



ST. JEROME'S UNIVERSITY

HIST 260/MEDVL 260 Europe, 300–1500 Course Syllabus Winter 2023

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Office: TBD

Office Hour: Remote, via email or videocall, by appointment

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* Please note that the instructors reply to e-mail within 48 hrs., Monday through Friday. E-mail is, therefore, a convenient way to communicate during the week, but it should not be relied upon in an emergency or when deadlines are pressing. If you have not received a reply within 48h, please send another message — or post on the ‘Town Square’ forum.

Course Description

Students in HIST 260 will study of the evolution of European societies from around 300 to 1500. Against the background of the decline of Roman imperial power and the establishment of the barbarian kingdoms, the course traces the growth of medieval economic, social, political, religious and judicial institutions. It focuses on the nature of kingship and the law, so-called “feudal” institutions, the growth of the papacy and the evolution of monasticism, the birth of universities, and such social institutions as marriage and the family.



Course Materials: Textbooks

Textbook:

Barbara H. Rosenwein, *A Short History of the Middle Ages*, Fifth Edition (Toronto: University of Toronto Press, 2018). Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/pa2qcq/alma999986593064505162

Readers:

Rosenwein BH. *Reading the Middle Ages : Sources from Europe, Byzantium, and the Islamic World*, Third Edition (Toronto: University of Toronto Press, 2018). Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/pa2qcq/alma999986593064705162

Fabbro (ed.), *Europe, 300–1500: Course Reader*. (Available on LEARN)

In addition to the textbook, each module includes a number of additional (mandatory) readings and primary sources. All course material will be available online, either through the library or open-access websites.

Learning Objectives

Learning Outcomes / Course Objectives

Learn the major names, dates, events, and historical “problems” of the European Middle Ages

Corresponding Assignments

Lectures, readings

Understand the importance of geography for historical study	Lectures, readings, quiz and exam
Understand the foundations of modern western societies, nations, institutions, and conflicts	Lectures, readings
Understand the importance of primary historical sources and how to engage them	Lectures, documentary analysis
Research a medieval topic using the library's print and electronic resources, structure an argument, and write an elegant essay	Lectures, research essay

Important Dates:

10 Feb	Document Analysis Due
14 Mar.	Written Assessment
20 April	Final Essay Due

COURSE REQUIREMENTS AND ASSESSMENT

Grade Breakdown:

Documentary Analysis	15%
Written Exam	30%
Final Essay	40%
Participation	15% (up to 20%)*

1. Written Exam

We will write an assessment to check your progress up to week 9 of the course. The exam will include two sections, the first assessing your grasp basic concepts, events, and ideas, the second your capacity to read and interpret primary sources.

2. Document analysis and Final Essay

Students must complete two independent written assignments as part of their coursework in HIST 260: a document analysis and a final research essay. Both assignments must conform to the following parameters:

Students must use footnotes as opposed to endnotes or parenthetical references. They should consult the *Chicago Manual of Style* for further formatting details.

Style counts! The instructor awards points for smooth prose and deducts them for awkward, or incorrect, use of the English language. Students at every level are encouraged to make use of the University of Waterloo's Writing Centre (<https://uwaterloo.ca/writing-centre/>).

I. Document analysis:

All students in HIST 260 must write a 1 000 word document analysis based on one of several pre-selected primary sources provided by the instructor. The purpose of the assignment is to train students to interpret edited and translated medieval documents. As part of the assignment, students will submit a bibliography comprising four scholarly secondary sources.

The general parameters of a document analysis require students first to answer basic questions about the source:

- What is it?
- Who created it and how?

- When was it created?
- Why was it created?
- Where was it created?

Note that this information should be about the *medieval source(s)*, not modern editors, translators, etc.

Beyond that, students must demonstrate an ability to analyze primary source material. This means placing it within some sort of context: cultural, intellectual, historical, etc. The instructor awards higher scores to students who demonstrate an ability to relate the source to broader problems.

Some of the selections offered by the instructor may not have an introduction. Students will need to investigate to learn more about them. Other selections may indeed contain an introduction. There, too, though, students will need to perform more serious research to understand what they are reading. All of this depends upon an analysis of relevant secondary sources, which students must cite diligently in their assignments. In addition to footnoting, students must also attach a bibliography with no less than *four secondary sources*—material from the course does not count towards this minimum, but its use is also mandatory. Secondary sources *must be peer-reviewed academic articles and books*. Non-specialized encyclopedias (e.g., the *Britannica*), are not accepted.

Some selections offered by the instructor are longer than others. Students who chose to study a longer document may choose to analyze the entire text. Alternately, they may provide an overview of the entire text and then focus in on a particular section. Students who do focus mostly on a given section (or sections) must make certain that it is an important passage with sufficient interest to sustain their analysis. Similarly, students may opt to provide an overview, and then to compare and contrast the information contained in two important sections. In general, however, although there are many different ways to study longer sources, students should adopt the principle that they are not *summarizing* a text but *analyzing* its historical importance.

II. Final essay:

Students in HIST 260 must also write a 1 500-word essay, due at the end of term. The essay topic(s) will be assigned during the semester.

