

History 212: Medieval Europe
MWF 10:00-10:50 - Clough 302 – Fall 2005

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Office Hours: TR 2:00-3:00, W 11:00-12:00, and by appointment

Please feel free to talk to me about questions or concerns you may have – I am happy to meet with you!

Course Description & Goals

This course examines the history of Europe from roughly 500 to 1500 CE, or (very roughly) from the end of the Roman Empire to the beginnings of the Renaissance.* Despite its distance in time from the modern era, the history of medieval Europe raises questions that remain important today: what forms may government take, and what factors most directly shape those forms? How do military and political crises shape society and culture and vice versa? What are the appropriate roles in society for church and state? As historians, how do we find out about the lives of people who did not leave behind direct record of their voices? Is human nature a constant throughout time, or did medieval people respond differently to their circumstances than we would have in their places?

My goals are that at the end of the semester, you will be able to:

- identify the most important events and developments of the Middle Ages
- discuss and evaluate their causes and effects
- read medieval primary sources, and identify and evaluate their arguments and value as historical evidence
- write an analysis of a primary source
- present a clear and well-defended argument orally and in writing

I encourage you to keep these goals in mind throughout the semester and to tell me if you don't feel that the class is meeting them. Moreover, I encourage you to formulate goals of your own for the course, which I would be more than happy to discuss with you!

Course Books

The following books are required and available at the Rhodes College bookstore:

Barbara H. Rosenwein, *A Short History of the Middle Ages*, second edition (Toronto: Broadview Press, 2004), ISBN 1551116162
Patrick J. Geary, ed., *Readings in Medieval History*, 3rd edition (one volume format) (Toronto: Broadview Press, 2003), ISBN 1551115506

Course Requirements

Midterm – 15%

Final – 15%

The purpose of exams is to gauge how well you have learned the course material; although history is decidedly NOT merely the memorization of facts and dates, learning a certain degree of raw data is necessary in order to be able to analyze and interpret events of the past. Exams will consist

* Yes, this is about one thousand years; we will be moving quite quickly through a huge range of time this semester, something to keep in mind as you approach this course.

of i.d. questions and/or brief essays. The final exam will be cumulative. I will provide more details closer to the dates of the exams, which are marked on the schedule below.

Participation – 25%

Research has demonstrated that students learn material more effectively and retain it more thoroughly through active participation than through passive listening to lectures, and therefore I place a great deal of importance on class participation. To succeed in this portion of the course, come to class having completed all reading and writing assignments, be ready to discuss them and to participate in class activities, and be willing to listen to others present their perspectives. Attendance alone will not earn you an A in participation; you are expected to contribute actively. Participation will be graded on a combination of factors, namely attendance, frequency of participation, and most importantly, quality of participation. Also see “Discussion” under Policies, below.

Class Plans – 15%

The goal of class plans is to enable us to make the most efficient and productive use of the brief class time we have together (it may not always feel this way, but 50 minutes is a short class!). Before selected classes throughout the semester (dates are marked on the schedule below), three students will post a class plan, consisting of supplemental information about the source(s) and comments and questions that they wish the class to address for that day, on the course WebCT page. Everyone else is required to read through the comments and questions before coming to class, and to be ready to address those comments and questions in class discussion. Please note that while the 15% of your grade earmarked for class plans will be based on the plans you submit, your familiarity with your peers’ posts will be considered part of your participation grade, and if it is clear that the class is unfamiliar with the WebCT posts I will consider penalizing participation grades and/or instituting quizzes on the class plans. I will provide more detail in a separate handout.

Papers – 30%

This course requires **two** short papers (1000-1250 words, or 4-5 pp.) drawing on the assigned readings (these papers do not require outside research), one primary source analysis and one historical argument. You will have two options for each variety of paper. The due dates for the papers are listed on the schedule below; I will provide more detail about these assignments in separate handouts.

Course Policies

General

Readings on the syllabus are listed on the day for which they are due. Therefore, on Friday August 26, you should come to class having read the first chapter of Rosenwein, *A Short History of the Middle Ages*. Please also bring the assigned readings to class with you each day, as we will often refer specifically to passages in the readings.

Attendance

I do take attendance and I do notice who is and is not coming to class (or who is coming to class late.) Although I will not be grading you on attendance per se, it is assumed that you will come to class, and poor attendance will adversely affect your participation grade at my discretion. Moreover, absences will make it difficult to do well in other course requirements. In the event of an emergency or other unavoidable absence, you remain responsible for any material covered in your absence; please contact me to let me know you will not be in class and to find out how you can make up the work that you missed.

