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**Moravian College**  
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**Office Hours – Wednesdays 10:30-12 noon & Fridays 1-3pm,  
plus other times by appointment**

Welcome to History 140: Medieval Europe! This course explores European history from approximately 500 to 1500CE. During this millennium, Europe emerged from the ashes of the Roman Empire and – after a shaky start during the early middle ages – cobbled together a distinctively new cultural, political, and social structure. Kingdoms rose and fell; systems of religious belief emerged, spread, changed, and were suppressed; art, architecture, and literature were transformed; and millions of ordinary individuals were born and died. We will investigate some of each of these topics. Our approach will largely be chronological, but we will pause at various moments to examine particular groups of medieval Europeans and the ways in which their lives resembled and differed from one another. Most classes will involve at least some lecture, but we will also have ample opportunity for discussion and debate, particularly when working on primary sources. As a 100-level history course (one which fulfills the M1 LinC requirement), this course will also introduce you to the study of history itself. We'll think about the ways in which the medieval past continues to shape the present, and we'll examine the methods that historians use to uncover it.

## **Goals of the Course**

By the end of this course, you should have improved your ability to do the following:

1. *think historically.* In other words, you should be able to make comparisons and contrasts between different times and places and formulate arguments about the causes of historical change.
2. *understand the importance of primary sources in producing historical knowledge and the issues involved in interpreting them.* In this course, we will look closely at written primary sources and at material objects (things like jewelry, coins, and architecture), and we will talk about both what they can and cannot tell us. We will examine primary sources both in class and in paper assignments.
3. *understand the overall sequence of events and trends in medieval European history.* You need not fixate on dates and facts, but you do need an approximate sense of chronology so you can understand how cultures developed. In order to understand the emergence of Western monotheistic religions, for example, you need to know that Moses lived before Jesus, who in turn lived before Muhammad.
4. *identify the fundamental features of European geography.* You should be able to locate on a map the most important places covered in this course. You should also be aware of the ways in which the natural landscape influenced cultural development and of the ways in which humans transformed their environments. A map showing the places you need to be able to locate is attached to the end of the syllabus. The class schedule lists the date by which you need to know each place.

5. *appreciate the different methods and approaches that historians take.* Historians make choices about what kinds of information they prioritize in their treatments of the past and about how they use it. Some place most emphasis on political events and developments. Others are more interested in the everyday lives of people in the past. The writing assignments will give you insight into some of the methods that historians use in analyzing primary source texts.
6. *read and think carefully and critically.* You should habitually question and test your reading, whether from your textbook or from primary sources, rather than accepting it simply because it is written down. We will apply skills of critical reading particularly to the primary sources we examine in class and as part of writing assignments. Please don't hesitate to ask questions and raise counter-arguments: debate and discussion are great ways to engage with the course material. Pop quizzes will help inspire you to keep up with this reading!
7. *write and speak effectively.* You will write a lot for this class! Paper assignments will require at least eight pages of thoughtful, carefully proofread, writing. In addition, this course will enable you to practice effective speaking, learning from one another by sharing ideas, data, and questions, both in small groups and among the class as a whole, and by participating in presentations.

*This course fulfills category M1 of the Learning in Common requirements.*

## Required Texts

The following books and readings are required for this course. Books are available for purchase from the college bookstore:

1. Judith M. Bennett and C. Warren Hollister, *Medieval Europe: A Short History*, 11<sup>th</sup> ed. (New York: McGraw-Hill, 2011) [hereafter 'Bennett & Hollister'].
2. Mark Kishlansky (ed.), *The Western World* (Boston: Pearson Custom Publishing, 2002) [hereafter '*The Western World*'].
3. Copied readings to be handed out in class.

Please note: be sure to bring the assigned readings to class each day.

