

HIS362K

Villalon

MEDIEVAL WARFARE

Course Syllabus

General Information:

- (1) Full Course title: **Cavalry, Castles, Crossbows, Chivalry, Condotierri, Catapults, and Cannon: Warfare in the Medieval World**
- (2) Semester: Second
- (3) Professor: L. J. Andrew Villalon (Dr. V; Mr. V)
- (4) Course number: 362K (39865)
- (5) Section: Only one
- (6) Days/Time of meeting: M-W-F/12-1 p. m.
- (7) Classroom: WAG 214
- (8) Campus Office: GAR 4.120
- (9) History Departmental Office, GAR/First Floor
- (10) Office Phone: (512) 475-8004
- (11) Departmental Phone: 471-3261
- (12) Office Hours: Monday: 3-6 p.m. (in the hour from 5-6, the student must call into the office in order to be admitted to the 4th floor); Wednesday: 3-5 p.m.
- (13) Email Address: avillalon@austin.rr.com
- (14) Villalon's Website: **Wire Paladin**, URL:
<http://webspaces.webring.com/people/ca/avillalon/>
Index for Medieval Warfare, URL: <http://webspaces.webring.com/people/ca/avillalon/c-MedWar-index.html>
Syllabus for Medieval Warfare, URL: <http://webspaces.webring.com/people/ca/avillalon/c-MedWar-admin-syllabus.html>

If you do not remember or have available the URL to my website, you can still find it easily by typing into Google "Andrew Villalon Wire Paladin." The website should come up as the first entry on the list. You can then click through to the main index and follow the links to the course webpage.

Course Description:

After a brief retrospective on war in the ancient world, this one semester course will examine in detail the development of warfare between the late Roman Empire and the early modern world (c. 400-1500), a period of some eleven centuries traditionally referred to as the Middle Ages. It will concentrate on what historians call the West, i.e. the lands around the Mediterranean Sea, including Europe, North Africa, and the Near East. Lectures will also incorporate political and social background material in light of which military developments may be better understood. The only departure from this scheme will involve the Mongols, a people of Far Eastern origin, whose territorial expansion in the 12-13th centuries was so enormous that it actually reached the West.

Course Goals:

- (1) To provide students with an understanding of warfare as it took place in that period in western history referred to as the Middle Ages (c. 400-1500).
- (2) To provide some understanding of the various types of evidence available to scholars when they undertake to study and reconstruct the medieval past.
- (3) To acquaint students with the historiographical trends and current intellectual debates within the discipline.
- (4) (Hopefully) To inspire in the student a continuing interest in studying warfare as it was conducted during this fascinating period of western history.

Course Webpage:

A webpage for Warfare in the Medieval World is posted on the teaching section of my website, **Wire Paladin** .

Like the rest of my teaching materials, the course webpage can be reached by accessing the website's main index page, then clicking on the chess knight entitled University of Texas Courses taught by Dr. Villalon. Alternatively, you can go directly to the course webpage. (The URL to that particular webpage is also given above.)

As noted above, if you do not have available the URL to my website, you can still find it easily by typing into Google "Andrew Villalon Wire Paladin." The website should come up as the first entry on the list. You can then click through to the main index and follow the links to the course webpage.

Throughout the semester, this webpage may undergo occasional updating. You are responsible for periodically consulting it to see if anything new has been posted. If you are reading this syllabus, you are already aware that it is also posted on the webpage. Your first assignment is to **READ THIS SYLLABUS CAREFULLY**.

Required Reading/Viewing:

Books:

Charles W. C. Oman, *The Art of War in the Middle Ages*

The classic work in the field of military history, it was the work of an English historian many regard as the founding father of medieval military studies, Charles William Chadwick Oman

(1860-1946). Amazingly, it was written in 1885 as an undergraduate essay; and despite Oman's far longer, two volume History of the Art of War in the Middle Ages, produced late in life, it is this shorter essay that has remained in print ever since. To the extent that there is a textbook in the class, this will be it.

