

GMC

UC 12189 12F



CBM003 ADD/CHANGE FORM

APPROVED DEC - 5 2012

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: History College: CLASS
2. Faculty Contact Person: Sally N Vaughn Telephone: 713-743-3083 Email: svaughn@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: HIST / 4330 / Flowering of the Middle Ages
 - Instructional Area / Course Number / Short Course Title (30 characters max.): HIST / 4330 / FLOWERING OF THE MIDDLE AGES
 - SCH: 3.00 Level: SR CIP Code: 54.0103.00 01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title: / /
 - Course ID: Effective Date (currently active row):
6. Authorized Degree Program(s): BA
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title HIST / 4330 / Flowering of the Middle Ages
 - Course ID: 026010 Effective Date (currently active row): 8112003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304. Description (30 words max.): Aspects of the Middle Ages from the perspectives of different disciplines such as history, English, French, Spanish, philosophy, music, art history, engineering, architecture, and law.
10. Dean's Signature: _____ Date: 10/15/12
 Print/Type Name: Sally N Vaughn

RECEIVED OCT 19 2012 M.M.

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Sally N Vaughn

Telephone: 713-807-7745

Email: snvaughn@sbcglobal.net

Dean's Signature: _____

_____ Date: ~~Click here to enter text.~~ 10/15/12

Course Number and Title: History 4330 The Flowering of the Middle Ages

Please attach in separate documents:

X Completed CBM003 Add/Change Form with Catalog Description

X Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

***Students will be able to demonstrate familiarity with the Early and High Middle Ages in Europe

***Students will be able to analyze primary and secondary sources as evidence to support their understanding of this historical era, as well as cultural ideas, values and beliefs.

***Students will be able to communicate effectively their understanding of patterns, processes and themes in Medieval Europe

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

X Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

X Critical Thinking

Teamwork

X Communication Skills

X Social Responsibility

Empirical & Quantitative Skills

X Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write three papers. The third paper asks them to construct in ten pages a holistic view of The Flowering of the Middle Ages in all its components, bringing together all the readings, lectures, and hands-on experiences they have experienced.

Part III--Institutional developments--Church and State, law, technology, society, and the matured culture. *These lectures focus on the products of the maturing or developed achievements of the Twelfth Century Renaissance--the more concrete evidence of its creative milieu, including institutions such as the hierarchical church and the bureaucratic state, systems of record-keeping, advancements in technology, and society and culture in its matured stages. The final paper at the end of Part III asks students to create a holistic, integrated view of the Medieval Renaissance from their readings, class lectures, hands-on experience, and additional research in an area of their choice.*

Communication Skills:

In the same paper as above, students will demonstrate their ability to communicate effectively in writing.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility: ✓

In the same paper as above, students will explore issues of social responsibility--as for example in the development of technology, or the impact of the conflict between church and state.

Personal Responsibility: ✓

In the same paper as above, students will explore issues of personal responsibility--for example in their choices of and interpretations of "hands on" experiences.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

THE FLOWERING OF THE MIDDLE AGES

History 4330 General Syllabus

The Flowering of the Middle Ages began as an experimental course in 1992, and has been modified and refined over the past eight years. Later approved as a Knowledge Integration course, *The Flowering of Middle Ages* now comprises a cross-disciplinary investigation of the period variously called The High Middle Ages, The Twelfth Century Renaissance, or The Medieval Renaissance--c. 1000-1300 AD. The course will be presented by some 15-20 different lecturers from a variety of disciplines, ranging through history, art history, architecture, drama, music, literature, technology, law, society, economics, and so on, with the goal of constructing a holistic, integrated view of the many and varied components of the Medieval Renaissance through lectures, readings, and "hands-on" experiences. The course is constructed for students at the senior level, with the expectation that students have mastered their core writing, analytical, intellectual and research skills; and have completed their Cultural Heritage requirements.

The course is divided roughly into three parts: a paper is due at the end of each part.

Part I--Introduction and background to the Medieval Renaissance. These lectures will set the scene by considering the origins of and problems associated with the study of the Medieval Renaissance. At the end of Part I, Paper I, (five pages, double-spaced) is due, discussing questions students have after the first lecture, considering their current knowledge. This paper may consider any background students already have, such as their Cultural Heritage courses, Introductory lectures or readings in this class; it may include interests in areas of the Medieval world the student has not yet explored.

