



Department of History  
HIST 4219  
Late Medieval Europe

## STUDENT WELLNESS STATEMENT *(with thanks to Professor Ryan Cordell for inspiration)*

Consider this statement a kind of *override switch* for literally everything else on the syllabus. I mean it, I promise—everything on this syllabus is subject to this one clause. We're all doing our best to learn together during extremely difficult times. We're working in new ways and in unusual environments. We're caring for others and trying to keep ourselves healthy, sheltered, fed, and sane. Some of us are dealing with loss. Among all these challenges, I still want to come together and talk about the history of Late Medieval Europe. In addition to being fascinating—given this world we find ourselves in, that history is even...important. I know that we can learn a lot from each other and even have some fun together in the next few months. I will operate from the base assumption that each of you is here in good faith: that you are curious, engaged, and eager to do the best work you can.

Taking all that as given, **I also want you to *know* that your health — both physical and mental — is always more important to me than this class.** Your family and friends' health is always more important to me than this class. You don't have to apologize to me if you work at a different pace from what's outlined on this syllabus, or if we need to find an alternative path for you through this class. My primary role as a teacher is to support you however I can, in whatever ways that I can. Let me know how I can do that better. I truly, truly mean all of this. I'm here for you. Let's support each other through the challenges and maybe even the joys of this strange semester. Let's do this.

*Welcome to HIST 4219 – Late Medieval Europe, 1095–1400. This semester we'll explore everything from the Crusades, to the Black Death, to the early Renaissance, with some catapults and castles and Books of Hours thrown in for good measure. Get ready for a fun, challenging time!*

**COURSE INFORMATION**

- HIST 4219: Early Medieval Europe, Section 432, Credit Hours: 3
- Our course is completely asynchronous and online, with no mandatory meeting times.

**Instructor Contact Information**

- Dr. Kathryne Beebe
- Physical Office: Wooten 244 [not used for this summer class]
- Telephone: 940-565-2288
- E-mail: [Kathryne.beebe@unt.edu](mailto:Kathryne.beebe@unt.edu)
- Office hours – Virtual, via Zoom, by appointment.
- Teaching Assistant: Brianna Mangrum, [BriannaMangrum@my.unt.edu](mailto:BriannaMangrum@my.unt.edu)

**Course Pre-requisites**

- No Prerequisites.

**Course Description**

Catalog Description: “Crusades, investiture controversy, papal monarchy, late medieval piety and political theory.” We’ll also explore the formation of national, religious, and ethnic identities in Europe; intellectual developments associated with universities and new religious movements; the expansion of Europe's borders; and the confrontation of Western Christianity with Islam. (3 credit hours)

**Course Objectives**

Students will be able to:

- A. Describe significant political changes in medieval European history, from the twelfth century to the early sixteenth century.
- B. Identify significant social, religious, demographic, and economic changes in medieval European history, from the twelfth century to the early sixteenth century.
- C. Demonstrate knowledge of the historical method and its application to an aspect of political, social, religious, demographic or economic change in medieval European history, from the twelfth century to the early sixteenth century.

**Teaching Philosophy**

In my teaching, I seek to help students to connect their enthusiasm and curiosity for a particular time and place to an exploration of broader historical issues, as they learn to build coherent arguments that are well supported by evidence. I make use of three main methods to reach this fundamental goal: 1) a focus on intensive discussion and cumulative

writing projects that foster critical thinking; 2) the utilization of a multidisciplinary approach that engages students through a variety of interpretive perspectives; and 3) an emphasis on working with primary sources and making informed use of the latest technological resources, drawing especially upon the Digital Humanities. My three main teaching methods together underpin my fundamental goal in the classroom: to encourage students to combine an excitement about the past with a broad historical understanding and the ability to make and evaluate arguments.

