

History 501: Medieval Military History

Fall Semester 2020

Professor David Bachrach

Class meets MWF 10:10-11:00 in Horton 215

Office Hours are Wednesday and Friday 9:00-10:00 virtually and by appointment

Email David.Bachrach@unh.edu

Course Goals: This course has three goals: First, students will obtain a coherent body of information concerning medieval military history. Second, students will develop skills in analyzing source materials for the purpose of writing thesis-based essays. Third, students will improve their communications skills in speaking, reading, and especially writing.

There are five required texts for this course, which can be purchased from the Durham Book Exchange in Durham. I encourage you to purchase these books before the beginning of the semester in order to avoid any last minute problems. We will be using the text: *Warfare in Medieval Europe* the second day of class.

Required Texts

Gregory of Tours: The Merovingians, edited and translated Alexander Murray (Toronto, 2005)

ISBN 978-1551115238

The Gesta Tancredi of Ralph of Caen: A History of the Normans on the First Crusade, edited and translated D. S. Bachrach and B.S. Bachrach (London, 2016).

ISBN 978-14099400325

Widukind of Corvey: Deeds of the Saxons, ed. and translated D.S. Bachrach and B.S. Bachrach (Washington, D.C., 2014).

978-0813226934

Suger: The Deeds of Louis the Fat, ed. and translated by Richard Cusimano and John Moorehead (Washington D.C., 1992).

978-0813207582

D.S. Bachrach and B.S. Bachrach, *Warfare in Medieval Europe c. 400-c. 1453* (London, 2016).

ISBN 978-1138887664

Assignments and Grading

You will have reading assignments for each day of the class. These vary in length. The page numbers are provided for each article on the assigned day so you can plan for the longer reading days. For each set of daily readings, you are required to submit 5 or more questions and/or ideas about each of the individual texts to me by email (David.Bachrach@unh.edu) before the start of class. The purpose of this requirement is to ensure that each member of the class is prepared to discuss the assigned readings in class.

All of the article daily readings are available on under the Daily Readings module in the canvas page for the course.

We will also have five in-class source discussions. These texts are available under the In-Class Source module. Please print out these texts and bring them to class on the appropriate day.

We will also be reading several chapters from the textbook. The same rules apply regarding the submission of 5 questions/ ideas about the chapters from the text book.

There are four longer writing assignments over the course of the semester. Each of these writing assignments requires you to make an argument about the nature of medieval warfare on the basis of a lengthy narrative sources. Longer instructions for writing a persuasive essay of this type are provided at the end of the syllabus.

The four papers as a group account for 70% of your final grade.

Class participation accounts for 30% of your final grade.

I evaluate all persuasive essays on the basis of four criteria: the strength of the student's thesis, the quality of the argument made to support that thesis, grammar, and finally the student's writing style. This last element includes the ease with which I can understand the student's written work, the use of appropriate vocabulary and transitions, and the overall quality of the composition. In general, a student with a strong thesis and argument but poor grammar and style can expect to receive no better than a C/C+ on a paper. Similarly, a student with excellent style and grammar, but a poor thesis and argument can expect the same range of grades.

I evaluate class participation on the basis of the quality rather than the quantity of a student's questions, observations, and arguments about the readings that we have each day in class. In general, I am looking for evidence that students have engaged

with the readings for that day and have come prepared to discuss them or ask questions about them.

Submitting your papers: Please submit all papers to my email directly: David.Bachrach@unh.edu **All papers must be in either doc or docx format. I cannot open google docs or any other format.**

Help with writing

list of common student errors is provided on the canvas page for this course under the Writing Guide, Book List, Syllabus module. It is your responsibility to read through this document and to use it when writing your papers.

Assistance with writing is available through the Connors Writing Center
<http://www.unh.edu/writing/cwc/>

And through OWL: <https://www.unh.edu/writing/online-writing-lab>

Academic Honesty: In this class, a zero-tolerance approach will apply to infringements of academic honesty, including any cases of plagiarism. Such cases will be handled in a way that is consistent with UNH policy. A penalty of **failure in the course as a whole** may be applied. If you have any questions about the policy, please ask me or refer to the handbook, *Student Rights, Rules, and Responsibilities* (<http://www.unh.edu/student/rights/srrr1011.pdf>), pp. 22-23. To be sure you understand what is meant by plagiarism, I strongly urge you to do the short tutorial available at: <http://www.unh.edu/liberal-arts/plagiarism/plagiarismHome.cfm>

Accommodations: UNH is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS in the Memorial Union Building (room 118), by phone at 603-862-2607, or by email at disability.office@unh.edu. If you have received accommodation letters for this course from DSS, please provide me with that information privately as soon as possible so that we can review those accommodations.