Part II--Medieval Thought and Culture--music, literature, drama, art, philosophy, society, etc. This group of lectures will explore the Medieval Renaissance 'mentality' and world view through artistic and literary expressions. Part II will also include "hands-on" experiences. Students will have a choice of three out of some six options including musical performances, art museums, liturgy, and manuscripts. In the second paper, due at the end of Part II, students will assess these "hands-on" experiences in conjunction with their continuing reading and class lectures in this section. A list of these options will be attached to your returned First Paper.

Part III--Institutional developments--Church and State, law, technology, society, and the matured culture. These lectures focus on the products of the maturing or developed achievements of the Twelfth Century Renaissance--the more concrete evidence of its creative milieu, including institutions such as the hierarchical church and the bureaucratic state, systems of record-keeping, advancements in technology, and society and culture in its matured stages. The final paper at the end of Part III asks students to create a holistic, integrated view of the Medieval Renaissance from their readings, class lectures, hands-on experience, and additional research in an area of their choice.

To facilitate class research, we have ordered some **optional books** which students may purchase according to their interests, in addition to the **required books** listed below. These optional books will supply a starting point for research, and bibliographies of further sources. Please note that the lecturers in this class (past and present) have compiled a book of handouts titled *The Flowering of the Middle Ages*, which contains readings, outlines, translations, and glossaries relevant to the lectures. Note that this is required. These readings are now posted on our Website. For those needing background reading, we suggest Barbara Rosenwein, *Medieval Europe: Short History*. Hopefully, at least one of the required or optional books will accord with your major--for example, business majors will enjoy Lopez, *The Commercial Revolution of the Middle Ages*, and science/math majors will enjoy Dales, *The Scientific Achievement of the Middle Ages*.

Learning Objectives:

***Students will be able to demonstrate familiarity with the Early and High Middle Ages in Europe

***Students will be able to analyze primary and secondary sources as evidence to support their understanding of this historical era, as well as cultural ideas, values and beliefs

***Students will be able to communicate effectively their understanding of patterns, processes and themes of Medieval Europe

Required Reading

Colin Morris, *The Discovery of the Individual*
Guibert of Nogent, *A Monk's Confession*

and

Optional Books

Richard C. Dales, *The Scientific Achievement of the Middle Ages*

Lynn White Jr., Medieval Technology and Social Change

John W. Baldwin, The Scholastic Culture of the Middle Ages

Sidney Painter, William the Marshall

Marie de France, The Lais of Marie de France

Class Lecturers, The Flowering of the Middle Ages—Website

Women in Medieval France

C. H. Haskins, The Rise of Universities

Robert Lopez, The Commercial Revolution of the Middle Ages

Barbara A. Shailor, The Medieval Book

Herbert L. Kessler, Seeing Medieval Art

T. Evergates, Aristocratic

LEARNING OUTCOMES: 1. Knowledge of development of Medieval Renaissance; 2. Critical thinking and writing skills in relation to such knowledge; 3. Analysis of primary and secondary sources.

Lecture Schedule, Fall 2010

WEEK	LECTURERS	LECTURES
1	Sally N. Vaughn, History; Course Coordinator	The 12th Century Renaissance in Historical Perspective
2	John Lienhard, Chair of Technology and Culture; Michael Moore, Honors College	Engines of Medieval Change Merovingian and Carolingian France
3.	Patricia Orr, History; John McNamara, English	Medieval Women Anglo-Saxon England
<p>The First Paper is due on the last class day of Week 4, and should include the Lectures scheduled in Weeks 1, 2, and 3, and the readings pertaining to them. This five page paper (5 pages double spaced) should discuss the <u>questions</u> you have about the Medieval Renaissance--what do you, personally, not know and/or want to know about it? You may choose a topic in your field--for example, if you are a scientist, you might want to know about science in the Medieval Renaissance. If you are a hotelier, you might want to know about pilgrimages, inns, and taverns.</p>		
4	Sally N. Vaughn, History Anthony Collins, School of Theatre	Vikings, Normans, and Crusaders Medieval Drama
5	John Snyder, Moores School of Music;	Origins of Medieval Music
6	Maria Elena Soliño, Spanish Richard Armstrong, Classics	Medieval Spain Courtly Love in Southern France
7	Nora Laos, School of Architecture	Origins of Medieval Architecture
8	John Snyder, Moores School of Music Tom de Gregori, Economics	The Flowering of Medieval Music The Medieval Economy: Economic Take-off
9	Patricia Bozeman, Director, Special Collections Sally N. Vaughn, History	The Medieval Book Schools and Universities
<p>The Second Paper (ten pages, double spaced) is due the last class day of Week 10, and include Lectures 1-9 with relevant readings; and <u>three</u> of the "hands on" experiences (see separate schedule). Evaluate the "hands-on" experiences, correlating them to lectures and readings. For example, if you attended a musical performance, how did the lectures help you understand it, and understand Medieval culture and people better? If you visited a museum, or attended a Latin Mass, likewise.</p>		
10.	Carl Lindahl, English	Medieval Folklore
11.	Richard N. Armstrong, Classics Sally N. Vaughn, History;	Courtly Love in Northern France Medieval Church and State
12.	Cynthia Freeland, Philosophy Michael Wyschogrod, Religious Studies,	Origins of Medieval Philosophy Moses Maimonides and the Jewish Contribution
13	Robert Palmer, Cullen Chair, History and Law	Law, State, and Society in the Middle Ages
14.	Luisetta Chomel, Italian Lorraine Stock, English	The Apex of the Medieval Vision: Dante After the Black Death: Chaucer

