



Course Syllabus: History 4213
Prothro-Yeager College of Humanities and Social Sciences
Section 101
TTH 12:30-1:50 pm Fall 2022

Contact Information

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Textbook & Instructional Materials

Matthew Gabriele and David M. Perry, *The Bright Ages: A New History of Medieval Europe* (New York: Harper, 2021).

Course Packet (Provided via D2L).

Fordham Medieval Internet Sourcebook.
(<https://sourcebooks.fordham.edu/sbook.asp>).

Course Description (Catalog)

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.

Course Objectives/Learning Outcomes/Course Competencies

The Middle Ages is a period in history that has received unfortunate press. Sometimes termed the "Dark Ages" and sometimes plagued by "flat earth" myths, the European Middle Ages has suffered its share of misconceptions. In addition to imparting general knowledge about the people, events, ideas and themes of this age, the purpose of this course is to place the Middle Ages in its rightful history. We will tackle themes of "continuity," "decline," "civilization," "barbarism," and other myths/misconceptions. Many such myths stem from the fact that during this period, the 'Church and State' were inextricably linked, a concept that is sometimes perceived as odd by modern standards. Thus, while the focus of the course will be a survey of the European Middle Ages, special attention will be given to the development of Western Christendom, which, in many ways, shaped the course of medieval history. 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.

Study Hours and Tutoring Assistance

MSU offers tutoring assistance, both on campus and through distance education. Refer to [Tutoring Options](#) for more help.

Student Handbook

Refer to: [Student Handbook-2021-22](#)

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

Grading/Assessment

Course Grade: The grade for this course will be based on attendance, discussion and participation; two regular papers; a final paper; a project; two exams; and possible weekly quizzes.

Table 1: Percentages allocated to each assignment:

Assignments	Percentage
Paper One	15%
Paper Two	15%
Exam One	15%
Exam Two	20%
Project: Innocent III	25%
Participation/Discussion/Attendance	10%
Total Percentage	100

Table 2: Total percentage for final grade:

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

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 Projects

There are two 'regular' exams in this class and one 'project'. Each 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 20% (there is an additional 5% final question included over *The Bright Ages*); the project for 25%. 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.

Papers

Students will write two papers. The first paper will cover the Early Middle Ages and the second the Later Middle Ages. We will not write a paper on the High Middle Ages as it will be covered in the project. Both papers need to use the Gabriele/Perry book and the primary sources in the course packet, as well as additional primary sources from the Fordham Internet Sourcebook. Each paper is due at the start of class on the day stated in the syllabus.

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

[Academic Calendar](#).

Deadline to file for graduation: December Graduates: 26 September; May Graduates: 3 October

Last Day to drop with a grade of "W:" 24 October

Refer to: [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

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member.

I am assuming that you are an adult and that you can make your own decisions about coming to class. Regardless of what you choose, attendance will be taken at the beginning of class in order to calculate participation and discussion. If you miss 7 or more times your attendance/discussion/participation grade will drop one letter grade. The grade will then continue to drop one letter for every additional time missed until ten times missed. After ten times missed you will receive a failing grade for attendance, discussion, and participation. You will also be counted as absent if you show up more than 15 minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and/or fail to participate in class discussion.

An instructor who has an attendance policy must keep records on a daily basis, which I will do. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Computer Requirements

This class uses D2L and 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! D2L can be accessed from any computer in the world that 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](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first twelve 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) exists 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 Clark Student Center, Room 168, (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 MSU TEXAS 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	Activities/Assignments/Exams	Readings and Due Dates
Week 1 22-26 August	Introduction to the Course and to the "Middle Ages": <ul style="list-style-type: none">• Reading Primary Sources• Rome• Christianity	Course Packet Part 1 <i>The Bright Ages</i> Introduction and Chapters 1 and 2
Week 2 29 August-2 September	Begin project preparations; The 'Decline' of the Roman Empire and the Arrival of the 'Barbarians'	Course Packet Part 2 <i>The Bright Ages</i> Chapters 2 and 4
Week 3 6-9 September	Early Western Christendom and Early Medieval Society and Politics	Course Packet Part 3 <i>The Bright Ages</i> Chapters 4 and 5