### Required Materials

- Judith Bennett and Sandy Bardsley, *Medieval Europe: A Short History* (2020, 12<sup>th</sup> Edition). Oxford University Press. Paperback. (Bennett)
  - Available at the UNT Willis Library Services Desk under Course Reserves for 2-hour, in-library use.
  - ISBN: 9780190064617
  - If you like, extra student resources for this volume can be found at the [Oxford Learning Link](#). However, this requires an extra charge and I do NOT require it for our class.
- Barbara Rosenwein, *Reading the Middle Ages, Volume II: Sources from Europe, Byzantium, and the Islamic World, c. 900 to c. 1500* (2018, 3rd edition). Paperback. (Rosenwein).
  - Available as a [FREE E-BOOK](#) through the UNT Willis Library.
  - ISBN: 978-1-4426-3680-4
  - Professor Rosenwein also maintains a website for her textbooks: <http://www.rosenweishorthistory.com/>



Additional readings will be made available in on our class Canvas site.

### Course Technology & Skills

#### Minimum Technology Requirements

[Note: if you do not have access to the following technology, please contact me immediately, and I will see how I or the department can help.]

- Computer
- Reliable internet access
- Speakers
- Microphone
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

### Computer Skills & Digital Literacy Requirements

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using word processing programs
- Using online research software

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines for our class:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”

- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

### Success in the Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that you may – or may not – be aware of. Consider readings through this helpful guide from UNT’s Center for Learning Enhancement, Assessment, and Redesign (CLEAR), even if this is not your first online course: [“How to Succeed as an Online Student.”](#)

### Student Academic Support Services

- [Code of Student Conduct](#): provides Code of Student Conduct along with other useful links
- [Office of Disability Access](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence
- [Counseling and Testing Services](#): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- [UNT Libraries](#)
- [UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience
- [UNT Writing Center](#): offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- [Succeed at UNT](#): information regarding how to be a successful student at UNT

### COMMUNICATING WITH YOUR INSTRUCTOR

The primary tools that will be used to communicate in this course are your UNT e-mail address and our class CANVAS page. If you have personal concerns or questions, you can contact me via Canvas or through your UNT e-mail address. Send e-mails to [kathryne.beebe@unt.edu](mailto:kathryne.beebe@unt.edu). Students can expect to receive a response to emails within 24 hours, although it may be longer on evenings and weekends. In this online course, I endeavor to offer feedback and grades for assignments within one week, but it is often much sooner. Customize based on your course needs and state any additional communication policies and netiquette for your course, if applicable. UNT’s CLEAR has [a webpage for students that provides Online Communication Tips](#) that will help you communicate in a clear, professional way.

**DESCRIPTIONS OF MAJOR ASSIGNMENTS****FORUM DISCUSSION QUESTIONS****(Total Points: 550)**

Participation in online forum discussion is a **crucial** element of this course.

**Week 1, Unit 1 Introduction Forum — 50 points****Weekly Forum Discussion Questions — 500 points (5 x 100 points each)**

For each Week that a Discussion Forum is assigned, a discussion about the assigned readings covered in the Week's Units will be posted to our online Canvas Discussion Forum.

Your contribution to the Forum Discussions will be in **two parts for 100 points total**:

- **Posting** your own contribution (50 pts) and
- **Responding** to someone else's post (50 pts).

Students are required to respond to ONE chosen discussion question (out of a possible three) in a short paragraph — supported by evidence from the readings or PowerPoint lectures, and *cited* (in quick, parenthetical style – i.e., (Author, page #) or (Title, page #) — and then to engage meaningfully with someone else's post. (No points are earned for simply saying the equivalent of “nice post, I agree”.)

Responses should be submitted to the class Canvas Discussion Forum by the posted deadline – usually Sunday evenings, at 11:59pm.

These questions are designed to for you to work out what you think and to generate discussions together. Debate is highly encouraged!

