



**ST. JEROME'S**  
**UNIVERSITY**

**St. Jerome's University in the University of Waterloo**

Department of History

HIST 260-001/MEDVL 260 Winter 2020

Europe: 410-1303

Monday, Wednesday 10-11:20; SJ2 2001

**INSTRUCTOR INFORMATION**

Instructor: Jolanta N. Komornicka  
Office: Sweeney Hall 2016  
Phone: 519-884-8111 x28255 (email is better)  
Office Hours: M 3-4, Th 10-12, and by appointment  
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**COURSE DESCRIPTION**

Students in HIST 260 will study the evolution of European society, circa 410 to 1303. Against a 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. The course ends with the dawning of the fourteenth-century crisis.

**COURSE OBJECTIVES**

Upon completion of this course, students will be able to trace the basic outlines of medieval history up to 1303; analyze primary documents, answering who, what, why, and for whom; accurately identify the main argument and thesis in a scholarly article; apply historical methodology in an evaluation of scholarly work and in their own writing.

**REQUIRED TEXTS**

Barbara Rosenwein, *A Short History of the Middle Ages*, 5<sup>th</sup> edition. ISBN 978-1-4426-3622-4  
HIST 260 Course Packet

- This bound set of legally photocopied readings is available at the UW bookstore. The price is dictated in large part by the constraints imposed by the Canada Copyright Act.

In addition to the textbook and course packet, further readings will be provided online. For the primary sources, links or direct uploads will be available. Information on accessing other readings is provided on the course schedule below. These readings are also required and consist mainly of primary sources.

## COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Date of Evaluation (if known)	Weighting*
Participation	Daily	10%
Game Participation	March 2-11	10%
Paper 1	March 13	15%
Paper 2	March 20	20%
Discussion Questions	Weekly	20%
Research Paper/Project	April 17	25%
Total		100%

Please Note: You have the option of adjusting the weightings listed above. You may take 10% from anywhere on the distribution and move it somewhere else. The rules that apply are as follows:

- 1) No assessment may be worth less than 5%
- 2) Participation cannot be more than 15%
- 3) No assessment may be worth more than 35%

If you want to take advantage of this option, simply indicate your desired totals (being sure they add up to 100% and that you've not played with more than 10%) in the online Getting-to-Know-You Quiz. Your weightings must be submitted by the time the quiz closes on January 20. At that point, your weightings will be locked in for the term.

### Participation

Due: Every Class Day.

Attendance and participation are required for the course. Participation includes not just showing up, but paying attention, engaging with the lecture and discussions, and observing classroom etiquette and rules.

History 260 is a survey course. It covers a lengthy and significant period in Western development. This period spans many different regions and cultures, and reflects the deeds and thoughts of many individuals. In short, the course is as heavy on data as it is on theory. The course moves quickly to touch upon all this material. Students who do not participate in weekly lectures and discussions, or who fall behind on weekly readings, will find it challenging to catch up. The best way to avoid this difficulty is to keep up to date with the workload. This means, each week, reading carefully and taking meticulous notes. Students should come to class armed with questions or opinions and be prepared to voice them.

Some students find it helpful to read more extensively on the material covered in the course. The best reference source for quick facts about medieval topics is the Dictionary of the Middle Ages, available in the SJU Library's and Dana Porter Library's reference department at D114.D5 1982. The best online academic site for medieval primary sources is Fordham University's Medieval Sourcebook. Each week's class focuses on a given theme or topic. The Monday lecture is followed by a discussion period on Wednesdays. During this time, students explore a series of questions pertaining to the facts of medieval history and to the study of primary and secondary sources. It is essential to have the readings done in advance of class and with you during discussion.

## Game Participation

Due: March 1-4

Students will participate in a Reacting to the Past game, designed to increase your understanding of the course material by having the opportunity to put it into practice. As part of the game, students will engage in debate and give short (2-4 minute) speeches. There is a Game Manual on Learn, along with a rubric that tells you what I expect for the speeches.