Edward M. Peters, *The First Crusade: The Chronicle of Fulcher of Chartres and Other Source Materials*

This book contains an extensive collection of sources dealing with the First Crusade (1095-1100), one of the most notable events of the medieval period and one of the best covered. It has been assigned to show students the variety of source material available for the study of many if not most of the military events of the Middle Ages.

Both books can be purchased through the major online stores such as **Amazon.com** or **Alibris**.

Articles:

In addition to the two books assigned in this course, a number of articles will be posted on the website.

These examine specific aspects of medieval military history.

The student will be responsible for reading the posted articles.

Visual Materials (most or all of the following will be shown in class):

The Roman Legion (DVD)

The Barbarians/Visigoths (DVD)

The Barbarians/Huns (DVD)

The Barbarians/Vikings (DVD)

Modern Marvels: Castle and Dungeons (DVD)

NOVA/Ancient Empires: The Trebuchet (DVD)

The Bayeux Tapestry (CD)

The Crusades (as seen by Terry Jones) (3 of the 4 DVDs in the series)

Knights Templar (DVD)

The Barbarians/Mongols (DVD)

Course Lectures:

Introduction: The Return of Military History

Lecture 1: A World at War: Origins of Human Warfare

Lecture 2: Warfare in the Fertile Crescent and the Birth of Metal Weapons

Lecture 3: Two Ancient Formations: The Phalanx vrs. the Legion

Video: The Roman Legion

Lecture 4: The Pax Romana: A Military-Based Peace?

Lecture 5: Rome vrs. the Germans: A Changing Balance and the Birth of the Western Middle Ages

Video: The Barbarians: Visigoths

Video: The Barbarians: Huns

Lecture 6: The Franks, Religion, Politics, and Early Medieval Warfare

Lecture 7: The Reign of Charlemagne: Effects of Good Government on Military Success

Lecture 8: The Move from Infantry to Cavalry: Brunner vrs. White vrs. Morillo

Reading: Selections by Lynn White and Steven Morillo

Lecture 9: The Darkness After Charlemagne and War in the Viking Age

Video: The Barbarians: Vikings
Video: The Conquerors: William the Conqueror

Test 1: Lectures 1-9/Accompanying videos and readings

Lecture 10: The Medieval Warrior
Lecture 11: Arms, Armor, and Training
Reading: Article by John Clements
Lecture 12: The Art of Castle Building
Lecture 13: Life in the Medieval Castle
Lecture 14: Siege Warfare: Defending and Capturing the Castle
Video: Modern Marvels: Castles and Dungeons
Video: Ancient Empires: The Trebuchet
Lecture 15: The Many Faces of Feudalism
Lecture 16: Eastern Ways of War: The Survival of the Byzantine Empire
Lecture 17: Eastern Ways of War: The Rise of Islam
Lecture 18: The Crusades
Reading: Edward M. Peters, *The First Crusade: The Chronicle of Fulcher of Chartres and Other Source Materials*
Reading: Article by Kelly DeVries
Lecture 19: Gunpowder Weaponry
Lecture 20: Ships and Guns

[For access to the course notes, [click here](#).]

Contacting the Professor:

There are three reliable ways to contact this professor:

- (1) Speak with him after class. (If the subject requires a lengthier conversation, an appointment can be made to meet during office hours.)
- (2) Simply come to the professor's office during the posted office hours.

No appointment is needed; I am almost always available in my office (or very nearby) during office hours. If you do not at first find me, try either the departmental office on the first floor or photocopying machine on the third.

If, for whatever reason, I have to miss an office hours, something that does not happen often, then I shall try to leave a note on the door. If that occurs, let me apologize in advance.

- (3) Contact the professor through email.

I check and respond to my email regularly and will try to reply to your message as soon as I see it. It is always best to send messages to my home email address (given at the beginning of the syllabus).

Other means of getting in contact are much less certain.

I will answer phone calls to the office if I am there, but I will not call students back.

I have purposely omitted my home telephone number from this syllabus for the simple reason that I will not wish to receive student phone calls at home. Email serves the same purpose, more reliably and less obtrusively.

