

HIST 3376: Medieval Europe I
Fall 2017

Instructor: Dr. Kathryn Beebe

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Office Hours: Tuesdays & Thursdays, 3:00pm-4:30pm, and by appointment

Section Information: HIST 3376: Section 001

Time and Place of Class Meetings: University Hall 02; TR 11:00am-12:20pm

Description of Course Content: The rise of new states and cultures in western Europe and Byzantium after the Roman Empire's breakdown; institutional Christianity and the medieval papacy; foundation of the Holy Roman Empire; Islam at Europe's borders. (3 credit hours)

Student Learning Outcomes:

Students will be able to:

- A. Describe significant political changes in medieval European history, from the late-antique period to the twelfth century.
- B. Identify significant social, religious, demographic, and economic changes in medieval European history, from the late-antique period to the twelfth century.
- C. Demonstrate knowledge of the historical method and its application to an aspect of political, social, religious, demographic or economic change in medieval European history, from the late-antique period to the twelfth century.

Required Textbooks and Other Course Materials:

- Judith Bennett (and C. Warren Hollister) *Medieval Europe: A Short History* (2011, Eleventh Edition). ISBN: 978-0-07-338550-1. Paperback: (Bennett)
 - Professor Bennett maintains a website for her book with useful (and fun!) interactive features and quizzes: <http://www.medievaleuropeonline.com/>
- Barbara Rosenwein, *Reading the Middle Ages, Volume I: Sources from Europe, Byzantium, and the Islamic World, c. 300 to c. 1150* (2014, second edition). ISBN: 978-1-4426-0605-0. Paperback: (Rosenwein)
 - Professor Rosenwein also maintains a website for her textbooks: <http://www.rosenweishorthistory.com/>
- Julian D. Richards, *The Vikings: A Very Short Introduction* (Oxford University Press, 2005) available free online at <http://m.friendfeed-media.com/3f2173ccdc3123dfdf99ef1dba2bb07aee4f5f1> and on the class Blackboard site.

Additional readings will be made available in class and/or placed on reserve online.

Descriptions of major assignments and examinations:

PARTICIPATION

Participation and discussion are crucial elements of the course. The Class-Prep Online Discussion Questions, which prepare you to talk in class, and the in-class participation, make up about 1/3 of the overall course grade.

Class-Prep Online Discussion Questions — 3 pts per day (3 x 22 = Total Points: 66)

For each class meeting, a discussion about that day's assigned readings will be posted to our online Blackboard Discussion Forum. Students are required to respond to the discussion questions posted to the class Blackboard Discussion Forum **NO LATER THAN 11:00am ON THE DAY OF THE DISCUSSION.**

These quick "prep" questions are designed to get us thinking about the sources before we get to class, and they're also a place for you to work out what you think. Responses should be at least 50 words in length (2-3 sentences) for each question answered. Debate is highly encouraged!

Disputatio days (see below) and Online Class Meetings do not have Class-Prep Questions.

In-Class Participation — 3 pts per day (3 x 23 = Total Points: 69)

You are expected to come to class prepared to talk about the assigned readings, and to build in class on your class-prep online discussion answers. Readings on the syllabus are listed on the day for which they are due. Please bring the assigned readings to class with you each day, along with your answers to the class-prep online discussion questions.

Whether online or in class, however, quality participation also means interacting with your peers in a critical yet positive manner – knowing how to disagree courteously is a valuable skill, as is learning how to acknowledge the validity of someone else's point. (I encourage everyone to refer to evidence in the source material as often as possible during our discussions.)

One Online Class Assignment — 25 points (Total Points: 25)

On Thursday, November 2 (Week 11), we will not meet face-to-face, but we will have a completely online class assignment instead. The Online Class Assignment will be explained via email; on the class website; and in person during the class immediately before that date.

