



## **Course Syllabus: Europe in the Middle Ages**

Prothro-Yeager College of Humanities and Social Sciences

HIST 5213 Section 101

Spring 2026 TTH 9:30-10:50 am PY 202

### **Contact Information**

Instructor: Tiffany A. Ziegler, PhD

Office: O'Donohoe 214 and Ferguson 214

Office hours: By appointment

Office phone: (940) 397-4151

E-mail: [tiffany.ziegler@msutexas.edu](mailto:tiffany.ziegler@msutexas.edu)

### **Instructor Response Policy**

The best way to contact me is via e-mail. I will respond to e-mails on business days within 24 hours. E-mails sent after hours will be responded to on the next business day (this means Friday e-mails sent after 5:00 pm will receive a response on Monday).

### **Course Description**

A study of the social, political, and intellectual traditions of western society as they developed after the Germanic invasions. Emphasis will be placed on the evolution of feudal society and its interaction with the community of the Christian Church.

### **Learning Outcomes**

By the end of the course, students should have a broad knowledge of the people, places, ideas, and themes of the Middle Ages, and students should be able to see how the world was shaped and continues to be shaped by the inhabitants of the Middle Ages. In addition, students will be introduced to basic documentary sources of the Middle Ages. After introducing the procedures historians use to evaluate these sources, students will be required to perform similar tasks through papers and exams. Finally, student will develop historical writing skills through course assignments and exams.

### **Textbook & Instructional Materials**

Required

Chris Wickham, *Medieval Europe* (New Haven: Yale University Press, 2016)—provided on D2L.

*A Short Medieval Reader*, Barbara Rosenwein, ed. (Toronto: University of Toronto Press, 2023).

Handouts provided by the professor and/or posted on D2L.

Notes about the readings:

Please note that the 'textbook' for this course, Chris Wickham's *Medieval Europe* is provided for you on D2L. You may read it online or print it out. I refer to it and the required chapters as 'Wickham Chapter X' in the schedule below.

*A Short Medieval Reader* is a collection of primary sources. It is denoted as 'Rosenwein X' below. You will not need to read every primary source, and you will be provided with which sources to read as time and interest allow.

All readings are required to be successful in this class.

Graduate students may be responsible for three additional readings if choosing the 'research' route. Readings must be approved by the professor.

Recommended

K. L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Ninth Edition (Chicago: University of Chicago Press, 2018).

[Quick Guide Website.](#)

### **Study Hours and Tutoring Assistance**

Located in Moffett Library, the Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom, including both on campus and distance education tutoring. For more information go [here](#).

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).

For example, "cutting and pasting" from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. Moreover, generating text via AI and citing it as your own is academic misconduct, and the instructor reserves the right to

give that assignment an F. If you use Grammarly, do not let it rewrite sentences for you. That will register as AI.

When can I use Generative AI like ChatGPT in this course? - The use of Generative AI is allowed in this course for the following: brainstorming your ideas and checking grammar.

When must I avoid Generative AI like ChatGPT in this course? - The use of generative AI is not permitted for the following: Writing a draft of an assignment; and writing entire sentences, paragraphs, or papers to complete assignments.

Why can't I use Generative AI to write my papers? - Learning happens as we read, think, organize, summarize, respond, and engage. We don't want machines to do that for us.

Additional guidelines on procedures in these matters may be found in the Office of Student Conduct: [Office of Student Conduct](#).

### **Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

### **Grading**

The grade for this course will be based on attendance, participation, and discussion; two papers; two exams, and a midterm project.

Assignments	Points
Participation/Discussion/Attendance	150
Review One/Assignment One	150
Review Two/Assignment Two	150
Exam One	150
Exam Two	150
Project: Innocent III	250
Total Points	1000

*Table 2: Total points for final grade.*

Grade	Points
A	900
B	800 to 899

Grade	Points
C	700 to 799
D	600 to 699
F	Less than 600

### **Homework and Quizzes**

I am assuming that you are an adult and know that college courses require reading and preparation. I expect you to come to class having read the assignment for the week *before* class starts. Failure to read and to participate will result in weekly quizzes. Do the reading and participate in class and there will be no quizzes and no homework.

