



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of History
HISTORY 260 / MEDIEVAL STUDIES 260
Europe: 410 – 1303
Winter 2019

Tuesdays & Thursdays 1:00-2:30
SJ2 2007

Course Outline

Instructor: Dan Hutter
Office: SH 2110
Office Hours: M & W 1:00-2:30, or by appointment (arrange in class or by e-mail).
Office Phone: (519) 884-8111, ext 2820 (phone does not take messages)
Email: deahutter@hotmail.com. Students using email to contact me must include their first and last names, student number, and course in which they are enrolled in the email subject line.
Teaching Assistant: None.

Course Description

Students in HIST 260/MEDVL 260 will study the evolution of European society, circa 410 to 1485. Against a background of the decline of Roman Imperial power and the establishment of the “barbarian” kingdoms after the “fall” of Rome, 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 fourteenth-century crisis.

Course Goals and Learning Outcomes

Upon the completion of this course, students should be able to demonstrate an understanding of:

- the difference between the “Fall of Rome” and the “Evolution of Medieval Europe”;
- the major names, dates, personalities, institutions, events, and historical “problems” of the European Middle Ages;
- the importance of geography in historical study;

- the foundations of modern western societies, nations, institutions, and conflicts;
- the importance of primary source historical sources and how to engage with, and analyze, them, answering the questions of who, what, why, and for whom;
- how to accurately identify the main argument and thesis in a scholarly article;
- how research a medieval topic using the library's print and electronic resources, structure an argument, and write a robust essay for HIST 260 /MEDVL 260, based on their research and personal interest.

Required Text

Backman, Clifford R. "The Worlds of Medieval Europe", Third Edition. Toronto: Oxford University Press, 2015. The book is available new from the university bookstore and retails for about eighty dollars. Used copies, however, are also available. Some students may wish to obtain an older edition. In most cases, this will not pose a difficulty for the course material.

Note on Content: 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 Porter Library's reference department at D114.D5 1982. The best online academic site for medieval primary sources is Fordham University's *Medieval Sourcebook*.

Course Requirements and Assessments

- a) Primary Source Document Analysis, due on Thursday February 7 (weight 25%)
- b) Test #1 (content from lectures 1-10) on Tuesday February 12 (weight 25%)
- c) One 6-8 pages (1500-2000 word) research paper, due (in class) on Thursday March 14. Marking rubric is attached to the end of this package. (weight 25%)
- d) Test #2 (content from lectures 12-22) on Tuesday April 2 (weight 25%)
- e) There is no Final Exam.

The tests will consist of a variety of objective, definition, short answer and essay questions. For test purposes, students are responsible for all material covered in class, and for the assigned readings.

HIST 260/MEDVL 260 Lecture Schedule, Topics and Reading List

PowerPoint Lecture notes, can be found on the uWaterloo Learn HIST 260/ MEDVL 260 Winter 2019 website.

Schedule of Lecture Topics, Readings, and Due Dates

Lecture #1 Tuesday, January 8

Course Introduction, Sources, and the Decline of Rome

Readings: Text, pages 3-56.

Lecture #2 Thursday, January 10

The *Babaroï*: The Enemy at the Gates

Readings: Text, pages 58-72, 76-86

Lecture #3 Tuesday, January 15

The Fall of Rome and Birth of the Middle Ages

Readings: Text, pages 72-75, 102-110

Lecture # 4 Thursday, January 17

The Early Middle Ages

Readings: Text, pages 112-132

Lecture #5 Tuesday, January 22

The Rise of the Merovingian Franks

Readings: Text, pages 144-149

Lecture #6 Thursday, January 24

The Fall of the Merovingian Kings

Readings: None

Primary Source Document Analysis

Lecture #7 Tuesday, January 29

The Carolingian Franks

Movie: *Charlemagne And The Holy Roman Empire* (31 mins - UW)

Readings: Text, pages 149-164

Lecture #8 Thursday, January 31

The Carolingian Renaissance

Readings: Text, pages 164-210

Lecture #9 Tuesday, February 5

Muhammad

Readings: Text, pages 133-142, 197-204

Lecture #10 Thursday, February 7

Viking, Saxon & Norman

Readings: Text, pages 187-193, 259-268

Primary Source Document Analysis Due

Lecture #11 Tuesday, February 12

Mid-term #1 (content from Lectures 1-10)