Unit One: Military Organization

Week 1

Monday 8/31 **Introduction to the Course**

Wednesday 9/2

Reading for today: *Warfare in Medieval Europe*, 1-34. **In class reading:** Immunity for Prüm. Be sure to print out this text and bring it to class.

Friday 9/4

Reading for today: *Warfare in Medieval Europe*, 93-149. **In class reading:** Edict of Pitres. Be sure to print out this text and bring it to class.

Week 2

Monday 9/7 **No Class Labor Day**

Wednesday 9/9 **Reading for today:** Whitby, "Recruitment in Roman Armies," 61-124.

Friday 9/11 **Readings for today:** Bachrach, "Recruitment of the Rank and File," 55-61; Rance, "Soldier and Society," 1-24.

Week 3

Monday 9/14 **Readings for today:** Reuter, "Plunder and Tribute," 75-94; and Goffart, "The Recruitment of Freemen," 17-33.

Wednesday 9/16 **Readings for Today:** Eickhoff, "Maritime Defence of the Carolingian Empire," 50-64; Coupland, "Carolingian Army and the Struggle Against the Vikings," 49-70.

Friday 9/18 **Readings for today:** Bachrach, "Milites and Warfare in Pre-Crusade Germany," 298-343.

Week 4

Monday 9/21 **Readings for today:** Powers, "Townsmen and Soldiers," 641-655; and Lund, "Military Obligations of the Danish Church in the High Middle Ages," 295-307.

Wednesday 9/23 **Readings for today:** Murray, "The Origin of Money-Fiefs in the Latin Kingdom of Jerusalem," 275-286; Brown, "Military Service and Monetary Reward," 33-51.

Friday 9/25 **Readings for today:** Prestwich, "Military Household of the Norman Kings," 1-35; Spencer, "The Comital Military Retinue in the Reign of Edward I," 46-59.

Week 5

Monday 9/28 **No Class: Yom Kippur**

Wednesday 9/30 In Class: **Paper discussions for Gregory of Tours.**

Friday 10/1 In Class: **Paper discussions for Gregory of Tours**

First paper due before midnight: Essay of 1500 words analyzing Gregory of Tours, *Histories* for what this text can tell us about warfare in sixth century.

Week 6

Monday 10/5 **Reading for Today:** Prestwich, "Edward I's Armies," 233-244; Chapman, "Welshmen in the Armies of Edward I," 175-181."

Wednesday 10/7 **Reading for Today:** Ayton, "Armies and Military Communities," 215-239; Solon, "Popular Response," 78-111.

Unit 2: Strategy and Combat

Friday 10/9 **Reading for Today:** *Warfare in Medieval Europe*, 274- 331. In class reading Carolingian Battlefield Sermon. Be sure to print out this document and bring it to class.

Week 7

Monday 10/12 **Readings for Today:** *Warfare in Medieval Europe*, 335-385. In class reading Widukind, Battle of Lenzen. Be sure to print out this document and bring it to class.

Wednesday 10/14 **Readings for Today:** Kagan, "Redefining Grand Strategy," 333-362; Elton, "The Defense of Gaul," 167-176.

Friday 10/16 **Readings for Today:** Bachrach, "Charlemagne and the Carolingian General Staff," 313-357; and Bachrach, "Military Intelligence and Strategic Planning," 41-60.

Week 8

Monday 10/19 **Readings for Today:** Bowlus, "Two Carolingian Campaigns Reconsidered," 121-125; Bradbury, "Battles in England and Normandy," 1-12.

Wednesday 10/21 In Class: **Paper discussions for Widukind of Corvey.**

Friday 10/23 In Class: **Paper discussions for Widukind of Corvey**

Second paper due before midnight: Essay of 1500 words analyzing Widukind of Corvey's *Deeds of the Saxons* for what this text can tell us about warfare in the tenth century.

Week 9

Monday 10/26 **Reading for Today:** Prestwich, "Military Intelligence," 1-30; and Gillingham, "Science of War," 299-213.

Wednesday 10/28 **Reading for today:** Nielsen, "Amphibious Capacity of Medieval Danish Armies," 65-72; Sayers, "Naval Tactics at the Battle of Zierikzee," 74-90.

Friday 10/30 **Readings for today:** Allmand, "Intelligence in the Hundred Years War," 31-47; and Rogers, "Edward III and the Dialectics of Strategy," 83-102.

Unit Three: Military Logistics

Week 10

Monday 11/2 **Readings for Today:** *Warfare in Medieval Europe*, 153-209. In class reading: 866 Capitulary of Benevento. Be sure to print out this document and bring it to class.

Wednesday 11/4 **Readings for Today:** Esders, "The Staffelsee Inventory," 207-250; and Ziezulewicz, "The Fate of Carolingian Military Exactions," 124-127.

Friday 11/6 **Readings for Today: Readings for Today:** Gillmor, "The Logistics of Fortified Bridge Building," 87-106; and Bachrach, "Feeding the Host," 1-42.