Discussion

This course is organized as a seminar. While I will lecture on occasion, discussion is by far the more important component. During discussions, much of the responsibility for what goes on in the classroom lies in your hands and therefore the quality of your experience depends on your own preparation. Please come to class having read the materials assigned for the day and

prepared to answer questions about them and to raise comments and/or questions of your own. You are not required to understand everything that is assigned upon your first reading, but you must be willing to raise questions about what you find confusing, as I will not know what you do not understand unless you tell me. **Identifying what confuses you about a reading is extremely important, as it is often the points of greatest confusion that tell us the most about how people in the past differed from people today.**

If you are uncomfortable speaking in front of a group or find that speaking in class hinders your own understanding of or attention to what is going on in class, please let me know! Because effective oral communication is an important skill, I do expect everyone to contribute, but this is not intended to hinder your own learning, and quality is of much greater importance than quantity. If you are concerned about the value of learning from your peers' contributions, let me assure you that when students are given the initiative to shape the discussion, you invariably raise pertinent and important issues, so trust in your own and your peers' intelligence and insight.

I encourage you to disagree with each other and with me, but expect you to do so in a way that shows respect for others. One form of respect is according your classmates (including me) the courtesy of your undivided attention; please do not read or work on materials not related to this course during class time. Please also turn off all cell phones during class time unless I have approved their continued activation in advance.

Late Assignments and Incompletes

All assignments are due at the beginning of class on the date for which they are assigned. Unless otherwise specified, if you notify me by the due date of your intention to take this option, formal written assignments may be turned in up to one week from their official due date with a penalty of one full letter grade. I will not accept formal written assignments after one week after the due date, and please note that work submitted late is extremely likely to be returned correspondingly late.

Incompletes will not be granted in this course unless there are extreme extenuating circumstances, and they must be arranged with me before finals week.

Academic Dishonesty

Each of you is bound by the Honor Code as elaborated in the Student Handbook, and no violation will be tolerated. Please review the Student Handbook if you are unclear about the details of the Honor Code, particularly the definitions in Article I, Section 3, including the definition of "plagiarism." On every assignment, you should reaffirm the Honor Code by writing the entire honor pledge and signing your name. No work will be accepted without an Honor Code pledge. Studying together and reading one another's papers is always a good idea, but make sure that your work is your own. Collaboration on an assignment that results in remarkably similar results, whether intentional or accidental, is a violation of the honor code.

Accessibility

It is College policy to provide reasonable accommodations to students with disabilities. Course materials are available in alternative formats to persons with disabilities upon request. Please contact the instructor or the Disability Services office, 843-3994, to discuss accommodation needs.

Grading Guide

"A" work shows that you have done all the assigned readings, attended class, and participated in discussion. You know and understand the material covered by the course and can use it appropriately to support your own particular, clearly written argument or interpretation. You must also be able to follow instructions and do the assignment asked of you, not another one with which you are more comfortable.

“**B**” work differs from “**A**” work in that it might not always use the material to support an independent argument or interpretation; or might not present its argument as clearly in writing; or might not exactly address the assignment.

“**C**” work shows that you know the material covered in the course, but does not use the material to sustain a clear argument or interpretation, either through lack of evidence, factual inaccuracies or misunderstandings, problems in writing clearly, or not answering the assignment.

“**D**” work shows only that you have a minimal knowledge of the course material.

“**F**” demonstrates no knowledge of the course material at all. *If you receive an F on an assignment, please come see me so we can talk about how to improve on future work.*

Schedule of Readings and Assignments

W 08/24

First Day of Class

Introduction: “Medieval” and “the Middle Ages” – in the Middle of What, Exactly?

F 08/26

The “End” of Rome

Read for today: Rosenwein, Chapter 1. Prelude: The Roman World Transformed (pp. 19-55)

NB: The bookstore people inform me that the publishers lost the order for this textbook (!). They have re-ordered the book, but it is not supposed to arrive until Thursday or Friday of this week. Therefore, I have placed a scanned copy of the first chapter in my faculty folder on the Academic Departments and Programs server (open the server; choose History; choose my folder; the reading will be in the Public folder). Please let me know if you run into any problems with getting hold of the reading.

