



Department of History

HTST 319
Early Medieval Europe, 410-1076
Fall, 2020

Instructor: Dr Courtney Konshuh

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Office Hours and Method: Weds, 9-10am or by appt: Zoom room 937 2267 0654

Course Delivery: Zoom room: 974 7342 4531, password: Pippin

Originally Scheduled Class Times: Tuesday/Thursday 12:30-1:45pm

Synchronous Class Times: Tuesday/Thursday 12:30-1:20pm

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.

Learning Outcomes

You will get a good overview of early medieval Europe, the Byzantine Empire 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 argumentative 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

Required Texts for Purchase

Rollason, David. *Early Medieval Europe, 300-1050* (Routledge, 2015). You can order this book through the bookstore [here](#).

Course pack (available on D2L and via Perusall)

The History Student's Handbook <https://arts.ucalgary.ca/sites/default/files/teams/29/history-students-handbook-2019.pdf>

Recommended Texts

Rosenwein, Barbara. *A Short History of the Middle Ages. Vol I: 300-1150*. This is an excellent overview of the early medieval period, and it proceeds in a very narrative, chronological manner. If you would like more background information, or if you find the textbook goes into too much detail too quickly, I would suggest purchasing and reading this volume.

General Background Resources

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 New Cambridge Medieval History. Volume 3, c.900–c.1024, edited by Timothy Reuter

The New Cambridge Medieval History. Volume 3, c.1024–c.1198, Part 2, edited

The New Cambridge Medieval History. Volume 3, c.1024–c.1198, Part 2, edited by David Luscombe, Jonathan Riley-Smith

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

Halsall, Guy. *Warfare and Society in the Barbarian West, 450-900*. London, 2003.

Herrin, Judith. *Byzantium: the Surprising Life of a Medieval Empire*. Princeton 2007.

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

Nelson, Janet. *King and Emperor: A New Life of Charlemagne*. Berkeley, 2019.

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

All of the above volumes are available digitally through the library. They will be indispensable for researching the background of time periods, cultures/regions/kingdoms, different economic processes, etc. If you are researching for your object study or critical responses, start with an appropriate article from one of these volumes. It is perfectly fine to do all of the assignments for this class using only these sources and some from the Internet Archive.

The Internet Archive or National Emergency Library

I recommend you create an account at the [Internet Archive](https://www.archive.org), which allows you to digitally 'borrow' books for 1 hour or, if they are out-of-print, for an unlimited amount of time. The following books are extremely useful and would normally be on reserve in our library, but are being held digitally for 1-hour rental.

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

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*. London, 1957.
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.
Wickham, Chris, *The Inheritance of Rome: A History of Europe from 400 to 1000*. New York, 2009.

Further Reading only available in the library (should you dare to enter)

‘Azmah, ‘Azīz. *The Emergence of Islam in Late Antiquity: Allah and his People*. Cambridge, 2014.
Bitel, Lisa M. *Women in Early Medieval Europe, 400-1100*. Cambridge, 2002.
Halsall, Guy. *Barbarian Migrations and the Roman West, 376–568*. Cambridge, 2008.
Little, Lester K., ed. *Plague and the End of Antiquity: the Pandemic of 541-750*. Cambridge: Cambridge University Press, 2007.
McKitterick, Rosamund. *Charlemagne: the Formation of a European Identity*. Cambridge, 2008.

Online tools

Textbook companion <https://routledge-textbooks.com/textbooks/9781138936874/student.php>
Primary sources of the medieval period organised by date <https://narratives.itercommunity.org/>
A list of emperors, popes, caliphs <http://www.rosenweinshorthistory.com/emperors-popes>
A whole lot of maps <https://sites.google.com/a/umich.edu/imladjov/maps>
Roman roads <https://omnesviae.org/>

Caveat!

In general our library is not blessed with a wealth of resources on this period, so I request that you all be very considerate in your use of library books. Please return them quickly, as many others will require the same volumes, or be prepared to share/share images of relevant pages. I will make a discussion forum on D2L for you to request books from each other – if it is not in the library, chances are one of us has it. You might need some [inter-library loans](#) which can take several weeks to arrive, so request these early!

