

TRENT UNIVERSITY
DEPARTMENT OF HISTORY
Course Code: HIST-2050Y-A 2011FW (504431)
Peterborough

Course Title: **Medieval Panorama**

Instructor: Martin M. Elbl
Campus: Peterborough Campus
Office Location: Lady Eaton College, S114
Office Hours: Tuesday, 16:00 – 16:50
or by appointment
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Course Format Information:
Lecture: Tuesday 09:00 – 10:50; Location: OCA 208*
Seminar Groups: Tuesday 12:00 – 12:50 (1 hour); Location: CC G4*
Tuesday 13:00 – 13:50 (1 hour); Location: CC G4*
Tuesday 14:00 – 14:50 (1 hour); Location: CC G4*
Tuesday 15:00 – 15:50 (1 hour); Location: CC G4*
Course Website: WebCT (“MyLearning” system)
No. of Contact Hours per Week: 3 hours (one 2-hour lecture and
one 1-hour seminar session weekly)

Secretary/Administrative Assistant: Christine Quigley
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Guide to the Syllabus:	A.1	Course Description
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*For precise details of classroom locations on the Peterborough Campus of Trent University, please consult the “Classroom locations” section of the “Academic Timetable Information” section of the *Academic Timetable, Fall-Winter 2011-2012* portion of Trent University website, maintained and updated by the Office of the Registrar.

A.1 Course Description: *Medieval Panorama* surveys the key social, economic, political and cultural aspects of life in Europe during the Middle Ages, from the decline of the Roman Empire as a centralizing entity to c. 1500. The lectures explore and critique the conventional “turning points” of medieval history and discuss them in the light of recent research. Particular emphasis is laid on the interplay between, on the one hand, dominant ideologies, power-holders, and economic interests, and on the other hand the material and spiritual existence of ordinary men and women. The context ranges from food and housing to clothes, tools, weapons, technology, money, wages, prices, labour relations, law, popular faith, and social conflict. The course stresses issues of historical method—of how historians grapple with history, as well as questions raised by competing approaches to historical processes. Students will be exposed to indispensable crosscuts between history and economics, political science, anthropology, philosophy, psychology, sociology, and the natural sciences.

A.2 Course Goals (general statement of course outcomes, compliant with UDLE requirements): As a second-year course, HIST-2050Y-A 2011FW is intended to introduce students to the subject of medieval history and related historical debates, interpretations, methodologies, and intersections with other disciplines. Students will be encouraged to conduct independent research and gather, review, evaluate, and interpret primary and secondary evidence; explore different approaches to problem solving while critically assessing the ideas of other historians; formulate original historical arguments in a critical and analytical fashion; and communicate the results of their studies orally and in writing. Students will be encouraged to develop their written

and oral communication skills through research essays and through seminar discussions of primary sources, to develop their critical thinking and ability to conceptualize. Students on completing the course successfully should understand the basic conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge.

A.3 Specific Course Approach and Emphasis (Instructor statement): The course stresses the need to make students aware sufficiently early in their encounter with medieval history, on an introductory level, of key complex trends at the boundaries of the discipline. The digital revolution, as well as the changing patterns of international scholarly cooperation reflecting EU political dynamics, have amplified and accelerated technically innovative and cross-cultural research over the past two decades. For those students wishing to go on to advanced degrees in medieval history, interdisciplinary, multilingual, and broad area-studies mind-sets will often be of crucial importance to achieve full scholarly competence. Research directions have been shifting as a result of the more vibrant inclusion of East-Central and Eastern Europe in the overall “European” paradigm, accompanied by a newly sharpened consciousness, exacerbated by modern economic and political considerations, of the Mediterranean and the Black Sea as key geographical spaces in terms of European history. Medieval history is further being shaped in significant respects by the contributions of historical landscape studies (increasingly enhanced by satellite remote sensing and 3D terrain modelling), palaeoclimate analysis and historical ecology, medieval archaeology (urban, rural, underwater, all of them digitally aided), as well as by advances in the techniques of artefact analysis and in conservation and restoration methods. The digital shift in archival management and document delivery has opened up new frontiers in terms of primary source access and analysis, particularly with respect to the document-rich later Middle Ages. Exposure to the increasingly intricate meshing of medieval history, computer technology, and the natural and social sciences is essential for the future academic success of students intending to pursue a career in medieval history.