The Third Paper (10 pages, double spaced) due on the last day of class; include Lectures 1-14, the "hands on" experiences, all readings, and research on the topics of your choice (you may use the optional books listed on the Syllabus and on the list of reading assignments as optional, to start your research). Construct a holistic view of the Medieval Renaissance, incorporating as many aspects as you can, and showing how they interrelate to each other. You may approach it from the perspective of your own interest; for example science, art, literature, business, technology, economics, etc.

Final Examination: On Campus, See your Specific Syllabus for time, place, and date.

Office Hours: By appointment, and Thurs 3-5 pm AH638; Telephone 713-743-3122 only during office hours;

Email snvaughn@sbcglobal.net TA: to be announced

PLEASE CHECK THE WEBSITE, ON BLACKBOARD, AT LEAST ONCE A WEEK FOR UPDATES

Specific Schedule: Reading Assignments for Lecture Schedule, Fall 2010

Dates:	Viewing Dates	Reading Assignments (Bold = Required) (Normal = Optional) * on Website
Week 1:	January 19-22	* Flowering, Introduction, Colin Morris, <i>Discovery of the Individual</i>
Week 2:	January 25-29	* Flowering, Engines of Medieval Change; Lynn White Jr., <i>Medieval Technology and Social Change</i>
Week 3:	February 1-5	* Flowering, Medieval Women, Laws of Aethelbert Evergates, <i>Aristocratic Women in Medieval France</i>
FIRST PAPER DUE , February 12 (see below)		
Week 4:	February 8-12	* Flowering, Medieval Drama, *Daunce of Maccabree *Life of Gundulf of Rochester, *Authun's Story
Week 5:	February 15-19	* Flowering, The Origins of Medieval Music Baldwin, <i>Scholastic culture of the Middle Age</i>
Week 6:	February 22-26	* Flowering, Courtly Love and Romance, Part I. *Rise of Romance,*Marie de France,*A. Capellanus Marie de France, Lais of Marie de France
<u>Optional Tour of Medieval Art, Menil Collection, Saturday February 27, 2 PM (meet in lobby).</u>		
Week 7:	March 1-5	* Flowering, * Glossary of Architectural Terms, Kessler, <i>Seeing Medieval Art</i>
<u>Optional Tour of Medieval Art, Museum of Fine Arts, Saturday March 6, 2 PM (meet in lobby).</u>		
Week 8:	March 8-12	* Flowering, Flowering of Polyphonic Music, Lopez, <i>Commercial Revolution of Middle Ages</i> Dales, <i>Scientific Revolution of Middle Ages</i>
<u>SPRING BREAK MARCH 15-19</u>		
Week 9:	March 22-26	* Flowering: * Medieval Universities, *Medieval Manuscript Book; Haskins, <i>The Rise of Universities</i> Shailor, <i>The Medieval Book</i>
Week 10:	March 29-April 2	* Flowering, Medieval Legend and Folklore; *Authun's Story, *The Peasant's Year
SECOND PAPER DUE, April 6 (See below)		
Week 11:	April 6-9	* Flowering, The Medieval Church (entire) Marie de France, <i>Lais of Marie de France</i> Guibert of Nogent, <i>A Monk's Confession</i>
Week 12:	April 12-16	* Flowering, Medieval Philosophy (entire)
Week 13:	April 19-23	* Flowering, The Medieval State: Sidney Painter, <i>William the Marshall</i>
Week 14:	April 26-30	* Flowering,*Chaucer, *Dante, *The Black Death