## Papers 1 and 2

Due: March 13 (Paper 1) and March 20 (Paper 2), Learn, 5pm

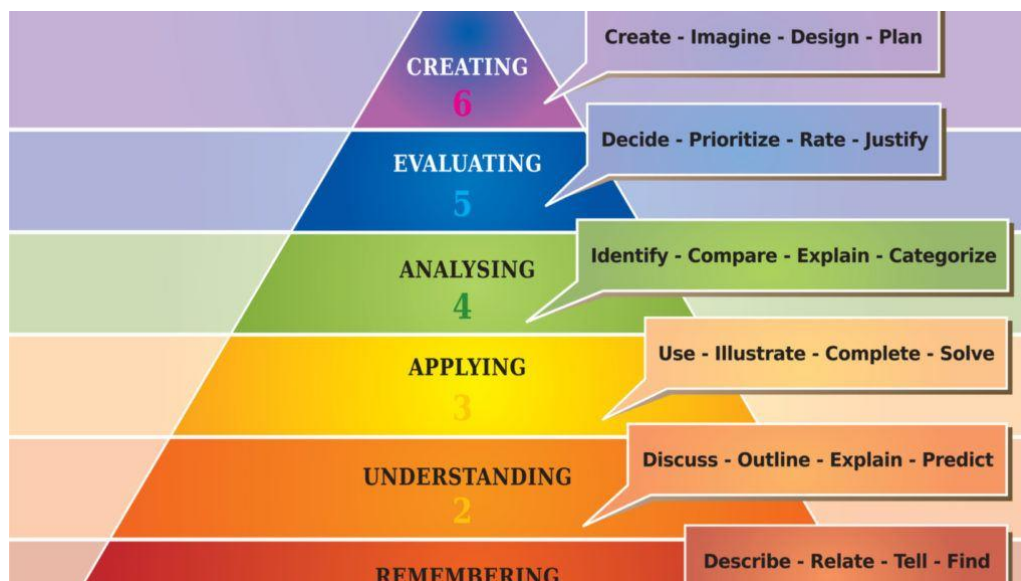
For both papers, students will write a longer version of two of their speeches. Paper 1 will be a longer version of a speech delivered on either March 2<sup>nd</sup> or 4<sup>th</sup>, Paper 2 for one delivered on March 9<sup>th</sup> or 11<sup>th</sup>. A rubric on Learn tells you what I expect for the papers. The papers must be more than the speech you delivered. Each paper should be 3-4 pages long and include citations, appropriately formatted according to Chicago Manual of Style footnoting (see link on Learn).

## Discussion Questions

Due: Weekly, except March 2-11

Every week, students are assigned a set of readings consisting of primary and secondary materials. Students will write 2 discussion questions in preparation for each discussion section and for the post-game debrief. These questions must reference an aspect of the PRIMARY readings and be designed to elicit thoughtful conversation. Questions that can be answered with a yes/no will not receive passing marks. One of the two questions students write each week may be a clarifying question, asking for better understanding of a concept or idea from the readings. Discussion questions must be submitted on Learn 24 hours prior to the start of class and you should have a copy with you in class.

I use Bloom's Taxonomy as a rule-of-thumb for evaluating your questions. Refer to the image below. A question on the level of Remember, where you are effectively just quizzing your fellow students to recall names/dates/facts, will earn no higher than a C. The next level is around a B, then B+, A- and so on. These are not absolutes, as depending on how you ask the question and the response it generates in class I may award more points. An A+ level question is very hard to effectively ask, especially early in the term.



### Research Paper/Project

Due: April 17, Learn, 5pm

Students have the choice of writing a formal research paper or doing a final research project. The research paper asks you to engage with the question of historical methodologies (the ways in which historians think about doing history). It requires you to do outside scholarly research and engage with the primary sources. The research project asks you to design your own mini RTTP game, which will similarly require you to engage in outside research and wrestle with the primary sources. Instructions for both options will be available on Learn.

### COURSE SCHEDULE

Readings are due for the day listed. So a reading in the row for 1/13 should be read before coming to class on 1/13. Similar for assignments. Some of your primary readings can be found in the RTTP Student Game Manual on Learn.

CP = Course Packet

L = Learn

Date	Topic	Readings Due	Assignments Due
1/6	Intro and Decline of Rome	None	None
1/8	Decline of Rome Discussion	* Secondary: Rosenwein, Ch. 1 Jones "Over-Taxation" (CP) * Primary: Salvian (L) Letters of Sidonius (L)	None
1/13	Merovingians Lecture	* Secondary: Rosenwein, Ch. 2 * Primary: Gregory of Tours (L) Conversion of Clovis (L)	Discussion Questions 24 hours prior
1/15	Merovingians Discussion		
1/20	Monasticism Lecture	* Secondary: Rosenwein, pg. 190-203 Nelson, "Medieval Monasticism" (CP) Goering, "Origins of Monasticism" (CP) * Primary: Rule of St. Benedict (L) Rule of the Franciscan Order (L) Faith of St Francis (L) In Praise of the New Knighthood (L)	Final day to complete Getting-to-Know-You Quiz on Learn. Last chance to adjust weightings for assignments.
1/22	Monasticism Discussion		Discussion Questions 24 hours prior
1/27	Carolingians Lecture	* Secondary: Rosenwein, Ch. 3 * Primary: Einhard, "Life of Charlemagne" (L)	