B.1 Course Evaluation:

Fall Term

First Essay	10%
Research Paper Proposal	5%
Mid-Year Examination	15%
Seminar Participation (Fall Term)	10%

Please Note: Your Mid-Year Mark will thus represent **40%** of your Final Course Mark. This is in explicit compliance with the requirement that “for full-year courses at least 25% of the grade must normally be determined and made available before the mid-year review in January.”

Winter Term

Research Paper First Draft	10%
Research Paper Final	20%
Scheduled Final Examination	20%
Seminar Participation (Winter Term)	10%

B.2 Due Dates for Written Work:

First Essay	15 November 2011 (in seminar)
Research Paper Proposal	6 December 2011 (in seminar)
Research Paper First Draft	28 February 2012 (in seminar)
Research Paper Final	27 March 2012 (in seminar)

For Your Further Information (see also Academic Calendar, “Grades and Grading Schemes”):

Courses are graded on a percentage scale, except for courses taken under a pass/fail option. Averages are calculated using the percentage grade assigned to the student for each course. Numerical Equivalents of Letter Grades are as follows:

A+	90 – 100%	B+	77 – 79%	C+	67 – 69%	D+	57 – 59%	F
A	85 – 89%	B	73 – 76%	C	63 – 66%	D	53 – 56%	0 – 49%
A-	80 – 84%	B-	70 – 72%	C-	60 – 62%	D-	50 – 52%	

All assignments should be submitted on the due date, either in class or through the appropriate digital assignment drop-box on WebCT. All other forms of submission are at the student’s own risk. Do NOT submit essays to the History Department, under any circumstances whatsoever.

C.1 University Policies

Academic Integrity:

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: www.trentu.ca/academicintegrity.

Access to Instruction:

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (Blackburn Hall, Suite BH 132, 705-748-1281, disabilityservices@trentu.ca) as soon as possible. Complete text can be found under "Access to Instruction" in the *Academic Calendar*.

D.1 Required Texts: Barbara H. Rosenwein. *A Short History of the Middle Ages*. 3rd Edition. Toronto: University of Toronto Press, 2009 (this expanded edition of Rosenwein is **mandatory** for this course—the earlier editions are shorter and do not contain the same material).

Patrick J. Geary, ed. *Readings in Medieval History*. 4th Edition. Toronto: University of Toronto Press, 2010 (please be aware that the 4th expanded edition of Geary is **mandatory** for this course. The earlier editions of Geary lack some of the material included in the 4th edition).

Work through your assigned readings and think about them before you come to the lectures and seminars. The readings will help you to understand better some of the material presented in class. In some cases, the themes of the lecture do not necessarily coincide with the readings. This is not an oversight, but a deliberate choice, necessary to enable us to cover a balanced spread of material in the time available.

Please note: The lectures will NOT "go over" material covered in the readings or in seminars. On the contrary, all lectures with the exception of the first one presuppose that you have done the readings for that particular unit, and will simply go on from there, developing specific themes as outlined in the syllabus. Skipping lectures is thus not a good idea.

D.2 Seminar Participation and Participation Marks: Seminar participation is evaluated in terms of both attendance and active and informed participation in discussions. Seminars are **compulsory** and more than **two (2) unexcused absences** per term will carry a penalty of 10% off the participation mark. Make-up assignments in lieu of missed seminars (with a valid reason) should be discussed with the instructor. Please keep in mind that it is against your interest to miss seminars, which expand and substantially complement both the textbook material and the lectures.

D.3 Specifications for Written Assignments:

Essays must include proper notes and bibliography in the correct format (*Chicago Manual of Style*, "Humanities, Full Notes"). Late assignments will be marked down by 3 percentage points per calendar day. Assignments that are more than a week past the due date shown in the syllabus will not be accepted. Extensions up to two weeks may be granted for documented reasons, except where this would conflict with explicit Department of History policies.

