



UNIVERSITY OF
CALGARY

Department of History

HTST 321
High and Late Medieval Europe (1076-1418)
Winter 2021

Instructor: Monica Di Rosa

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Office Hours and Method: Thursdays 9:00 to 10:00, or by appointment.

Course Delivery: Online, Asynchronous

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

Description

HTST 321 covers the period that goes from the “Papal reform” (1076) to the end of the “Great Schism” (1418). The aim of the course is for the students to acquire a thorough understanding of the profound changes in the religious, political, economical and intellectual life, that took place in Europe from the feudal age until the rise of the early modern states. The course will be divided in three modules, across which different themes such as the Crusades, the feudal kingdoms, monetary economy, scholasticism, heresies and inquisition, famine and plague will be analyzed in chronological order.

Learning Outcomes

Students should be able to:

1. Recognize important terminology associated with the study of medieval history.
2. Identify and explain important events, political and religious changes that took place between 1000 and 1418.
3. Learn how to evaluate and interpret primary sources and material culture, their importance, but also their limitations.
4. Summarize and compare different ideas and sources.
5. Employ an effective, concise and understandable writing style for research papers that is supported by the correct use of the appropriate documentation.
6. Learn about the complexity of history: being able to trace the roots of phenomena which span decades or centuries, often intertwining with other events as well.

Reading Material

Required text

Bennett, Judith M. And Bardsley Sandy. *Medieval Europe. A Short History*. Oxford University Press, 2021.

You can purchase a physical copy from the bookstore and have it shipped to your home address:

https://www.calgarybookstore.ca/buy_textbooks.asp

You can also rent an e-copy from the VitalSource website: <https://calgary-store.vitalsource.com/products/medieval-europe-judith-m-bennett-sandy-v9780190068608>

Primary sources and reproductions of material culture sources will be available directly on D2L or through links to the library, or to external resources databases. Slides will be available only after completing the watching of each video-lecture.

Online tools:

Primary sources for the medieval period by date: <https://narratives.itercommunity.org/> or thematically at: <https://sourcebooks.fordham.edu/>

Maps: <https://sites.google.com/a/umich.edu/imladiov/maps> some other maps can be found here:

https://www.brown.edu/Departments/Italian_Studies/dweb/images/maps/decworld/polimaps.php

You can use an interactive atlas: <https://darmc.harvard.edu/>

A list of emperors and popes <http://www.rosenweishorthistory.com/>

Assessments

Method	Due Date	Weight	Learning Outcome
Quiz 1 (open book)	1 February	15%	1, 2, 4, 5
Quiz 2 (open book)	1 March	15%	1, 2, 4, 5
Research Paper: primary source analysis	Due by 15 March at 11:59pm	30%	1, 2, 3, 4, 5, 6
Quiz 3 (open book)	22 March	15%	1, 2, 4, 5
Quiz 4 (open book)	15 April	15%	1, 2, 4, 5
Discussion Board Group Participation	Minimum of one post every two weeks.	10%	1, 2, 5

Late Submissions Policy

It is possible to obtain extensions for extenuating circumstances. If something of that sort happens, you should immediately contact me or one of the TAs ahead of time or in any case no later than 24 hours after the due date. Failing to contact me in a timely manner will mean losing the opportunity to make up for a missed quiz; you will lose 2 marks for each day of late submission in the first 7 days, and you will receive a 0 grade on papers submitted after 7 days.

Details on Methods of Assessment

Quizzes: There will be 4 quizzes, as per the table above. Each quiz is worth **15% of the final**

grade (60% in total). You will have 24 hours to access the quiz on D2L (the deadline is 11:59pm on the day of the exam). As soon as you access it you will have *2 hours and 30 minutes* to complete the exam. The exam will consist of *multiple choice questions, fill-in-the-blank questions, and 3 short answer questions*. You may use the textbook, your notes from the lectures and the materials that will be posted on D2L. The quizzes are assessing the knowledge and the understanding of the textbook readings, of the lectures and of selected primary sources; students who do not demonstrate having used the provided material (by relying on external aids such as Google) will not fare well. In addition, I encourage you to think of this course as an opportunity for you to improve on your analytical, critical abilities, making connections between events, social structures and ideas - and this ability cannot be acquired through hasty internet searches.

Research paper: (maximum 1000 words - excluding footnotes -, font: Times New Roman, size 12, double spaced). This paper is an analysis of a textual, artistic or archaeological source, and it will make up **30% of your final grade**. As you will learn during the lectures and through the materials, the ability to engage correctly with material and textual sources is fundamental while researching the medieval period. The paper will have a clear essay format, containing 1) a thesis statement, 2) a summary of the source, and 3) an argument and a conclusion. You will choose and analyze 1 primary source, understanding its context and value with the help of secondary sources (from a minimum of 2 to a maximum of 5). If you are working with a piece of art or an archeological finding, you should add a picture and you should reference it well (I will upload on D2L rules and tips). If you are analyzing a textual source you have to correctly reference it in the bibliography (I will also upload materials on D2L): you can cite some important passages, however citations should not take more than two lines. If you think you need to reference longer passages, please do so in the footnotes.