1/29	Carolingians Discussion		Discussion Questions 24 hours prior
2/3	Feudalism Lecture	* Secondary: Rosenwein, Ch. 4 Bloch, "Feudal Society" (CP) Brown, "Tyranny of a Construct," <i>American Historical Review</i> 79 (1974): 1063-1088. (JSTOR.org) * Primary: RTTP Student Game Manual pg. 51-58	
2/5	Feudalism Discussion		Discussion Questions 24 hours prior
2/10	Investiture Controversy Lecture	* Secondary: Rosenwein, pg. 161-181 * Primary: Conflict over Investitures (L) RTTP Student Game Manual pg. 71-5	
2/12	IC Discussion; Introduction to RTTP	Game Roles Distributed	Discussion Questions 24 hours prior
2/17-21	Reading Week	RTTP Student Game Manual, including any primary sources not already assigned	
2/24	Crusades Lecture	* Secondary: Rosenwein, pg. 181-189 Tyerman, "What the Crusades Meant to Europe" (CP) * Primary: RTTP Student Game Manual pg. 33-50	
2/26	Crusades Discussion and RTTP Discussion	RTTP Student Game Manual	Discussion Questions 24 hours prior

## Game Schedule

Throughout, read the primary materials in your game manual

3/2	Game Session 1	Faction Meetings and Debates on Attack and Rules of War	
3/4	Game Session 2	March Pact: Leadership, Land Organization, and Trade Policy	
3/9	Game Session 3	March Pact: Religious Policy and Siege	Complete Siege Handout and submit via email or Learn by <b>9am Tuesday</b>
3/11	Game Session 4	Committee Assignments and Deliberations	

Paper 1 Due, March 13,  
Learn, 5pm

## End of Game Schedule

Date	Topic	Readings Due	Assignments Due
3/16	Game Debriefing		Discussion Questions 24 hours prior
3/18	12 <sup>th</sup> c. Renaissance Lecture	* Secondary: Rosenwein, Ch. 6 Le Goff, "What did the Twelfth-Century Renaissance Mean?" (CP) Pedersen, "The First Universities" (CP) * Primary: Peter Abelard (L) Robert de Courcon (L) Gregory IX (L)	Paper 2 Due, March 20, Learn, 5pm
3/23	12 <sup>th</sup> c. Renaissance Discussion		Discussion Questions 24 hours prior
3/25	Cities and Trade Lecture	* Secondary: Rosenwein, pg. 258-275 Given, 1-22 of <i>Inquisition and Medieval Society</i> (CP) Epstein, "Urban Society" (L) Reyerson, "Commerce and Communicaton" (L)  * Primary: Trade (L) Frederick and Henry (L)	
3/30	Cities and Trade Discussion		Discussion Questions 24 hours prior
4/1	Europe on the Eve of Crisis Lecture	* Secondary: Rosenwein, pg. 275-282, 289-293, 298, Ch. 8	
4/17			Research Paper/Project due on Learn, 5pm

### **IMPORTANT DATES TO REMEMBER**

Jan 20: Getting-to-Know-You Quiz Due  
 March 13: Paper 1 Due on Learn, 9am  
 March 20: Paper 2 Due on Learn, 9am  
 April 17: Research Paper/Project Due on Learn, 5pm

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

Late work is accepted, but with a 5% penalty per 24 hours late.

### **ATTENDANCE POLICY**

Attendance is required for the course. Excessive non-attendance risks being administratively dropped from the course. All students are given 2 get-out-of-class free days. Any missed days beyond 2 will be penalized. Students are still responsible for all work due on a given day, regardless if they are in class or not.

### **ELECTRONIC DEVICE POLICY**

Use of laptops and tablets is permitted. No phones are allowed in class. If I see you on your phone, you will lose participation points for that day. It is rude to the instructor and a distraction to other students. Laptops and tablets are to be used for classroom purposes only.

### **CORRESPONDENCE**

I prefer students email me rather than call. I try to respond within 24 hours during the week, 36 on weekends. When emailing, use a proper salutation and valediction, include your name and the course you're in.

### **OTHER IMPORTANT INFORMATION [REQUIRED LANGUAGE APPROVED BY SJU SENATE COUNCIL]**

**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/](http://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-SJUSApproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSApproved.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/](http://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](http://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](http://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](http://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](http://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/](http://www.uwaterloo.ca/accessability-services/).

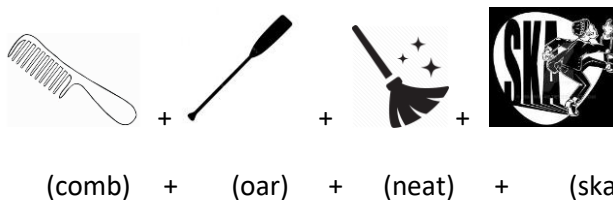
### How do I pronounce your name?

As someone with a foreign name, I am sensitive to how frustrating it can be when someone gets your name wrong. Please don't hesitate to correct me until I get it right.

For my first name: In Polish, Js are pronounced as Ys. Hence Jola is pronounced like Yola.

As for my last name, which is a little trickier, here's a handy Rebus puzzle to help you out:

Komornicka =



The emphasis is on the penultimate syllable; in the case of the Rebus: Neat