

Section AEOL

Fall, 2019 Online

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Office Hours:

Physical Office Hours
@Rasmussen 209 by
appointment

Online Office Hours at
[https://zoom.us/
j/3659090163](https://zoom.us/j/3659090163)

(You can use either your inter-
net browser or the Zoom app
[android and iOS] to participate
in virtual office hours.)

HISTORY DEPART- MENT CREDO:

*The History Department of
Grand View University lives
under the following Credo for
students and faculty to further
their Historical Consciousness.
I will evaluate all student work
within the spirit of this Credo
as students should also evalu-
ate me.*

1. Continuum: Recognize the
continuum between past and
present through specific issues
and events that expose causal
chains that extend across time
and/or patterns of causal chains
that can be seen across time.

2. Perspectives: Accept that bias
is inherent and that a critical mind
requires the consideration of as
many perspectives as possible.

3. Evidence: Interpret, explain,
and utilize complex and conflict-
ing evidence, realizing that evi-
dence is fairly random in its sur-
vival, preservation, and discovery.
Thus the legitimacy and bias of
sources are paramount with
students asking 'why is this infor-
mation available to me?'

4. Memory: Value the memory of
the past in our questions for
today and tomorrow.

HIST 104 · The Medieval World

Grand View University

Fall, 2019

Course Goals

Welcome to HIST 104! These course goals are in place to ensure that it will be a *significant learning experience* for you. In the following areas, this course will help you:

Foundational Knowledge:

- understand and remember key themes, events, and people from this period of global history.

Application:

- develop the critical thinking skills necessary to meaningfully analyze historical material and arguments.
- achieve proficiency in academic writing by regular writing in a variety of locations and for a variety of audiences.

Integration:

- discern and discuss thematic connections that rise out of our course material (and, ideally, connections between this course's material and other subjects).
- be able to understand and appreciate the ways in which medieval history has shaped today's world events, and is appropriated and (mis)used by various groups.

Human Dimension:

- develop an appreciation and empathy for contexts, peoples, and perspectives different from your own.
- gain confidence in your academic abilities, and develop the teamwork, focus, and time management skills necessary to successfully complete assignments in this course.

Caring:

- value, and understand the importance of, the acquisition of historical knowledge and the maintenance of historical literacy.

Learning How to Learn:

- develop competency in, and an understanding of, the skills necessary for success in this course—and be able to discern why those skills are necessary.
- articulate how you will use the knowledge and skills acquired in this course in your future academic endeavors.

Course Description (from GV Catalog)

This course is an exploration of medieval global societies across several continents in a timespan that may include from the collapse of Rome through the Renaissance and Reformation. Medieval writings will be examined. Core outcomes met: CI, GA, IL.



Depiction of a Knight being armed by his patron

GV Core Curriculum Outcomes

HIST 104 satisfies several requirements within Grand View's Core Curriculum. This course is in the Core Domain "Questions of Faith and Meaning." We will explore how people in the medieval world grappled with such issues as the meaning of life, humanity, divinity, transcendence, morality, law or justice; and we'll examine cultural expressions of faith and ideas through events, literature, art, architecture, formation of government, daily life and other social structures.

Additionally, this course iterates three of GV's Core Outcomes:

1. Critical Inquiry (CI): The course includes coursework that requires you to:

- Identify primary issues and associated complexities in the subject matter.
- Develop a question or problem and investigate the issues, sources, and evidence
- Integrate perspectives and information into a solution or argument
- Utilize synthesized solution or argument to respond to the original question or problem

2. Information Literacy (IL): The course includes coursework that requires you to:

- Define a question, thesis, or problem to investigate
- Access relevant information
- Critically analyze information, visuals and sources
- Distinguishes between sources
- Synthesize and communicate information
- Manage information ethically and legally

3. Global Awareness (GA): The course includes assignments and activities that require you to:

- Engage diverse perspectives to gain a more complex understanding of the human experience.
- Understand that his/her own views are not inherently privileged and value understanding the views of others
- Understand how identity and beliefs are shaped by social forces
- Interact with a diverse array of views in ways that foster understanding and self-awareness



The Battle of Hattin (1187) from an unknown manuscript

Course Materials

The following materials are required, and available at the **GV Bookstore**:

Barbara H. Rosenwein, *A Short History of the Middle Ages*, 5th ed. (University of Toronto Press, 2018).

Stewart Gordon, *When Asia Was the World: Traveling Merchants, Scholars, Warriors, and Monks Who Created the "Riches of the East,"* (Da Capo Press, 2008).

Other readings and materials throughout the course will be available on our Blackboard course site; they are all free and open-access, so the two books above are the only course materials you'll need to purchase.