First Essay: The essay will be at least six pages long (double-spaced typed pages) (c. 1500 words) and will include **properly formatted notes (footnotes or endnotes, *Chicago Manual of Style*, "Humanities—Full Notes style") and a bibliography**. The bibliography and notes do **not** count toward the required length of the essay. You are free to choose your own topic, but the material **must** relate only to the lecture themes covered up to Week 2 of the Winter Term. The essay must be analytical, **not** descriptive, and is expected to address a clearly defined and preferably narrow **problem** characterizing a given period, or relating to a specific event, process, or personage. **Due: 15 November 2011.**

Research Paper Proposal: The purpose of this assignment is to identify each student's personal area of interest, establish a research question **and** an alternative (fallback) questions, and provide a preliminary bibliography (c. 15 directly relevant sources) for the instructor's approval. The students may choose from a list of topics or create their own. The approved question will form the basis of the research paper. *Please note that a research paper will **not** be accepted unless a research question has been properly assigned.* **Due: 6 December 2011.**

Research Paper First Draft: The draft should approximate a full paper and contain **a)** a research question, **b)** a clear hypothesis, **c)** a first draft of the discussion, in full sentences, and **d)** a conclusion; **e)** proper documentation, including notes and a full bibliography. It must be obvious from the draft that the paper will meet the requirements for the research paper (see below). **Due: 28 February 2012.**

Research Paper Final: The paper must be at least **3,500 words long, analytical** (as opposed to descriptive), and must contain a short critical **discussion** of the relevant **secondary literature (historiography)**, as well as a fully developed **original argument** and, where applicable, evidence of work with **primary sources**. The argument must be rigorously supported by **evidence**. Bibliographical support: **no less than 15 directly relevant works** (a balanced mix of books and **scholarly journal articles**). **Due: 27 March 2012.**

D.4 Specifications and Expectations for the Mid-Year Examination and for the Final Examination:

D.4-1 Mid-Year Examination

Allocated Time and Place: This examination will take place on WebCT, using the MyLearning site protocol for on-line assignments. A summary of access procedure, reviewing the common WebCT protocols for accessing the assignment section and for submitting assignments, will be posted on the course WebCT site. The precise date and time of the examination will be set by the University, within the University-wide Examination Period. Students will be reminded of the date and time of the examination on the course WebCT site, *in addition to* the regular channels through which such information is commonly disseminated at Trent University. The duration of the examination will be (3) hours.

Examination Aids: Examination aids should be kept at a minimum, but are not restricted. This examination explicitly tests your interpretive and analytical abilities, and your ability to link course material across lectures, seminars, and readings, *not* your ability to reproduce basic information on demand. All examination questions will be specifically framed with the above educational achievement goals in mind.

Examination Structure and Expectations: The examination shall consist of two essay-style questions. The students will select, *in each instance*, one (1) question to answer from a pool of eight (8) to nine (9) questions. The material covered by this examination will extend from the *beginning of the Fall Term* (first September class) *to and inclusive of the last class and the last set of readings in the Fall Term* (Week 12 Unit of Dec 6, 2011). The answers are expected to comprise a clear introduction, body of answer, and conclusion. The answers should be analytical, *not* merely descriptive. Students will receive an evaluation form measuring their examination performance within the following assessment categories: 1) Choice and articulation of issues in response to examination question; 2) Level of comprehension of key factual issues (rated on textbook, seminar material, and lecture content effectively reflected in examination answer); 3) Level of comprehension and/or usage of scholarly/discipline-specific terms; 4) Interpretive and analytical level (applicable reasoning, originality); 5) Writing skills. Measurement of performance within each category shall use the standard grading scale (for your information, see Section B.2 above). All 5 evaluation categories carry an equal weight (20% of the total examination mark) in determining the Total Examination Mark. Constructive feedback shall be included in the evaluation form, as required by Trent University.