DISPUTATIONES

(Total Points: 225)

The disputatio is a teaching method developed in the first universities in medieval Europe. For four days each week, students listened to the masters, who read from a text (usually from the New Testament, or Aristotle, or Gratian, etc.) and added their own comments, called "glosses". On the fifth day, however, the students participated in debates called *disputationes*. The master would pose a question and the students would then offer concise answers and arguments to support their answers. For this class, the disputatio will be a modified form of debate. Four

times throughout the semester, I will pose a question related to that week's reading assignment, as indicated on the syllabus. Participating in a disputatio requires both a written and an oral component responding to the question for that week.

- **Written Arguments – 50 pts each** **(Total Points: 50 x 4 = 200)**
A brief (250 words *for* and 250 words *against*) written statement of your answer to the question posed and the argument(s) supporting your answer. The statement is to be uploaded to Blackboard by 3:00pm, the day of the disputatio.
- **Oral Presentation – 10 pts** **(Total Points: 10)**
Your individual presentation of one of your Disputatio arguments in one Disputatio debate. You will present your argument orally once in the semester, and approximately 6 people will present at each Disputatio. More information about the format of the disputationes will be handed out in class.
- **Oral Questions – 5 pts each** **(Total Points: 5 x 3 = 15)**
Everyone on the day of the disputatio will ask the presenters at least one question, either reacting to their arguments, or bringing up an argument of your own.

ONE-PAGE PRIMARY SOURCE ESSAY – 50 pts **(Total Points: 50)**

For your short primary source essay, you will interpret your choice of a primary source selection using the interpretive framework provided by Rosenwein and your knowledge of the historical context and events and environment of a particular topic, issue, or debate in medieval Europe gained from class lectures and the Bennett textbook. The purpose of this assignment is to practice interpreting primary sources and communicating your interpretation of them in written form. Full details will be made available on Blackboard.

The One-Page Primary Source Essay is DUE Tuesday, September 19 (Week 5), at 11:59pm, uploaded to Blackboard.

PRIMARY SOURCE EXPANSION PAPER **(Total Points: 275)**

For this longer (1,000 word) paper, you will build upon the primary source that you evaluated in your Primary Source Essay — only now, you will compare it to at least two other primary sources and at least three secondary sources to put your primary source in its greater historical, and historiographical, context.

CHOICE OF PRIMARY SOURCES FOR EXPANSION PAPER: 5 pts

- Due Tuesday, September 26 (Week 6), at 11:59pm, uploaded to Blackboard Forum.

WORKING BIBLIOGRAPHY: 10 pts

- Due Thursday, October 5 (Week 7), at 11:59pm, uploaded to Blackboard.

PAPER PROPOSAL (250 words): 50 pts

- Due Thursday, October 19 (Week 9), at 11:59pm, uploaded to Blackboard.

ROUGH DRAFT & REVISED BIBLIOGRAPHY: 10 pts

- Due Thursday, October 26 (Week 10), at 11:59pm, uploaded to Blackboard.

FINAL DRAFT: 200 pts

- Due Tuesday, December 5 (Week 16) – last day of class, at 11:59pm, uploaded to Blackboard. NO face-to-face class meeting that day.

(Total Points for Entire Paper Project: 275)

Grading and Course Requirements

Student performance will be evaluated based on the following:

	<i>Points</i>
Class-Prep Online Discussions Questions	66
In-Class Participation	69
One Online Class Assignment	25
Disputationes	225
Primary Source Essay	50
Primary Source Expansion Paper Project	<u>275</u>

Total Possible Points to be Earned: 710

Your final grade will be determined by:

dividing the number of points you earned / by the total number of points possible.

Roughly: 1/3 of your overall grade will be participation (online and in-class combined);
 1/3 will be the Disputationes;
 1/3 will be your Primary Source Expansion Paper Project.

There are no midterm or final exams in this class.