### **Exams and Project**

There are two 'regular' exams in this class and one 'project'. Each will cover approximately one-third of the course material. Exam one will be over the Early Middle Ages; the project will be over the High Middle Ages; the second exam will be over the Later Middle Ages. Exam one counts for 15% of the final grade; exam two for 15% of the final grade; and the project for 25% of the final grade. Exam one and two will be take-home exams and will include an Identification section and an Essay section. We will be putting Innocent III on trial for the project. All information about the exams and project will be provided in more detail during the course of the semester

### **Reviews/Assignments**

Graduate students will choose the 'research' or the 'teaching' route. If choosing the research route, the student will be responsible for finding, reading, and writing a review on two different books on the Middle Ages. An example of a review is at the end of the syllabus. If choosing the teaching route, the student will be responsible for creating a sample syllabus, a sample lesson plan/lecture. Each item will account for 15% of the grade, or 150 points.

### **Extra Credit**

No extra credit will be provided.

### **Late Work**

Because all assignments are provided in advance, no excuses will be accepted for late papers. If you know you will be gone you must hand in the assignment before you leave.

### **Important Dates**

- Last day for term schedule changes: 20 January

- Deadline to file for graduation: 16 February
- Last Day to drop with a grade of "W:" 29 April
- Refer to: [Academic Calendar](#) and [Drops, Withdrawals & Void](#)

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Attendance**

I am assuming that you are an adult and that you can make your own decisions about coming to class. While I do not 'take attendance' per se, I do grade your engagement—how often and to what degree are you participating, discussing, showing up and paying attention. If you repeatedly absent, if you constantly show up more than fifteen minutes late for class, if you are consistently unprepared for class, if you fail to pay attention during class opting instead to do other work, and/or if fail to participate in class discussion, your engagement grade will suffer. Your engagement grade is worth 150 points, or 15% of your grade.

INCLEMENT WEATHER STATEMENT: If the university closes due to weather during our assigned class time, we will not meet. Assignments/meetings will be shifted accordingly.

### **Online Computer Requirements**

While this is not an online class, we do rely rather extensively on D2L, which requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***\*Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## **Instructor Class Policies**

Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, making trips to the vending machines, talking with other students, and viewing videos on your computer. Do not bring work unrelated to class. Do not watch soccer (or other games) in class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

## **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### 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 has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

## **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule:

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 20-23 Jan	Introductions to the course, the "Middle Ages," Christianity, and Rome	Rosenwein xv-xviii; Chapter I  Wickham Chapter 1  Handout: <a href="#">Conversion of Constantine</a>
Week 2 26-30 Jan	The Decline of the Roman Empire and the Arrival of the Barbarians	Rosenwein I and II  Wickham Chapter 2
Week 3 2-6 Feb	Early Western Christendom: Medieval Society and Politics	Rosenwein I and II  Wickham Chapters 2 and 3  Handouts, "The Invisible Peasantry;" Charlemagne's <a href="#">General Capitulary of the Missi</a> ; The <a href="#">Capitulary De Villis</a>
Week 4 9-13 Feb	Carolingian Europe	Rosenwein III  Wickham Chapters 3 and 4  Paper One Due
Week 5 16-20 Feb	Invasion and Reorganization	Rosenwein IV  Wickham Chapters 5 and 6  Handout, "Real Men of the Viking Age"
Week 6 12-27 Feb	Economic and Social Change	Rosenwein IV and V  Wickham Chapters 6 and 7



Week or Module	Activities/Assignments/Exams	Due Date
Week 7 2-6 March	Toward Christian Domination	Rosenwein V  Wickham Chapters 8 and 9  Handout, #DeusVult"  Exam One Due
Spring Break: 9-15 March		
Week 8 16-20 March	Power Politics in the High Middle Ages	Rosenwein V and VI  Wickham Chapters 8 and 9
Week 9 23-27 March	The Rise of Empires and Monarchies: The Italian Peninsula, the Papal Monarchy, and the Holy Roman Empire	Rosenwein VI and VII  Wickham Chapters 8 and 9
Week 10 30-31 March and 1 April	The Rise of Empires and Monarchies: England and France  Holiday Break 2-5 April  Start Innocent III Project	Rosenwein VI and VII  Wickham Chapters 8 and 9
Week 11 6-10 April	Innocent III Midterm Project	Handouts
Week 12 13-17 April	The "Twelfth Century Renaissance"	Rosenwein VI and VII  Wickham Chapter 10  All Midterm Project Materials Due
Week 13 20-24 April	The Later Middle Ages: Crises and Challenges	Rosenwein VIII  Wickham Chapter 11  Handouts, "Blood Libel" and "Own Your Heresy"

Week or Module	Activities/Assignments/Exams	Due Date
Week 14 27-30 April and 1 May	Transitions: The Rise of the Sovereign State	Rosenwein VIII  Wickham Chapter 12  Handout, "Whose Spain Is It, Anyway?"  Paper Two Due
Week 15 4-8 May	Changes and Conclusions: The Legacy of Medieval Society, Culture, and Religion	Rosenwein VIII  Wickham Chapter 13
Finals 9-14 May	Tuesday, 12 May 8:00 am – 10:00 am, PY 202	Exam Two Due

## History 4213/5213: Europe in the Middle Ages

### Citing Examples

Historians use footnotes to cite works referenced. This is a history course, and thus you are required to use footnotes. The style that history follows is Chicago (Turabian). The following provides a quick summary of how to do footnotes for the papers.