<i>Percentage Breakdown of the Examination:</i>	Section One (shorter essay)	40%
	Section Two (longer essay)	60%

<i>Expected Length of Answer:</i>	Section One (shorter essay)	c. 2 double-spaced pages (c. 500 words)
	Section Two (longer essay)	c. 3 double-spaced pages (c. 700 words)

D.4-2 Final Examination

Allocated Time and Place: This examination will take place on WebCT, using the MyLearning site protocol for on-line assignments. A summary of procedure, reviewing the common WebCT protocols for accessing the assignment section and for submitting assignments, will be posted on the course WebCT site. The precise date and time of the examination will be set by the University, within the University-wide Examination Period. Students will be reminded of the date and time of the examination on the course WebCT site, *in addition to* the regular channels through which such information is commonly disseminated at Trent University. The duration of the examination will be (3) hours.

Examination Aids: Examination aids should be kept at a minimum, but are not restricted. This examination explicitly tests your interpretive and analytical abilities, and your ability to link course material across lectures, seminars, and readings, *not* your ability to reproduce basic information on demand. All examination questions will be specifically framed with the above educational achievement goals in mind.

Examination Structure and Expectations: The examination shall consist of two essay-style questions. The students will select, *in each instance*, one (1) question to answer from a pool of eight (8) to nine (9) questions. The material covered by this examination will extend from the *beginning of the Winter Term* (first January class) *to and inclusive of the last class and the last set of readings in the Winter Term* (Week 12 Unit of Apr. 3, 2012). The answers are expected to comprise a clear introduction, body of answer, and conclusion. The answers should be analytical, *not* merely descriptive. Students will receive an evaluation form measuring their examination performance within the following assessment categories: 1) Choice and articulation of issues in response to examination question; 2) Level of comprehension of key factual issues (rated on textbook, seminar material, and lecture content effectively reflected in

examination answer); 3) Level of comprehension and/or usage of scholarly/discipline-specific terms; 4) Interpretive and analytical level (applicable reasoning, originality); 5) Writing skills. Measurement of performance within each category shall use the standard grading scale (for your information, see Section B.2 above). All 5 evaluation categories carry an equal weight (20% of the total examination mark) in determining the Total Examination Mark. Students will be expected to have improved, as compared to the Mid-Year Examination, in terms of their awareness of and sensitivity to the basic issues of historical interpretation, methodology, relative validity of sources, relative strength of historical arguments, and evolution of historical knowledge.

<i>Percentage Breakdown of the Examination:</i>	Section One (shorter essay)	40%
	Section Two (longer essay)	60%
<i>Expected Length of Answer:</i>	Section One (shorter essay)	c. 2 double-spaced pages (c. 500 words)
	Section Two (longer essay)	c. 3 double-spaced pages (c. 700 words)

SCHEDULE OF LECTURES, READINGS, AND SEMINARS

Fall/Winter Session: Fall Term

Week 1–Sep. 13

Administrative issues (c. 10 mins). Initial lecture, no readings. The Syllabus, the seminar organization, and performance expectations will be discussed in seminar. The introductory lecture is considered an essential introduction to the course.

Introductory Lecture

First Hour: The Landscape, Climate, and Peoples of Medieval Europe: A Survey

Second Hour: Standard and “New” Sources, Methods and Tools of Medieval History

Week 2–Sep. 20

The Late Roman Empire and the “Peripheral” Peoples: A View from the North

Lecture Themes: Empire—“Benevolent” and “Malevolent”; “Barbarian” Societies and Their Ethnogenetic Antecedents; Interaction of Germanic, Late Celtic, and Roman Societies; Spatio-Temporal Dynamics of the Eurasian Steppe Populations; Historical Interpretations of Proto-Medieval Frontier Societies

Readings (all readings, throughout the entire course, are both for the lecture and the seminar, and should be completed before you come to class): **Rosenwein:** Start reading Chapter 1; **Geary:** Tacitus, *De Germania* (pp. 65-77); Jordanes, *History of the Goths* (pp. 78-110).

Week 3–Sep. 27

Structures of Power and Law and the Devolution of Centralized Administration

Lecture Themes: Imperial “Decline”; Reforms of Diocletian; Reforms of Constantine; Late Imperial Fiscal System and Tax Reform; Administrative Devolution; Rural Economy and Settlements; Deurbanization as “Constructive Destruction” in the Late Roman West and East: Changing Perceptions in Urban Archaeology

Readings: **Rosenwein:** Continue reading Chapter 1; **Geary:** *Theodosian Code* (pp. 1-28); St. Augustine, *On Christian Doctrine; City of God* (pp. 28-57); *The Passion of Saints Perpetua and Felicity* (pp. 58-64).