3. Participation

The course will rely heavily on your participation in class, including your engagement during lectures (asking questions, making connections), your preparation before class (watching the online lectures, reading the prep material), and especially your contributions to the sources analysis in class. Participation adds up to 15% of your grade, but exceptional participation can get up to 5% points extra, *especially* for students that need some extra points to turn a failing grade into a pass or a B into an A! Notice that participation will require you to speak in public, either to the full class or to your group—if you have a diagnosed condition that makes such engagements particularly challenging, please come talk to me.

OTHER IMPORTANT DATES TO REMEMBER

5 Jan.	Classes begin
27 Jan.	Drop, no penalty period ends
17 Feb	Deadline for 50% tuition refund
18–26 Feb.	Reading Week (no classes)
24 Mar.	Drop with WD deadline ends

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Late penalty: late assignments will receive a penalty of 5 percent per calendar day starting at 11:59pm of the due date.

Extension: if the deadline might prove problematic, **you may ask for an extension at least 48 hours before the deadline.** Applications should include a short statement of reason, as well as any work produced so far, even if only a rough draft.

ATTENDANCE POLICY

Attendance is *mandatory* and in-class activities are a main component of your participation grade. Attendance is here defined not only as showing up, but coming prepared (having done all readings, bringing the necessary material) and engaging with the class.

CORRESPONDENCE

Apart from the forums available on LEARN, the instructor can be contacted by email. Virtual office hours (via Zoom) are also available by appointment.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Grading Scale

Courses in the Faculty of Arts are graded according to the following scale:

Letter Grade	Numeric Value	Description
A+	90-100	Exceptional
A	85-89	Excellent
A-	80-84	Excellent
B+	77-79	Very good
B	73-76	Good
B-	70-72	Good
C+	67-69	Competent
C	63-66	Fairly Competent
C-	60-62	Fairly Competent
D+	57-59	Passing
D	53-56	Barely passing
D-	50-52	Barely passing
F+	42-49	Marginally failing
F	35-41	Failing
F-	0-34	Failing

According to this system, a grade of C-, C, or C+ indicates that the evaluated work meets the basic requirements of the assignment. In order to achieve a mark above C+, the assignment must demonstrate superior characteristics such as a sophisticated understanding of the topic, an awareness or ability to use more advanced methodologies, a creative approach, etc.



Reading List and Schedule

Key to the references below

Rosenwein, *Short History*: Barbara H. Rosenwein, *A Short History of the Middle Ages*, Fifth Edition (Toronto: University of Toronto Press, 2018). Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/pa2qcq/alma999986593064505162

Readers:

Rosenwein, *Reading*: Rosenwein BH. *Reading the Middle Ages : Sources from Europe, Byzantium, and the Islamic World*, Third Edition (Toronto: University of Toronto Press, 2018). Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/pa2qcq/alma999986593064705162

Nota Bene: the references for the Reader below refer to the numbering on the book (chapter, source). E.g., 4.1 = chapter 4, first source, 'Al-Tabari, *The Defeat of the Zanj Revolt* (c.915)', in Rosenwein, *Reading*, pp. 171-176.

CR: Fabbro (ed.), *Europe, 300-1500: Course Reader*. (Available on LEARN)

1. *Introduction to the Middle Ages* (Jan. 10th)
 - a. Video Lecture # 1,
Rosenwein, *Reading*: 1.1, 1.2,
2. *The Later Empire from the Third Century Crisis to the Fifth Century Crisis*. (Jan. 17th)
 - a. Video Lecture # 2
 - b. Reading:
Rosenwein, *A Short History*, introduction, 1-40.
Halsall, "The Barbarian Invasions" in *New Cambridge Medieval History*, vol 1, pp.35-55. Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/5ob3ju/alma999986788533605162
 - c. Sources:
The Tomb of Childeric: Périn, Patrick and Laure-Charlotte Feffer, "The Tomb of Chilperic, Father of Clovis," (#7) in *Readings in Medieval History*, ed. Patrick Geary; permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/1jglgg/alma9948845033505162
CR: *Barbarians and Roman Ethnography*: (Salvian, The Burden of Taxation: <https://sourcebooks.fordham.edu/source/salvian1.asp>; Sidonius Apollinaris, "A Civilized Barbarian and a Barbarous Roman": <https://sourcebooks.fordham.edu/source/sidonius2.asp>; Priscus, "On Attila and the Huns, 448": <https://sourcebooks.fordham.edu/source/attila1.asp>)
3. *New Worlds, New Powers* (Jan. 24th)
 - a. Video Lecture # 3
 - b. Readings:
Rosenwein, *A Short History*, Chp. 1
 - c. Sources:
Rosenwein, *Reading*, 1.13-1.16.
CR: *Post-Roman Laws*: "Salic Law" and "Laws of Ethelbert" (#8 and 14) in *Readings in Medieval History*, ed. Patrick Geary; permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/1jglgg/alma9948845033505162
4. *The Carolingian World* (Jan. 31st)
 - a. Video Lecture # 4
 - b. Readings :
Rosenwein, *A Short History*, Chp. 3

