

**University of Wisconsin-Madison, Department of History  
History 115, Medieval Europe**



Instructor: Dr. Justine Walden

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Fall 2022-2023

T/Th 4pm-5:15

1131 Mosse Humanities

Office Hours: Friday afternoon and by appointment, via Zoom

**Course Overview, Description, and Learning Goals**

The thousand-year period often known as the Middle Ages (roughly 500-1500 C.E.) was a period of vibrant and sometimes violent change. We will begin this class with a discussion of the rise of Christianity and the fall of Rome. We will think about invading 'barbarians' and then consider how the Roman Empire passed on its legacy to heirs such as Byzantium, the Islamic Empire, and the Carolingians. We will learn about the Christianization of Europe, daily life, and the formation of kingdoms. We will think through Viking attacks, Europe's economic revival around the year 1000, and the continued role of the Catholic church in social and political life--including monasticism, saints, popes, and reform. We will discuss the crusades and the chivalric culture that attended them and the emergence of new political forms and urbanization. We will consider 'outsiders' within Christendom such as heretics and Jews, and changes in intellectual life such as scholasticism. We will think about some extra-European developments such as Mongol hordes and Mamluks (soldier slaves), and will examine the dramatic effects of the Black Death in 1348. We will wrap up the course by thinking about war and revolt, and will end with the emergence of the Renaissance in Italy.

**Workload and Requirements**

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an

hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

### **Course Learning Objectives**

- To acquire a broad and comprehensive understanding of major developments of the medieval period, from the end of the Roman Empire to the beginning of the Renaissance
- To learn how to engage critically with a wide range of primary sources

### **Course Texts**

All course readings will be made available to you in the form of .pdfs which you can download from Canvas.

### **Assignments and Grading Structure**

**25%—7-page Research Paper.** You will be presented with a choice of paper topics on October 18 but are also free to develop your own topic. The paper must engage with one or more primary sources relating to this course. It should describe and evaluate your source(s) as evidence and must construct a coherent and persuasive argument about them. You must conduct some research using secondary sources to construct your papers, and papers must therefore possess a bibliography and footnotes. You will receive more detailed instructions for this assignment in an additional handout.

**60%— Tests.** There will be three in-class tests (or quizzes, if you like). These will be multiple-choice and short-essay and they will compass material delivered in lecture as well as the primary readings you discuss in section. Tests will take place on **Oct 11, Nov 08, and Dec 13**. Each quiz will constitute 20% of your course grade.

**15%—Participation and Discussion.** You will choose a discussion section and in them, your competent Teaching Assistant will guide you through close readings of primary sources. To participate effectively, you must read and thoroughly consider the assigned material **before** arriving in section.

**Weekly Themes, Readings, and Due Dates**

<b>Wee k</b>	<b>Date</b>	<b>Day</b>	<b>Topic</b>
1	8-Sep	Th	Introduction to Course
2	13-Sep	Tu	Late Antiquity and The Fall of Rome
2	15-Sep	Th	Rome and the Spread of Christianity
			<p><b>Readings:</b>                      Augustine, <i>Confessions</i>, ((397-402)                      Augustine, <i>City of God</i> (420s)                      Nicene Creed (325)                      Benedict's Rule (530)</p>
3	20-Sep	Tu	Barbarians, Franks, and Christianization
3	22-Sep	Th	Byzantium
			<p><b>Readings:</b>                      Gregory of Tours                      Letter to Clovis from Bishop Avitus of Vienne (ca. 508)                      Third Council of Toledo (589)</p> <p>Procopius, <i>Secret History</i>                      John of Damascus, <i>In Defense of Icons</i></p>
4	27-Sep	Tu	Islam and Al-Andalus
4	29-Sep	Th	Carolingians
			<p><b>Readings:</b>                      Suras from the Quran suras                      The Hadith.                      A Jewish poet in Al-Andalus</p> <p>Einhard, <i>Life of Charlemagne</i> (ca. 825)                      Monk of S. Gall, <i>Life of Charlemagne</i></p>
5	4-Oct	Tu	Carolingians (cont).
5	6-Oct	Th	Daily Life, Kingdoms
			<p><b>Readings:</b>                      Charlemagne Capitulary                      Letter to Baugaulf                      Bede</p> <p>Dhuoda, <i>Handbook for her Son</i> (841-843)                      Aethelred's and other Law Codes</p>
6	11-Oct	Tu	<b>TEST 1</b>
6	13-Oct	Th	Vikings
			<p><b>Readings:</b>                      Abbo of S. Germain, <i>Battles of the City of Paris</i> (late 9<sup>th</sup> c)                      Anglo-Saxon Chronicle (c. 1048?)                      Egil's Saga (10<sup>th</sup>/13<sup>th</sup> c)</p>
7	18-Oct	Tu	Monks, Popes, and Emperors