Week 4–Oct. 4

The “Age of Migrations” and the “Successor States”

Lecture Themes: “Invasion” vs. Infiltration; Germanic Troops in the Roman Army; The “Migrations Trigger”: The Huns and Socio-Economic Processes in the Steppe Belt; The Spearhead (Alans, Vandals, Suevi); Franks, Visigoths, Ostrogoths, Vandals, and Burgundians; Beyond the “Germanic” Question: African Invasions on the Upper Nile and the Christian Kingdoms of Nubia

Readings: **Rosenwein:** Finish reading Chapter 1; **Geary:** Gregory of Tours, *History of the Franks* (pp. 131-154); The Tomb of Childeric (pp. 113-121); *Salic Law* (pp. 122-128); Remigius and Avitus, *Letters to Clovis* (pp. 129-130).

Week 5–Oct. 11

Christianity in the Romanized Core Lands and Among the “Heathens”

Lecture Themes: Christianity in the Later Empire; The *Bible*, the *Torah*, St. Jerome and the Problematic Textual Origins of Western “Christianity”; Missions Beyond the *Limes Romanus*; Conversion and “Tribal” Pagan Religions; Near Eastern Cenobitic Movements and the Beginnings of Western Monasticism

Readings: **Rosenwein:** Start reading Chapter 2; **Geary:** *Life of Saint Balthild* (pp. 153-158); St. Benedict, *Rule for Monasteries* (pp. 159-188); Gregory the Great, *Dialogues* (pp. 189-208).

Week 6–Oct. 18

The Mediterranean and “Europe”: Settlement and Coexistence vs. “Reunification” in the Age of Emperor Justinian

Lecture Themes: Byzantium and the Germanic “Successor” States; Sixth-Century Economy,

Epidemiology, and Byzantine Reconquest; The Rise of Islam; Byzantium's North-Eastern Borderlands; Europe's North-Western Borderlands; East-West Trade Before and After Justinian; The Sixth-Century "Turning Point" in Global, Climatic, Ecological and Epidemiological Perspective

Readings: Rosenwein: Finish reading Chapter 2; **Geary:** *Laws of Ethelbert* (pp. 209-211); Bede, *History of the English Church and People* (pp. 212-222).

RESIDENTIAL READING AND LABORATORY WEEK: NO CLASSES from 22 October 2011 to 30 October 2011 inclusive.

Week 7–Nov. 1

The "Heroic Age" in Song and Reality

Lecture Themes: Angles and Saxons; Jutland and the Southern Baltic Shore; Before Hrothgar: Backtracking from *Beowulf* through Archaeology; *Beowulf*, Ringenrike (Norway), the Legend of Veien and the *Thirteenth Warrior*; The *Nibelungenlied*, the *Hildebrandlied*, and Hollywood's "Conan the Barbarian"; From Leadership to Formalized Kingship: Frankish Politics and the Anthropology of Power

Readings: Rosenwein: Start reading Chapter 3; **Geary:** *Hildebrandlied* (pp. 111-112); *Theodore Penitential* (pp. 247-265).

Week 8–Nov. 8

The Carolingian Empire-Making Dream: "Translatio Imperii"

Lecture Themes: Byzantium, Islam, and Charlemagne; The "Pirenne Thesis" and Its Critics; The Supposed Partitioning of the Mediterranean; The New Frankish State and "Old Estate" Economies; The Rise of New Military Landed Nobility; Carolingian Commerce; Franks, Lombards, and Italian Politics; The Real and Symbolic Meanings of Ninth-Century "Imperial" Coronation

Readings: Rosenwein: Continue reading Chapter 3; **Geary:** Einhard, *Life of Charlemagne* (pp. 266-279); Selected *Capitularies* (pp. 280-301).