Reading and Preparing for class

The course is primarily composed of lectures, which will run 50 minutes to prevent zoom-fatigue. Class time will be supplemented with podcasts, blogs, and documentaries which your instructor has vetted. We will also be looking at primary texts in class, analysing authors, their intentions and their audiences; we will use Perusall.com to prepare your reading of this instead of classroom discussion – please engage with this tool. Readings from our textbook (Early Medieval Europe = EME) or from the course pack are due by the beginning of the lecture for which it is listed. 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. The readings from the textbook and course pack and lecture content will be relevant for the three open-book quizzes.

Assessment

- All assignments are due by 11:59 on D2L unless otherwise stated.
- Everyone is encouraged to speak to me or a TA in office hours before submitting an assignment. If this is your first history course or your first medieval history course, the methodology will be quite new to you. Take advantage of our office hours. Questions on topics, how to find sources, and how to construct a clear argument are all welcome. We will not read complete drafts, but we will read a paragraph of your choice and provide detailed feedback on how to improve that.
- A formal essay structure (incl. thesis, argumentative paragraphs, a full intro and conclusion, and roughly 2-3 pieces of cited evidence per body paragraph) is required for all submitted assignments. Do not simply summarize readings—I want to read your analysis and viewpoint, supported by strong and thoughtful arguments.
- Only use peer-reviewed sources. In general, you can and should use appropriate museum sites and databases material artefacts, but otherwise I expect your research and preparation to be based on print sources. In general, except for museum websites, you will not use any sources that do not exist in print. All of the sources listed above exist in print; you will be accessing a digital version, but they are merely digital copies of peer-reviewed print sources. If you are uncertain if your source qualifies, please check with me or a TA.
- Arguments will be supported with reference to the primary texts, but long quotations (over three lines) should generally be avoided.
- Good papers are free of grammar, spelling and punctuation errors. They have a clear structure, consisting of introduction (with thesis statement), body and conclusion. You can get help with essay writing or find someone to edit your draft from the library's Writing Centre. Register for these 30 minute sessions by logging on to <https://success.ucalgary.ca/home.htm>
- Save your Word, Pages, or Open Office document with the filename 'Lastname Assignment' (example: Konshuh Essay) and submit online. Please no pdfs.
- Word counts have a +/- 10% tolerance range. Go above or below and it will affect the grade.
- **Use the History Student's Handbook.** Seriously. It gives good advice on how to structure your reviews (pp. 17-20), how to read primary and secondary literature (pp. 4-8), how to write analytically/argumentatively (pp. 11-16), and how to cite (pp. 24-34).

Evaluation:		
Assessment Method	Description	Weight
Open book quizzes	There will be 3 open book tests held throughout the semester worth 10% each. These will be done on D2L, open book. You may use class notes, the textbook, or any other source you like. I highly recommend not doing internet searches to answer these questions as I have sabotaged some of them. Quizzes will include multiple choice questions, 3-5 short answer questions and an object study.	30%

Perusall text annotation	<p>Every week, you will be required to log into our course on Perusall.com in order to annotate the primary readings from the course pack. If you post 5-7 comments or responses to other students' comments, you will get 2% for that week. There are a total of 11 primary sources, so it is possible to miss a week and still get full points.</p> <p>Create a Perusall account and enter your course code KONSHUH-W67CD upon registration.</p>	20%
<p>Secondary source analysis 600 words (due Oct 4)</p>	<p>A source analysis is a formal evaluation of a chapter. It is not a simple summary of a chapter/article, but rather an assessment, and your response will have an argument (thesis statement) which you prove with evidence (taken both from the secondary text and from the primary and secondary sources it references). You must give some consideration as to how this book fits into the historiography, provide a clear description of major sources and the purpose of the investigation, and evaluate the chapter's contribution to current studies.</p> <p>In effect, you are arguing whether this paper is effective or not and on what basis, and you give evidence for your position (you can assumed that the paper is pretty good or I wouldn't have chosen it, but I am open to critiques of these articles as well).</p> <p>What is the author's position? What is the main thing they argue throughout their paper? What are the main arguments they use to defend this? What primary evidence do they use and how do they use it? If they go over the state of research prior to their article, how do they position themselves in contrast to this? Is there a person or position they are arguing against? What evidence do they use to debunk counter arguments? And finally, what is their view looking forward - is there more work to be done? What questions are left unanswered?</p> <p>Find at least 2 other articles or books on the topic so you can put this into context, and citing the primary sources the author references will generally be helpful as well. Please review the History Student's Handbook, pp. 17-20 for more guidance.</p>	20%
<p>Object Study 800 words (due Nov 15)</p>	<p>Learning to evaluate source material (either text or object) is an essential skill for thinking and writing about the medieval period. The goal of this assignment is to demonstrate that you understand the nature and value of material culture as a source for historical research and for developing a deeper understanding of the people who produced it. An object study is 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 embedded within research which contextualises the object. 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. More detailed information will be given in class in the weeks leading up to this assignment and we will practice analysing objects in class and quizzes. Lists and links to</p>	30%