Contacting the Teaching Assistant:

Depending upon the number of student taking the course, the History Department may assign a teaching assistant (TA) to help with such matters as grading.

It will be announced in class whether or not there is a TA and, if so, how the student can contact him/her.

For more about contacting the TA, [click here](#) .

Criteria for Grading:

(1) Research Paper

A course paper on some aspect of medieval war (approximately 10 pages). It might deal with a warrior, a weapon, a battle, a type of medieval ship, a book, artwork depicting warfare, even an analysis of a film depicting medieval warfare. In short, anything that has to do with medieval warfare. This is the student's opportunity to explore in depth something which his interested him/her and write a meaningful paper about it.

Paper Requirements:

- a. All papers must be type-written, double-spaced, proof read, and contain a bibliography.
- b. They must be submitted in an approved three-prong folder. (Students are not to submit three ring binders due to the weight considerations.)
- c. The paper must use source citations.

These should be in the style used by historians. In other words, some variant of the system summarized in the Chicago Manual of Style, not the MLA (Modern Language Association) style that was designed for use by scholars in English and foreign languages.

For more information on how to use source citations, click through to the section of this website dealing with the issue entitled [Footnotes for the Historian: A Guide for the Perplexed](#).

Students may employ either footnotes or endnotes, though I strongly encourage using endnotes.

(2) Submitted Source Materials

Along with the paper, each student should submit photocopied source materials used in preparation of his/her paper. These should include

Short articles and individual primary documents, taken either from a printed source or from the web; such short items should be copied in their entirety and their source clearly identified.

If books have been used, copy the title page and the most important pages utilized by the student

Photocopied illustrations can also be included.

If the source materials do not fit into the same three-prong folder as the paper, a second folder

can be used. (Under no circumstances should a student utilize a three-ring binder.)

(3) An in-class examination during a regular class period based on the lectures and readings

The precise date of the regular examination will be announced in class at least a week in advance.

Unpenalized make-up exams will be available during the two weeks after the original exam period for students who fail to take it at that time.

(See the sections of the webpage Examination [Procedures](#) and Examination [Schedule](#)).

(4) A final examination during the regularly scheduled final exam period. (Thursday, May 12, 2011, 9-12 noon.)

Both the regularly scheduled examination and the final will count equally.

Both examinations are entirely short answer (matching or fill-in-the-blank from a list supplied on the exam; true or false). Scantrons will be provided.

The examination average will count for 2/3 of the final grade; the paper will count for 1/3.

In addition, the student should not ignore active engagement in the class. This can take various forms: discussion (either in class or outside of it), producing information the instructor has not mentioned, answering questions, finding and sharing relevant materials, etc. Such participation can count in the student's favor, though a failure to participate in this manner will not count against him/her. I am fully aware that there are many good students who prefer to listen rather than talk and, and since I admire good listeners, I will not penalize them.

Note Well: All work must be completed and handed in to receive a grade other than X or F. There may be some slight bending of this rule for those taking the course on a pass-fail basis, but it is up to the student to clear this with the professor early in the semester.

Grading Procedure:

The grades in this class are computed using + and -; in other words, A, A-, B+, B, B-, C+, C, C-, D+, D, F. Grades will not be rounded upward; in other words, a B+ is a B+, not an A-.

Concerning the Finality of Grades:

In almost all cases, final grades are indeed final.

(1) The obvious exception: if I have made a mistake in computing your grade. If you believe this to be the case, you should contact me or the TA immediately.

(2) In a very few cases, I will offer a student the opportunity to get a higher grade. This will only occur in special circumstances, where the student was really on the borderline.

Instructions for Students Who Fail to Receive a Grade:

While this is usually the result of a failure to complete some part of the course work, it may also be an error on the professor's part. Under any circumstances, the student should contact the professor as soon as possible and arrange a meeting in order to determine what, if anything, can be done about the problem. In most cases, something can be done.

Retaining Copies of Work:

It is a good practice in any course to keep copies of everything that you have handed in. It is also a good practice to retain any work that is handed back **until you have received your (correct) final grade in the course.** Mistakes happen, especially in a large class. Items get lost and errors are made in recording grades. In such instances, the student cannot merely claim to have done the work. He/she must be able to produce it.