## How College History Courses Differ from High School History Courses

For most of you, this will be the first history course you will have taken at college. Expectations of students in college-level history courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- You will be expected to read much more, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time.
- You can expect to work, on average, 6-7 hours per week *outside of class* preparing for this course. Some weeks will require less; others (especially before a writing assignment is due or an exam is scheduled) will require more.
- You will need to work on your note-taking skills. Many of our class sessions will consist mainly of lectures, in which I will present information, theories, and arguments about our topic for the day. I will always begin with a PowerPoint outline of the main topics to be covered (if you come in late, you may miss this). I suggest that you do not try to write down every word I say but rather that you note the most important information and arguments. Try

to organize your notes under the headings I provide in my outline. Depending on the size of your writing, you should probably come away from class with 3-4 pages of notes each day. If you are having trouble with note-taking, I recommend that you visit the Learning Services Center and talk with the people there about note-taking strategies. You will often find that much of the material I cover is also discussed in some form in the textbook: the aim of my lectures is not to repeat information, however, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, please don't tune out because a particular topic is also covered in the textbook.

- Compared with high school, you will probably have fewer tests and exams. Each of these tests and exams, however, will count for a higher percentage of your grade. Because there are fewer exams, you will need to retain information longer and make broader comparisons and contrasts across time periods. The final exam will include a comprehensive question that will require you to reflect back on course material from throughout the semester. The purpose of this is that it will enable you to tie together material that you have learned and see the connections among different places and periods.
- You will probably receive more feedback on each assignment than most of you received in high school courses. I strongly recommend that you read carefully the comments on each paper and exam and use these to guide you in subsequent assignments.
- Good writing matters a great deal in this course and in other history courses. Writing is a process (which many of you will be learning or will have learned in Writing 100 classes). This process involves revision and editing, and papers which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading. I highly recommend taking drafts of your assignments to the Writing Center and asking the tutors there to help you look over them. (Do note that you need to make appointments with the Writing Center in advance.)
- Grades, on the whole, will be lower than you were accustomed to receiving in high school courses. The average grade in my 100-level classes in the last few semesters has ranged between a C and a B-. Grades of A or A- are rare and are reserved for work of true excellence. Please don't be hurt or offended when an assignment or exam which might have received an A in high school receives only a B- here: the standards at Moravian College are considerably higher than at most high schools.

I include this information not to scare you but to alert you to the fact that there are some important differences between high school and college-level history courses.<sup>1</sup> I really want to see you do well in this course and would be happy to talk with you individually: please email me to set up a time or come and see me during my office hours (listed on page 1 of the syllabus).

## **Attendance Policy**

**A**ttendance is not required in this course, but it is very highly recommended. Much of what we cover will build on previous classes, and those who are absent will find it hard to understand the patterns and narratives of history. Those who miss class frequently will also miss pop quizzes (see below, under 'Evaluation') and will find it impossible to do well on class participation. In addition, they will miss seeing PowerPoint slides, some of which will form the basis of examination questions.

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<sup>1</sup> For pointing out some of the differences between high school and college history classes, I am indebted to the article by Robert J. Gough, "What We Should Know about Precollegiate Learning," *Perspectives* 42 (January 2004), 37-9.

## Academic Honesty Policy

I expect that you will complete all quizzes, exams, and papers in this course individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to ensure that you are familiar with Moravian's Academic Honesty Policy, found in the Student Handbook. As this policy explains, it is possible to commit plagiarism without intending to be dishonest, but serious consequences result regardless of intent. Let me clarify two particular occasions when it is legitimate (and even desirable) to use the help of others:

First, while I expect that you will write all assignments & exams on your own, I *do* encourage you to discuss with each other the ideas and arguments contained in our course, both within class and outside of it. For example, you might run into a friend in the library and start talking about a paper assignment. Perhaps, for instance, you are puzzled about how to interpret Einhard's biography of Charlemagne. Your friend, after listening to you, might make an observation or suggestion. As you write your paper, it is legitimate to explain and respond to that comment, *as long as you do not claim the idea as your own*. You might, for example, write something like, "In talking about this reading with [your friend's name], he/she suggested that the best way to understand Einhard is [your friend's suggestion]. This makes good sense to me because ..." In other words, signal clearly which things are someone else's opinion and which things are your own.