How to Learn Successfully in an Online Class

This is a **fully online course**, which means that all of the instruction and interaction will take place online. It will therefore be *asynchronous*, meaning that we'll be in the course space, posting material, and interacting with the course content and one another at vastly different times (as opposed to synchronous, where everyone is in the same place, together, at the same time). It's a much different course experience than what you are probably used to; this is true for me as well, even though I've taught online for six years now. There are a lot of opportunities for us to have meaningful interactions and to learn deeply and meaningfully in this online environment, even though we won't be together in the same physical space. In order to do this well, though, you'll need to commit to **regular and consistently active participation** in our various course spaces. In other words, this isn't the type of course where you can log on once a week, post a couple of sentences and watch a video, and expect to be successful. The course requirements and activities discussed on the next page of this syllabus lay out the types of participation and engagement that will make this course work best for all of us.

I recommend budgeting at least 6 hours a week for the course requirements and associated readings (note that a normal face-to-face class has 3 hours of class meetings, with at least that much out-of-class work time required). I also suggest that you schedule time in your planner or calendar to do your online work; as the semester gets busier, it will serve as a helpful reminder to you to keep up with things. If this is your first online course, you'll notice that the lack of in-person, visual interaction makes the learning experience very different. In particular, not attending a physical class 2 or 3 times a week means that you'll need to come up with some sort of system (reminders, calendar entries, etc.) to ensure you're in our course space regularly and keeping up with the assignments. Additionally, this article from Johns Hopkins University ([LINK](#)) contains some helpful hints for online learning which directly apply to this course.

As far as technology goes, make sure you have access to a high-speed internet connection (available via campus WiFi and computer lab facilities); there will be assignments in this course that require, for example, streaming of various media. You'll also need to be familiar with Blackboard, which is GV's Learning Management System and the platform on which the basics for this course are housed. If you need some orienting to Blackboard, or have any questions about where to find things, please let me know and I can assist. There is also a brief tutorial video posted on the "Information" page of our class's Blackboard site that explains the various areas of the course space. If you have any concerns about internet access and/or the resources you'll need for this course, please let me know and we'll brainstorm some solutions together.

Finally, please be sure to read the "Selected Policies and Procedures" and "Additional Support" sections on the Course Information page in our Blackboard site; they contain important information for you about our learning spaces and ways in which we can help you succeed as a GV student.

Blackboard Mobile App

If you're using a smartphone or tablet to access course materials, you might be interested in Blackboard's mobile app, which can be found at the following links:

[Android](#)

[iOS \(Apple\)](#)

[Windows Devices](#)

Need Tech Support?

The Grand View IT Help Desk is your one-stop resource for tech support. To report an issue, simply email helpdesk@grandview.edu and they'll begin a case for you. If you have Blackboard or course-related technology questions, [contact me first](#), and we'll go from there.



A portrait of Genghis Khan by an anonymous court artist during the Yuan Dynasty (1279-1363)

HIST 104 · The Medieval World

Assignments & Grading



How professors calculated grades before Blackboard

Grading Scale

(Based upon percentage of points earned out of total possible points at the end of the semester.)

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
below 60%	F



St. Catherine converting the sinners, Flemish, ca. 1480

- I. We will, as a class, maintain a **course blog** this term. For each course module, there will be several of you serving as “Lead Authors,” and you will be asked to create a post that serves as both an analysis of some aspect of that week’s material and a jumping-off point for further discussion in the comment threads. Each of you will sign up for three modules in which you’ll be one of the lead authors. For the weeks you aren’t serving in that role, you’ll be expected to respond to your classmates’ lead author posts and one another in the comment threads below each post. Please refer to the *Course Blogging Guidelines* for more detailed information and expectations about the blog and your role in curating it. **Your lead author posts, as well as your engagement on the blog throughout the course, are worth 200 points total (150 pts. for the posts, 100 pts. for engagement).**

To sign up for your Lead Author week, [click HERE](#) or access the Google Form on the Course Information page of our Blackboard site. The blog itself is located at <http://gvmedievalworld.home.blog>. Please refer to the WordPress invitation you received at your GV email address to create your WordPress account and begin writing on the blog. A brief tutorial on using the WordPress blogging tools is available on the Course Information page of our Blackboard site.

- II. Each module, we’ll be looking at primary sources or historical materials/objects online and annotating them using a web tool called [Hypothesis](#). I will post a special Hypothesis link to the particular item in the appropriate Module of our Blackboard site, which will allow us to create an annotated version of that particular site/page/object. For a demonstration, see the tutorial video on the Course Information page. You’ll need to create a (free) account to use Hypothesis—you can do so by navigating to <https://web.hypothes.is/quick-start-guide-for-students/>. You should also familiarize yourself with the annotation tips for students at <https://web.hypothes.is/annotation-tips-for-students/>. **Once you’ve created your Hypothesis account, please join the HIST 104 group by clicking this link (also available in the Hypothesis instructions on our Blackboard Course Information page): <https://hypothes.is/groups/p342GgxM/gvhist104>**

I look forward to the collaboration and conversations we’ll have using this tool. **Our activities with Hypothesis will be worth 20 pts. per module.**

