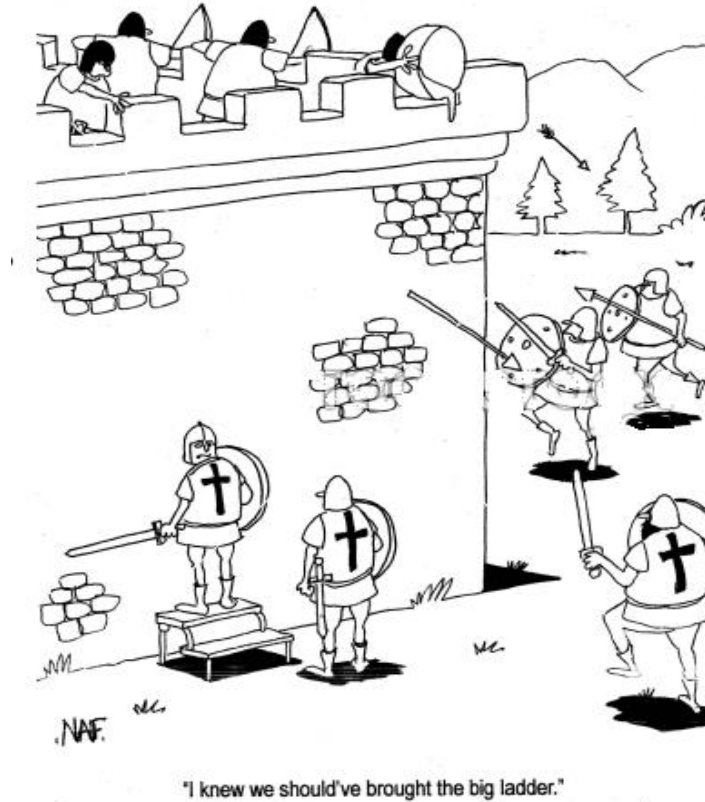


**YORK COLLEGE OF PENNSYLVANIA
HISTORY 310: MEDIEVAL MILITARY HISTORY**



TERM:	Spring, 2021
INSTRUCTOR:	Dr. Ilana Krug
CLASS TIME:	Monday, Wednesday, Friday, 2:00-2:50 pm (for synchronous activities)
LOCATION:	Humanities 126
EMAIL:	ikrug@ycp.edu
STUDENT HOURS:	M-F 10:00-10:55 am on Zoom, Additional times also possible by appointment

COURSE DESCRIPTION:

The Middle Ages was a bellicose era, whose popular associations today include castles, crusaders, brutal barbarian attacks, the ubiquitous "knight in shining armor" and the knightly ethos of chivalry. This course will trace the history of Western warfare from the end of the Roman Empire to the late fifteenth century, as well as covering strategy, tactics, combatants, technology, diplomacy, the role of religion, the effects on non-military society, and the social, political and economic circumstances surrounding medieval warfare.

This course is a seminar: in addition to occasional short lectures, class time will be devoted to discussing the readings in depth. As a result, class attendance and active participation are important for making this course successful. While there are assigned secondary textbooks, this course is largely dependent on reading and interpreting a variety of different primary sources, and you will be expected to develop your analytical and critical thinking skills. Furthermore, we will be spending a significant amount of time discussing the historiography of medieval military history; students will have the opportunity to delve into some of the many scholarly debates, assessing the various arguments and information that continue to make medieval military history a dynamic field. Refer to the course Canvas page for more information and helpful resources for this course; it is updated regularly.