- c. *Sources* :
Rosenwein, *Reading*, 2.4, 2.5, 2.9-11.
Battle of Poitiers/Tours, Three sources: <https://sourcebooks.fordham.edu/source/732tours.asp>
Annals of Lorsch: Pope makes the Carolingians Kings:
<https://sourcebooks.fordham.edu/source/lorsch1.asp>
Capitularies: (1) De Missis: <https://sourcebooks.fordham.edu/source/carol-missil.asp>
(2) De Villis: <https://sourcebooks.fordham.edu/source/carol-devillis.asp>
5. *The Growth of European Economy* (Feb. 7th)
[Document analysis is due this week, on Feb 10th!]
a. Video Lecture #5
b. Readings:
Wickham, *Medieval Europe*, pp.121-140 (chp.7) [LEARN]
c. Sources:
Rosenwein, *Reading*, 4.4, 5.3-5+ Selection of sources on the economy [CR:
<https://sourcebooks.fordham.edu/sbook1j.asp>]
6. *Feudalism* (Feb. 14th)
a. Video Lecture # 6
b. *Readings* :
Rosenwein, *A Short History*, Chp. 4
Tabarrini, The 'Feudal Revolution' After All? A Discussion on Four Recent Books
[<https://storicamente.org/tabarrini-the-feudal-revolution>] [LEARN];
Abel, "The Historiography of a Construct: "Feudalism" and the Medieval Historian" *History Compass*
(7:3, 2009, pp. 1008-1031). [LEARN]
c. Sources:
Rosenwein, *Reading*, 4.5-4.6 [Check pages 528-38 in Martindale, "Conventum inter Guillelmum Aquitanorum et Hugonem Chiliarchum" *English Historical Review* 84/332 (1969), 528-48] [LEARN]
Charter of Homage and Fealty, 1110 [CR]: <https://sourcebooks.fordham.edu/source/aton1.asp>
[Recommended] Glaber on the Millennium [CR]: <https://sourcebooks.fordham.edu/source/glaber-1000.asp>
7. *Monasticism* (Feb. 28th)
a. Video Lecture # 7
b. *Readings*:
Constable, "Religious Communities, 1024-1215", *NCMH* 4, pp. 335-67. [Here: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/vk29fk/alma999986788532605162]
[Recommended] Wollasch, "Monasticism: the First Wave of Reforms" in *NCMH* vol 3, pp.163-185.
Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL_9780521364478
[Recommended] Vauchez, "The Religious Orders" in *NCMH* vol 5, pp. 220-255. Permalink:
https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL_9780521362894
c. *Sources*:
Rosenwein, *Reading*, 1.8, 1.11, 5.21-22, 6.23, 6.25.
8. *Church Monarchy* (March 7th)
a. Video Lecture # 8
b. *Readings* :
Jordan, "Investiture Controversy", in *Europe in the High Middle Ages*, pp. 237-80 chp. 6;
Miller, "The Crisis in the Investiture Crisis Narrative," *History Compass*, (7:3, 2009, pp. 1570-1580).
[Here: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_crossref_primary_10_1111_j_1478_0542_2009_00645_x]

- c. *Sources* :
Rosenwein, *Reading*, 5.6–8; 6.9–11.
Gregory VII: Dictatus Papae: <https://sourcebooks.fordham.edu/source/g7-dictpap.asp>
alternative link for 5.7: Letter from Henry IV to Gregory VII:
<https://sourcebooks.fordham.edu/source/henry4-to-g7a.asp>
Gregory VII, First Deposition and Banning of Henry IV, 1076:
<https://sourcebooks.fordham.edu/source/g7-ban1.asp>
Concordat of Worms: <https://sourcebooks.fordham.edu/source/worms1.asp>
- 9. *Written Assessment* (March 14th)
- 10. *Crusades* (March 21st)
 - a. Video Lecture # 9
 - b. *Readings* :
Riley-Smith, “The Crusades, 1095–1198” in *NCMH*, vol. 4.1, pp. 534–563. Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/5ob3ju/alma9940913683505162
 - c. *Sources* :
Rosenwein, *Reading*, 5.12–13; 6.1–3.
Urban II: Speech at Clermont: Five Versions: <https://sourcebooks.fordham.edu/source/urban2-5vers.asp>
- 11. *Twelfth-Century Renaissance & European Urbanization* (March 28th)
 - a. Video Lecture # 10
 - b. *Readings*:
Backman, “The Renaissance of the Twelfth-Century” in *Worlds of Medieval Europe*, pp. 317–55 (ch. 11). [LEARN]
Sources:
Rosenwein, *Reading*, 5.19–20;
Novikoff, *Medicine at Salerno*, [LEARN]
- 12. *Fourteenth-Century Crisis and Fifteenth-Century Recovery* (April 7th)
 - a. Video Lecture # 11
 - b. *Readings*
Rosenwein, *A Short History*, chp. 8
 - c. *Sources*:
Rosenwein, *Reading*, 8.1–4; 8.11–13