7	20-Oct	Th	<b>Monks, Popes, and Emperors (cont)</b> <b>Readings:</b> Gregory VII's Admonition to Henry VI, Henry IV, Letter to Gregory; Gregory VII, Letter to Hermann of Metz (1076) Cistercians and Cluniacs
			<b>PAPER TOPIC ISSUED</b>
8	25-Oct	Tu	<b>Crusades and Chivalry</b>
8	27-Oct	Th	<b>Feudalism to Statehood</b>
			<b>Readings:</b> Robert the Monk, <i>Urban II Preaches the First Crusade</i> (1095) Ibn al-Qalanisi, <i>The Damascus Chronicle of the Crusades</i> (before 1160)  Bernart de Ventadorn, "When I see the Lark" Chretien de Troyes, <i>Lancelot</i> (c. 1177-1181) Chronicles (c. 1400)
9	1-Nov	Tu	<b>Law</b>
9	3-Nov	Th	<b>Daily Life; Town and Country</b>
			<b>Readings:</b> Henry I, <i>Privileges for the Citizens of London</i> (1130-1133) English Common Law: <i>The Assize of Clarendon</i> (1166)  Manor Inventories Domesday Book
10	8-Nov	Tu	<b>TEST 2</b>
10	10-Nov	Th	<b>Trade and Towns</b> <b>Readings:</b> A Genoese <i>societas</i> (1253) Francesco Pegolotti, <i>The Practice of Trade</i> (c. 1340s)
11	15-Nov	Tu	<b>Trade and Towns (cont'd)</b>
11	17-Nov	Th	<b>Intellectual Life</b>
			<b>Readings:</b> Peter Abelard, <i>Glosses on Porphyry</i> (c. 1100) Thomas Aquinas, <i>On Love</i> (1271)
12			<b>Thanksgiving Break; No Classes</b>
13	29-Nov	Tu	<b>Schism and 'Outsiders' (Heretics &amp; Jews)</b>
13	1-Dec	Th	<b>Black Death</b>
			<b>Readings:</b> <i>Decrees of Lateran IV</i> (1215) Jacques Fournier, <i>Episcopal Register</i> (1318-1325) <i>Statute of Jewry</i> (1275) Agobard on baptizing Jews John Wyclif
13			<b>PAPERS DUE</b>
14	6-Dec	Tu	<b>War &amp; Revolt</b>

14	8-Dec	Th	<b>The Renaissance</b>
			<b>Readings:</b> <i>The Ciampi Revolt</i> (Chronicle of Siena), 1371 Peasant's (Wat Tyler's) Revolt (1381) Joan of Arc  Letter from Petrarch
15	13-Dec	Tu	<b>FINAL TEST</b>

## **Additional Course Policies**

### **Attendance**

Course attendance is mandatory. You may miss class up to two times without an excuse and without it directly affecting your grade. Beyond these two absences, you must provide documentation for missed class, whether for illness, emergency, or religious holidays. If you will miss a course meeting for religious reasons, you must clear this with your TA two weeks in advance.

### **Paper Instructions and Formatting**

Final papers must be uploaded via Canvas. Final papers should be double-spaced and set in a standard 12-point font. All papers should include footnotes and bibliography. In your footnotes, cite your source in full the first time; thereafter, simply use a short title. In your bibliography, relist your sources in full, alphabetically, formatted in Chicago Style. Give your paper a descriptive title and number all pages. Note: Bibliography pages do not count toward the final number of pages.

### **Late Papers and Assignments**

For each day that an assignment is late, your grade will go down by one-third of a grade, starting with the first due date and continuing until you submit the paper. Thus an A-level paper will receive an A- if received after the agreed-upon time that the paper is due. If you submit that same paper the following day, it will receive a B+. The day after that, it will receive a B, and so on. No paper can be submitted more than one week after the date on which it is due.

### **Plagiarism and the Rules of Academic Paper Writing**

If you draw on someone else's ideas, you must cite them in your footnotes with the page number where you obtained that information. If you repeat the words of another source, enclose them in quotation marks and identify the source as above. The first time you cite a source, the note should include full bibliographical data (e.g., author name, journal or book title, place and date of publication, date of publication, relevant page numbers). Subsequent references to that same source can consist of an abbreviated reference. You may not rely upon **Web-born or nonscholarly sources** for your paper research.

### **Writing Academic Papers**

An 'A' academic paper is persuasive and well-structured. It forwards a clear thesis or argument and it constructs its argument logically, using evidence and quotes from mostly primary sources, relying upon secondary sources here and there where necessary. It will present its argument in an evenhanded and formal tone and it will contain minimal grammar and spelling errors.

Writing academic papers is a learned skill that takes considerable planning, repetition, and effort. It is an iterative process, meaning that it happens in stages. Behind all good papers stands considerable reading and library research, notetaking, brainstorming, synthesis, the elimination of irrelevant information, and sometimes dead ends. All good papers require multiple drafts and redrafts along with repeated phases of editing, tweaking, and streamlining. It may behoove you to write your paper early, put it away to get some distance from it, and then revisit it. It is also sometimes helpful to read your paper aloud or have others read and comment upon it.

In addition to using course readings as models for standards of academic writing, there are many available resources to assist you in learning how to write an academic paper. The two most accessible ones are:

**UW Campus Writing Center** at <https://writing.wisc.edu/> and the **UW History Lab** at <https://history.wisc.edu/undergraduate-program/the-history-lab/>

Both these organizations offer assistance on all aspects of writing academic papers (e.g., how to develop a thesis and build a cogent argument). They tend to be busier at semester's end, so make your appointment early and plan to meet with them more than once. You are also welcome to make an appointment to speak with myself or your TA about how you plan to construct and execute your paper and whatever other questions you may have.

#### **Covid Policies**

Please be sensitive to the continuing threat of Covid. Please wash your hands and limit sharing papers, books, writing utensils, etc. with your classmates. If you feel unwell, please do not attend class. To forestall calamity, it is a good idea to exchange contact information with your classmates early on in the semester and to form study groups or 'study buddies' so that if you must miss class, you can ask to borrow notes from a fellow student. If you become ill or must isolate or quarantine, I will make every effort to accommodate your academic progress. We can utilize Canvas and other workarounds to communicate and keep you up to date in your work. Should Covid spike again, we may be required to wear masks in class. Please continue to be aware of and sensitive to others around you, especially those who may be struggling or having difficulties.