GEN NEXT CATEGORY:

Constellation – Science and Technology; Peace and Conflict

COURSE OBJECTIVES:

1. To contribute to students' understanding of the Middle Ages by examining the period from the perspective of military history, thus demonstrating the centrality of martial themes and values in shaping the culture. (BROAD KNOWLEDGE)
2. To contribute to students' ability to analyze, evaluate and assess medieval military technology and strategy by using material culture and textual sources as a gauge. (CREATIVE AND INTERDISCIPLINARY THINKING)
3. To contribute to students' ability to "think like an historian." This means that students will comprehend history as an interpretive, interdisciplinary endeavor, involving not the memorization of dates and facts, but rather as a synthetic body of knowledge that is constructed out of the questions we put to the past and the different kinds of evidence we use to answer those questions. (CRITICAL AND ANALYTICAL THINKING)
4. To contribute to students' understanding of history as a discipline by helping students to develop the critical thinking skills necessary to analyze, evaluate, and assess primary documents and secondary sources, including those available on the Web, as a basis for thesis/argument creation. (CRITICAL AND ANALYTICAL THINKING)
5. To promote students' understanding of the concept of historiography, and to develop a sensitivity not only to the historical process, but also to the scholarly debates that form the foundation for historical dialogue within the discipline. (CRITICAL AND ANALYTICAL THINKING)
6. To contribute to students' development of reading, writing, listening, and discussion skills. (COMMUNICATION FLUENCY)

By the time you have completed this course, you will be able to:

- Possess a deeper comprehension of medieval history, including themes and issues not discussed in the Western Civilization survey course.
- Obtain a better understanding of the reality and role warfare played within medieval society.
- Understand the transition of attitudes, technology, and ramifications of warfare over the course of the Middle Ages.

TECHNIQUES TO BE USED IN THIS COURSE TO ACHIEVE COURSE GOALS:

1. Students' analytical and interpretive abilities, as well as acquisition of content knowledge, will be assessed via essay writing assignments, produced both in class and as take-home assignments.
2. Students will develop oral communication skills through class discussions, during which students will be provided with the opportunity to analyze and interpret assigned course material, as well as through prepared presentations.
3. Students will be assigned a range of materials used by historians to understand the past, including primary and secondary source materials, which may be available in print; as video, art; or Web-based information resources. Students will be expected to work with this material to develop the analytical skills necessary to construct interpretations and offer arguments backed by evidence drawn from the material.

FACULTY INFORMATION:



I am in my fourteenth year teaching at York College, where I teach courses in ancient, medieval, and early modern European history. I hold a B.A. in English Medieval Studies, History, and Classical Archaeology from Brandeis University, an M.A. in Art History from Rutgers University, and M.A. and PhD from the Centre for Medieval Studies at the University of Toronto. My research expertise is broadly on late medieval England – more specifically fourteenth-century English social, economic, political and particularly military history – and predominantly deals with the impact of war, natural disasters, taxation and corruption on the peasantry. I have published articles focusing on the social and economic effects of war logistics

in the opening years of the Hundred Years' War, as well as on the use of honey in military medicine. Presently I am working on an interdisciplinary book dealing with the role of honey in medieval England. When I'm not teaching or conducting research, I enjoy gardening, baking, traveling, playing bass guitar, and hanging out with my amazing dog. I look forward to getting to know you in this course!

COURSE MATERIALS:

We will use two main texts for our class, one of which (Nicholson) is available for purchase in the York College bookstore, and you should acquire the book before the first week of classes. Chapters in the other text (Keen) will be available on e-Reserve via the Schmidt Library webpage (instructions below). Additionally, there are many online readings on Canvas, both primary and secondary sources, as well as readings from books on reserve in Schmidt Library. Required readings, to be done *before* class, are listed on the schedule at the end of the syllabus.

Helen Nicholson. *Medieval Warfare: Theory and Practice* (Palgrave, 2004)

◆ Maurice Keen, ed., *Medieval Warfare: A History* (Oxford, 1999)

* Richard Barber, *The Knight and Chivalry* (Boydell, 1995)

* Kelly DeVries and Robert Smith, *Medieval Military Technology* (U of Toronto, 2012)

* Maurice Keen, *Chivalry* (Yale, 1984)