Week 9–Nov. 15

Beyond the Pale of States: Marches, Marcher Lords, Traders, and Muslim Colonists

Lecture Themes: Policy and Strategy in the Marchlands; The Frisian Wars; Carolingians and the East: Samo, Slavs, and Endogenous vs. Exogenous "Post-Tribal" Statebuilding; Charlemagne, the *Song of Roland*, and the Muslims; Al-Andalus: The Three Conflicting Societies of Islamic Spain; *Imperium Christianum* under Strain: Viking, Magyar, and "Saracen" Pressure

Readings: Rosenwein: Finish reading Chapter 3; **Geary:** King Alfred: Documents and writings (pp. 223-246).

Week 10–Nov. 22

Church and State: Monasticism, Parish Priests, and Missionaries

Lecture Themes: Parish Churches and Their Founders; Private Churches and the Dynamics of Settlement; Missionary Endeavours and Their Aftermath (Ireland, British Isles, Norway, Denmark, Slavic Lands); The Western *Ecclesia* and the Ambitious Bishops of Rome—Politics and Corruption; The Papacy and Italian Landholder Politics; Cluny and Ecclesiastical Reform

Readings: Geary: Cluniac Charters (pp. 315-321); Miracles of Saint Foy (pp. 322-328).

Week 11–Nov. 29

The "Ottonian Renaissance": An Eastern and Southern "Translatio Imperii"

Lecture Themes: The Implosion of the Carolingian Sphere of Influence; Otto I (962-973) and his Successors; The Ottonians and the Byzantine Connection; The Ottonian "Service State": Bishops and Landholders; Dreams of Reunification: Islam, Byzantium, and German Policy in Italy; Germany, the *Ostmark*, and the Slavs; Foundations of Future Dual (East—South) German Imperial Strategies; The Ottonian Cultural Renaissance

Readings: Rosenwein: Start reading Chapter 4; **Geary:** Fulbert of Chartres, *Letter to William* (p. 376); Hugh of Lusignan, *Agreement between Lord and Vassal* (pp. 377-381); Liudprand of Cremona, *A Chronicle of Otto's Reign* (pp. 554-561).

Week 12–Dec. 6

State Formation and Dependency in the Eastern Outlands

Lecture Themes: Poland; Bohemia; Hungary; Prussia and Livonia; Descendants of the “Varangians” and the Early Russian Principalities; Byzantine Cultural and Commercial Policy in East-Central Europe and the Black Sea Area

Readings: Rosenwein: Continue reading Chapter 4; **Geary:** *The Deeds of the Princes of the Poles* (pp. 639-646); *The Chronicle* of Thietmar of Merseburg (pp. 647-648).

The Mid-Year Examination will be held on WebCT, during the Scheduled Mid-term Test/Examination Period. Please follow the relevant announcements and instructions. The date and time will be set by Trent University.

WINTER VACATION AND READING PERIOD: Classes resume Monday, Jan. 9, 2012

Fall/Winter Session: Winter Term

Week 1–Jan. 10

The Search for Political/Ideological Structure (Public Order and Disorder Through Private and Ideological Means): The “Revolution of the Year 1000”

Lecture Themes: New Perspectives on the Agrarian Economy from c. 1000; The Roots of Great Landed Families; Manorialism; “Feudalism(s)”; Early Chivalry; Kingship, Lordship, and Landed Aristocracy: Private Power and Public Administration; *Incastellamento/Castellation* and Its Contrasting Meanings in the European North and South; Peace of God; Truce of God; Urban Leagues

Readings: Rosenwein: Finish reading Chapter 4; **Geary:** Guibert of Nogent, *Memoirs* (pp. 351-375); Galbert of Bruges, *The Murder of Charles the Good* (pp. 382-393).

Week 2–Jan. 17

The Restless Expansion I: Norman Adventurers, Iberian Rebuilders, and the Heirs of Charlemagne

Lecture Themes: The Norman Conquest of England; Northmen in the South—Norman State-Building in the Mediterranean; The Early German “Drang nach Osten” as Settler Movement and as Landholder Policy; Resistance, Compromise and Christian Reconquest in al-Andalus (southern Spain)

Readings: Rosenwein: Start reading Chapter 5; **Geary:** *Domesday Book* (pp. 758-765).