Lecture #12 Thursday, February 14

Feudalism and Agriculture

Readings: Text, pages 210-246

Monday February 18 to Friday February 22 – Family Day & Reading Week

Lecture #13 Tuesday, February 26

Monasticism

Readings: Text, pages 88-110, 310-315

Lecture #14 Thursday, February 28

Pilgrimage and Medieval Piety

Readings: Text, pages 485-504

Lecture #15 Tuesday, March 5

The Investiture Controversy

Readings: Text, pages 284-297

Movie: *Terry Jones' Medieval Lives, Episode 5: The Knight* (30 mins – York)

Lecture #16 Thursday, March 7

The Crusades

Readings: Text, pages 297-310, 357-384

Lecture #17 Tuesday, March 12

12thc Renaissance and Universities

Readings: Text, pages 317-355

Lecture #18 Thursday, March 14

Cities & Trade

Readings: Text, pages 447-480

Movie: *Medieval London* (20 mins – Guelph)

Research Essays Due In Class

Lecture #19 Tuesday, March 19

The Black Death

Readings: Text, pages 513-524

Movie: *The Black Death* (24 mins – Ottawa)

Lecture #20 Thursday, March 21
Warfare in the Middle Ages
Readings: None

Lecture #21 Tuesday, March 26
England at War: 100 Year War & War of the Roses
Readings: Text, pages 524-533

Lecture #22 Thursday, March 28
The End of the Middle Ages
Readings, Text pages 567-599

Lecture #23 Tuesday, April 2
Mid-Term #2 (Content from Lectures 12-22)

Lecture #24 Thursday, April 4
Snow Day Make-up Mid-Term #2 Date (if needed)
Course ends

UW POLICY REGARDING ILLNESS AND MISSED TESTS

The University of Waterloo Examination Regulations state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “**University of Waterloo Verification of Illness**” form or it will not be accepted. This form can be obtained from Health Services or on the link provided above. If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
 - The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
 - Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

PROFESSOR’S POLICY ON LATE ASSIGNMENTS/ESSAYS AND MAKE-UP TESTS

There will be no "make-up" tests. A student who does not provide an acceptable documented medical reason will receive a grade of zero for that test. It is also vital that students realize their own responsibility in informing the instructor promptly (preferably prior to missing the test but certainly no more than 24 hours after it). Students who legitimately miss a test, with documentation, should be prepared to write the test the first class after returning from their illness (unless other arrangements have been made).

Essays are due, in class, on Thursday March 14 (by 1:00 pm). After March 14, 5% will be deducted for each class day that the essay is late (i.e. an 85% becomes an 80% after one day late). Hand in your essay in person in order to avoid loss of grades due to “a friend who forgot to hand it in for you”, or a “computer that failed to e-mail it” properly. I do not have a drop box.

Information on Plagiarism Detection: Text matching software (Turnitin®) will be not be used to screen assignments in this course. If you have any questions about correct sourcing of material or possible plagiarism, please consult your course instructor or the [UWaterloo Academic Integrity](#) webpage for more information.

Electronic Device Policy and On Being a Courteous Adult Learner:

As in any class there are certain rules of courtesy which must be observed. Arriving late or leaving early, and talking or otherwise being disruptive during the lecture, are behaviours that are both discourteous to the other members of the class, and distracting to the instructor. It is particularly important that courteous behaviour be observed at all times. Unless you have documented support from AccessAbility Services, you may not tape course lectures. Please turn off your cell phones and pagers before you come to class!

Attendance Policy: Students are not graded on their attendance in this course. However, based the nature of the course, and the on-going class discussion of the meaning, nature and context of the laws being studied, it would greatly benefit students to attend all classes. Much of these class discussion and their implications will be reflected in the course evaluations/tests.

IMPORTANT INFORMATION

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. 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 professor, 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](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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](#).

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](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 the AS office at the beginning of each academic term.

Campus Wellness Supports

Students who feel they require addition supports in dealing with stress, anxiety, a sudden disinterest in or absence from classes, patterns of perfectionism, excessive fatigue, self-harm behaviours, difficulty controlling emotions, sudden social withdrawal, feelings of hopelessness, excessive use of alcohol or drugs or, any other issues concerning their wellness, can access both on campus or off campus supports at:

<https://uwaterloo.ca/campus-wellness/faculty-and-staff/request-campus-wellness-printed-materials>

On Campus Supports, regular hours:

[Counselling Services](#), Needles Hall expansion, 2nd floor. Call 519-888-4567 extension 32655.