I will upload materials on how to do an analysis of primary sources, a list of primary sources that you can use (and links). I will dedicate time in each video-lecture to how to engage with primary sources. Our librarian Nadine Hoffman will post some important bibliographical research tips. I encourage you to contact me (you can come to the virtual office hour or you can write an email) while choosing your material. I will be glad to go over an initial proposal and the outline for you. You should start working on this assignment well ahead of the deadline, ideally from a month prior to it.

Discussion Board Group Participation: Overall **10% of the final grade**. Consider this as the opportunity to actively engage with the lectures and the materials I am uploading on D2L. Even more, this is a way to share with me and your class your ideas, opinions and what are the topics that spark your curiosity.

You should post at least once every two weeks (but I encourage you to post once a week if you want to have a great mark). The evaluation will follow the subsequent parameters:

- **One post every 14 calendar days** / 2 weeks of classes (a total of 6 posts) will let you qualify to receive a grade **up to B+** in this component of the final grade, depending on the level of engagement of the post.
- **One post every 7 calendar days** / 1 week of classes (a total of 12 posts) will let you qualify to receive a grade **up to A+** in this component of the final grade, depending on the level of engagement of the post.
- *READ CAREFULLY:* if you do not post a contribution at least once every two weeks, you

will receive a 0 grade in this component. You may **not** post your 6 or 12 contributions all in the span of one or more weeks. What we are looking for, and rewarding, is an evenly distributed and constant participation throughout the term.

- Feedback for improving the quality of the posts/responses will be provided as needed.

This is your space: my role will be only as moderator (I will approve the posts, help you with initial questions if you are shy in starting, and give you information or extra sources if you need them).

You have **four different ways of engaging** in the discussion board:

- 1) Reply to a question/comment/idea posted. You cannot limit yourself to yes or no answer; even if you just agree or disagree to something, you should always motivate your answer.
- 2) Ask a question, write a comment, share your idea (all questions/ideas/comments are interesting, but try to be clear and bring examples from the readings and the lectures if necessary. **This space is not intended for asking questions regarding the assignments, tests and general course information - you can ask those questions to me or the TAs by email.**
- 3) Engage with a comment/reply from another student. Again, try not to limit yourself to a yes or no answer. Disagreeing is fine (this is how research works!), but always be respectful, kind and supportive.
- 4) Create a summary of different points of view and perspectives at the end of a discussion (if you believe that in a discussion many contributed to a discussion topic, and no-one is adding anything new anymore, you can write a short summary of the main points and ideas shared thus far. Remember also to try adding your own point of view)

Each post should **not exceed 150 words**. The discussion group is moderated. This should be a safe space for everyone to be able to express their ideas, ask questions, and support each other's learning process without the feeling of being judged. I encourage the presence of different points of view but only in the full respect for each other. Use of aggressive behaviour will not be tolerated: the posts will be removed and you will have a 0 grade in this component.

Academic Integrity Statement

In this course it is allowed to use the textbook, the course materials provided on D2L (such as slides) and your notes from the lectures during quizzes, as well as for the discussions on D2L. Writing a research paper is a personal work. Not citing sources correctly is considered plagiarism and will be dealt with according to the pertinent University policies – see below, page 9; using Google and other internet resources (unless otherwise specified in the instructions on D2L) is not allowed. If you have any doubts, contact me and I will be glad to help.

The discussion board on D2L is the only allowed platform to discuss with other students. All the other assessments are personal. You cannot collaborate with other students during tests or in the writing of the research paper.

Learning Technologies Requirements

Video lectures and materials will be available on the D2L page for the course. You will need to have access to the following technology:

- a computer with a supported operating system
- A web-browser

- Current antivirus and/or firewall software enabled
- Internet connection
- A webcam and a microphone/speaker set if you wish to communicate with me via Zoom

On-Line Instruction Statement

The course will be delivered *asynchronously*, to give you the opportunity to keep a more flexible schedule. **Video-lectures for the week will be posted each Monday at 9am.** When you complete watching a video, you will obtain access to the slides regarding that lecture. **On Thursday mornings from 9am to 10am, I will be available for a virtual drop-in office hour** (the Zoom link will be provided in the Communication menu on D2L); you can use this space to ask about the readings and the video lectures, as well as for questions about the assignments. Materials will be added under the Content section of D2L: you will find helpful instructions and tips for the assignments as well as primary source reading list and links to suggested external sources (for example, Museum websites).

Lectures and textbook readings are fundamental for being able to take the quizzes and both will be used in the discussion board as well. You will also notice that **my lectures will go into more detail than the textbook and will take into account the analysis of primary sources, as well as of artistic and archaeological material, not mentioned in your textbook.** Use the textbook readings as a general overview of the context and themes we are looking at each week.

Flexibility does not mean working less or that quizzes will be easier. My suggestion is to always keep a consistent work schedule week by week. If you have questions or if you wish to further discuss some topics, I will be available once a week for a drop-in office hour.

