

Dr. Courtney Konshuh

Office: SS 622

Office Hours: Tuesday/Thursday 2-3pm and by appointment

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Course Description

The early middle ages, far from being dark, were a period of transformation and change, in which technology developed, art was promoted, states formed, and new cultures were formed out of contact, trade and conflict. This course provides a history of Europe from the Christianization of the Roman Empire in the fourth century to the foundation of the Holy Roman Empire in the tenth century. Themes include the Fall of the Roman Empire, the birth of monasticism, the survival of *Romanitas*, the development of barbarian kingdoms into high medieval states, the Carolingian Renaissance, and the rise of feudal economies. Rather than focus on narrow political histories of 'national states', this course looks at developments across Europe as a whole. We will look in detail at primary sources and practice using objects as evidence, and then apply these skills to broader developments that took place over 700 years.

Reading and Preparing for class

While the course is primarily composed of lectures, we will also be looking at primary texts in class, analysing authors. Readings from our textbook (Early Medieval Europe = EME) or from the course pack (CP) are due by the beginning of the lecture for which it is listed. You do not need to bring the textbook to class, but please bring the course pack for the document seminars. The lectures do not repeat content from the reading unless students explicitly ask me to review difficult material (which I am happy to do); instead, lectures build on the readings, discussing interpretation, background, context and ramifications. Both the readings and lecture content will be relevant for the midterm and final exam.

Learning Outcomes

You will get a good overview of early medieval Europe and the Middle East

You will practice close reading of primary sources and material culture

You will learn how to critically analyse primary and secondary material in essay format

You will learn how to use medieval databases and online resources for the medieval period

You will learn to situate developments in their wider medieval context

Assignments

- | | | |
|---------------------|---------------|-----|
| • Object Study | (Oct 1) | 20% |
| • Midterm | (Oct 15) | 20% |
| • Essay | (Nov 7) | 35% |
| • Final Examination | (exam period) | 25% |

Required Texts:

Course pack

Rollason, David. *Early Medieval Europe, 300-1050* (Routledge, 2015).

History Student's Handbook (available on hist.ucalgary.ca)

Outline

| | | | |
|---------------------|---------|--|--------------------------------------|
| 1 | Sept 5 | Introduction: What are the Early Middle Ages | EME ch 1 |
| 2 | Sept 10 | The Roman Empire and the Fall of Rome | EME ch 2 |
| | Sept 12 | | CP Orosius |
| 3 | Sept 17 | The Byzantine Empire | EME ch 3 |
| | Sept 19 | | CP Procopius |
| 4 | Sept 24 | The Arab Conquests | EME ch 4 |
| | Sept 26 | | CP Qur'an |
| 5 | Oct 1 | The Barbarians (Object study due) | EME ch 5 |
| | Oct 3 | | CP Tacitus; Frankish Origin Legends |
| 6 | Oct 8 | Religion and Ideology | EME ch 6 |
| | Oct 12 | | CP Childeric's treasure |
| 7 | Oct 15 | Midterm exam | |
| | Oct 17 | Bureaucracy | EME ch 7 |
| 8 | Oct 22 | | CP Laws |
| | Oct 24 | Personal Power | EME ch 8 |
| 9 | Oct 29 | | CP Einhard and Royal Frankish Annals |
| | Oct 31 | Trade | EME ch 9 |
| 10 | Nov 5 | | CP Pirenne |
| | Nov 7 | Agriculture (Essay due) | EME ch 10 |
| Reading Week | | | |
| 11 | Nov 19 | Towns | EME ch 11 |
| | Nov 21 | | CP Aachen |
| 12 | Nov 26 | Conversion | EME ch 12 |
| | Nov 28 | | CP Bede |
| 13 | Dec 3 | Monasticism | EME ch 13 |
| | Dec 5 | Review | CP Athanasius |

Object Study – 600 words – Upload to D2L by 11:59 p.m.

We study material culture to gain an understanding of past cultures. The purpose of an object study is to analyse the purpose of your object in the society for which it was made and used. In other words, you are contextualizing your object. This means you will need to background research the society to which the object you are studying belongs.

Learning to evaluate source material (either text or object) is an essential skill for thinking and writing historically. The goal of this assignment is to demonstrate that you understand the nature and value of the text or object under consideration for further historical research and for developing a deeper understanding of the people who produced it. An object study is similar to an essay in that it has a thesis and argument and is written up in standard essay format — meaning in sentences and paragraphs with an introduction that clearly states the point of the evaluation and conclusion. A successful critical object study includes a

description of the object but must involve some research beyond just observing the object itself. The point of an object study is to situate your object in its historical context, which means providing sufficient historical background to the culture and explaining how the object fits into this or exemplifies a historical development. Lists and links to documents and objects will be provided on blackboard. Read Rampolla 3c for a basic description on how to do a primary source analysis. A successful critical object evaluation will involve some research beyond just observing the object itself. Use reliable resources to do that, such as: Museum websites (The British Museum, the Victoria and Albert Museum etc.), the Encyclopedia of the Middle Ages (available through the library), an article in the New Cambridge Medieval History or any other quality secondary or tertiary source.

1. Provide context to the object
 - In what civilization was it produced
 - What important local/regional/wider developments happened at the time (eg. new pope/king, religious movement, social innovation, cultural contact, etc.)
2. Provide a basic object description:
 - date of the object (if known)
 - location where the object was found
 - name / identification of the artisan / craftsman (if known)
 - location of fabrication
 - type of object and material used to construct it
3. Discuss the purpose or meaning of the object (about half of the content of your paper)

Essay – 2500 Words – Upload to D2L by 11:59 p.m.