	<p>documents and objects will be provided on D2L.</p> <p>Use reliable resources to do that, such as: Museum websites (for your object), an article in the New Cambridge Medieval History and any other peer-reviewed secondary source. A minimum of 2 secondary sources are required in addition to a source for your object for a passing grade; excellent papers will have more.</p> <p>Do not underestimate this assignment! It is extremely difficult to write a clear and well-researched argument in only 800 words. Students have reported that they often spend as much time on this as they would on a 2000-word paper.</p>	
Bribery points	<p>Every student has the opportunity to get up to 4% in bonus points. Consider this my attempt to bribe you to simulate a regular classroom experience. If you regularly turn your camera on in class, then you will receive bonus 2% to your final grade. If you regularly ask questions or respond to my participation questions, you will receive 2% bonus to your final grade. If you actively participate in the class chat during the lecture, asking or responding to fellow students' queries on topic, you will receive bonus 2% to your final grade. If you participate actively in your group discussion room on D2L or on Perusall you will receive bonus 2% to your final grade. Regularly is defined as at least 75% of synchronous classes or several discussion posts in at least 10 weeks.</p>	Up to 4%

Late Submissions Policy

Extensions are possible and will be granted under extenuating circumstances. Extenuating circumstances are not the same thing as poor time management. If I do not hear from you, late assignments will be penalised by 10% for the first day and an additional 1% for each subsequent day of lateness, and no feedback will be given on late papers. In order to pass this class, you must complete all assignments and quizzes. If you anticipate issues completing an assignment in advance of the deadline, please try to speak with me in advance.

Get-out-of-jail-free card

Every student is entitled to one (and only one!) free rewrite of any essay after consultation with me or the TAs. This is available within 7 days of receiving your grade on that assignment – if you wait longer, the offer expires. Conditions: you **must** meet with me or a TA in advance and your new draft must represent significant changes to structure and content. Quick editing or fixing of bibliography is not sufficient and I will not regrade such papers. If you resubmit a paper without speaking to me or a TA in advance your paper will not be regraded. If you do not submit a paper, you do not get to 'rewrite' it. Rewritten papers receive a grade and no written feedback, but if you want feedback please come to office hours. If you want to rewrite your paper, set up an appointment with one of the TAs or me and we will give you a new deadline for the rewrite.

Teaching Assistants and their Office Hours:

Quentin Holbert, quentin.holbert1@ucalgary.ca

Sophia Traxler, sophia.traxler@ucalgary.ca

Our TAs will list office hours on D2L two weeks in advance of the three essay assignments and will also be available to provide feedback in the week after grades are returned for all

assignments, and to discuss how to improve your writing. Please see a TA if you have questions about your thesis statement, sources, outline, argumentation or general essay writing. You can also email quick questions. Only Dr. Konshuh grant extensions or alter grades.

On-Line Instruction

This class will mostly be held synchronously using Zoom. I would like to try to replicate the classroom experience and have interactive lectures as much as possible. For that reason, I hope you are able to use your phone or computer to show your video. I have found that a phone/laptop camera and a cheap pair of headphones works well enough. However, if this is not possible, we will all learn how to interact with the chat features as well as with video.