**Primary Source Analysis Paper PROJECT– 275 pts (Total Points: 275)**

For this 1,000 word-minimum paper, you will analyze a primary source — a primary source created or written during the past. For our class, you want something created in the Late Middle Ages. Then, you'll compare your primary source to *at least two other primary sources* and *at least three secondary sources* to put your primary source in its greater historical, and historiographical, context.

**CHOICE OF THREE PRIMARY SOURCES FOR PAPER PROJECT: 5 pts**

- Due Sunday of Week 1, June 28, at 11:59pm.

**WORKING BIBLIOGRAPHY: 10 pts**

- Due Sunday of Week 2, July 5, at 11:59pm.

**PAPER PROPOSAL (250 words): 50 pts**

- Due Sunday of Week 3, July 12, at 11:59pm.

**ROUGH DRAFT & REVISED BIBLIOGRAPHY: 10 pts**

- Due Sunday of Week 4, July 19, at 11:59pm.

**FINAL DRAFT: 200 pts**

- **Due on FRIDAY, July 24, at 11:59pm.**

(Total Points for Entire Paper Project: 275)

There is no final exam for this class –  
the Primary Source Analysis Paper Project takes the place of a final exam.

### Grading and Course Requirements

Student performance will be evaluated based on the following:

	<i>Points</i>
Week 1, Unit 1 Introduction Forum	50
Weekly Forum Discussion Questions (5 x 100)	500
Primary Source Expansion Paper Project (includes mini-assignments) <ul style="list-style-type: none"> <li>• Choice of Primary Sources: 5pts</li> <li>• Working Bibliography: 10 pts</li> <li>• Paper Proposal (250 words): 50 pts</li> <li>• Rough Draft &amp; Revised Bibliography: 10 pts</li> <li>• Final Draft: 200 pts</li> </ul>	275 total
<b>Total Points Possible</b>	<b>825</b>

Your final grade will be determined by dividing the number of points you received by the total possible points.

### Grading Scale

A: 742 – 825 points / 90-100%

(Outstanding, excellent work. The student performs well above the minimum criteria.)

B: 660 – 741 points / 80-89%

(Good, impressive work. The student performs above the minimum criteria.)

C: 577 – 659 points / 70-79%

(Solid, college-level work. The student meets the criteria of the assignment.)

D: 495 – 576 points / 60-69%

(Below average work. The student fails to meet the minimum criteria.)

F: 494 points and below / 59% and below

(Sub-par work. The student fails to complete the assignment.)

### Late Work Policy

There will be no penalties for late work in this class. However, I ask for your understanding and help — if you are able to complete the assignments on time, it would really benefit your own learning, and the smooth running of the class.

The final deadline to turn in any late work will be **11:59pm on FRIDAY, July 24**. Any later than that, and I cannot be sure that I would be able to grade the assignment in time to submit your final grade for the course.

*However, if you encounter circumstances that would make this difficult or impossible, please let me know, and I will work with you to explore options that will allow you to complete the course successfully. I am here for you, and I will help you succeed in this course, no matter what it takes!*

### **COURSE EVALUATION**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations will be made available later in the semester

### **COURSE POLICIES**

#### **AI Policy**

Why are you in college? What is the point? What do you want to get from it? – these are important questions to ask if you’re thinking about using AI to complete your work in your classes.

- **The Policy:**  
**Academic Integrity:** Academic misconduct is present in an academic work wherever AI assistance has been used when unauthorized.
- **Generative AI Use Is Prohibited: The use of generative AI is prohibited in this course.**  
The use of artificial intelligence (AI) to produce any kind of writing for this course is not allowed. If a student is found to have used AI-generated content for an assignment, that student may fail the assignment or the course.
- **The Encouragement:**  
You don’t need AI to succeed in this course. It’s hard work, sure, and you have lots of demands on your time. Just don’t cheat yourself – you’re paying for this class – get something out of it. You are smart and capable. **YOU CAN DO THIS!**

#### **Attendance Policy**

Students “attend” this course by logging into our Canvas page each week, performing the readings and all assignments, and engaging meaningfully in the course Discussion Forum discussions. Your attendance and class participation are not formally graded, but the assessments of your discussion

posts will reflect the depth of your “attendance” and participation in our online course. If requested by the U.S. Department of Education to mark when Federal Student Aid recipients “begin attendance in a course,” I will report the last date a student attended class based on evidence such as a test, participation in class discussion, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. Information about the University of North Texas’ Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5V>.