M 08/29

Romans at the End of the Empire

Read for today: Geary, 1: Theodosian Code (pp. 1-28); 3: St. Perpetua, *The Passion of Saints Perpetua and Felicitas* (pp. 61-8)

W 08/31

Early Christianity

Read for today: Geary, 2: Augustine of Hippo, *On Christian Doctrine, City of God* (pp. 29-60)

F 09/02

“Barbarians” and Historians

Read for today: Geary, 4: Tacitus, *Germania*; 5: Jordanes, *History of the Goths* (pp. 69-117)

CLASS PLANS #1

M 09/05

NO CLASS - Labor Day Holiday

W 09/07

Three Cultures from One

Read for today: Rosenwein, Chapter 2: The Emergence of Sibling Cultures (c.600-c.750) (pp. 59-94)

F 09/09

The Germanic Tribes: Early Franks

Read for today: Geary, 6: Hildebrandlied; 7: The Tomb of Childeric, Father of Clovis; 8: Salic Law; 9: Bishops Remigius of Reims and Avitus of Vienne, *Letters to Clovis* (pp. 118-38)

CLASS PLANS #2

M 09/12

More Franks

Read for Today: 10: Gregory of Tours, *History of the Franks*; 11: Life of Saint Balthild (pp. 139-67)

FIRST PAPER, OPTION 1 DUE: PRIMARY SOURCE ANALYSIS - GREGORY OF TOURS

W 09/14

The Germanic Tribes in England

Read for today: Geary, 14: Laws of Ethelbert; 15: Bede, *History of the English Church and People*; 16: King Alfred, *Dooms*, The Treaty between Alfred and Guthrum (pp. 221-41)

(NB: Please note that today's reading jumps ahead in the book, and only covers part of the section on King Alfred.)

F 09/16

Early Monasticism

Read for today: Geary, 12: Saint Benedict, *Rule for Monasteries* (pp. 168-98)

CLASS PLANS #3

M 09/19

The Early Secular Church

Read for today: Geary, 13: Gregory the Great, *Dialogues*; 17: Theodore, *Penitential* (pp. 199-220, 262-81)

W 09/21

Carolingian and Other Renaissances

Read for today: Rosenwein, Chapter 3: Creating New Identities (c.750 - c.900) (pp. 95-130)

F 09/23

Charlemagne

Read for today: Geary, 18: Einhard, *Life of Charles the Great*; 19: Selected Capitularies (pp. 282-320)

CLASS PLANS #4

M 09/26

Invasions and Aftermath

Read for today: Rosenwein, Chapter 4: Political Communities Reordered (c.900-c.1050) (pp. 131-64)

W 09/28

King Alfred Again

Read for today: Geary, 16: King Alfred – Letter to Edward the Elder, Asser's *Life*, Anglo-Saxon Chronicle (pp. 243-61)

CLASS PLANS #5

F 09/30

In the Absence of (Good) Kings

Read for today: Geary, 25: Fulbert of Chartres, *Letter to William of Aquitaine*; 26: Hugh of Lusignan, *Agreement between Lord and Vassal*; 27: Galbert of Bruges, *The Murder of Charles the Good* (pp. 386-406)

M 10/03

Monasticism

Read for today: Geary, 20: Cluniac charters: Foundation charter of the order, Charters of the Grossi Family; 21: Miracles of Saint Foy (pp. 321-35)

FIRST PAPER, OPTION 2 DUE: HISTORICAL ARGUMENT – THE EVOLUTION OF KINGSHIP IN THE EARLY MIDDLE AGES

W 10/05

One Monk's Life

Read for today: Geary, 24: Guibert of Nogent, *Memoirs* (pp. 360-85)

CLASS PLANS #6

F 10/07

NO CLASS – Barret Library Symposium

The European Take-Off

Read for today: Rosenwein, Chapter 5: The Expansion of Europe (c.1050 - c.1150) (pp. 167-206)

M 10/10

Holy War

Read for today: Geary, 28: The First Crusade – Fulcher of Chartres, Solomon Bar Simson, Ibn Al-Athir, Anna Comnena (pp. 407-42)

W 10/12

Holy Roman Emperors

Read for today: Geary, 38: Liudprand of Cremona, *A Chronicle of Otto's Reign*; 41: Otto of Freising, *The Deeds of Frederick Barbarossa* (pp. 600-07; 636-45)