Attendance:

Attendance in any course is important, but it is particularly important when that course is based heavily upon both in-class lectures and, to a lesser extent, in-class discussion.

Although I provide fairly detailed notes of what is discussed in each class, **THE STUDENT IS EXPECTED TO ATTEND ON A REGULAR BASIS.** No habitual failure to attend is acceptable, regardless of the reason. While this may seem old-fashioned, I am a firm believer that part of a student's responsibility is to attend class. Gross failure to attend will almost certainly be taken into consideration in the final grade; and the professor reserves the right to deny a student a grade if the attendance is poor enough.

Attendance is computed on the basis of how many times the student has signed the attendance sheet which circulates in each class. Consequently, students who wish to have their attendance correctly recorded have two responsibilities.

- (1) They must sign the attendance sheet for the class.
- (2) If the professor forgets to circulate an attendance sheet (as sometimes happens), students should raise their hand and remind him. (Such an interruption will always be most welcome.)

Furthermore, students should never skip a class simply because they feel unprepared. After all, you might miss something interesting or useful! Besides, there are no unannounced quizzes and I never seek to embarrass unprepared students.

Classroom Deportment:

Although I do not appreciate students who sleep, read, draw pictures, surf the web, answer email or do work for other courses during classtime, I very rarely reprimand them *in class* for their sins. Such offenses against the "academic order" may lead to a private discussion between us; and, if severe enough, may be taken into consideration when I award a final grade for the course. (Remember, as a historian, I have a very long memory!!)

Talking in class is a different matter!!! A chronic talker may be asked to leave the class or, in severe cases, to bring a withdrawal slip for me to sign. Furthermore, please do not start packing up your things to leave until the class actually ends. ***This class never gets out early.*** (To the chagrin of some students, it has even been known upon occasion to get out late, though I honestly try to minimize such intrusions into the student's time.)

Cheating or Plagiarism:

Everybody knows what cheating is, so there is no need for a definition.

On the other hand, some of you may not be familiar with the word plagiarism. It refers to any

attempt to pass off as your own work something done by somebody else. Even when only part of a paper is copied from the work of another person, this is still plagiarism. While it is perfectly acceptable to quote from another person's work, such passages must be carefully footnoted.

Both the university and I regard cheating and plagiarism as extremely serious; as a result, I would recommend that you avoid them like the plague throughout your college career and, for that matter, afterwards. Although I shall treat both cheating and plagiarism on a case-by-case basis, the offender should not expect leniency. A substantial lowering of the final grade or even expulsion from the course are the normal penalties for such offenses.

Cheating takes various forms: any student caught signing the attendance sheet for another student will be penalized a full letter grade (from an A to a B, a B to a C, etc.) So will the student whose name he/she signed, unless the latter can demonstrate to my satisfaction that he/she had no involvement. If this flagrant piece of dishonesty reoccurs several times, the student(s) involved will be asked to leave the course.

Withdrawal from the Course:

If you receive an F on several of the early tests), you should seriously consider dropping the course IMMEDIATELY and concentrating your efforts in another course which you have a better chance of passing!

As far as I am concerned, a student wishing to withdraw from the course for whatever reason will be allowed to do so without penalty, even if he/she is failing the course at the time of the withdrawal. It has always been my belief that losing time and tuition is enough of a penalty to pay for doing poorly in a course.

However, I would strongly recommend to all students that once they have decided to withdraw, they should do so as soon as possible. It is always best to get this unpleasant task out of the way.

First of all, it is better to drop a "loser" and concentrate one's energies where they will they will do the most good, i.e. in courses where one is doing well.

Secondly, in putting off the inevitable, some students wait too long and pass withdrawal dates mandated by the university, after which withdrawing may become far more complicated, if not impossible. While I am always willing to approve a withdrawal, after a certain point in time, the university may not accept it.