- **LATE WORK WILL ONLY BE ACCEPTED FOR THE DISPUTATIONES, THE PRIMARY SOURCE ESSAY, AND ASSIGNMENTS RELATED TO THE PRIMARY SOURCE EXPANSION PAPER; NO CLASS-PREP ONLINE DISCUSSION QUESTIONS WILL BE ACCEPTED LATE WITHOUT AN EXCUSED ABSENSE.**
- Late work will be subject to a penalty of **25%** off the original grade. If emergency circumstances require you to submit late work, you must speak to me before the assignment is due when at all possible to avoid the penalty. Only documented evidence of an emergency, school, family, or work conflict will exempt you from the late penalty and allow you an excused absence.
- **The final deadline to turn in any late work will be by 11:59pm on Wednesday, December 6, the last day of classes.**

Extra Credit Opportunities

Extra credit opportunities will be made available at various points throughout the semester at the discretion of the instructor. **The deadline to complete any extra credit opportunities that are made available is 11:59pm on Wednesday, December 6, the last day of classes.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Assignments:

All assignments must be turned in on the date on which they are due. See above, under “Grading,” for further information about late work.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have determined that your participation grade (detailed above) depends on your attentive, prepared, and courteous participation in the features of our online class. See the section on “Grading” above for a breakdown of the point value of participating in each element of class. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading: See above for a detailed explanation of the grading policy.

Make-up Exams: It is not generally possible to make up missed exams. However, see the section concerning “late work” under “grading” above.

Expectations for Out-of-Class Study: Outside of our regular class meetings, students enrolled in this course should expect to spend at least 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. See <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule 50101, §2.2*, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with

University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. **All course communications are required to be conducted via Blackboard and MavMail.**

Technology: The use of technology is a fundamental part of this course, and it is your responsibility to make sure that you have the required equipment for the successful completion of the course. **If you encounter problems with the online workings of this course, your first point of contact should be the 24/7 Blackboard Support**, available from the link at the top of every Blackboard page, and at <http://bbsupport.uta.edu/>

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the hall directly out of the classroom door, and then up the stairs to the right. Alternatively students can exit to the left of the classroom, turn right after Classroom 025, and exit the building by using the stairs at the end of that short hall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Mr. Andy Herzog – amherzog@uta.edu.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the hall to the left. Take a left when exiting the classroom, another left at the stairwell, and exit the glass doors to the outside. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Course Schedule

Week One: Introduction

- Thurs, Aug. 24 Introduction: Got Medieval?

Week Two: The Roman World Transformed (c.300-c.600)

- Tues, Aug. 29 Rome Becomes Christian
Read:
 - Bennett, Ch. 1: Romans, Christians, and Barbarians, pp. 4-27.
- Thurs, Aug. 31 Reading Primary Sources
Read:
 - Rosenwein, Section 1.1, *Edict of Milan* (313)
 - Rosenwein, Section 1.2, Law, *The Theodosian Code* (438)

Week Three: The Roman World Transformed continued...

- Tues, Sept. 5 “Germans” and Romans
Read:
 - Jordanes: *The Origin and Deeds of the Goths*, Chap. 20: The Devastation of the Goths in the Reign of Gallienus, 260-268 CE - found online at <http://www.fordham.edu/halsall/ancient/jordanes-goths20.asp>
 - “Theodoric, King of the Ostrogoths”, in Jordanes, at: <http://www.fordham.edu/halsall/source/jordanes-theodoric1.asp>
 - Letters of Cassiodorus [handout available on class Blackboard website]
 - Jordanes: The Battle of Chalôns, 451 CE - <http://www.fordham.edu/halsall/source/451jordanes38.asp>

Be sure to bring a way to read these online sources to class with you – either electronically or by printing them out. We’ll be working with them in detail together.

- Thurs, Sept. 7 Imperial Politics and “Barbarian” Kingdoms
Read:

- Bennett, Ch. 2: Early Medieval Politics, pp. 28-40
- Rosenwein, Section 1.13, Gothic Italy...Cassiodorus, *Variarum Sententiarum* (c.507-536)
- Rosenwein, Section 1.14 Gothic Spain Converts: *The Third Council of Toledo* (589)
- Rosenwein, Section 1.15, Merovingian Gaul...Gregory of Tours, *History* (576-594)