Each chapter in the textbook closes with a few “Broad research questions”. You will choose any one of these questions for your essay question. The textbook further gives some suggestions on what readings to start with, and approaches to addressing your essay question. You do not have to read all the sources the text suggests, though this is a good idea.

- Formal research essay, double spaced with full footnotes or endnotes and a bibliography (according to the "History Student's Handbook")
- Use the History Student's Handbook. Seriously. It gives good advice on how to structure your paper, read primary and secondary literature, write an analytically/argumentatively, and how to cite.
- Students will be required to use at least two (2) substantial or several shorter primary sources and at least five (5) secondary sources when writing their papers. This is the minimum of sources you must consult in order to receive a passing grade. If you want a good grade, you will consult substantially more.
- Good papers are free of grammar, spelling and punctuation errors. They have a clear structure, consisting of introduction (with thesis statement), body and conclusion.
- Arguments will be supported with reference to the primary texts, but long quotations (over three lines) should generally be avoided.
- Students should not simply summarize readings—I want to read your analysis and viewpoint, supported by strong and thoughtful arguments.
- Save your Word, Pages, or Open Office document with the filename ‘Lastname Assignment’ (example: Konshuh Essay) and submit online. Please no pdfs.
- Any student who writes a paper which revolutionises the field of medieval studies will receive an A in this course.

Midterm and Final Exam

Both the Midterm and Final Exam will be composed of three parts: You will draw a map of Europe and label important sites, communication networks, and insofar possible, boundaries and borders. There will be an object identification and analysis (which we will practice in class). Finally, there will be an essay component, which will ask you to synthesise long-term developments. For the Final Exam there will be 4 essay questions given to you in the last week of term – one of these will be randomly selected in the final exam.

Additional Bibliography**General Background Resources**

The Cambridge Ancient History. Volume 12, The Crisis of Empire, AD 193-337, edited by Alan Bowman, Averil Cameron, Peter Garnsey

The Cambridge Ancient History. Volume 13, The Late Empire, AD 337–425, edited by Averil Cameron, Peter Garnsey

The Cambridge Ancient History. Volume 14, Late Antiquity: Empire and Successors, AD 425–600, edited by Averil Cameron, Bryan Ward-Perkins, Michael Whitby

The New Cambridge Medieval History. Volume 1, c.500–c.700, edited by Paul Fouracre

The New Cambridge Medieval History. Volume 2, c.700–c.900, edited by Rosamond McKitterick

The Cambridge History of the Byzantine Empire c.500-1492, edited by Jonathan Shepard

The New Cambridge History of Islam. Volume 1, The Formation of the Islamic World, Sixth to Eleventh Centuries, edited by Chase F. Robinson

Rosenwein, Barbara. *A Short History of the Middle Ages. Vol I: 300-1150*.

Wickham, Chris, *The Inheritance of Rome: A History of Europe from 400 to 1000*. 2009.

Further Reading

Berkey, Jonathan Porter. *The Formation of Islam: Religion and Society in the Near East, 600-1800*. Cambridge, 2003.

Bitel, Lisa M. *Women in Early Medieval Europe, 400-1100*. Cambridge, 2002.

Brown, Peter, *The World of Late Antiquity: AD 150-750*. Harcourt Brace Jovanovich, 1971.

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity, A.D. 200-1000*, 2nd Edition. London, 2003

Fichtenau, Heinrich, *The Carolingian Empire*. Blackwell, 1957.

Halsall, Guy. *Barbarian Migrations and the Roman West, 376–568*. Cambridge, 2008.

Herrin, Judith. *The Formation of Christendom*. Princeton, 2001.

Hodges, Richard and Whitehouse, David. *Mohammed, Charlemagne, and the Origins of Europe: Archaeology and the Pirenne Thesis*. London, 1983.

Little, Lester K., ed. *Plague and the End of Antiquity: the Pandemic of 541-750*. Cambridge: Cambridge University Press, 2007.

McCormick, Michael. *Origins of the European Economy: Communications and Commerce AD 300-900*. Cambridge, 2001.

McKitterick, Rosamund. *Charlemagne: the Formation of a European identity*. Cambridge, 2008.

Verhulst, Adrian. *The Rise of Cities in Northwest Europe*. Cambridge, 1999.

Program Advising and Student Information Resources:

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests:
<https://www.ucalgary.ca/registrar/registration/appeals>.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|---|
| 90-100 | A+ | 4.00 | Outstanding |
| 85-89 | A | 4.00 | Excellent—superior performance showing comprehensive understanding of subject matter. |
| 80-84 | A- | 3.70 | |
| 77-79 | B+ | 3.30 | |
| 73-76 | B | 3.00 | Good—clearly above average performance with knowledge of subject matter generally complete. |
| 70-72 | B- | 2.70 | |
| 67-69 | C+ | 2.30 | |
| 63-66 | C | 2.00 | Satisfactory—basic understanding of the subject matter. |
| 60-62 | C- | 1.70 | Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. |
| 56-59 | D+ | 1.30 | Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject. |

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|---|
| 50–55 | D | 1.00 | |
| 0–49 | F | 0 | Fail—unsatisfactory performance or failure to meet course requirements. |

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

Red Box Policy:

Essays and other assignments may be dropped into the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name, and 4) your student number**. Assignments received after 4:00 p.m. are date stamped the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied at 4:00 p.m. Monday to Friday.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* <https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works
- Using notes does not justify the sustained presentation of another author's language and ideas as one's own

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, Section K. <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Copyright:

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, you may be required to purchase a

print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Other Useful Information:

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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