### **Illness Impact on Attendance**

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community. Our class will be entirely online, but please contact me — *when you can* (that is, don’t sweat it until you feel well enough) — so that I can help with accommodations of coursework expectations.

### **Class Participation**

See the Course Attendance policy listed above. In addition, the greatest expectations of this course are the expectation of a willingness to explore new concepts and ideas, to work hard, and to create an atmosphere of respect. Discussion and writing are very important in this class, and you will receive a great deal of support to help you express your ideas clearly in both ways.

In order to succeed in this course, you should:

- plan to log in and check the website announcements and forum discussions at least every other day during the week
- to read all of the assigned readings
- to take lots of notes from the readings and the online PowerPoint lectures
- to participate regularly and meaningfully in class Discussion Forum conversations
- to complete thoughtfully and submit on time all assignments.

During a 16-week semester, you would expect to meet for class for three hours per week, and to have two hours’ worth of work at home for every hour in class — for a total of nine hours’ work per class per week. The time expectations are similar for our online course.

### **Late Work**

See the Late Work policy under the Grading sections above.

### **Assignment Policy**

The official due dates for each assignment are listed above, and they will be available online in the Canvas course summary sections. Assignment instructions will be detailed on their individual Canvas assignment pages, which is also where you should turn in your assignments in a .DOC format. All assignments will be scanned with Turnitin software. An opportunity for a 10-point

extra-credit assignment for writing and workshopping “second draft” of your paper will be available in Week 14.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

### Instructor Responsibilities and Feedback

- ☐ **Instructor responsibilities in the course** include helping students grow and learn; providing clear instructions for projects and assessments; answering questions about assignments; identifying additional resources as necessary; providing grading rubrics; reviewing and updating course content, etc.); as well as helping you to succeed in your chosen goals.
  
- ☐ Students can anticipate a response regarding emails, assignment feedback, and grades in a timely manner – for e-mails, generally within 24 hours (although usually much sooner), and assignment feedback and grades within 1 week.

### Syllabus Change Policy

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

### *UNT Policies*

#### **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. First infractions in this course will earn a zero for the assignment; any subsequent infractions will result in a zero for the course and further disciplinary action. **This includes turning in AI-generated material as your own work.**

#### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify

their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member (virtual meetings are ok) prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's

conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

### **Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

## Important Notice for F-1 Students taking Distance Education Courses

### Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

## Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

## Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

## Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

### **Class Recordings & Student Likenesses**

If any synchronous (live) sessions in this course take place (none are currently planned), then they will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. **Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form.** Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### ***Academic Support & Student Services***

#### **Student Support Services**

##### *Mental Health*

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

##### *Chosen Names*

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

*Pronouns*

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

*Additional Student Support Services*

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

**Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

A full Course Schedule is available on the following page.

## Course Schedule

### *Week One: Introduction*

#### **UNIT 1 – Introduction and The Expansion of Europe (c.1050-c.1150)**

- Unit 1.1 Introduction: “Thinking Medieval”
- Unit 1.2 Medieval Lives — and Political Life, c. 900 - c. 1050
- Unit 1.3 Reading Primary Sources

#### **UNIT 2 – The Expansion of Europe (c.1050-c.1150)**

- Unit 2.1 The Agricultural Revolution
- Unit 2.2 The Commercial Revolution

#### **UNIT 3 – The Expansion of Europe (c.1050-c.1150)**

- Unit 3.1 The Norman Invasion of England
- Unit 3.2 Normans in England: the Fallout