Week 3–Jan. 24

The Restless Expansion II: The First Crusade and Other Encounters Between Christianity and Islam

Lecture Themes: The Middle East and Seljuq Turkic-Speaking Newcomers; Byzantium, the Komnenoi, and the Crusaders; The First Crusade; The Later Crusades; Crusade and *Jihad*; Christendom, Crusading, and Non-Christians in Eastern Europe

Readings: Rosenwein: Continue reading Chapter 5; **Geary:** *Four Accounts of the First Crusade* (pp. 394-429).

Week 4–Jan. 31

Please Note: This lecture comprises two different themes, presented respectively in the first and second hour.

The First True “Renaissance”? Urban Development, Economic Expansion, and Intellectual/Spiritual Horizons in the Eleventh and Twelfth Centuries

Lecture Themes: First Hour: Mediterranean and Northern Europe; Cities, Lords, and Manufacturing; Commercial Empires; Intellectual Trends and Business Practices; Intellectual Exchanges Between Islam, Judaism, and Christian Europe; Cathedral Schools, Law Teachers, Notaries, and the First Universities

Readings: Rosenwein: Finish reading Chapter 5; **Geary:** Giovanni Scriba, *Genoese Commercial Contracts* (pp. 770-771).

Lecture Themes: *Second Hour:* Sacramentalism; Dogma and Doctrine; Intellectual and Popular Responses to the Rome-Centric Uniformization of Western Christianity; Ultimate Rift Between Western Christianity and Multiple Eastern Christianities; Cults of Relics and Saints; Church and Morality: Marriage, Concubinage, Prostitution

Readings: St. Anselm, *Proslogion* (pp. 329-341); St. Bernard of Clairvaux, *Sermons on the Song of Songs* (pp. 342-350).

Week 5–Feb. 7

Capetians, Plantagenets, Emperors, and Popes

Lecture Themes: Roman Church and the “Holy Roman Empire”; Christendom, Papal Authority, and Top-Down Ecclesiastical Reform; Canon Law; The “Investiture Controversy” and Its Conflicting Interpretations; Henry IV (Germany); Frederick I Barbarossa;

Readings: Rosenwein: Be sure you have finished Chapter 5 by now; **Geary:** Pope Gregory VII and King Henry IV: Investiture Controversy (pp. 561-586); *Concordat of Worms* (p. 587); Otto of Freising, *The Deeds of Frederick Barbarossa* (pp. 588-597).

Week 6–Feb. 14

Please Note: This lecture comprises two different themes, presented respectively in the first and second hour

1) “Heresy”, Orthodoxy and Bureaucracy (Reformers, Break-Aways, Friars, and Inquisitors)

Lecture Themes: *First Hour:* Critical Philosophical Thought and Theology/Scriptural Knowledge (in Christianity, Judaism, and Islam); Intellectual and Popular “Heresies”; Cathars; Albigensian Society; Waldensians; St. Francis; Franciscans; Dominicans; Establishment of Inquisitional Procedures

Readings: Rosenwein: Start reading Chapters 6 and 7 (you should have them completed by Week 7 of this term); **Geary:** Canons of the Fourth Lateran Council (pp. 430-455); Rule of St. Francis (pp. 456-459); Testament of St. Clare (pp. 460-463); Canonization of St. Dominic (pp. 464-474); *Defense of Mendicants* (pp. 475-477).

2) Morality, Society, Sex, and Gender

Lecture Themes: *Second Hour:* Sex and Marriage; Sex and the Confession; Parish Structures, Church Record-Keeping, and Formal/Informal Norms of Conduct in Maturing Christian Society; Women, Work, and Religion; Homosexuality

RESIDENTIAL READING AND LABORATORY WEEK: NO CLASSES from 20 February 2012 to 26 February 2012 inclusive.