In general lectures will not be recorded or made available offline unless you let one of the TAs know in advance that you will not be able to attend the class for exceptional reasons.

Zoom

We're going to be using zoom for this class. If you're a newbie, don't worry, we'll start slow and you'll figure it out fast. You can use zoom in your browser or download the software, and it's pretty simple to set up. Check out our uni guidelines here: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

Register in advance for this meeting:

<https://ucalgary.zoom.us/join/zoom/register/tJMpcOqsrD8vGdWorT6Gsomxd0n4LhFh6HCs>

After registering, you will receive a confirmation email containing information about joining the meeting.

Meeting ID: 974 7342 4531

Password: Pippin

Asynchronous tasks

I have found too much zoom time to be pretty exhausting, so synchronous lectures each week will be limited to 50 minutes. The extra class time will be spent on two main areas. On the one hand, I have made a list of especially well-researched podcasts and documentaries. These are in the syllabus and will be available on D2L. Consider these to be as important as the textbook: they will offer you the opportunity to get an overview of a more specific topic was not covered in lectures or the text, and they are all held by reputable sources, mostly academics who are specialists on the area.

The other main source of asynchronous work will be the contributions you make on Perusall and the D2L discussion board. You will be divided into groups of 10-12 at the beginning of term. There will be a discussion board for your group on D2L and the Perusall assignments will be carried out with other students in your group. Again, I encourage you to work together with the other students in your group not only on Perusall assignments, but also to support each other with your other assignments. Regular contributions in your group discussions will be rewarded by bribe bonus points.

Schedule

		Synchronous lecture and reading	Asynchronous work	Assignment due by 11:59pm
1	Sep 08	Introduction: EME ch 1		
	Sep 10	the Fall of Rome: EME ch 2	Fall of Rome podcast	
2	Sep 15	Barbarians in the Empire		Perusall Orosius Sept 14
	Sep 17	The Byzantine Empire: EME ch 3	Justinianic Plague video	
3	Sep 22	Library session		Perusall Procopius Sept 21
	Sep 24	The Arab Conquests: EME ch 4	Al Andalus podcast	Quiz 1: Sept 25-27
4	Sep 29	Citations and Chicago Style	Sunni and Shi'a podcast	Perusall Qur'an Sept 28
	Oct 01	The 'Barbarians': EME ch 5	Gregory of Tours video	Secondary source analysis due Oct 4
5	Oct 06	More Barbarians	Archaeology and migration TedTalk	Perusall Tacitus and origin legends Oct 5
	Oct 08	Religion and Ideology: EME ch 6		
6	Oct 13	Graves and goods	Sutton Hoo Documentary	Perusall Childeric's treasure Oct 12
	Oct 15	Bureaucracy: EME ch 7		
7	Oct 20	Laws and wergeld	Justinian's Code podcast	Perusall Laws Oct 19
	Oct 22	Personal Power: EME ch 8		
8	Oct 27	Manuscripts and writing	Medieval manuscripts podcast	Perusall Einhard and Frankish Annals Oct 26
	Oct 29	Trade: EME ch 9		Quiz 2: Oct 30-Nov1
9	Nov 03	Slavery and human trafficking	Viking Warrior Women podcast	Perusall Pirenne Nov 2
	Nov 05	Agriculture: EME ch 10		
	Reading Week			Object study due Nov 15
10	Nov 17	Towns: EME ch 11	How to make a manuscript video	
	Nov 19	Frank's Casket discussion		Perusall Franks Casket Nov 18
11	Nov 24	Conversion: EME ch 12	Medieval relics podcast	
	Nov 26	Bede and church history	Bede podcast	Perusall Bede Nov 25
12	Dec 01	Monasticism: EME ch 13	Women's everyday lives video	
	Dec 03	Women and the church		Perusall Athanasius Dec 2
13	Dec 08	Something fun		Quiz 3: Dec 4-6

Back Matter

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 performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

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

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 documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

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. Please see The History Student's Handbook, <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>.

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

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

Academic Accommodations:

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.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted reading material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you 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>.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

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
- Campus Security and Safewalk (220-5333)

Department Twitter @ucalgaryhist

Fall 2020