Week 11

Monday 11/9 **Readings for Today:** Abels, "Costs and Consequences of Anglo-Saxon Civil Defense," 195-218; Dobat, "Danevirke Revisited," 27- 61.

Wednesday 11/11 **Readings for Today:**

Leyser, "Money and Supply on the First Crusade," 77-95; and Haldon, "Marching Across Anatolia," 209-235.

Friday 11/13 **Readings for Today:** Prestwich, "Military Logistics: The Case of 1322,"; and Harari, "Strategy and Supply," 297-333.

Unit Four: Military Technology

Week 12

Monday 11/16 **Readings for Today: Reading for Today:** *Warfare in Medieval Europe*, 213-269.

Wednesday 11/18 In Class: **Discussion of Ralph Papers**

Friday 11/20 In Class: **Discussions of Ralph Papers**

Third paper due before midnight: Essay of 1500 words analyzing Ralph of Caen's *Gesta Tancredi* for what this text can tell us about warfare in the context of the First Crusade and its immediate aftermath in the crusading states.

Week 13

Monday 11/23 **Readings for Today** Coupland, "Carolingian Arms and Armour," 29-50; and Peirce, "Arms, Armour and Warfare," 237-257.

Wednesday 11/25 **No Class Thanksgiving Break**

Friday 11/27 **No Class Thanksgiving Break**

Week 14

Monday 11/30 **Readings for Today:** Prestwich, "Trebuchets of the Tower," 283-294; Hosler, "Identifying King Stephen's Artillery," 192-203.

Wednesday 12/ 2 **Readings for Today:** Aarts, "The Origin of Castles in the Eastern Part of the Delta Region," 3-12; and Bachrach and Bachrach, "The Costs of Fortress Construction," 25-58.

Friday 12/4 **Readings for Today:** DeVries, "French and English Acceptance of Medieval Gunpowder Weaponry," 259-270; and Mallett, "The Transformation of War," 3-21.

Week 15

Monday 12/7 **Readings for Today:** Unger, "Warships and Cargo Ships in Medieval Europe," 233-152; Friel, "Oars, Sails, and Guns," 69-79.

Wednesday 12/9 In Class: **Discussion of Suger Papers.**

Friday 12/11 In Class: **Discussion of Suger papers.**

Final Paper due before midnight: Essay of 1500 words analyzing Suger's *The Deeds of Louis the Fat* for what this text can tell us about warfare in the twelfth century.

Writing a Good Persuasive Essay

Your paper should have both your name and a title.

*For every persuasive essay, it is crucial that you first identify the topic about which you intend to write. You must then identify a specific argument that you want to make about this topic. The statement of your argument, that is your thesis, should be no longer than a single sentence.

Your argument will be based upon the information that you have found in the text regarding the topic that you have chosen. In general, when writing a persuasive essay about a lengthy narrative text, your goal is to persuade your readers that you have drawn an accurate conclusion about your topic. Persuading your readers entails demonstrating that you have correctly assessed what the author of the text has said about the topic that you have chosen.

It is very important in developing your thesis that you make an argument about the text and do not have an argument *with* the text. You should **NOT** put yourself in the position of trying to prove that the author is correct or incorrect about some issue. Your task is to make a case that you have correctly identified what the author has to say about the topic that you have chosen.

In order to make this case to your readers, you will need to select passages in the text that support the claim that you are making about what the author has written. For each of the passages from the text that you choose, you will need to construct at

least one, and perhaps more paragraphs, in which you provide the context in which the particular example took place. You will need to identify the “who, what, where, when, and why” for each example. It is only after you have provided this context, that it will be clear whether and how the particular examples support your argument. For each of these examples, you will need to make clear to the reader how this example supports the argument that you set out in the introductory paragraph.

Your introductory paragraph for the paper should focus on the argument that you intend to make in the paper. You should not use this introductory paragraph to make broad-gauged claims about the nature of humanity, or the flow of history, e.g. throughout human history, cats have been detested by all righting thinking people. Instead, your introductory paragraph should identify the text about which you are writing, the specific topic that you are addressing, and the argument that you are making about this topic. Your introductory paragraph should not exceed five sentences.

In the body of your paper, it is crucial that you have transitions between your paragraphs so that the reader can follow along with your argument. You should severely limit the quotations in the your essay. An important part of this exercise is to show me that you can discuss the text in your own words. The very best papers have no quotations at all.

In your conclusion, you should explain how the evidence developed in the body of the paper supports your thesis. The conclusion should not exceed four-five sentences.

Finally, it is important to use proper grammar and style in all of your writing assignments. I have posted a worksheet titled "student errors" under the course documents tab in blackboard. Read this document so that you can be sure to avoid the kinds of common writing errors that students typically make in history courses.