Week 7–Feb. 28

Centralizing Kingship and the State I: England and Germany (Contrasts and Comparisons)

Lecture Themes: Institutional Structures of the English Monarchy; Crown and Barons; *Magna Carta*—Freedoms or Outdated Nobiliar Privileges?; “Parliamentary” and Electoral Institutions; Frederick II; The German Interregnum; Lords, Barons, and Imperial Towns in Germany; Rudolf of Habsburg; Germany and Italy; Germany and East-Central Europe

Readings: Geary: *Dialogue of the Exchequer* (pp. 724-734); *Magna Carta* and related documents (pp. 735-751); Royal Courts of England, *The Huntingdonshire Eyre of 1286* (pp. 752-755).

Week 8–Mar. 6

Please Note: This lecture comprises two different themes, presented respectively in the first and second hour

1) Centralizing Kingship and the State II: France and the Iberian Peninsula (State-Building vs. “Empire”-Building)

Lecture Themes: *First Hour:* Louis VI, Philip II Augustus; St. Louis; Consolidation of the French Monarchy; Crown and Great Feudatories; Taxation and the Principle of Popular Consent in France and in the Lands of the Catalan-Aragonese Crown; Catalonia: Empire-Building in a “Federal” Kingdom; Castile and Portugal: Reconquest, Crown Authority and “Interstitial” Settler/Frontier Societies

Readings: Geary: Joinville, *Life of St. Louis* (pp. 649-665); “*Enquêts*” of King Louis (pp. 667-676).

2) High Culture, Faith, Institutionalization of Upper-Level Learning, and University Life

Lecture Themes: *Second Hour:* Universities and their Organization; Teaching Methods; Neoplatonism, Reason, and Faith; Aristotelian Learning; The Heritage of Jewish and Muslim Aristotelianism; The University and Society

Readings: Geary: St. Thomas Aquinas (pp. 478-481).

Week 9–Mar. 13

War, Plague, State, and Ideology

Lecture Themes: The Early Stages of the Hundred Years’ War; War, Economy, and Society; The Black Death: New Approaches to Epidemiology and Societal Psychology; The Great Schism and Religious Contention; Europe’s Minorities (Jews, Enclave Populations, and Marginal Social Groups)

Readings: Rosenwein: Start reading Chapter 8 now and complete it within two weeks at most; **Geary:** Jean Froissart, *Chronicles* (pp. 677-700); *Autobiography of Charles IV* (pp. 603-617); *Golden Bull* (618-638).

Week 10–Mar. 20

The Late Medieval “Crisis” (Perceptions, New Interpretations, and Most Recent Data)

Lecture Themes: Historians, the “Crisis of Feudalism”, and the So-called Great Depression of the Later Middle Ages; Late Medieval Economy (Regional Variations); The Hierarchical Church, the Papacy as International Broker, and Papal Finance; Indulgences: The Church as a Profit-Making Corporation (Economics, Faith, and Management Doctrine); New “Heresies”, Popular Uprisings, and Revolutionary Movements

Readings: Geary: Florentine *Catasto* (pp. 781-792); A Medieval English Village (pp. 756-758); Marsilius of Padua, *Discourses* (pp. 502-522); Catherine of Siena, *Dialogues* (pp. 772-780).

Week 11–Mar. 27

The Waning of the Middle Ages and the “Transition to Modernity” I

Lecture Themes: The End of the Hundred Years’ War; Institutional Practices, Business and Warfare in the Earlier Fifteenth Century; The Idea of the City State as “Republic” or Princely “Tyranny”; New Concepts in “International” Relations: The Influence of Italian Models; Diplomatic Games and Balance of Power

Readings: Geary: Trial of Joan of Arc (pp. 701-715); Margery Kempe, *The Book of Margery Kempe* (523-553).

Week 12–Apr. 3

The Waning of the Middle Ages and the “Transition to Modernity” II

Lecture Themes: The Maturing Italian Renaissance; European Economy in the Later Fifteenth Century; Intellectual Discovery and the Constraining Dynamics of Social Practice; State Finance

and Warfare; The Origins of the Reformation; Europe and the Ottoman Empire; Europe United and Divided—Religion, State, Imperial Geopolitics, and “Service” Nobility

Readings: Geary: Gregorio Dati, *Diary* (pp. 793-807).

The Final Examination will be held on WebCT, on the date and at the time designated by Trent University, during the scheduled Examination Period.