Second, I encourage you to seek help with writing. In this course, it is perfectly legitimate to ask others to read over your papers and look for errors of spelling, grammar, and expression. You might also ask others to look over your written work and help you with organization and structure. I am happy to read drafts of papers if you give me advance warning. I also encourage you to use the Writing Center. It is good practice to insert a footnote in your assignment in which you thank anyone who has read and commented on a draft. Here's an example.<sup>2</sup>

## Inclusive Language Policy

Moravian College policy strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For instance, rather than writing about "mankind," write about "people" or "humankind." Rather than use the term "he" when referring to a person in the abstract (as opposed to a specific individual), replace it with "they" or "he/she." This mindfulness about language reflects Moravian's commitment to a tolerant and inclusive campus community. I would be happy to answer any questions you might have about inclusive language or to work with you to find ways to make your language more inclusive.

## Policy on the Format of Written Work

I do not accept electronic submissions *in place of* hard copies for written work. If you miss class and need to turn in an assignment, please send me the attachment *but also* bring a printed copy by my office (Comenius 303). If I am not in my office when you come by, please pin it to my notice board or slide it under my door, then send me an email to ensure that I received it.

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<sup>2</sup> I am grateful to Marianne Cutler, of East Stroudsburg University, for proofreading this syllabus for me.

## Evaluation

Quizzes (6, unannounced, throughout the semester; lowest grade dropped)	15% (3% each)
Mid-Term Exam (Fri March 4)	20%
Final Exam (Tues May 3, 8:30am)	25%
Paper 1 (Fri Feb 11)	15%
Paper 2 (Fri April 8)	15%
Participation (throughout the semester)	10%

There will be 6 pop QUIZZES on readings and geography during the semester. Your lowest quiz grade will be dropped; the other 5 will each count for 3% of your final grade (a total of 15%). They may take the form of multiple-choice or short-answer questions, or they may require you to write a paragraph or two. No make-ups are possible, except in cases of *documented* medical or family emergencies, or school-sponsored commitments (e.g., cultural or sporting events or field trips in other classes). The intention of these quizzes is to encourage you to keep up with reading and class attendance. Sample questions can be found on the textbook website: <http://www.medievaleuropeonline.com/TestYourself.html>. I plan to use and/or adapt one or more of these questions on our class's quizzes, so they will be a good review for you after you have read. You will also be tested on geography, as noted in the class schedule below. Please note that you must remember how to locate these places *beyond* the dates they are listed. For example, the city of Rome is listed as one of the places you must know for Friday January 21. You might be asked to locate Rome on a quiz on January 21 or in any subsequent class between January 21 and the end of the semester. Many of the places listed will be places you may be able to locate already. The reason for requiring you to learn them is that I believe their locations to be vital to a full understanding of our subject. I suggest that you locate each place on the map on the last page of the syllabus before you begin your reading.

The MID-TERM EXAM (Friday March 4; 20%) will include multiple-choice and short-answer questions, paragraphs, and essays. Before the exam, we will devote some time to discussing its format and my expectations for good answers. No make-ups are possible, except in cases of *documented* medical or family emergencies, or school-sponsored commitments.

The FINAL EXAM (Tuesday May 3, 8:30; 20%) will follow a similar format to the mid-term exam. It will focus mostly on the material since the mid-term, but it will also include an extra essay question that requires you to draw on material from throughout the semester.

Your PAPERS (due Friday February 11 and Friday April 8; 15% each) are described in detail on a separate handout, which I will give you during the first few weeks of class. They are based on interpretation of the primary sources in *The Western World*. The first paper is due on Tuesday September 21 and the second on Thursday November 23. Papers are due in electronic form (via email or on disk) as well as in hard copy. Late papers will be penalized 10 points per day, starting at the beginning of class on the day that the paper is due (in other words, if you come to class 3 minutes late, 10 points will be subtracted from your paper; if you turn it in the next day, 20 points will be subtracted; and so on).

PARTICIPATION (10%) will be assessed according to your contributions to class discussions and lectures. Participating in discussions and asking thoughtful questions of me and of your fellow students demonstrate your engagement in and understanding of the subject matter of history. They also demonstrate your ability to seek out information you do not understand or know (a vital skill for historians). An implicit part of participation is regular and timely attendance: people who skip class regularly or who come in late will not only find that they miss quizzes, but they will also be unable to do well in class participation. Please note, however, that perfect attendance does not mean full credit for participation! To do well here, you need to ask and answer questions and contribute to both class and small group discussions.