- **Emergency**/same-day appointments, Monday to Friday, 8:30 a.m. to 4:30 p.m.
- **Walk-in** 90-minute appointments, Wednesday and Thursday, 11:30 a.m. to 3:30 p.m.
- **Book-ahead** appointments, Monday to Friday, 8:30 a.m. to 4:30 p.m.
- **MATES**, a counselling-based, one-on-one peer support program offered by the Federation of Students (FEDs) and Counselling Services. Monday to Friday, 8:30 a.m. to 4:30 p.m.

[Health Services](#), located across the creek from Student Life Centre

- **Emergency service**, Monday to Friday, 8:30 a.m. to 4:30 p.m., students will be seen briefly and given a follow-up appointment or referral.

Off Campus Supports (24/7):**Good2Talk**

- Free confidential help line for post-secondary students. **Call 1-866-925-5454.**

Grand River Hospital

- Emergency care for mental health crises, 834 King Street West, Kitchener. **Call 519-749-4300 ext. 6880.**

Here 24/7

- Waterloo Region's Mental Health and Crisis Services team. **Call 1-844-437-3247.**

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

Download [UWaterloo and regional mental health resources \(PDF\)](#).

Territorial Acknowledgement: We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Research Essay & Topics

Students must complete one research essay as part of their coursework in HIST 260 / MEDVL 260. The essay topics are generally of the “fact finding and analysis” type. The essay should be *ca.* 1500-2000 words long (6-8 pages typed). Your work will be graded on the basis of clarity of presentation (including spelling, grammar and syntax) and organization of research in primary and secondary source material and, as appropriate, journal articles. This is not an opinion paper, it is a research paper therefore proper referencing is essential. Please refer to the Arts Faculty policy on the Avoidance of Academic Offenses, or speak to your instructor, if you have any questions about the essay or how to avoid plagiarism.

All written work must be typed using Times New Roman (or something comparable) at a character pitch of 12. Margins must be 1” on all sides. Students must use footnotes as opposed to endnotes or parenthetical references. They should consult the *Chicago Manual of Style* for further formatting details. A thesis, conclusion and Works Cited/Bibliography must also be included in this essay. Students are encouraged to make use of the University

of Waterloo's Writing Centre (<http://elpp.uwaterloo.ca/writingcentre.html>) for further clarification if needed.

You must use a minimum of five scholarly sources in writing this essay (ie Wikipedia does not count as a scholarly source!). Be wary of web materials – many web sites are unscholarly and unreliable.

The essay will be graded according to the marking rubric found on the last page of this course outline.

HIST 260 / MEDVL 260 Research Essay Topics

Students who wish to work on an essay from other than the topics listed below should consult with their Instructor first.

1. The Decline and Fall of The Roman Empire
2. Harold Godwinson: The Last King of The Anglo-Saxons
3. The Vikings: Raiders & Traders
4. 1066: The Norman Conquest of England
5. The Medieval Knight
6. Charlemagne: Brutal Conqueror or Enlightened Ruler?
7. The Causes of the Crusades
8. The Impact of the Crusades on Western Europe
9. 1453: The Fall of the Byzantine (Eastern Roman) Empire
10. The Black Death
11. Medieval Science
12. Medieval Medicine
13. Gothic Art & Architecture
14. Romanesque Art and Architecture
15. The Medieval Popes (choose one and show his impact on his time)
16. The Medieval Castle (study one in particular)
17. The Impact of Islamic Culture on Western Thought in the Middle Ages
18. The Feudal System
19. Medieval Witchcraft & Sorcery
20. The Career of Richard the Lionheart of England
21. Prince John: Does He Deserve His Bad Reputation?
22. The Knights of Christ (Templars, Hospitallers &/or Teutonic Orders)
23. The Medieval Church: Savior or Oppressor of the People?
24. Medieval Food & Drink
25. The English Longbowman
26. The Impact of Gunpowder on Medieval Society
27. Medieval Sports & Entertainment
28. Medieval Manners
29. Charles "The Hammer" Martel, Hero of the Franks
30. Joan of Arc: Heroine or Heretic?