- + R. Abels, "English Logistics and Military Administration, 871-1066"
- + R. Ambühl, "Ransoming Prisoners: From Capture to Captivity"
- + E. Amt, "Besieging Bedford: Military Logistics in 1224"
- + B. Bachrach, "The Imperial Roots of Merovingian Military Organization"
- + B. Bachrach, "Medieval Siege Warfare"
- + M. Bennett, "The Development of Battle Tactics in the Hundred Years War"
- + W. Caferro, "John Hawkwood in Perspective"
- + P. Chevedden, "The Trebuchet"
- + G. Constable, "The Historiography of the Crusades"
- + S. Coupland, "Carolingian Arms and Armor"
- + K. DeVries, "The Use of Gunpowder Weaponry By and Against Joan of Arc"
- + K. DeVries, "Warbow Trials"
- + K. DeVries, "Crécy"
- + K. DeVries, "Value of Human Life"
- + J. Gillingham, "Richard I and the Science of War"
- + J. Gillingham, "William the Bastard at War"
- + J. Goodall, "1216 Siege of Dover Castle"
- + J. Haldon, "Strategies of Defense, Problems of Security"
- + G. Halsall, "The Ostrogothic Military"
- + R. Hardy, "The Military Archery at Neville's Cross, 1346"
- + J. Hosler, "Reframing the Conversation on Medieval Military Strategy"
- + E. James, "Militarisation of Roman Society"
- + A. Jorgensen, "Military Organisation in Denmark"

- + I. Krug, "Wartime Corruption and Complaints of the English Peasantry"
- + I. Krug, "Honey and Late Medieval Military Medicine"
- + M. Lawson, "Observations of the Bayeux Tapestry"
- + P. Latimer, "Henry II's 1165 Campaign"
- + T. License, "Edward the Confessor and the Succession Question"
- + B. Lyon, "The Dividends From War in the Low Countries"
- + M. Mallett, "Preparations for War in Florence and Venice"
- + S. McGlynn, "Myths of Medieval Warfare"
- + C. Marshall, "Use of the Charge in Battles in the Latin East"
- + R. Mitchell, "Archery *versus* Mail"
- + S. Morillo, "'Age of Cavalry' Revisited"
- + S. Morillo, "Hastings: An Unusual Battle"
- + W.M. Ormrod, "The Crown and the English Economy"
- + T. Reuter, "Recruitment of Armies in the Early Middle Ages"
- + C. Rogers, "A Reply to Kelly DeVries"
- + C. Rogers, "Military Revolutions"
- + C. Rogers, "Crécy"
- + S. Speight, "Castle Warfare"
- + C. Tyerman, "Who Went on the Crusades to the Holy Land?"
- + M. Vaughn, "Logistics for Gascon Campaign"
- + F. Watson, "The Expression of Power in a Medieval Kingdom"
- + L. White, "Stirrup, Mounted Shock Combat, Feudalism, and Chivalry"

*On reserve at the Schmidt Library

+ Available on Canvas

◆ Available on e-Reserve

EVALUATION:

Course assessment will comprise a combination of written and oral work, including a midterm exam, short writing assignments, a longer research paper, and participation, which will include group problem-solving activities and discussion, normally based around primary and secondary sources that we will examine synchronously over Zoom, as well as individual activities completed asynchronously each week. I will give you more explicit instructions for all assignments. Assignment due dates are listed in the schedule section at the end of the syllabus and on the calendar for the course Canvas page. The short papers will require the writing of approximately 3 pages and ask you either to answer questions about primary source documents and their relationship to class discussions and assigned readings in creative and analytical ways, or to discuss and assess scholarly debates through a close analysis of secondary literature. They will be due periodically throughout the semester and are each worth 10% of the total course grade.

The midterm exam will comprise a combination of short answer (2-3 sentences) identifications and essays, and is designed to test your knowledge of the developing conditions and changes taking place within the time period covered by this course. The midterm will take an entire class period, and is closed-book, closed-notes, and you may not use the internet.