Aside from multiple-choice or short-answer questions on quizzes and exams, it is within my purview as an instructor to apply qualitative judgment in determining grades. I will do my utmost to be fair and consistent in applying this judgment.

Students with disabilities who need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion. I am happy to do what I can to treat you fairly and help you succeed.

## Class Schedule

Please note: this schedule is subject to change. In the event that a change is made, I will inform you in class and – if the change is a major one – hand out a revised copy of the schedule.

<b>Wed Jan 19</b>	<b>Introduction to the Course</b>
<b>Fri Jan 21</b> Assignments:	<b>The Roman Empire</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: Introduction (pp. 1-3); chapter 1, pp. 4-18.</li> <li>• This syllabus! In particular, make sure you have read carefully pp. 1-6.</li> <li>• Places to locate on map (regions/countries are italicized): <i>Italian peninsula, England, France (Gaul), Sicily, Spain (Iberia)</i>, Rome, Constantinople, Mediterranean Sea, Jerusalem.</li> <li>• <i>The Western World</i>: pp. 1-9 (The Bible – Paul’s Teachings on Love, Sex, and Marriage).</li> </ul>
<b>Wed Jan 26</b> Assignments:	<b>Germanic Invasions and the “Fall” of the Roman Empire</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 1, pp. 19-27.</li> <li>• <i>The Western World</i>: pp. 10-21 (The Salic Law); Handout on the Burgundian Code.</li> <li>• Places to locate on map: Black Sea, Caucasus Mountains, Pyrenees (Mountains), Alps, Atlantic Ocean.</li> </ul>
<b>Fri Jan 28</b> Assignments:	<b>Politics and Society in Early Western Christendom</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 2, pp. 28-40.</li> <li>• <i>The Western World</i>: pp. 25-30 (Gregory of Tours, “The Life of Clovis”).</li> </ul>
<b>Wed Feb 2</b> Assignments:	<b>Gregory the Great and the Early Christian Church</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 2, pp. 40-50.</li> <li>• Place to locate on map: Canterbury.</li> <li>• <i>The Western World</i>: pp. 31- 37 (Bede, “Augustine of Canterbury”).</li> </ul>
<b>Fri Feb 4</b> Assignments:	<b>The Byzantine and Islamic Empires</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 3.</li> <li>• <i>The Western World</i>: pp. 22-4 &amp; 38-42 (Procopius, “Sports Fans in Byzantium;” The Koran, “The Believer’s Duties”).</li> <li>• Places to locate on map: <i>Asia Minor (Anatolian Peninsula)</i>, Kiev, Aegean Sea, Damascus, Córdoba, Cairo, Baghdad, Nile River.</li> </ul>
<b>Wed Feb 9</b> Assignments:	<b>Charlemagne and the Carolingian Empire</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 4.</li> <li>• Place to locate on map: Aachen.</li> <li>• <i>The Western World</i>: pp. 43-50 (Einhard, “The Emperor Charlemagne”).</li> <li>• Handout: Various Sources on Charlemagne’s Coronation</li> </ul>
<b>Fri Feb 11</b> Assignments:	<b>Invasions and Political Reorganization in the 9<sup>th</sup>-11<sup>th</sup> Centuries</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 5.</li> <li>• Places to locate on map: <i>Scandinavia, Iceland</i>, York, North Sea.</li> <li>• <i>The Western World</i>: pp. 51-58 (“Viking Warfare”).</li> </ul> <p><b>**Paper 1 is due at the beginning of class!**</b></p>

