspects of social history in the Latin & Byzantine Christian civilizations of Medieval Europe, ca.500-1400 CE.

This course has been designed with recognizing that the Internet provides access to an enormous body of historical source materials and very usable scholarly and near-scholarly documents and treatments of Medieval History.

DISCUSSION PARTICIPATION In the First Week of class, and then in two-week periods, there will be 1-4 questions posted for discussion. Every student is expected to participate by posting at least one comment to the discussion list. After week 1, 1-3 students will be named as “Leads” (these will be determined and named at the end of Week 1) Lead-students will write, in addition to the standard comment, a summarizing comment reflecting on what the other students have said. (There is no Lead in Week 1). Participation in the Discussion comments is worth 20% of the Final grade.

EXAMS & PAPERS There will be handouts for Papers and Examinations.

COURSE GOALS The Student Learning Objectives (SLOs) for the B.A./B.S. in History are as follows: 1. Students will demonstrate knowledge of the historical development of the cultures and institutions of the contemporary world. 2. Students will demonstrate awareness of the historical development of communities and citizenship.
3. Students will demonstrate the ability to reason through analysis, evaluation, and synthesis of historical evidence.

4. Students will demonstrate the ability to communicate historical knowledge and reasoning effectively, orally and in writing, both individually and in cooperative learning venues. And

5. Students will demonstrate the ability to advance historical interpretations based on effective use of primary-source evidence and some understanding of the ways in which this evidence has been used by historians of the past.

For this course specifically, the SLOs are on the order of introduction and practice:

1) Students will demonstrate knowledge of European Cultures from ca.400-1450 CE in the area of Religious life, Intellectual culture, Political thought, Literary expression, the Visual Arts, and Social History. [This also corresponds to History B.A. Learning Outcome 1 + 2: "Students will demonstrate knowledge of the historical development of the cultures and institutions of the contemporary world;" and “Students will demonstrate the awareness of the historical development of communities and citizenship.”]

2) Students will demonstrate aspects of intellectual empathy. Historical analysis requires that the historian be able to think in terms of perspectives or mentalities contemporaneous to the analysis subject and different than her own. In trying to understand cultural artifacts, it is natural to relate the facts of the text so far as possible to one's own knowledge and experience. In trying to understand historical persons and events, one must transcend the limits of personal experience and seek to place oneself, imaginatively, in the situation of others. [part of History B.A. program learning outcome 3: “Students will demonstrate the ability to reason through analysis, evaluation, and synthesis of historical evidence.”]

3) Students will demonstrate skill in analyzing cultural artifacts including artworks and written works. This is the core of any “historical method.” [part of History B.A. program learning outcome 3 & 4: “Students will demonstrate the ability to reason through analysis, evaluation, and synthesis of historical evidence.” and “Students will demonstrate the ability to communicate historical knowledge and reasoning effectively, orally and in writing, both individually and in cooperative-learning venues.”]

This course intends to count also for Liberal Education Area 6: Humanities and Fine Arts, as well as Goal Area 2 Critical Thinking. Students who take and pass this course will gain Liberal-Education Course Credit in these Areas.

**GOAL AREA 6: THE HUMANITIES AND FINE ARTS**

Students will be able to:

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<td><em>X</em></td>
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<td>D. Engage in the creative process or interpretive performance;</td>
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ACADEMIC POLICIES

1. KEEP COPIES OF ALL WORK!

2. REWRITING PAPERS

Students may revise ONE paper for resubmission for a (hopefully) improved grade. Papers must be submitted by the last class-meeting day (April 24). Note that as the fourth writing assignment for this class is due at nearly the end of the semester, it cannot be resubmitted.

6. PLAGIARY

Plagiarism is academic fraud. It is a serious academic offense that is not acceptable. Plagiarized papers will be graded F=0. Additional penalties are possible. Consult the BSU Student Handbook for more information.

7. EXTRA CREDIT??

I do not believe in giving extra credit for things that are not strictly part of the course.

8. SPECIAL RULES

1. *Quod principi (id est, mihi) placuit, legis habet vigorem.* 2. *Princeps legibus solutus est (id est, ego sum).*

Email Me: bmcmanus@bemidjistate.edu

I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu

Also available through the Minnesota Relay Service at 1-800-627-3529. created by bjm ENTERPRISES: *par in parem imperium non habet.*