Week Four: *The Roman World Transformed, continued...*

- Tues, Sept. 12
 - ✓ **Disputatio #1** [Topic: Romans and “Barbarians”]
- Thurs, Sept. 14 Christianity, late-antique / early-medieval style
Read:
 - Rosenwein, Sections 1.4-1.7 (Heresy & Orthodoxy, and Patristic Thought)**Review:**
 - Bennett, Ch. 1: Romans, Christians, and Barbarians, pp. 8-18

Week Five: *The Roman World Transformed, continued...*

- Tues, Sept. 19 Saints
Read:
 - Bennett, Ch. 2: pp. 40-50
 - Rosenwein, Sections 1.8-1.12 (Saintly Models)

Primary Source One-Page Essay is DUE at 11:59pm, uploaded to Blackboard
- Thurs, Sept. 21 Justinian and the Roman Empire in the East
Read:
 - Bennett, Ch. 3: “Neighbors,” pp. 51-65
 - Procopius [c.490/510-c.560s], *Secret History*, at:
<http://www.fordham.edu/Halsall/source/procop-anec1.asp>
 - Procopius, *De Aedificis* (“On the Great Church”):
<http://www.fordham.edu/Halsall/source/procop-deaed1.asp>
 - Rosenwein, Procopius, *History of the Wars* (c. 550) [Extract on Blackboard]

Week Six: *The Emergence of Sibling Cultures (c. 600-c.750)*

Week Eight: *The Emergence of Sibling Cultures ...continued*

- Tues, Oct. 10 Bede and the British Isles
Read:
 - Rosenwein, Section 2.14, Bede, *The Ecclesiastical History of the English People* (731)
 - *Penetential of Finnian* (late 6th C) [Extract on Blackboard]**Review:**
 - Bennett, Ch. 2

- Thurs, Oct. 12 Politics and Religion in Continental Europe
Read:
 - Rosenwein, Section 2.11, *The Passion of Leudegar* (680s)
 - Rosenwein, Section 2.12, *Judgment of Childebert III* (709 or 710)
 - Rosenwein, Section 2.13, *Letters to Boniface* (723-726)

Week Nine: *The Emergence of Sibling Cultures ... and Creating New Identities (c. 750-c. 900)*

- Tues, Oct. 17 Confluence of Cultures
Read:
 - Trinity College, Dublin, page on the “Book of Kells” at: <http://www.tcd.ie/Library/bookofkells/book-of-kells/>
 - Browse *The Book of Kells* digitized manuscript online at: http://digitalcollections.tcd.ie/home/index.php?DRIS_ID=MS58_003v
 - Zoom in on these images: folio 28v (page 56); folio 33r (page 65); folio 34r (page 67) and folio 34 v (page 68)

- Thurs, Oct. 19 The Material Basis of Society
Read:
 - Rosenwein, Sections 3.1 – 3.3 and Map 3.1 *Major European Slave Exports* (700-900)

PAPER PROPOSAL (250 words) DUE at 11:59pm, uploaded to Blackboard

Week Ten: *Creating New Identities ... continued*

- Tues., Oct. 24 The Abbasid Reconfiguration and Al-Andalus
Read:
 - Excerpt from Barbara Rosenwein’s *A Short History of the Middle Ages* [available on Blackboard]
 - Rosenwein, Sections 3.3 – 3.9

- Thurs, Oct. 26 Charlemagne and the Carolingian “Renaissance”
Read:
 - Bennett, Ch. 4: “Carolingian Europe,” pp. 80-101
 - Rosenwein, Section 3.11, Einhard’s *Life of Charlemagne*
 - Rosenwein, Section 3.12, the *Admonitio Generalis* (789)

**ROUGH DRAFT & REVISED BIBLIOGRAPHY DUE
at 11:59pm, uploaded to Blackboard**

Week Eleven: *Creating New Identities ... continued*

- Tues, Oct. 31 Crisis, and the End of the Carolingian Empire
Read:
 - Bennett, Ch 4., pp. 95-101
 - Bennet, Ch. 5, pp. 101-104 and Map 5.1 *The Partition of the Carolingian Empire*
 - Rosenwein, Selection 3.19, Dhuoda, *Handbook for her Son* (841-843)

- Thurs, Nov. 2 **ONLINE CLASS ASSIGNMENT: NO FACE-TO-FACE MEETING**

The Agricultural Revolution and Commercial Take Off

Read:

- Bennett, Ch. 6 “Economic Takeoff,” pp. 131-166
- Rosenwein, Sections 5.1 – 5.3

The Online Assignment for this day will be explained in class on Tuesday, October 31, and on Blackboard.