<b>Wed Feb 16</b> Assignments:	<b>The Lives of the Peasantry</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 6, pp. 131-150.</li> <li>• <i>The Western World</i>: pp. 59-65 (Langland, “The Peasant’s Life”).</li> </ul>
<b>Fri Feb 18</b> Assignments:	<b>Peasants and Lords on the Web: The Village of Wickhamstow</b> Please look at the following sites (no need to follow the links from each): <ul style="list-style-type: none"> <li>• <a href="http://www.regia.org/drengham.htm">http://www.regia.org/drengham.htm</a></li> <li>• <a href="http://www.regia.org/village.htm">http://www.regia.org/village.htm</a></li> </ul>
<b>Wed Feb 23</b> Assignments:	<b>The Lives of Townspeople</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 6, pp. 150-161.</li> <li>• Places to locate on map: Venice, Paris, Florence, London, Seine River, Thames River, Loire River, Danube River, Rhine River.</li> </ul>
<b>Fri Feb 25</b> Assignments:	<b>Borough Court Records</b> <ul style="list-style-type: none"> <li>• Handout on Court Rolls from the Borough of Middlewich.</li> </ul>
<b>Wed March 2</b> Assignments:	<b>The Lives of Aristocrats</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 6, pp. 162-166.</li> <li>• <i>The Western World</i>: pp. 66-77 (Marie de France, “Lanval” and “Les Deus Amanz”).</li> </ul>
<b>Fri March 4</b>	<b>**MIDTERM EXAM**</b> 
<b>March 7-11</b>	<b>Spring Break: No Classes</b>
<b>Wed March 16</b> Assignments:	<b>Church Reform</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 7.</li> <li>• <i>The Western World</i>: pp. 78-89 (Bernard of Clairvaux, “Monastic Decadence”).</li> </ul>
<b>Fri March 18</b> Assignments:	<b>Monastic Reform</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister, chapter 8.</li> </ul>
<b>Wed March 23</b> Assignments:	<b>Conquests, Crusades, and Persecutions</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 9.</li> <li>• Place to locate on map: Toledo.</li> <li>• <i>The Western World</i>: pp. 90-94 (“The First Contact of Crusaders and Turks”).</li> </ul>
<b>Fri March 25</b> Assignments:	<b>Video: The Crusades – Pilgrims in Arms</b> <ul style="list-style-type: none"> <li>• There is no reading for today.</li> </ul>
<b>Wed March 30</b> Assignments:	<b>The Emergence of the English and French States</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 10.</li> <li>• Places to locate on map: <i>Scotland, Wales, Ireland.</i></li> </ul>
<b>Fri April 1</b> Assignments:	<b>The Lion in Winter</b> <ul style="list-style-type: none"> <li>• Handout: Sources on Henry II and Eleanor of Aquitaine</li> </ul>
<b>Wed April 6</b> Assignments:	<b>Literature, Art, and Thought of the Central and Late Middle Ages</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 11.</li> <li>• <i>The Western World</i>: pp. 107-113 (“The Death of Roland”).</li> </ul>
<b>Fri April 8</b>	<b>Popular Religion and Popular Culture in the Late Middle Ages</b> <ul style="list-style-type: none"> <li>• Handout: Mystery plays</li> </ul> <b>**Paper 2 is due at the beginning of class!**</b>
<b>Wed April 13</b> Assignments:	<b>The Black Death and its Aftermath</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister, chapter 12.</li> <li>• Place to locate on map: Avignon.</li> <li>• <i>The Western World</i>: pp. 114 – 122 (Boccaccio, “The Black Death”).</li> </ul>



<b>Fri April 15</b> Assignments:	<b>The Emergence of Sovereign States</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 13.</li> <li>• <i>The Western World</i>: pp. 123-134 (Froissart, “The Siege of Calais”).</li> </ul>
<b>Wed April 20</b> Assignments:	<b>Mystery Plays</b> <ul style="list-style-type: none"> <li>• Today’s class will consist of group performances of short medieval plays.</li> <li>• Scripts for Mystery Plays are due at the beginning of class.</li> </ul>
<b>Fri April 22</b>	<b>Easter Break: No Class</b>
<b>Wed April 27</b> Assignments:	<b>Towards the Early Modern Era</b> <ul style="list-style-type: none"> <li>• Bennett &amp; Hollister: chapter 14.</li> <li>• <i>The Western World</i>: pp. 135 – 140 (Dante Alighieri, “Dante Begins His Journey through Hell”).</li> </ul>
<b>Fri April 29</b>	<b>Conclusion &amp; Review</b>
<b>Tues May 3,</b> 8:30am	<b>Final Exam (No rescheduling is permitted – sorry!)</b>