**WEEK 1 DISCUSSION FORUM due by 11:59pm on Sunday, June 28.**

**PRIMARY SOURCE CHOICES FOR PROJECT DUE by 11:59pm on Sunday, June 28.**

### *Week Two: The Expansion of Europe (c.1050-c.1150)*

#### **UNIT 4 – The Expansion of Europe (c.1050-c.1150)**

- Unit 4.1 Crusades
- Unit 4.2 Crusades & Reconquista Primary Source Roundtable
- Unit 4.3 Persecutions

#### **UNIT 5 – The Twelfth-Century Renaissance**

- Unit 5.1 The Twelfth-Century Renaissance
- Unit 5.2 Twelfth-Century Renaissance, Part II
- Unit 5.3 Women and the Twelfth-Century Renaissance

#### **UNIT 6 – Institutionalizing Aspirations**

- Unit 6.1 Popes and the Papacy, c. 1000-1300
- Unit 6.2 Medieval University Life

**WEEK 2 DISCUSSION FORUM due by 11:59pm on Sunday, July 5.**

**WORKING BIBLIOGRAPHY DUE by 11:59pm, Sunday, July 5.**

## Week Three: The Expansion of Europe (c.1050-c.1150)

### UNIT 7 – Justice and Royal Law

- Unit 7.1 Justice and Royal Law in England & Iberia
- Unit 7.2 Justice and Royal Law in France
- Unit 7.3 Confrontations

### UNIT 8 – New Religious Sensibilities

- Unit 8.1 New Religious Sensibilities: Lateran IV, 1215
- Unit 8.2 New Religious Sensibilities: Heretics, or Not?
- Unit 8.3 New Religious Sensibilities : Persecuting “the Other”

### UNIT 9 – Spectrum of Lives in the Late Middle Ages

- Unit 9.1 Literature of the Central Middle Ages
- Unit 9.2 Mongols
- Unit 9.3 Transformations in Urban Life

**WEEK 3 DISCUSSION FORUM due by 11:59pm on Sunday, July 12.**

**PAPER PROPOSAL DUE INTO CANVAS BY 11:59pm on Sunday, July 12.**

## Week Four: Catastrophe and Creativity

### UNIT 10 – Crisis or Opportunity

- Unit 10.1 The Late Middle Ages – Crisis or New Opportunities?
- Unit 10.2 The Black Death
- Unit 10.3 The Hundred Years’ War

### UNIT 11 – Late Medieval Creativity

- Unit 11.1 Medieval Book-Making and Literary Culture
- Unit 11.2 New Opportunities for Salvation
- Unit 11.3 Recovery and Reorganization

### UNIT 12 – The Breadth of Late-Medieval Power and Religion

- Unit 13.1 The Ottomans
- Unit 13.2 Byzantium, Decline and Fall
- Unit 13.3 Conciliarism and Church Reform

**WEEK 4 DISCUSSION FORUM due by 11:59pm on Sunday, July 19.**

**ROUGH DRAFT & REVISED BIBLIOGRAPHY Due by 11:59pm on Sunday, July 19.**

## Week Five: Medieval Life

### UNIT 13 – Food and Culture

- Unit 13.1 Daily Life: Medieval Food
- Unit 13.2 The Rise of the Vernacular
- Unit 13.3 Wonderful Blood: Pilgrimage and Material Culture

### UNIT 14 – Gender and Culture

- Unit 14.1 The City of Ladies: medieval gender construction
- Unit 14.2 Late Medieval Art & Music
- Unit 14.3 Toward the Sovereign State, c. 1300-1500

**WEDNESDAY, July 23 – Last Day of Class**

**WEEK 5 DISCUSSION FORUM due by 11:59pm on THURSDAY, July 23.**

**PRIMARY SOURCE ANALYSIS PAPER due by 11:59pm, FRIDAY, July 24.**

**LATE WORK DEADLINE: 11:59pm, FRIDAY, July 24.**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

*– Dr. Kathryne Beebe*