Requirements and Student Complaints:

Within any academic discipline, a teacher tries to design a course which will present a body of knowledge, while developing critical thinking and skills in research and writing. He or she then evaluates carefully each student's performance in order to arrive at a grade, which will count toward college credit. Factors which the teacher may take into consideration when defining student performance include such things as exams (either in-class or take-home), other written work (papers, book reviews, journals), and various forms of classroom participation (discussion, oral presentations, answering questions). Each teacher will determine which of these factors to employ in arriving at a grade, as well as their relative importance. The student should also be aware that classroom deportment may be taken into consideration; in other words, anyone who habitually acts in a manner which tends to disrupt the learning process may well find that fact reflected in his or her grade.

In the end, it is the student who earns the grade for demonstrating the required knowledge and performing the required work within reasonable deadlines set by the teacher. Failure on the part of a student to accomplish this may result in a failing grade and the withholding of academic credit for the course. Again, let me emphasize: grades are earned, not given or negotiated!!

On the other hand, for students who believe that they have been unfairly evaluated, the University of Texas has established a grievance procedure. Grade appeals must be made in accordance with that procedure, which mandates as its first step an attempt by the student and professor to resolve the grievance without any outside interference. At this point in the procedure, intervention by third parties such as parents, boyfriends, attorneys, department heads, administrators or other faculty members is inappropriate.

For students who believe that they have been unfairly evaluated and cannot secure satisfaction from the professor, there are grievance procedures established by the University of Texas. (See the 2006-2007 General Information Catalogue. Questions should be addressed to academic advisors or the Ombudsman.

Brief Academic Biography of the Professor:

L. J. Andrew Villalon did his undergraduate work at Yale University where he earned honors in history and was elected a member of Phi Beta Kappa. He received his PhD. from that institution in 1984. After many years teaching at the University of Cincinnati (where he holds the rank of professor emeritus), Villalon is currently a senior lecturer at the University of Texas at Austin. A specialist in late medieval and early modern European history, he has delivered numerous conference papers on a wide variety of topics including San Diego de Alcalá, Pedro "the Cruel", Don Carlos "the unhappy prince of Spain," Spanish involvement in the Hundred Years War and the battle of Najera, Sir Hugh Calveley, the political ideas of Niccolò Machiavelli, English military pardons in the Hundred Years War, and academic editing. His articles have appeared in collections and various academic journals including *The Catholic Historical Review*, *Sixteenth Century Journal*, *Mediterranean Studies*, the *Journal of Medieval Military History*, and the *Proceedings of the Ohio Academy of History*. Currently, he is working on two book length studies, one on the canonization of San Diego, the other on the life of Sir Hugh Calveley, an English knight and mercenary soldier in the Hundred Years War. Villalon has co-edited with Donald J. Kagay five collections of medieval essays—*The Final Argument: The Imprint of Violence on Society in Medieval and Early Modern Europe* (The Boydell Press, 1998); *The Circle of War in the Middle Ages: Essays on Medieval Military and Naval History* (The Boydell Press, 1999); *Crusaders, Condottieri, and Cannon: Medieval Warfare in Societies around the Mediterranean* (Brill, 2002); *The Hundred Years War: A Wider Focus* (Brill, 2005); and *The Hundred Years War: New Vistas* (Brill, 2008). At present, the pair are working on their sixth collection, a third volume dealing with the Hundred Years War. They are also collaborating on two further medieval collections as well as a joint monograph concerning the battle of Najera, fought in 1367. In addition to research in his major field, Villalon has published on automotive history and the history of World War I. He has held several grants for study in Spain, including a Fulbright; received two awards from the American Association of University Professors for defending academic freedom; and in 2001, was presented the Professional-Scholarly Activity Award for the University College at the University of Cincinnati. Villalon was the vice president of the Texas Medieval Association (TEMA) in 2007-2008 and president of that organization in 2008-2009. While serving as president, he organized TEMA's annual conference which was held that year in Austin. He is an associate editor of the *Encyclopedia of Medieval Warfare and Military Technology* put out by Oxford in 2009. (A [complete c.v.](#) is available on the website.)