THIRD PAPER DUE May 3 (see below)

Final Examination: All Final Examinations must be taken on campus

Saturday, May 8, noon-2pm, Room to be announced. Check the Webct Blackboard for announcements

OPTIONS FOR TURNING IN PAPERS:

1. Mail to: Prof. Sally N. Vaughn, Dept of History, University of Houston, Houston TX 77204-3003
 2. Drop off by 5 pm on due date at History Department, AH524
- Include a self-addressed stamped return envelope for First and Second Papers. Third Papers will be returned at Final Exam.**

Flowering of the Middle Ages

Options for Hands On Experiences
And the Second Paper

For your second paper, choose **three** of the following to visit or attend and observe. Make sure your choices include 3 different activities; for example do not visit 3 different churches to view their architecture, but rather attend the Latin Mass at Holy Rosary, visit a museum, and visit a church that has distinctive architecture. Or see the Manuscripts in our library, go to the Renaissance Festival, and visit a church for its architecture.

Your paper should discuss how these 3 different hands on activities connect and interrelate to what you have learned in the lectures and readings. 10 pages, double spaced, with proper footnotes.

1. Catholic Mass with Gregorian Chant,
 - a. Holy Rosary Church, 3600 Travis 77002 713-529-4854 9:30 am Sunday Morning
 - b. Annunciation Catholic Church 1618 Texas Ave Houston 77002 8 am Sunday Morning
You may participate in the service if you wish, but do not take Communion unless you are Catholic. Be respectful of the service and the rituals.
2. Museums
 - a. The Menil Collection, 1515 Sul Ross, Houston 77006. 713-525-9400 [Free]
 - b. Museum of Fine Arts Houston, 1001 Bissonet at Main, 713-639-7300 [Free for Student assignments]
*Both collections are very small, but excellent. Be sure that you are identifying **Medieval art**, which is different from Renaissance Art. The Medieval art is largely from France, England and Germany, while the Renaissance Art is mostly Italian. The Northern Renaissance Art is Dutch or Flemish. Byzantine Art, especially at the Menil Collection, is usually Slavic or Russian. While it is Medieval if it dates from the 4th to the 14th centuries, it is Eastern rather than Western. Look carefully at the dates and places of origin—concentrate on the 12th, 13th, and 14th century works from France, England, and Germany. One exception is the Head from the Court of Frederic II in Italy, at the Menil, which is Medieval.*
3. Authentic Medieval Manuscripts in Special Collections, UH M. D. Anderson Library
I am arranging one or more presentations by Julie Grob, Special Collections Librarian. Check the Web Blackboard announcement of time, sometime between February 8 and April 1. Compare and contrast the different manuscripts, and the miniatures in each. Look at the handwriting and the text decorations such as illuminated capitals and decorated borders.
4. Examine the Architecture of Houston Churches for Medieval Inspiration—What is Medieval about these churches?
Christ Church Cathedral, 1117 Texas (They also have a Web page with stained glass windows)
Holy Rosary Catholic Church, 3600 Travis
First Presbyterian Church, 5300 Main
First Methodist Church, 1320 Main
St. Paul's United Methodist Church, 5501 S. Main
St. Martin's Episcopal Church, 717 Sage Road
Or any churches you can find in the Downtown area that seem either Gothic or Romanesque
Look at both the interior and the exterior, and the stained glass. Look at individual architectural features.
5. The Texas Renaissance Festival
Compare the musicians, artisans, performers, actors, militarists, brewers, and etc. to what you have learned about the Middle Ages. Try to separate fact from fiction and fantasy, to determine what is really Medieval about the Festival. This experience must be treated with great care, discretion and distinction. Link your observations directly to the Lectures and Readings. Not an option for the Spring Semester

This assignment, like the first, is an Essay. Be sure you have an **Introduction**, a **Thesis Statement**, **Logical Development** of your thesis, and a **Conclusion**. **Footnote** the written and lecture sources, and any website sources you use (such as Christ Church Cathedral windows, for example).