In order to create a footnote, place the cursor in the text where you want to the footnote to be located. Select the reference tab. Under the section titled 'footnotes', click 'insert footnote'. This places the superscript note in the text and the footnote below. Type the footnote in the correct citation format.

When you cite a book, you need to follow this format: Author, *Title* (place of publication: publisher, date), page. When citing from *Medieval Europe*, the textbook, follow the example below.<sup>1</sup> The source reader by Rosenwein will have two types of citation: secondary and primary. If you are citing something that the editor wrote (e.g., the introduction to a source), then cite Rosenwein as done below.<sup>2</sup> This is considered secondary. If you are citing the source itself, then cite as you see below.<sup>3</sup> This is primary, and thus the original author needs credit. If you are given a handout, it will most likely come from Fordham Internet Sourcebook, and you should cite it as follows:

Author, "Title," *website*, URL.<sup>4</sup>

---

<sup>1</sup> Chris Wickham, *Medieval Europe* (New Haven: Yale University Press, 2016), page number.

<sup>2</sup> Perhaps I am intrigued by what Rosenwein has to say about Charlemagne's biographer, Einhard. She notes that he was called 'little nard'. To cite this, I would do as follows: *A Short Medieval Reader*, Barbara Rosenwein, ed. (Toronto: University of Toronto Press, 2023), 72.

<sup>3</sup> This time, I pull from Einhard's account of Charlemagne directly, so I need to cite Einhard IN Rosenwein: Einhard, "Life of Charlemagne" in *A Short Medieval Reader*, 73.

<sup>4</sup> Augustine, "Account of His Own Conversion," *Fordham Internet Medieval Sourcebook*, <https://sourcebooks.fordham.edu/sbook.asp>.

You can shorten a citation after you use it the first time, which I did in note three. You can do this with all your citations. I have already referenced the Wickham textbook, for example, so I can use an abbreviated footnote when I cite the work: Wickham argues that his book is about 'change;' so is history.<sup>5</sup> This is the same for those citations with URLs.<sup>6</sup> Finally, if you want to explain something in a footnote so that it will not detract from your argument, use a discursive footnote.<sup>7</sup>

---

<sup>5</sup> Wickham, *Medieval Europe*, 39.

<sup>6</sup> Augustine, "Account of His Own Conversion."

<sup>7</sup> A discursive footnote allows you to talk in more detail about a particular item or to make an argument without detracting from the flow of the paper. This is also a great place to define terms or describe something that you don't want to discuss above.

## Sample Review

Name: Tiffany A. Ziegler  
Review One

Davis, Adam J. *The Medieval Economy of Salvation: Charity, Commerce, and the Rise of the Hospital*. Ithaca and London: Cornell University Press, 2019.<sup>1</sup>

The principle aim<sup>2</sup> of Adam J. Davis' *The Medieval Economy of Salvation: Charity: Commerce, and the Rise of the Hospital* is to "cast new light on the nature of religious charity during Europe's first great age of commerce" (5).<sup>3</sup> Throughout the twelfth and thirteenth century, hospitals and leper houses appeared all over Europe during the 'hospital revolution'; their intention was to care for the poor, sick, and vulnerable. Townspeople, merchants, aristocrats, and ecclesiastics supported these institutions by making donations—in the form of money, lands, rents, and more. Such transactions did not, however, change the nature of the medieval gift; in fact, Davis argues that "far from eroding the power of the gift, the new commercial economy infused charitable giving and service with new social and religious meaning and a heightened expectation of reward" (5). Hospitals, in short, provide a window into the all-encompassing lives of medieval urban society, and Davis' study shows how—through the lens of the hospital, its donors, its personnel, and its inmates—relationships in religion, economics, and society evolved in twelfth and thirteenth century France.

Davis situates his study of the hospital movement within medieval Champagne in order to better understand the transactional efforts that entwined charity and the

---

<sup>1</sup> Book reviews should start with a full bibliographic citation at the beginning.

<sup>2</sup> In the first paragraph, be sure to include what the book is trying to prove—what is the argument? What is the thesis?