CLASS PLANS #7

F 10/14

MIDTERM EXAM

M 10/17

NO CLASS – Fall Recess

W 10/19

Empire and Church in Conflict

Read for today: Geary, 39: Pope Gregory VII and King Henry IV: The Investiture Controversy; 40: The Concordat of Worms (pp. 608-635)

CLASS PLANS #8

F 10/21

Approaches to Learning

Read for today: Geary, 22: Anselm, *Proslogion*; 23: Bernard of Clairvaux, *Sermons on the Song of Songs* (pp. 336-59)

M 10/24

Intellectual Life and Institutional Change

Read for today: Rosenwein, 6: Institutionalizing Aspirations (c.1150 - c.1250) (pp. 207-49)

W 10/26

The Church: Reform from Within

Read for today: Geary, 29: Canons of the Fourth Lateran Council (pp. 443-69)

F 10/28

The Church: Reform from Without

Read for today: Geary, 30: St. Francis, *Rule*; 31: Clare of Assisi, *Testament*; 32: Canonization Process of St. Dominic; 33: Thomas of Cantimpré, *Defense of the Mendicants* (pp. 470-92)

CLASS PLANS #9

M 10/31

Administration in England

Read for today: Geary, 48: Domesday Book; 49: Richard fitz Nigel, *Dialogue of the Exchequer*; 51: Royal Courts of England, *The Huntingdonshire Eyre of 1286* (pp. 758-775; 794-97)

CLASS PLANS #10

W 11/02

Political Conflict in England

Read for Today: Geary, 50: Magna Carta – The Articles of the Barons, 15 June 1215; Magna Carta, 1215; Pope Innocent III declares Magna Carta null and void, 24 August 1215; Magna Carta, 1216 (pp. 776-93)

F 11/04

Challenges to Order

Read for today: Rosenwein, Chapter 7: Discordant Harmonies (c.1250 - c.1350) (pp. 251-86)
SECOND PAPER, OPTION #1 DUE: HISTORICAL ARGUMENT - THE CHANGING ROLE OF THE CHURCH

M 11/07

Faith and Reason

Read for today: Geary, 34: Three Views - St. Bonaventure, Siger of Brabant, St. Thomas Aquinas (pp. 493-23)

W 11/09

Village Life in England

Read for Today: Geary, 52: A Medieval English Village: Plans of Wharram Percy (pp. 798-800); Manor Court Rolls (document available in Faculty Folder)

F 11/11

Kingship in France

Read for today: Geary, 44: Joinville, *Life of St. Louis*; 45: Enquêts of King Louis (pp. 686-715)
CLASS PLANS #11

M 11/14

The Iberian Peninsula

Read for today: Geary, 53: Fuero de Cuenca; 54: *Las Siete Partidas* (pp. 801-812)

W 11/16

Horsemen of the Apocalypse

Read for today: Rosenwein, Chapter 8: Catastrophe and Creativity (c.1350 - c.1500), Epilogue (pp. 287-323)

F 11/18

War and Turmoil in France

Read for today: Geary, 46: Jean Froissart, *Chronicles* (pp. 716-41)
CLASS PLANS #12

M 11/21

Joan of Arc

Read for today: Geary, 47: The Trial of Joan of Arc (pp. 742-57)
SECOND PAPER, OPTION 2 DUE: PRIMARY SOURCE ANALYSIS – THE TRIAL OF JOAN OF ARC

W 11/23

NO CLASS – Thanksgiving Break

F 11/25

NO CLASS – Thanksgiving Break

M 11/28

War in the Empire

Read for today: Geary, 42: Charles IV of Luxembourg, *Autobiography*; 43: Emperor Charles IV, *The Golden Bull* (pp. 646-687)

W 11/30

Religious Heterodoxy

Read for today: Geary, 35: Jacques Fournier, *Inquisition Records* (pp. 524-44)

F 12/01

Women and Religion

Read for today: Geary, 37: Margery Kempe, *The Book of Margery Kempe*, 56: Dialogues of Catherine of Siena (pp. 567-99, 815-23)

CLASS PLANS #13

M 12/05

"Renaissance" Italy

Read for today: Geary, 55: Giovanni Scriba, *Notary Book*; 57: Florence: Catasto of 1427; 58: Gregorio Dati, *Diary* (pp. 813-14, 824-51)

CLASS PLANS #14

W 12/07

Last day of class

Conclusions

M 12/12

1:00 p.m.

FINAL EXAM