Week Twelve: *Creating New Identities ... continued*

- Tues, Nov. 7
 ✓ **Disputatio #3** [Topic: Charlemagne and his era]
- Thurs, Nov. 9 Violence in the Early Middle Ages: the concept of the “Just War”
Read:
 - Augustine, *The City of God*, Book XIX, Ch. 7. [Handout will be made available on Blackboard]

Week Thirteen: Creating New Identities ... continued:

- Tues, Nov. 14 Vikings and The Culture of Northern Europe

Read:

- Bennett, Ch. 5, pp. 104-111
 - Three Sources on the Ravages of the Northmen in Frankland, c. 843-912 at: <http://www.fordham.edu/halsall/source/843bertin.asp>
 - Julian D. Richards, *The Vikings: a Very Short Introduction*, Chs. 1-12. Entire PDF text online at: <http://m.friendfeed-media.com/3f2173ccdc3123dfdf99ef1dba2bb07aee4f5f1>
 - Rosenwein, Section 4.19 and Plate 13: *The Jelling Monument* (960s), p. 249
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- Thurs, Nov. 16 The "F-Word": Feudalism
- Read:**
- Bennett, Ch. 5, Bennett, Ch. 5, pp. 111-130
 - Bennett, Ch. 6, "Economic Takeoff...", pp. 163-166
 - Elizabeth A. R. Brown, "The Tyranny of a Concept: Feudalism and Historians of Medieval Europe" [handout available on Blackboard]
 - Rosenwein, Section 4.6, *Charter of Guillem Guifred* (1041-1075)
- Compare to:**
- Rosenwein, Section 3.1, *Polyptyque of the Church of Saint Mary of Marseille* (814-815)

Week Fourteen: Creating New Identities ... continued

- Tues, Nov. 21 Violence in the Early Middle Ages II: Crusades and The Peace and Truce of God

Read:

- Bennett, Ch. 9, "Conquest, Crusades, and Persecutions," pp. 211-235
 - Rosenwein, Section 4.5, Andrew of Fleury, *The Miracles of St. Benedict* (1040-1043)
 - Rosenwein, Sections 5.9 – 5.12
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- Thurs, Nov. 24 **NO CLASS – THANKSGIVING BREAK**

Week Fifteen, *The Expansion of Europe (c.1050-c.1150)*

- Tues, Nov. 28 Church and Empire

Read:

- Bennett, Ch. 7 "Popes and the Papacy," pp. 167-189
 - *The Donation of Constantine* (760s) [available on Blackboard]
 - Rosenwein, Section 5.4, Henry IV, *Letter to Gregory VII* (1075)
 - Rosenwein, Section 5.5, Gregory VII, *Letter to Hermann of Metz* (1076)
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- Thurs, Nov. 30
 ✓ **Disputatio #4** [Topic: Got Medieval?]

Week Sixteen: *The Expansion of Europe (c.1050-c.1150)*

- Tues, Nov. 5 **NO CLASS**

**FINAL DRAFT OF PRIMARY SOURCE EXPANSION PAPER DUE
at 11:59pm, uploaded to Blackboard**

NO FINAL EXAM

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Kathryne Beebe

Useful Webpages for the UT Arlington Library

- Library Home Page..... <http://www.uta.edu/library>
- Subject Guides..... <http://libguides.uta.edu>
- Subject Librarians..... <http://www.uta.edu/library/help/subject-librarians.php>
- Database List..... <http://www.uta.edu/library/databases/index.php>
- Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Catalog <http://discover.uta.edu/>
- E-Journals..... <http://liblink.uta.edu/UTAlink/az>
- Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
- Ask A Librarian <http://ask.uta.edu>