

DISCUSSION: Students are expected to attend all classes; if you are ill and cannot attend, please email or call the instructor in advance (718-817-4655). Unexcused or excessive absences will affect the Discussion grade. Students are expected to read all assigned works and to come to class prepared to discuss the works' main findings, their place in the historiography of the issue under discussion, the authors' use of primary sources, and the specific strengths and weaknesses of the book or articles assigned for that class. Students are strongly encouraged to take notes on each reading in order to be well-prepared for class discussions.

TEXTS: A separate bibliography will be handed out for each week. In some weeks we will read the books noted below and in others you will be asked to read a variety of articles and book chapters that have been placed on reserve in Walsh Library. All the required texts listed below are on reserve at Walsh Library; all of the required articles will also be made available on ERES. Try to get the following books (prices of new paperbacks at Amazon noted below) on Amazon.com or through a second-hand online dealer (such as abebooks.com). Concentrate on getting the Halsall book first since we will be reading that the second week of class. Verbruggen will also be helpful in the early weeks of class.

- Bernard Bachrach. *Early Carolingian Warfare: Prelude to Empire*. Univ. of Pennsylvania Press, 2001 (\$30)
- Guy Halsall. *Warfare and Society in the Barbarian West, 450-900*. NY: Routledge, 2003.(\$38)
- Christopher Marshall. *Warfare in the Latin East, 1192-1291*. Cambridge UP, 1992. (\$43)
- Stephen Morillo. *Warfare Under the Anglo-Norman Kings 1066-1135*. Rochester: Boydell and Brewer, 1994, reprint 1997. (\$35)
- Susan Rose. *Medieval Naval Warfare 1000-1500*. NY: Routledge, 2001 (\$35)

Recommended, but not required:

- J. F. Verbruggen. *The Art of Warfare in Western Europe during the Middle Ages from the Eighth Century to 1340*. 2nd edn. Boydell Press, 1997. (\$35)

ORAL REPORT AND ANNOTATED BIBLIOGRAPHY: Each student will deliver, during an appropriate class meeting, an oral report of 15-20 minutes in length. These reports cover important subjects that will not be touched upon in any depth in the assigned readings. Therefore, reports should be well-organized, offer concrete and relevant information on the assigned topic, and focus in particular on the views and approaches of various historians on the issue. In some instances, students may want to supplement the report with a handout containing maps, tables, a glossary, or other relevant material. At the beginning of class of the day of the report, the student will give everyone a copy of an Annotated Bibliography that lists the most important works relating to the topic. A special effort should be made to include both the seminal or standard works in the field, as well as more recent books and articles on the topic. Bibliographies should contain 15 (no more, no less) entries. Annotations for each entry should summarize briefly (in 4-7 sentences) the contribution of the work to the topic, as well as the particular viewpoint or approach of the author.

ESSAY: An historiographical essay (typed, double-spaced) of 20 pages in length (excluding Bibliography) is due on Wednesday, May 9, 2012 by 4:00 p.m. Footnotes should be single spaced, in a smaller font than the body of the text, and placed at the bottom of the page rather than at the end of the essay. Please follow proper footnote and bibliographic form according to *The Chicago Manual of Style*, as laid out in Kate L. Turabian, *Manual for Writers of Research Papers, Theses, and Dissertations* (University of Chicago Press, 7th edn., 2007; see http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html for a quick guide (use the notes-bibliography style). The final paper should include a minimum of twenty different secondary sources. Students should see the instructor no later than Monday, March 10 regarding their choice of a paper topic. On Tuesday, April 3, by 3 p.m. a *Work-in-Progress* is due which should contain: (1) a 500-750 word summary of the *issue* to be examined which also articulates why the topic is important; (2) a one- to two-page outline (as detailed as possible) of the paper's organization (following proper outline form as set out in *The Chicago Manual of Style*); (3) a list of the bibliographies examined (including the URLs of online bibliographies, along with a list of search terms used); (4) a comprehensive bibliography of relevant secondary works (with an indication of the works you have already examined); (5) 7-10 annotated entries of works you will include in the essay (each annotation should point to the work's contribution to the debate or issue, comment on the sources and methodology employed, and contain about 4-7 sentences); and (6) a two-page discussion of three specific primary sources that scholars have used to investigate the issue. This final section should focus on three specific primary sources (such as a particular chronicle, or treatise, or genre such as naval accounts or muster rolls, or physical objects from a particular archaeological excavation) and should contain a description of each source, the types of relevant information available there, and a discussion of how specific, named scholars have exploited the source for information on the topic you are treating. Note that all works cited in the Work-in-Progress should have complete bibliographic

information: author/editor; title of article or book chapter, or title of book or journal; place of publication if a book, volume no. if a journal; date of publication; pages of article or book chapter.

Students should also read and follow the advice offered in the handout on “How to Write an Historiographic Essay.” Direct quotations should be used sparingly, if at all, and should be restricted to quoting particularly succinct statements expressed in a unusually cogent or innovative fashion.

NOTE ON MEDIEVAL HISTORY BACKGROUND. Because this is a 6000-level course, the emphasis is on analysis and interpretation, rather than learning facts about people, events, and dates. Yet students are expected to know the basic outline of medieval history in order to provide context for the interpretative framework. If your background in medieval history is weak, you should consult a standard textbook (one organized chronologically with a strong political emphasis is fine) when you need this background. These are easy to find in our own bookstore, as second-hand copies, and in our library. I recommend in particular: C. Warren Hollister and Judith M. Bennett, *Medieval Europe: A Very Short History* (McGraw-Hill, now in its 11th edition, but any edition is fine). If you crave more detail embedded in political narrative, see the longer book written by Brian Tierney and Sidney Painter, *Western Europe in the Middle Ages* (McGraw Hill, also in many editions).