31. **Medieval Warfare (Land or Sea)**
32. **The Hanseatic League**
33. **Medieval Clothing & Styles**
34. **The Medieval Tournament**
35. **Beowulf: Fact or Fiction?**
36. **Does Chaucer's *Canterbury Tales* Reflect the Pilgrim Experience?**
37. **The Book of Kells**
38. **Illuminated Manuscripts**
39. **The Hundred Years War**
40. **The War of the Roses**
41. **Monasticism**
42. **William Wallace: Hero of Scotland**
43. **Norse Religion**
44. **Trial By Ordeal: Justice or Chance?**
45. **Medieval Music**
46. **The Courtly Love Tradition**
47. **King Arthur: The Man Behind the Myth**
48. **Eleanor of Aquitaine**
49. **The Varangian Guard: Norse Bodyguards of the Byzantine Emperor**
50. **The Norse in The New World**
51. **Medieval Trade**
52. **Roman Influence on Modern Europe**
53. **The Magna Carta**
54. **Pilgrims and Pilgrimages**
55. **Trial by Ordeal: Justice or Chance?**
56. **The Blood Feud and Weregild in Germanic Law**
57. **Roman Influences on Germanic Laws**

HIST 260 / MEDVL 260 RESEARCH ESSAY MARKING SCHEME

CRITERIA	STUDENT COACHING RUBRIC	0-59% (WEAK OR INCOMPLETE PAPER)	60-69% (AVERAGE OR ACCEPTABLE PAPER)	70-79% (STRONG PAPER)	80-100% (SUPERIOR PAPER)	GRADE
Thesis & Conclusion	My Thesis and Conclusion are structured correctly, and effectively serve their purposes.	Thesis and Conclusion are incomplete and/or structured poorly	Thesis and Conclusion had some of the necessary components.	Thesis and Conclusion are complete and effective.	Thesis and Conclusion are flawlessly structured, imaginative, and effective.	/10
Ideas and Concepts	I demonstrate understanding of the ideas and concepts by explaining them in considerable detail most of the time.	Shows a little understanding by using superficial explanations throughout.	Shows a fair degree of understanding by providing somewhat detailed explanations in places.	Shows great understanding by using considerably detailed explanations most of the time.	Shows superior understanding by using extremely detailed explanations throughout.	/30
Material in the Body of the Essay is Well Organized	I organize the Body material so that it flows in a logical progression that reflects a lot of careful thought.	Minimal organization evident, with several instances of repetition.	Some organization is evident, with a few instances of repetition.	Good organization by criteria and/or cause/effect relationships, with very little repetition.	Excellent organization evident throughout, with material strategically placed for maximum effect and no repetition.	/10
Selects Quality Material From Sources	I use quality interpretive material most of the time to effectively support my focus/thesis.	Uses mainly facts, providing weak focus/thesis supports.	Uses some interpretive material, providing moderately strong focus/thesis supports.	Uses a great deal of interpretive material to provide strong focus/thesis supports	Uses excellent interpretive material throughout, providing superior focus/thesis supports.	/10
Formal Language, Spelling, Grammar & Punctuation	I write well throughout with few errors in formal language, spelling, grammar, and punctuation.	Uses mostly informal conversational language with 8 or more errors in spelling, etc.	Uses some informal language with 4 to 8 errors in spelling, etc.	Writes formally most of the time with 2 to 4 errors in spelling, etc.	Writes almost flawlessly in formal language that engages the reader throughout.	/20
Picks Quality Sources	I use the recommended number of scholarly secondary and primary sources.	Uses few sources; mainly tertiary book sources and unqualified internet sources.	Uses one or two secondary and primary sources along with tertiary and unqualified internet sources.	Uses recommended number of secondary and primary sources.	Exceeds recommended number of secondary and primary sources.	/10
Citations & Endnotes Page	I cite appropriate material most of the time, and cite the Endnotes and/or Works Cited pages with few errors.	Uses few citations – mostly from factual material. Endnotes and or Works Cited pages are incomplete with many errors.	Cites some interpretive material along with some facts. Endnotes and/or Works Cited pages have 2 to 4 errors.	Cites mostly interpretive material. Endnotes and/or Works Cited pages have no more than 2 errors.	Cites appropriate material throughout. Endnotes and/or Works Cited pages are almost flawless.	/10

FINAL GRADE: