



# The University of Western Ontario

## HISTORY 2401E Medieval Europe

**Fall/Winter 2019–2020**

**Lectures: Wednesdays, 1:30PM–3:30PM – SEB 2202**

**Tutorial #2: Wednesdays, 3:30PM–4:30PM – SH 3307**

**Tutorial #3: Wednesdays, 4:30PM–5:30PM – UC 1225**

**Tutorial #4: Thursdays, 3:30PM–4:30PM – UCC 54B**

**Tutorial #5: Thursdays, 4:30PM–5:30PM – UC 3225**

**Instructor: Jason Dyck**

Pronouns: he/him

Office Hours: Wednesdays, 11:00AM–12:00PM (or by appointment)

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**Teaching Assistants:** Jessi Gilchrist ([jgilch4@uwo.ca](mailto:jgilch4@uwo.ca)) and Lorraine Tinsley ([ltinsle@uwo.ca](mailto:ltinsle@uwo.ca))

Pronouns: she/her

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**Territory Acknowledgement:** Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population.

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## Course Description:

This course examines the transformation of European economies, political structures, religious and social institutions, and cultures in the thousand years between the fall of Rome and the European voyages of discovery, and the degree to which ordinary people shaped their societies and affected the course of historical change.

“The Middle Ages had always lived in the shadow of Antiquity.”  
– Johan Huizinga, *The Waning of the Middle Ages* (1919)

“The term Middle Ages [...] is misleading [and] fails to capture the fact that we are dealing with a vast territory over a long period in constant transformation.”  
– Miri Rubin, *The Middle Ages* (2014)

## Course Syllabus:

### *Course Introduction*

The medieval period (or Middle Ages) has often been presented as a dark age in European history, an unfortunate detour in the inevitable march of progress from antiquity to modernity. When people hear the word “medieval,” images of superstitious mobs, intolerant crusaders, and repressive governments quickly come to mind. They also think of iron maidens, racks, and other instruments of torture now that “to get medieval” has become a common expression popularized by the 1994 film *Pulp Fiction*. Others approach medieval times by romanticizing the era with elaborate costumes of knights and maidens or by reimagining the tales of King Arthur and Robin Hood. The entertainment industry has exploited these mythic visions of the Middle Ages in restaurant theatre, video games, and Hollywood movies.

This course takes a different approach to medieval Europe. It highlights episodes of daily violence, exploitation, intolerance, and colonization as much as it seeks to understand the creativity and diversity of European peoples in shaping architecture, higher education, and representative government in our world today. Instead of projecting modern constructions of ethnic “French,” “German,” or “English” peoples into the past, this course represents Europeans as a mixture of men and women of various cultural and religious backgrounds that interacted and blended with each other over the course of roughly a thousand years. Lectures and tutorials highlight the Roman heritage, Christian past, barbarian influences, and Muslim and Jewish contributions to medieval history; they concentrate on kings, queens, nobles, bishops, popes, and intellectuals as much as they focus on peasants, slaves, tradespeople, and minorities. Overall, this course seeks to understand how Europe went from being a primarily rural and impoverished region during much of the medieval period to a powerful force in world history.

### *Learning Outcomes*

This course has several learning outcomes that deal with medieval studies and the craft of history more generally. Upon completion, you will have gained a general knowledge of European history during the Middle Ages and the following set of historical skills:

- Bibliographic knowledge to properly format both footnotes and bibliographies
- Research proficiencies to efficiently locate primary and secondary sources

- Critical reading skills to interpret a wide range of historical documents
- Writing techniques to persuasively communicate an argument about the past
- Oral skills to effectively convey your views to others with clarity and accuracy
- Cultural sensitivity to diverse interpretations and ways of viewing the world

## Course Materials:

### *Required Reading*

- Barbara H. Rosenwein, *A Short History of the Middle Ages*, 5th ed. (Toronto: University of Toronto Press, 2018). [Available for purchase in Western’s bookstore: <https://bookstore.uwo.ca/textbook-search>].
- All tutorial readings (pdf files, e-Books, and web links) are available through the HIST 2401E OWL Course Page (see “Course Schedule and Readings” in this syllabus for a complete list).

### *OWL Course Page*

The syllabus, tutorial readings, important handouts, study helps, internet links, lecture outlines, document exercises, and PowerPoint slides will all be available for consultation on OWL (<https://owl.uwo.ca/portal>). Weekly lecture outlines and document exercises will only appear on OWL the Tuesday night before lectures on Wednesday and PowerPoint slides will appear on OWL after lectures have finished. If you have any problems with OWL, please contact the Help Desk at the Instructional Technology Resource Centre (ITRC) on campus at 519-661-2111 (ext. 85513) or online at <http://www.uwo.ca/its/itrc/>.

## Methods of Evaluation:

### *Overview of Course Requirements*

1. Tutorial Participation	15%	Every week
2. Document Analysis	10%	October 16, 2019
3. Research Skills Exercise	10%	November 13, 2019
4. Take-Home Mid-Course Exam	20%	December 11, 2019
5. Research Paper	15%	March 4, 2019
6. Final Exam	30%	TBA

**\*Students must complete all coursework. Failure to complete all assigned coursework will result in a failing grade.**

**\*Students with more than 6 unexcused tutorial absences will not pass the course. A tutorial absence requires a recommendation by an academic counsellor.**

**\*All written assignments are to be submitted as Word documents to OWL, but tutorial leaders reserve the right to request hardcopies if that is their preference.**

### **1. Tutorial Participation (15%) – Every week**

**Description and Purpose.** Every week lectures are accompanied by fifty-minute tutorials. You are responsible for the following: (1) viewing and analyzing the assigned images, (2) reading and reflecting upon the required readings, (3) attending weekly tutorials, and (4) participating generously with your tutorial group. The purpose of tutorials is to provide you with the opportunity to practice the age-old art of persuasion. Oral communication is fundamental to historical practice and crucial to any future career path you may take. See the *Guide to HIST2401E* on OWL for more details on how you will be evaluated in tutorials.

#### **Resources:**

- See “Course Schedule and Readings” in this syllabus below.

### **2. Document Analysis (10%) – October 16, 2019**

**Description and Purpose.** The first assignment of this course is an essay comparing Sulpicius Severus’s (ca. 363–420 CE) life of Martin of Tours (316–397) with Gregory of Tours’s (ca. 538–594) life of Monegundis (d. 570). Martin and Monegundis are considered saints in the Catholic tradition because of their holiness and exemplary Christian behavior. Writings on the saints are known as hagiography (*hagios* = holy; *graphie* = writing), which includes things like liturgical books, accounts of relics, and individual biographies. Hagiographies (also known as sacred biographies) were important texts throughout the medieval period that influenced monasticism, Christian piety, ideas of sexuality and gender, art and architecture, and even the writing of history. Your task is to carefully and critically read through Severus’s and Gregory’s hagiographies of Martin and Monegundis and think about what saints’ lives teach us about medieval societies. The purpose of this assignment is to provide you with an opportunity to exercise your historical imagination and to engage with primary sources in a critical fashion. You must think about the biases of the authors and how they viewed the world they were experiencing.

#### **Resources:**

- Sulpicius Severus, “Life of St. Martin of Tours,” in *Early Christian Lives*, ed. Carolinne White (Harmondsworth: Penguin Books, 1998), 131–159.
- Gregory of Tours, “The Life of Monegundis,” in *Gregory of Tours: Life of the Fathers*, trans. Edward James, 2nd ed. (Liverpool: Liverpool University Press, 1991), 124–130.

#### **Submission Details:**

- **Medium:** WORD DOCUMENT on OWL
- **File Name:** surname\_givenname\_doc01\_HIST2410E (e.g. smith\_john\_doc01\_HIST2401E)
- **Length:** 6 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

### **3. Research Skills Exercise (10%) – November 13, 2019**

**Description and Purpose.** The second assignment of this course is a research skills exercise in which you are required to visit the Weldon Library. Libraries are wonderful places, storehouses of accumulated knowledge and information in various printed and electronic forms. But more than impressive physical

structures, libraries are spaces of personal transformation in which we learn about ourselves and the world we inhabit, both past and present. To embark on this fascinating journey of self-discovery and scholarship, it is necessary to learn how to establish a manageable research topic, search terms, and how to find relevant materials in the library or specialized databases. You also need to understand the distinction between primary and secondary sources, the difference between popular and scholarly sources, and how to cite your sources in proper bibliographic form. The purpose of this assignment is to prepare you for your research paper and to equip you with the necessary research skills you need for the craft of history, university life, and for any career path you may take. A template of this assignment is available on OWL.

**Resources:**

- Jason Dyck, *Guide to HIST 2401E*, 2019.

**Submission Details:**

- **Medium:** WORD DOCUMENT on OWL
- **File Name:** surname\_givenname\_skills\_HIST2401E (e.g. smith\_john\_skills\_HIST2401E)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

**4. Take-Home Mid-Course Exam (20%) – December 11, 2019**

**Description and Purpose.** The take-home mid-course exam is an essay based upon the material covered in the first half of the course, which will be explained during lecture on November 20 and made available on OWL later the same day. You should treat this exam as an opportunity to demonstrate what you have learned in both lectures and tutorials. A successful mid-course exam is a reflection of your own personal engagement with the material covered throughout the first twelve weeks of the course.

**Resources:**

- Lecture and tutorial reading, material, document exercises, and images.

**Submission Details:**

- **Medium:** WORD DOCUMENT on OWL
- **File Name:** surname\_givenname\_exam\_HIST2401E (e.g. smith\_john\_exam\_HIST2401E)
- **Length:** 7 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

**5. Research Paper (15%) – March 4, 2020**

**Description and Purpose.** The third assignment of this course is an essay on the Black Death. Your task is to read through selections of Giovanni Boccaccio's (1313–1375) *Decameron* (1350–1352) and Paul Slack's book chapter on the Black Death. After reading through these two sources, you are required to search for at least one scholarly monograph in the library, three peer-reviewed articles using JSTOR, and one other primary source. Once you have performed your research, you will write an essay with an argument addressing the following question: How did the Black Death shape European societies in the

fourteenth century? Intentionally broad, this question allows you to concentrate on specific aspects of the Black Death: social developments, cultural changes, political ramifications, economic consequences, or religious transformations. The purpose of this essay is to provide you with an opportunity to exercise your historical imagination and to engage with both primary and secondary sources in a critical fashion.

**Resources:**

- Giovanni Boccaccio, “Stories from *The Decameron*” in *The Italian Renaissance Reader*, eds. Julia Conaway Bondanella and Mark Musa (New York: Meridian, 1987), 60–74.
- Paul Slack, “Big Impacts: The Black Death,” in *Plague: A Very Short Introduction* (Oxford: Oxford University Press, 2012), 35–52.

**Submission Details:**

- **Medium:** WORD DOCUMENT on OWL
- **File Name:** surname\_givenname\_essay\_HIST2410E (e.g. smith\_john\_essay\_HIST2401E)
- **Length:** 10 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

**6. Final Exam (30%) – Date TBA**

**Description and Purpose.** The final exam is a series of short answers and essays based upon the entire course. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and tutorials. A successful final exam is a reflection of your own personal engagement with the material covered throughout both semesters.

**Resources:**

- Lecture and tutorial reading, material, document exercises, and images.

**Grading Details**

**\*For a more detailed description of how you will be evaluated in this course (with rubrics), see the *Guide to HIST 2401E* posted on OWL.**

***General Grading Details for Tutorials***

- Attendance is mandatory for all students for every tutorial and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a tutorial, you should communicate with your tutorial leader **beforehand** and not after the fact.
- Participation in weekly tutorials means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and that provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion.

- Anyone who fails to attend a tutorial will be given an **automatic zero** for their participation mark in that specific tutorial.

### ***General Grading Details for Written Assignments***

Students' papers and the mid-course take-home exam must meet the following criteria:

- A title page with the title of your paper, your name, course code, instructor, and the date.
- An introduction clearly stating the theme of your paper and its general argument.
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar.
- A manageable topic and organized structure.
- An intelligent use of sources and signs of original research.
- A quality of analysis and a general demonstration of effort.
- An informative conclusion concisely summing up your paper.
- A bibliography and footnotes according to the *Chicago Manual of Style*.
- A format using 12-font and Times New Roman letters on double-spaced pages.
- A page number at the top or bottom of every page (excluding the title page).

### ***Late Policy***

Assignments handed in late will be penalized 5% of the assignment's worth per day after the due date (including weekends). To receive an extension for medical reasons, students need to visit their home Academic Counselling office (see the "Medical Issues" section at the end of this syllabus).

### **Course Schedule and Readings:**

**Lectures.** Every week there are two fifty-minute lectures with a ten-minute break between them. It is extremely important that you attend weekly lectures and read the assigned reading beforehand. In this course we will be working through Barbara H. Rosenwein's *A Short History of the Middle Ages* (2018), which you need to be familiar with for both the take-home mid-course exam and the final exam. The general breakdown of how you should be reading this text is available below, but you are more than welcome to move through it at your own pace.

**Tutorials.** Weekly lectures are accompanied by fifty-minute tutorials. You must attend all tutorials and you are required to read the assigned readings beforehand in preparation. Be mindful that although Rosenwein's text has not been assigned as tutorial reading, her interpretation of medieval history provides you with important context for understanding your primary sources.

**\*Tutorial groups 2 and 3 meet on Wednesdays and tutorial groups 4 and 5 meet on Thursdays. See the first page of this syllabus for meeting times and classroom numbers.**

# FALL TERM (2019)

## INTRODUCTION

### **WEEK 1: SURVEYING THE LAND**

**Lecture #1:** Review of the Course Outline (September 11)

**Lecture #2:** Backpacking in Europe (September 11)

**No Tutorials**

### **WEEK 2: THE CRAFT OF HISTORY**

**Lecture #3:** Providence and the Past (September 18)

**Lecture #4:** The Historical Imagination (September 18)

**Lecture Reading:**

- Jeremy D. Popkin, “History in Ancient and Medieval Times,” in *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016), 36–45. [Course Reserves]

**Tutorial #1:** The Historian’s Toolbox (September 18 or 19)

**Tutorial Reading:**

- Jeremy D. Popkin, “What is Historiography?,” in *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016), 15–18. [Course Reserves]
- Clifford R. Backman, “How to Read a Primary Source,” in *A Medieval Omnibus: Sources in Medieval European History*, ed. Clifford R. Backman (Oxford: Oxford University Press, 2015), xi–xii. [Course Reserves]
- William Kelleher Storey and Towser Jones, “Starting Your Assignment,” in *Writing History: A Guide for Canadian Students*, 4th ed. (Oxford: Oxford University Press, 2016), 20–31, 34–40. [Course Reserves]

## FOUNDATIONS

### **WEEK 3: THE ROMAN EMPIRE**

**Lecture #5:** The Late Roman Empire (September 25)

**Lecture #6:** Decline of the Western Empire (September 25)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 1–5, 11–21, 29–36.

**Tutorial #2:** Pax Romana (September 25 or 26)

**Tutorial Reading:**

- Clifford R. Blackman, “The Roman World at Its Height,” in *The Worlds of Medieval Europe*, 3rd ed. (Oxford: Oxford University Press, 2015), 3–24. [Course Reserves]
- “The Roman World at Its Height,” in *A Medieval Omnibus: Sources in Medieval European History*, ed. Clifford R. Backman (Oxford: Oxford University Press, 2015), 2–12. [Course Reserves]
- Gaius, “Roman Slavery,” in *World History in Documents: A Comparative Reader*, ed. Peter N. Stearns, 2nd ed. (New York: New York University Press, 2008), 44–47. [Course Reserves]



#### **WEEK 4: EARLY CHRISTIANITY**

**Lecture #7:** Followers of the Way (October 2)

**Lecture #8:** Church and Empire (October 2)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 5–11, 18–21.

**Tutorial #3:** Christian Martyrs (October 2 or 3)

**Tutorial Reading:**

- Peter Brown, “Christianity and Empire,” in *The Rise of Western Christendom: Triumph and Diversity, A.D. 200–1000*, rev. ed. (Malden: Wiley-Blackwell, 2013), 54–71. [Course Reserves]
- “Martyrs of the Early Church,” in *Medieval Saints: A Reader*, ed. Mary-Ann Stouck (Peterborough: Broadview Press, 1999), 1–9, 21–38. [Course Reserves]

### **THE EARLY MIDDLE AGES (ca. 500–ca. 1000)**

#### **WEEK 5: “BARBARIAN” INVASIONS AND MIGRATIONS**

**Lecture #9:** Völkerwanderung (October 9)

**Lecture #10:** Europe’s First Kingdoms (October 9)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 21–36, 55–73.

**Tutorial #4:** History of the Goths (October 9 or 10)

**Tutorial Reading:**

- Edward James, “Who Are the Barbarians?,” in *Europe’s Barbarians, AD 200–600* (London: Routledge, 2009), 1–15. [Google Books]
- Walter A. Goffart, “Jordanes and His Three Histories,” in *Narrators of Barbarian History (AD 550–800): Jordanes, Gregory of Tours, Bede, and Paul the Deacon* (Princeton: Princeton University Press, 1988), 20–23, 42–47. [Course Reserves]
- Jordanes, “History of the Goths,” in *Readings in Medieval History*, ed. Patrick J. Geary, 4th ed. (Toronto: University of Toronto Press, 2010), 78–88. [Course Reserves]

#### **WEEK #6: CHRISTENDOM**

**Lecture #11:** Monks and Missionaries (October 16)

**Lecture #12:** Saints and Relics (October 16)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 27–29, 64–66, 73–78.

**Tutorial #5:** Monastic Rules (October 16 or 17)

**Tutorial Reading:**

- C. H. Lawrence, “The Rule of St. Benedict,” in *Medieval Monasticism: Forms of Religious Life in Western Europe in the Middle Ages*, 3rd ed. (London: Routledge 2001), 18–38. [Course Reserves]
- Saint Benedict, *The Rule of St. Benedict in English*, ed. Timothy Fry (Collegeville: The Liturgical Press, 1982), 15–21, 29–31, 69–70, 78–82, 85–86, 95–96. [Course Reserves]

- Caesarius of Arles, “Rule for Nuns,” in *A Medieval Omnibus: Sources in Medieval European History*, ed. Clifford R. Backman (Oxford: Oxford University Press, 2015), 57–59. [Course Reserves]

### **WEEK #7: HEIRS OF ROME**

**Lecture #13:** The Byzantine Empire (October 23)

**Lecture #14:** The Rise of Islam (October 23)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 41–54, 81–96, 113–129.

**Tutorial #6:** Christendom and Islam (October 23 or 24)

**Tutorial Reading:**

- David Nirenberg, “Christendom and Islam,” in *Neighboring Faiths: Christianity, Islam, and Judaism in the Middle Ages and Today* (Chicago: The University of Chicago Press, 2014), 15–34. [Google Books]
- “Coexistence in the Medieval Spanish Kingdoms,” *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002), 27–33. [Course Reserves]
- “Accounts of the Muslim Conquest” and “A Christian Account of the Life of Muhammad,” in *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*, eds. Olivia Remie Constable and Damian Zurro, 2nd ed. (Philadelphia: University of Pennsylvania Press, 2012), 32–42, 58–61. [Course Reserves]

### **WEEK #8: THE CREATION OF EUROPE**

**Lecture #15:** The Carolingian Empire (October 30)

**Lecture #16:** The Carolingian Renaissance (October 30)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 96–110.

**Tutorial #7:** Kingship (October 30 or 31)

**Tutorial Reading:**

- Rosamond McKitterick, “Politics,” in *The Early Middle Ages: Europe 400–1000* (Oxford: Oxford University Press, 2001), 21–56. [Course Reserves]
- Einhard, “The Life of Charlemagne,” in *Charlemagne’s Courtier: The Complete Einhard*, ed. and trans. Paul Edward Dutton (Peterborough: Broadview Press, 1998), 15–34. [e-Book]
- Dhuoda, “Mothers and Fathers: Dhuoda, Handbook for Her Son (841–843),” in *Reading the Middle Ages: Sources from Europe, Byzantium, and the Islamic World*, ed. Barbara H. Rosenwein, 3rd ed. (Toronto: University of Toronto Press, 2018), 128–131. [Course Reserves]

### **\*Fall Study Break (November 4–10)**

### **WEEK #9: TIME OF TROUBLES**

**Lecture #17:** Foreign Invasions (November 13)

**Lecture #18:** Reorganization of Kingdoms (November 13)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 129–135, 140–155.

**Tutorial #8:** The Vikings (November 13 or 14)

**Tutorial Reading:**

- Anders Winroth, “The Raids of the Vikings,” in *The Conversion of Scandinavia: Vikings, Merchants, and Missionaries in the Remaking of Northern Europe* (New Haven: Yale University Press, 2012), 24–40. **[Course Reserves]**
- “Sudden and Unforeseen Attacks of Northmen,” in *The Viking Age: A Reader*, eds. Angus A. Somerville and R. Andrew McDonald, 2nd ed. (Toronto: University of Toronto Press, 2014), xv–xvii, 181–185, 189–193, 202–208, 222–224. **[Course Reserves]**

## THE CENTRAL MIDDLE AGES (ca. 1000–ca. 1300)

### WEEK #10: SOCIAL RELATIONS

**Lecture #19:** “Feudal” Society (November 20)

**Lecture #20:** Gender and Family (November 20)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 135–139.

**Tutorial #9:** Childhood (November 20 or 21)

**Tutorial Reading:**

- Colin Heywood, “Conceptions of Childhood in the Middle Ages,” in *A History of Childhood: Children and Childhood in the West from Medieval to Modern Times* (Malden: Polity Press, 2001), 9–18. **[Course Reserves]**
- “Parents and Children,” in *Love, Marriage, and Family in the Middle Ages*, ed. Jacqueline Murray (Peterborough: Broadview Press, 2001), 415–428, 445–455. **[Course Reserves]**

### WEEK #11: RURAL SOCIETY

**Lecture #21:** Agriculture and Technology (November 27)

**Lecture #22:** Peasants and Lords (November 27)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 137–138, 226–227.

**Tutorial #10:** Peasants (November 27 or 28)

**Tutorial Reading:**

- Dinah Hazell, “The Medieval Peasant,” in *Misconceptions about the Middle Ages*, eds. Stephen J. Harris and Byron L. Grigsby (New York: Routledge, 2008), 213–217. **[Course Reserves]**
- “Peasant Women’s Lives,” in *Women’s Lives in Medieval Europe: A Sourcebook*, ed. Emilie Amt, 2nd ed. (London: Routledge, 2010), 147–159. **[Course Reserves]**
- Alixe Bovey, “Peasants and Their Role in Rural Life,” in *The Middle Ages*, British Library, 2015, <https://www.bl.uk/the-middle-ages/articles/peasants-and-their-role-in-rural-life>.

### WEEK #12: URBAN LIFE

**Lecture #23:** Towns and Commerce (December 4)

**Lecture #24:** Urban Dwellers and Guilds (December 4)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 139–140, 170–176, 228–223.

**Tutorial #11:** Business Activity (December 4 or 5)

**Tutorial Reading:**

- Edwin S. Hunt and James M. Murray, “Tools of Trade: Business Organization,” in *A History of Business in Medieval Europe, 1200–1550* (Cambridge: Cambridge University Press, 1999), 31–51. [Course Reserves]
- “The Urban Economy” and “Women,” in *Medieval Towns: A Reader*, ed. Maryanne Kowaleski (Peterborough: Broadview Press, 2006), 137–152, 223–227. [Course Reserves]

## WINTER TERM (2020)

### **WEEK #1: NEW APPROACHES TO GOD**

**Lecture #1:** Ecclesiastical Reform (January 8)

**Lecture #2:** New Monks and Mendicants (January 8)

**Lecture Reading**

- Rosenwein, *A Short History of the Middle Ages*, 176–181, 191–200, 237–241.

**No Tutorials**

### **WEEK #2: MILITANT CHRISTIANITY**

**Lecture #3:** Myths of the Crusades (January 15)

**Lecture #4:** The Reconquest (January 15)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 161–172, 181–184, 186–187, 201–203, 207–214.

**Tutorial #1:** The First Crusade (January 15 or 16)

**Tutorial Reading:**

- Jay Rubenstein, “Introduction: Christianity, Islam, and the Beginning of the Crusades,” in *The First Crusade: A Brief History with Documents* (Boston: Bedford/St. Martin’s, 2014), 1–24. [Course Reserves]
- “The First Crusade,” in *The Crusades: A Reader*, eds. S. J. Allen and Emilie Amt (Peterborough: Broadview Press, 2003), 37–53, 63–66. [Course Reserves]

### **WEEK #3: VIOLENCE AND INTOLERANCE**

**Lecture #5:** Orthodoxy and Heresy (January 22)

**Lecture #6:** Jews and Minorities (January 22)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 241–247, 265–268.

**Tutorial #2:** The Inquisition (January 22 or 23)

**Tutorial Reading:**

- Kevin Madigan, “Heresy and Repression,” in *Medieval Christianity: A New History* (New Haven: Yale University Press, 2015), 174–188, 201–210. [Course Reserves]
- “A French Peasant’s Theology of God,” “Inquisition of Witches at Toulouse,” and “The Inquisitor Bernard of Gui on Sorcery,” in *Medieval Popular Religion, 1000–1500: A Reader*, ed. John Shinnars (Peterborough: Broadview Press, 1997), 109–111, 238–241, 457–459. [Course Reserves]

#### **WEEK #4: POLITICAL IDEAS**

**Lecture #7:** Monarchies (January 29)

**Lecture #8:** Popes and Princes (January 29)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 185–186, 188, 214–226, 268–275.

**Tutorial #3:** Constitutionalism (January 29 or 30)

**Tutorial Reading:**

- George Klosko, “Marsilius of Padua and Medieval Constitutionalism,” in *History of Political Theory: An Introduction*, vol. 1, *Ancient and Medieval*, 2nd ed. (Oxford: Oxford University Press, 2012), 296–306. [Course Reserves]
- “King and Nobles: *Magna Carta* (1215),” in *Reading the Middle Ages: Sources from Europe, Byzantium, and the Islamic World*, ed. Barbara H. Rosenwein, 3rd ed. (Toronto: University of Toronto Press, 2018), 330–336. [Course Reserves]
- Marsilius of Padua, “The Defender of the Peace,” in *Medieval Political Theory: A Reader: The Quest for the Body Politic 1100–1400*, eds. Cary J. Nederman and Kate Langdon Forhan (London: Routledge, 1993), 173–178. [Course Reserves]

#### **WEEK #5: ENCOUNTERS WITH THE OTHER**

**Lecture #9:** Pilgrimage Patterns (February 5)

**Lecture #10:** Foreign Journeys (February 5)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 251–265.

**Tutorial #4:** Travel Narratives (February 5 or 6)

**Tutorial Reading:**

- Evelyn Edson, “Merchants, Missionaries, and Travel Writers,” in *The World Map, 1300–1492: The Persistence of Tradition and Transformation* (Baltimore: The John Hopkins University Press, 2007), 90–95, 98–102, 104–109, 112–113. [Course Reserves]
- Francesco Pegolotti, “Advice to Merchants Bound for Cathay (c. 1340),” in *Worlds Together, Worlds Apart: A Companion Reader*, eds. Elizabeth Pollard and Clifford Rosenberg, 2nd ed. (New York: W. W. Norton & Company, 2016), 1:273–277. [Course Reserves]

- William of Rubruck, “A Mission to the Great Khan,” in *The Portable Medieval Reader*, eds. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1949), 466–475. [Course Reserves]
- Marco Polo, “The West and the Mongols: Marco Polo,” in *World History in Documents: A Comparative Reader*, ed. Peter Stearns (New York: New York University, 2008), 138–141. [Course Reserves]

### **WEEK #6: INTELLECTUAL LIFE**

**Lecture #11:** Schools and Universities (February 12)

**Lecture #12:** Philosophy and Science (February 12)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 188–191, 277–282.

**Tutorial #5:** Belief in God (February 12 or 13)

**Tutorial Reading:**

- Ethan H. Shagan, *The Birth of Modern Belief: Faith and Judgment from the Middle Ages to the Enlightenment* (Princeton: Princeton University Press, 2018), 31–64. [Course Reserves]
- Ramon Llull, “On Preaching and Conversion,” in *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*, eds. Olivia Remie Constable and Damian Zurro, 2nd ed. (Philadelphia: University of Pennsylvania Press, 2012), 411–414. [Course Reserves]
- Thomas Aquinas, “On the Proofs of God’s Existence,” in *Readings in Medieval History*, ed. Patrick J. Geary, 4th ed. (Toronto: University of Toronto Press, 2010), 478–481. [Course Reserves]

### **\*Winter Study Break (February 15–23)**

### **WEEK #7: ARTISTIC TRENDS**

**Lecture #13:** Painting and Architecture (February 26)

**Lecture #14:** Language and Literature (February 26)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 191–196, 233–237, 282–289, 294–297.

**Tutorial #6:** Gothic Cathedrals (February 26 or 27)

**Tutorial Reading:**

- Derek Pearsell, “The Gothic Achievement,” in *Gothic Europe, 1200–1450* (London: Pearson Education, 2001), 72–117. [Course Reserves]
- “Early and High Gothic (1140 to c. 1270),” in *Gothic Art 1140–c. 1450: Sources and Documents*, ed. Teresa Grace Frisch (Toronto: University of Toronto Press, 1987), 23–32. [Course Reserves]
- Stefanie Waldek, “9 of the Best Gothic Cathedrals,” *Architectural Digest*, December 22, 2016, <https://www.architecturaldigest.com/gallery/best-gothic-cathedrals>.

## THE LATER MIDDLE AGES (ca. 1300–ca. 1500)

### WEEK #8: CRISES OF THE FOURTEENTH CENTURY

**Lecture #15:** Plagues and Peoples (March 4)

**Lecture #16:** War and Society (March 4)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 289–293, 298, 301–322.

**Tutorial #7:** The Black Death (March 4 or 5)

**Tutorial Reading:**

- Paul Slack, “Big Impacts: The Black Death,” in *Plague: A Very Short Introduction* (Oxford: Oxford University Press, 2012), 35–52. [Course Reserves]
- Giovanni Boccaccio, “Stories from *The Decameron*” in *The Italian Renaissance Reader*, eds. Julia Conaway Bondanella and Mark Musa (New York: Meridian, 1987), 60–74. [Course Reserves]
- “Environmental Explanations and Responses” in *The Black Death: The Great Mortality of 1348–1350: A Brief History with Documents*, ed. John Aberth, 2nd ed. (Boston: Bedford/St. Martin’s, 2017). 133–143. [Course Reserves]

### WEEK #9: IN SEARCH OF SALVATION

**Lecture #17:** The Great Schism (March 11)

**Lecture #18:** Late Medieval Piety (March 11)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 275–277, 323–325.

**Tutorial #8:** The Virgin Mary (March 11 or 12)

**Tutorial Reading:**

- William A. Christian Jr., “When People Meet God” and “Late Medieval Apparitions in Castile,” in *Apparitions in Late Medieval and Renaissance Spain* (Princeton: Princeton University Press, 1981), 3–26. [Course Reserves]
- Department of Medieval Art and The Cloisters, “The Cult of the Virgin Mary in the Middle Ages,” in *Heilbrunn Timeline of Art History* (New York: The Metropolitan Museum of Art, 2000–), [http://www.metmuseum.org/toah/hd/virg/hd\\_virg.htm](http://www.metmuseum.org/toah/hd/virg/hd_virg.htm)
- “Four Antiphons of the Virgin,” “The *Cantigas de santa María* of Alfonso X,” and “An Apparition of the Virgin Mary in Castile,” in *Medieval Popular Religion, 1000–1500: A Reader*, ed. John Shinnors (Peterborough: Broadview Press, 1997), 115–116, 123–127, 144–148. [Course Reserves]

### WEEK #10: THE RENAISSANCE

**Lecture #19:** Regional Renaissances (March 18)

**Lecture #20:** Humanist Scholarship (March 18)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 325–339.

**Tutorial #9:** The Renaissance (Wo)man (March 18 or 19)

**Tutorial Reading:**

- Kenneth R. Bartlett, “Petrarch” and “Humanism,” in *A Short History of the Italian Renaissance* (Toronto: University of Toronto Press, 2013), 55–66, 69–86. [Course Reserves]
- Francesco Petrarca (Petrarch), “Letter to Posterity” and “The Ascent of Mount Ventoux,” in *The Civilization of the Italian Renaissance: A Sourcebook*, ed. Kenneth R. Bartlett, 2nd ed. (Toronto: University of Toronto Press, 2011), 25–33. [Course Reserves]
- Laura Cereta, “Letter to Augustinus Aemilius: Curse against the Ornamentation of Women,” “Letter to Bibulus Sempronius: A Defense of the Liberal Instruction of Women,” and “Letter to Lucilia Vernacula: Against Women Who Disparage Learned Women,” in *The Civilization of the Italian Renaissance: A Sourcebook*, ed. Kenneth R. Bartlett, 2nd ed. (Toronto: University of Toronto Press, 2011), 144–146, 196–198. [Course Reserves]

**WEEK #11: THE MEDIEVAL ATLANTIC**

**Lecture #21:** Ventures into Africa (March 25)

**Lecture #22:** The Near Atlantic (March 25)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 339–341.

**Tutorial #10:** Iberian Exploration (March 25 or 26)

**Tutorial Reading:**

- Felipe Fernández-Armesto, “Springing: The Maritime Turn of the Late Middle Ages and the Penetration of the Atlantic,” in *Pathfinders: A Global History of Exploration* (Toronto: Viking Canada, 2006), 117–151. [Course Reserves]
- Cadamosto, “Madeira and the Canary Islands in the Fifteenth Century,” in *The Portuguese in West Africa, 1415–1670: A Documentary History*, ed. Malyn Newitt (Cambridge: Cambridge University Press, 2010), 55–59. [Course Reserves]
- Pierre Boutier and Jean le Verrier, *The Canarian or Book of the Conquest and Conversion of the Canarians in the Year 1402 by Messire Jean de Bethencourt*, ed. and trans. R. H. Major (Londo: Hakluyt Society, 1872), 72–79. [https://archive.org/details/canarianorbookof00bont\\_0/page/72](https://archive.org/details/canarianorbookof00bont_0/page/72)

**CONCLUSION**

**WEEK #12: ARRIVING HOME**

**Lecture #23:** Unpacking the Backpack (April 1)

**Lecture #24:** Review of the Final Exam (April 1)

**Lecture Reading:**

- Rosenwein, *A Short History of the Middle Ages*, 341–342.

**Tutorial #11:** Medieval Legacies and Misconceptions (April 1 or 2)

**Tutorial Reading:**

- Miri Rubin, “The ‘Middle Ages’ in Our Daily Lives,” in *The Middle Ages: A Very Short Introduction* (Oxford: Oxford University Press, 2014), 116–125. [Course Reserves]



- Veronica Ortenberg, “Which Middle Ages?,” in *In Search of the Holy Grail* (London: Hambledon Continuum, 2006), 237–248. [Course Reserves]
- Karen Christianson, *The Legacy of the Middle Ages in the Renaissance and Beyond*, *Newberry Library*, [https://dcc.newberry.org/collections/the\\_legacy\\_of\\_the\\_middle\\_ages\\_in\\_the\\_renaissance\\_and\\_beyond](https://dcc.newberry.org/collections/the_legacy_of_the_middle_ages_in_the_renaissance_and_beyond).

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