A final research paper (approximately 8-10 pages) will be due on the last day of class. Please note that you will have to have your paper topic approved by me, and a formal written proposal and annotated bibliography will be due in early April. Once approved, I will hold you to this topic (i.e. you *must* write on the topic to which you have committed). As this assignment is also designed to help you hone your writing skills by focusing on the writing process more heavily, you will have to acquire feedback from the Writing Center on an initial draft (you can solicit feedback from the Writing Center as often as you want!), and incorporate the suggestions and revisions into a final draft. The final draft of the research paper will be worth 25% of the total course grade. Initial drafts and written feedback from the Writing Center tutor must be submitted with the final draft, and are worth 5%. More detailed assignment descriptions and directions will be handed out separately. Assignment due dates are listed in the schedule section of the syllabus. Each week there will be a synchronous Zoom discussion (normally on Fridays) – including small group work – as well as asynchronous activities, such as responses to multimedia, that count toward your participation grade. Naturally, class participation is essential in a seminar-type course, so it is important to attend these sessions prepared to discuss all of the weekly assigned readings. Over the course of the semester, you will have to complete three discussion posts on Canvas with both an initial comment and at least two responses to classmates’ comments (initial posts will be due on Thursdays with the responses due Sundays); I will provide feedback the week following the discussion. Other activities, like informal reaction statements, may be ungraded but will provide opportunities to demonstrate your understanding of class material further, and you will receive regular feedback about your contributions.

<u>Assignment</u>	<u>Weight in Final Grade</u>	<u>Learning Outcome Met</u>
Midterm Exam:	20%	1, 2, 3
Writing Assignments (2, each 10%):	20%	1, 2, 3, 4, 6
Proposal/Annotated Bibliography	5%	4, 5
Initial Draft/Writing Center Feedback	5%	6
Final Research Paper:	25%	2, 3, 4, 5, 6
Participation (Discussion Posts/Replies 10%):	<u>25%</u>	1, 2, 3, 5, 6
TOTAL: 100%		

Unless there is an emergency at my end, I will post grades and comments on papers within two weeks (this is so I can include meaningful and constructive feedback, which takes time to write). Each assignment will have a numeric grade out of 100. This will help you keep track of your grades and your progress throughout the term.

GRADING PARADIGM:

4 (Excellent): 90-100% This grade denotes accomplishment that is truly distinctive and decidedly outstanding. It represents a high degree of attainment and is a grade that demands evidence of originality, independent work, an open and discriminating mind, and completeness and accuracy of knowledge as well as an effective use of the knowledge.

3.5 (Very Good):	85-89%	This grade denotes mastery of the subject matter. It represents very good achievement in many aspects of the work, such as initiative, serious and determined industry, the ability to organize work, and the ability to comprehend and retain subject matter and to apply it to new problems and contexts.
3 (Good):	80-84%	This grade denotes considerable understanding of the subject matter. It represents a strong grasp and clear understanding of the subject matter and the ability to comprehend and retain course content.
2.5 (Above Average):	75-79%	This grade denotes above average understanding of the subject matter. It represents a good grasp of the subject matter and the ability to comprehend and retain course content.
2 (Average):	70-74%	This grade denotes average understanding of the subject matter. It represents the grade that may be expected of a student of normal ability who gives the work a reasonable amount of time and effort.
1 (Below Average):	60-69%	This grade denotes below average understanding of the subject matter. It represents work that falls below the acceptable standard.
0 (Failure):	Below 60%	This grade denotes inadequate understanding of the subject matter. It signifies an absence of meaningful engagement with the subject matter and that the student is not capable of doing or understanding the work or has made little or no effort to do so.

COURSE POLICIES:

- With a few exceptions noted on the schedule, Fridays will be synchronous sessions over Zoom for class discussion or small group work based on the weekly readings, so please ensure you have read the readings by that day. Besides traditional discussions of the texts, there may be group presentations, role-playing, or small group work. Participation in these activities will count towards your participation grade for the course.
- On certain Mondays noted on the schedule, we will have additional synchronous Zoom sessions when we will be joined by various guest speakers who will present their expertise on specific subjects relevant to our weekly topic. These sessions will have a Q&A component, so please ensure you capitalize on the speakers' presence by asking them questions! You will be asked to respond to these presentations in graded discussion forums, or in short written

reflection pieces, which will count towards your participation grade in the course. Accordingly, please ensure you are present for these presentations.

- Remember, your participation grade is evaluating you on exactly that: participation. To earn a good participation grade, you must *actively* participate in discussions and other class activities, and on a regular basis. Otherwise, you are barely doing the minimum expected of any student, and your participation grade will likewise reflect a minimal effort on your part.
- We all know how to treat each other respectfully so that our class continues to be warm, inclusive, and inviting. That means that each other's beliefs and contributions to class discussions, whether over Zoom or on Canvas, must be respected.
- Generally, I do not offer extra credit, as there are plenty of opportunities, through participation as well as through good study and writing habits, to achieve high marks in this course. However, this semester you have the opportunity to visit the Royal Armouries (Leeds, UK) virtually and complete a short assignment for extra credit. More information will be forthcoming.
- Papers must be typed (1" margins, double-spaced, 12-point font) with the pages numbered.
- Research paper citations must be done according to the Turabian format (footnotes or endnotes). Other formats (e.g. MLA, APA) are not acceptable, and points will be docked for improper format.
- I love to chat with my students! If you have any questions about the course, course material, general academic issues, or even matters unrelated to schoolwork, please feel free to drop in to my office hours on Zoom and I will be more than happy to assist. Let me know if you need to meet at another time, and we'll work together to find a time that suits us both. I am also available over email if you feel uncomfortable meeting via Zoom. I will try to answer emails within 24 hours, except on weekends when I will respond within 48 hours.

SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENTS:

Feb. 1, 3, 5: **Introduction to Course and Medieval Military History**

Reading: Nicholson, Introduction; McGlynn; Hosler

Zoom discussions (Monday and Friday)

Feb. 8, 10 12: **Roman Military Legacy and Barbarian Warfare**

Reading: Nicholson, pp. 13-19, 41-44, 69-74, 90-1; James; Halsall;
Bachrach - Merovingian; DeVries and Smith, pp. 187-97

Primary: Battle of Adrianople; Vegetius; Letters of Cassiodorus; Gildas;
Battle of Tours

Guest Presentation (Monday): Dr. Leif Inge Petersen

DISCUSSION:

Initial post due Thursday, 11:59 pm

Two responses due Sunday, 11:59 pm

Zoom discussion (Friday)

Feb. 15, 17, 19: **Early Medieval Warfare I: Carolingians and Rise of Feudalism**

Reading: Keen, ch. 2; Nicholson, pp. 44-6, 91-2; Coupland; Reuter; White;
Morillo – Age of Cavalry; DeVries and Smith, pp. 99-113

Primary: Warfare in the Reign of Charlemagne; Charlemagne Raising
Troops; Charlemagne's Wars

Zoom discussion (Friday)

Feb. 22, 24, 26: **Early Medieval Warfare II: Byzantines and Vikings**

Reading: Keen, ch. 3; Nicholson, pp. 75-78; Haldon; Abels; Jorgensen; DeVries and Smith, pp. 199-207

Primary: Byzantine Warfare; 13th Century Byzantine Warfare; Martyrdom of St. Edmund; Anglo-Saxon Chronicle; Viking Raids in France; Vikings in France

ASSIGNMENT #1 DUE (Sunday)

Zoom discussion (Friday)

Mar. 1, 3, 5: **Norman Conquest and English Feudal Warfare**

Reading: License; Morillo - Hastings; Gillingham - William the Bastard; Lawson

Primary: Battle of Hastings; Fealty/Homage; Scutage; Revolt of Henry II's Son; Various Accounts of the Battle of Bouvines; Barons' War

Guest Presentation (Monday): Drs. Kelly DeVries and Michael Livingston

DISCUSSION:

Initial post due Thursday, 11:59 pm

Two responses due Sunday, 11:59 pm

Zoom discussion (Friday)

Mar. 8, 10, 12: **Crusades and Warfare in the Latin East**

Reading: Keen, ch. 5; Constable; Marshall; Tyerman; DeVries and Smith, pp. 233-44

Primary: Leo IV; First Crusade; Massacre of Jews in First Crusade; Templars; Richard and Saladin Make Peace; Accounts about the Loss of Acre, 1291

Guest Presentation (Monday): Dr. John Hosler

Presentation Reflection Due Sunday

Zoom discussion (Friday)

Mar. 15, 17, 19: **Castles and Sieges**

Reading: Keen, ch. 8; Nicholson, pp. 78-87; Bachrach - Medieval Siege Warfare; Goodall; Speight; Watson; Amt; DeVries and Smith, pp. 211-33

Primary: Motte and Bailey Castle; Siege of Toulouse; Siege of Termes; Siege of Florence

Zoom discussion (Friday)

Mar. 22: **MIDTERM EXAM**

Mar. 24, 26: **Tactics and Technology I: High Middle Ages**

Reading: Keen, ch. 6; Nicholson, pp. 46-59, 90-6, 98-105; Gillingham - Richard I; Chevedden; DeVries and Smith, pp. 64-74

Primary: Frederick Barbarossa; Laws Concerning Warfare; Renting Armor

RESEARCH PAPER PROPOSAL/BIBLIOGRAPHY DUE (Sunday)

Zoom discussion (Friday)

Mar. 29, 31: **Chivalry**

Reading: Nicholson, pp. 23-38; Keen - *Chivalry*, ch. 1, 12; Barber, ch. 7, 10

Primary: Raymond Llull; A Fictionalized Tournament; Tournament at Lagny-sur-Marne; Taking of Le Mans

Guest Presentation (Monday): Drs. Samuel Claussen, Craig Nakashian, Peter Sposato

DISCUSSION:

Initial post due Thursday, 11:59 pm

Two responses due Sunday, 11:59 pm

Zoom discussion (Wednesday)

Apr. 2: **NO CLASS – GOOD FRIDAY**

Apr. 5, 7, 9: **Tactics and Technology II: Late Middle Ages**

Reading: Hardy; Rogers - Revolution; DeVries and Smith, pp. 74-93, 244-56; Mitchell; DeVries - Warbow Trials; Rogers - Reply

Primary: Battle of Bannockburn; English Soldiers I and II

Guest Presentation (Monday): Drs. James Hester and Ken Mondschein

Presentation Reflection Due Sunday

Zoom discussion (Friday)

Apr. 12, 14, 16: **Hundred Years War**

Reading: Bennett; Rogers - Crécy; DeVries - Crécy

Primary: Sluys and Tournai; Froissart- Battle of Crécy; Poitiers; Agincourt

Guest Presentation (Monday): Dr. Clifford Rogers

ASSIGNMENT #2 DUE (Sunday)

Zoom discussion (Friday)

Apr. 19, 21, 23: **Costs of War: Non-Combatants and Logistics**

Reading: Keen, ch. 12; Vaughn; Medieval Logistics; Krug – Corruption; Ormrod; Mallett

Primary: An Indenture of War; Peasants at War in France; London's Military Contributions

WRITING CENTER FEEDBACK DEADLINE (Sunday)

Zoom discussion (Friday)

Apr. 26, 28, 30: **Costs and Profits of War: Human Life, Ransoming, and War Profiteering**

Reading: DeVries - Value of Human Life; Krug – Honey; Lyon; Ambühl; Caferro

Primary: Capture of Jerusalem; Ransoming English Prisoners

Zoom discussion (Friday)

May 3, 5: **End of *Medieval* Warfare? Changing Technology, Changing Dynamics**

Reading: Keen, ch. 13; DeVries - Gunpowder; DeVries and Smith, pp. 156-60, 272-8, 319-21

Primary: Siege of Constantinople

Guest Presentation (Monday): Dr. Steven Walton

RESEARCH PAPER DUE (Wednesday)

Zoom discussion (Wednesday)