- IV. Each module, will contain a brief short answer quiz, which will be posted at the end of the module page on Blackboard. You’ll be asked to answer one or two questions pertaining to your analysis of the material for that particular module. Specific instructions will be given with each quiz; they aren’t intended as a “gotcha” mechanism, but rather to give you the chance to show me how you’re engaging with the material and larger ideas associated with that portion of the course. **Each quiz will be worth 20 points. They will be due by the specified date given in the course module; please ensure you’ve submitted your work by then.**
- V. Finally, you will be asked to complete a project that analyzes medieval connections to our present day. Even though the period spanning circa 300 CE to 1500 CE seems like the remote past, in many ways it is urgently relevant to our own historical context. To give one obvious example: the idea of a “crusade” still resonates loudly in the dialogue between the West and Middle East, and has that type of impact because of what crusades and crusading meant for these regions and their people in the medieval world. You’ll have the chance to explore these types of historical connections in this project, which you can complete in a variety of forms—an essay, a video or multimedia presentation, a website, or in another mode that allows you to present your findings and analysis in the way you prefer. More information and details about this assignment will come later in the semester, but I urge you to be looking for these types of connections as you engage with our readings, discussions, and other course materials. **The medieval connections project will be worth 200 points, 50 of which will come from components of the project you’ll be asked to submit throughout the semester (consult the course schedule) and 150 from the final project.**

Fall, 2019

Some Notes Regarding Technology

University E-Mail Account

It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site (myView > Campus Life > Technology Resources > myView Mail > myView Mail Forwarding).

Netiquette (from 'Internet etiquette')

"Netiquette" refers to the standards for appropriate interaction in an online environment. All of us should display proper netiquette in our communications with each other--we are all colleagues working together in this mutual scholarly enterprise, after all. If an email or discussion post ever concerns you, please notify me privately as soon as it's feasible.



Use of Blackboard and MyGrades

The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated.

The Mongol Invasion of Japan (13th c.), mural by Moko Shurai Ekotoba



Learning in this Course:

Above all, I care about your success, and want to do all I can to help you learn. I believe in *universal learning*, which means I am committed to all of our learning spaces—course material, the blog, and other places we engage with one another—being inclusive and equitable. This means I expect that we do our work together with mutual respect, collegiality, and the willingness to consider others' perspectives fairly and generously. There is anything I can do to help you in your learning, please let me know; if appropriate, you may also contact [Megen Johnson](#) (263-2971), our Director of Disabilities Services, and we can collaborate on any arrangements to assist you in successful learning.

Grand View University's Policies on Academic Responsibilities:

In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction among students, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member. This is reflected in the Grand View University Code of Integrity which states: **"As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff."**

Course Schedule at a glance:

MODULE	READING (materials marked * are available on Blackboard)
1. The End of the Classical World: The Collapse of the Roman and Han Empires	Rosenwein, ch. 1; excerpt from Fairbank and Goldman, <i>New History of China</i> *
2. The Post-Roman Mediterranean: The Rise of Byzantium and Islam	Rosenwein, ch. 2 (through p. 54); excerpt from Moorhead, <i>The Roman Empire Divided, 400-700</i> *
3. Western Europe in the Early Middle Ages; Tang China	Rosenwein, ch. 2 (finish); Gordon, ch. 1
4. Iconoclasm and Expansion in Byzantium, 750-900	Rosenwein, ch. 3 (to p. 88); Gregory, <i>A History of Byzantium</i> , chs. 8-9*
5. The Islamic World under the Abbasid Caliphate	Rosenwein, ch. 3 (pp. 88-97); Gordon, chs. 2-3
6. The Carolingians and Western Europe	Rosenwein, ch. 3 (finish)
7. New Political Worlds, East and West	Rosenwein, ch. 4
8. The Seljuks and Almoravids	Rosenwein, ch. 5 (to p. 172); Gordon, chs. 4-5
9. Christianity, Islam, and the Crusades	Rosenwein, ch. 5 (finish) and ch. 6 (to p. 214); Frankopan, <i>The Silk Roads: A New History of the World</i> , ch. 8.*
10. Europe in the High Middle Ages	Rosenwein, ch. 6 (finish)
11. Chinggis Khan and the Mongol Empire	Frankopan, <i>The Silk Roads</i> , ch. 9.*
12. Medieval African Empires	
13. Economic and Religious Globalization	Rosenwein, ch. 7; Gordon, chs. 5-6
14. War, Plague, Crisis, and Reordering in the Late Medieval World	Rosenwein, ch. 8; Gordon, chs. 7-8

Note: this overview lists the reading assignments associated with each module, but there are also video, blogging, and Hypothesis annotation components, which are detailed in each module's folder on our Blackboard course site.

The PDFs associated with some of the module's readings should be OCR/screen-reader compatible. If you use any of these technologies and encounter problems with *any* of these materials, however, please let me know ASAP and I will make sure you get a properly-formatted version.

Please consult the module folders for the specific course schedule; the due dates for each of your assignments, as well as the date ranges for each module, are specified in each individual module's folder on our Blackboard course site.