Inclusiveness, Accommodation, and Classroom Conduct

Everyone students enrolled in this course should feel included and respected. If you have conditions or circumstances that requires accommodation you can contact Student Accessibility Services. You can also send me an email to discuss ways and tips for success in this course.

All materials in the course (quizzes, video lecture, discussions) are under protection of copyright and cannot be distributed to people outside the class for any reason.

Schedule

Date	Topic & Reading	Important Dates
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	First Module: the Church in the Central Middle Ages	
Jan 11 - 15	<i>Introduction</i> (suggested reading chapter 6 textbook, pp. 165-216); <i>Feudalism and agrarian economy 1000-1300</i> (Textbook: chapter 6, pp. 150-156; Chapter 7: pp.165-189. Primary source reading: excerpts from Fulbert of Chartres “Letter on Feudal Obligation 1020”; Hugh of Lusignan on the Agreement between a Lord and a Vassal”)	
Jan 18 - 22	<i>Monastic Reform</i> (textbook: chapter 10 pp. 240-257. Primary source readings: excerpts from the “charta Caritatis” of the Cistercenses) and <i>the 11th Century Papal Reform</i> (textbook: chapter 9, pp. 217-232. Primary source reading: excerpts from “Pseudo-Isidorian Decretals”; the “Dictatus Papae” 1075; excerpts from the Letters of Pope Gregory VII)	
Jan 25 - 29	<i>The Crusades, Persecutions and the expansion of the Latin Christendom - part 1:</i> (textbook chapter 11, pp. 265-295. Primary source reading: excerpts from John of Salisbury; Robert the Monk’s version of Urban’s speech at Clermont; Excerpt from “memoirs” of Usamah Ibn Munqidh”)	
Feb 1 - 5	<i>The Crusades, Persecutions and the expansion of the Latin Christendom - part 2:</i> (textbook chapter 11, pp. 277-295. Primary sources: Pope Innocent III, Ep.136; the “melioramentum” rite of the Cathars)	Quiz 1 (accessible on D2L for 24 hours on Monday February 1st) (15%)
	Second Module: Feudal Kingdoms, Economy and Culture	

Feb 8 - 12	<i>Feudal kingdoms part 1</i> (textbook reading: chapter 12, pp. 296-332; Primary source readings: excerpts from the "Domesday Book" and from the "Code of Cuenca")	
Feb 15 - 19	Term Break - No classes	
Feb 22 - 26	<i>Feudal Kingdoms Part 2 and Communes</i> (textbook reading: chapter 12, pp. 296-332 ;) (Primary source reading: excerpts from Ibn Hawqal. Excerpts from the "Peace of Constance 1183"; "Wool Craft and the government of Florence contract")	
Mar 1 - 5	<i>Money Economy and Merchant class</i> (guest lecture by Marina Fischer, Collection Specialist - Nickle Numismatic Collection) (textbook chapter 8, pp.190-211. Primary source reading: Book-selling contract from Bologna 1126; excerpts from Giovanni Villani)	Quiz 2 (accessible on D2L for 24 hours on Monday March 1st) (15%)
Mar 8-12	<i>The Rise of the Universities and Literature, art and thought between 1000 and 1300</i> (Textbook chapter 8, pp. 211- 216 and chapter 13, pp. 333-365. Primary source readings: excerpts from St. Thomas Aquinas "Summa contra Gentiles"; excerpts from Bernard de Ventardorn and Roland and "The song of Roland" and "Lanval" by Marie de France)	
Third Module: Crises in the Late Middle-Ages		
Mar 15 - 19	<i>Wars and Political Changes in the 14th century: Toward Sovereign States</i> (textbook chapter 15, pp. 396-420. Primary source readings: excerpts from Jean Froissart, "Chronicles"; and from "The trial of Joan of Arc")	Research paper (30%) due by March 15th at 11:59pm

Mar 22 - 26	<i>Papal monarchy, Heresies and Inquisition</i> (Textbook: Chapter 9, pp. 232-239; Chapter 11, pp. 289-295. Primary source reading: excerpts from interrogation transcript from the investigation in Toulouse between 1273 and 1282)	Quiz 3 (accessible on D2L for 24 hours on Monday March 22nd) (15%)
Mar 29 - Apr 2	<i>Mendicant orders and the rise of Mysticism</i> (Textbook chapter 10, pp. 267-265. Primary source reading: excerpts from the Rule of St. Francis, Metchild of Magdeburg's "Flowing Light of Divinity" and Catherine of Siena's "Letters")	
Apr 5 - 9	<i>Economic Troubles and Black Death</i> (Textbook: chapter 14, pp. 366-395; Primary source readings: excerpts from Boccaccio's "Decameron";)	
Apr 12 - 15	<i>Decline of papal authority in the 14th century</i>	Quiz 4 (accessible on D2L for 24 hours on Thursday April 15th) (15%)

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

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

Percentage	Letter Grade	Grade Point Value	Description
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 questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see **the** [Registration Changes and Exemption Requests](#) page.

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](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, 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](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [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 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. Please see the [University of Calgary copyright page](#).

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 [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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

Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

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