<sup>3</sup> This is the one time when I will allow you to use parenthetical citations. As long as you only use the book you are reviewing, cite with the page number in parentheses. If you bring in outside sources, you will need to use footnotes. It might be wise to bring in sources as comparisons!

commercial economy.<sup>4</sup> Champagne, an epicenter of European trade, was a hub for international trade fairs and local markets. The fairs generated capital and attracted people, many of whom required accommodations. Hospitals, which catered to the travelers, as well as the sick and the poor, quickly appeared in the region. These hospitals were later subsidized through the funds generated by the markets and fairs: direct revenues were often sent to the hospital, while indirectly, “commercial prosperity [...] made pious bequests possible” (7). Although Davis has produced a case study on the hospitals of Champagne, he also makes it clear that the “hospital movement in Champagne was clearly connected to a broader pan-European religious culture of charity” (4).

The rise of the hospital movement was tied to more than simple economics, though. In fact, hospitals arose because people made *pious* donations to the institutions. Davis asks the question of why—why did people choose to give to regional urban hospitals? Several reasons are posited throughout the book, including but not limited to, a rise in Eucharistic piety, preoccupation with Purgatory, and the increase of a confessional society. The most obvious reason was tied to the increased fairs and markets: the greater the economic activity in an area, the greater the need for repositories of charity, like hospitals, which could provide an “antidote to the vice of avarice” (9). Through charity and alms, one often found salvation (chapter one), and in return, this created a ‘charitable landscape’ (chapter two) where hospital patrons, protectors, and founders contributed to the new spiritual economy, where hospital workers “lived a life of self-renunciation and service,” and where hospitals became involved in the “larger pattern of social and economic exchange” (114). Part of what made the charitable landscape so fruitful was a democratization of charity that lend itself to involvement by a variety of social classes (chapter three). By giving a donation

---

<sup>4</sup>The main body paragraphs should be used to **describe** the book, not make judgments, comments, or criticisms. Save those for the end.

to a hospital, a donor participated in redemptive almsgiving, while the alms in turn had the potential to produce spiritual and soteriological benefits (139). Other benefits also emerged from the mixing of charity and economy. For example, relationships formed between the hospital and the donors, and donors often thanked the hospital for the “kindness and courtesies” (151).

Through the generous donations and institutionalized charity, hospitals grew into businesses that needed to manage properties carefully. The institutions were dependent on good relations with local inhabitants to do so (186), which meant a careful navigation of the social and economic landscape (chapter four) and expert service on the part of hospital personnel (chapter five). As a result, a “hospital’s social and religious roles were inextricably tied to its economic power” (186). All efforts on behalf of the hospital donors and personnel, however, were done in service to the poor, the recipients of charity (chapter six). Finally, Davis argues that, despite what one might presume, the sick poor were not passive recipients of charity and the economy of salvation. Although the medieval sick poor had few options available to them, they were in no way forced into a hospital; they made a conscience choice to enter the institution, and in doing so, completed the “triangular system of exchange involving hospital workers, benefactors, and God” (242).

*The Medieval Economy of Salvation* is not only a great book but an important one.<sup>5</sup> Building on the works and ideas of Lester Little, Sharon Farmer, and Miri Rubins to name a few, Davis’ manuscript brings to light a neglected topic of medieval hospitals to show not only how important the institutions were but also how embedded they were within the medieval social system. With the hospital revolution, medieval hospitals emerged and soon

---

<sup>5</sup> In your final paragraph (or paragraphs) you **should** make clear statements about the book—did it achieve what it said it would? Did the author prove his/her/their points? Was it easy to read? Was it accessible? If it was problematic, what was problematic about it? Did you learn something? What did it contribute to the greater field of study?

after became pillars of culture. Medieval hospitals represent the best of society via humanitarian efforts, as well as embody the underlying elements of what makes us human: a need to make a profit in an ever-growing profit economy and then make recompense for the soul for doing. These actions, as Davis has shown, nurtured the economy of salvation through religious and charitable exchange. The exchange system in turn bound all levels of society together in a “social and spiritual web of mutual need, dependency, and assistance” (275). The result was that hospitals, especially in Champagne and presumably throughout all of Europe, were a microcosm of medieval society. The notion is simple yet profound, and it is weighted in the evidence. Hopefully this study opens the scholarly world to the merit of medieval hospitals as microcosms of society.<sup>6</sup>

---

<sup>6</sup> Aim for 3-4 pages total, with about half being descriptive—what the book is about—and half being analysis: what the book did well/did not do well.