Week	Activities/Assignments/Exams	Readings and Due Dates
Week 4 12-16 September	Carolingian Europe: <ul style="list-style-type: none"> • The Early Carolingians and Charlemagne • Charlemagne and the Intellectual Revival • What is Empire? Is this a renaissance? • Islam 	Course Packet Part 4 <i>The Bright Ages</i> Chapters 3 and 6
Week 5 19-23 September	Invasion and Reorganization: <ul style="list-style-type: none"> • The Later Carolingians • Invasions(?): Muslims, Magyars, and Vikings • The Aftermath: Reorganization and Unification • Russia 	Course Packet Part 5 <i>The Bright Ages</i> Chapters 7 and 8 Paper One Due
Week 6 26-30 September	Economic and Social Change	Course Packet Part 6 <i>The Bright Ages</i> Chapter 8
Week 7 3-7 October	Toward Christian Domination: <ul style="list-style-type: none"> • Lay Piety • Monks and Popes • Orthodoxy and Heresy • Start the Crusades' 	Course Packet Part 7 <i>The Bright Ages</i> Chapters 9 and 10 Exam One Due
Week 8 10-14 October	Power Politics in the High Middle Ages: <ul style="list-style-type: none"> • The Crusades • The Investiture Controversy 	Course Packet Part 8 <i>The Bright Ages</i> Chapters 11 and 13
Week 9 17-21 October	The Rise of Empires and Monarchies: <ul style="list-style-type: none"> • The Battle for the Italian Peninsula • The Papal Monarchy • The Holy Roman Empire 	Course Packet Part 9

Week	Activities/Assignments/Exams	Readings and Due Dates
Week 10 24-28 October	Empires and Monarchies, continued: <ul style="list-style-type: none"> • England and Parliament • France and Monarchy • Begin Innocent III Midterm Project 	Course Packet Part 10
Week 11 31 October-4 November	Innocent III Midterm Project	Course Packet Part 11
Week 12 7-11 November	The "Twelfth Century Renaissance:" <ul style="list-style-type: none"> • Popular Piety • Heresy • Urbanism • Universities • Scholasticism 	Course Packet Part 12 <i>The Bright Ages</i> Chapter 12 All Midterm Project Materials Due
Week 13 14-18 November	The Later Middle Ages: <ul style="list-style-type: none"> • Plague • Famine • Schism • Economic and Demographic Crises • Challenges to Christianity 	Course Packet Part 13 <i>The Bright Ages</i> Chapters 15 and 16
Week 14 21-23 November	Transitions: The Rise of the Sovereign State <ul style="list-style-type: none"> • The Hundred Years' War: England and France • The Holy Roman Empire • Iberia • Periphery States 	Course Packet Part 14 and 15 <i>The Bright Ages</i> Chapter 14 Paper Two Due

Week	Activities/Assignments/Exams	Readings and Due Dates
Week 15 28 November-2 December	Changes and Conclusions: <ul style="list-style-type: none"> • Humanism • The Renaissance • Wars of Religion • The Legacy of Medieval Culture, Society, and Religion 	Course Packet Part 16 <i>The Bright Ages</i> Chapters 17 and Epilogue
Final Examinations 3-9 December	Thursday 8 December 10:30 am-12:30 pm	Exam Two Due

History 4213/5213: Europe in the Middle Ages

Citing Examples

Historians use footnotes. You are required to use footnotes in this class. In order to create a footnote, place the cursor in the text where you want 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.

When you cite a book, you need to follow this format: Author, *Title* (place of publication: publisher, date), page. When citing from *The Bright Ages*, follow the example below.¹ When citing from the course packet, follow the example below.² The format for the documents in the course packet is as follows: Author, "Title," *website*, url. It should be used when you access Fordham for additional primary sources as well.

You can shorten a citation after you use it the first time. Since I have already referenced *The Bright Ages*, I can use an abbreviated version in my quotation about what Matthew Gabriele and David Perry argue on page xiii: Gabriele and Perry argue that "history doesn't have a starting point or a terminus."³ Finally, if you want to explain something in a footnote so that it will not detract from your argument, use a discursive footnote.⁴

¹ Matthew Gabriele and David M. Perry, *The Bright Ages: A New History of Medieval Europe* (New York: Harper, 2021).

² Augustine, "Account of His Own Conversion," *Fordham Internet Medieval Sourcebook*, <https://sourcebooks.fordham.edu/sbook.asp>.

³ Gabriele and Perry, *The Bright Ages*, xiii.

⁴ 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.

HISTORY 4213: EUROPE IN THE MIDDLE AGES
Paper One (adapted from Mary Rampolla)
"Those Who Work:" Daily Life in the Middle Ages

PROBLEM: How do historians use 'unlikely' sources to construct a view of the past?

ASSIGNMENT: In your syllabus under the readings for week four, you will find Charlemagne's *General Capitulary of the Missi* and *The Capitulary De Villis*. Both of these works are from the ninth century. Your assignment is to imagine that you are a historian and that you have been commissioned to write a short (3 pages) entry for an encyclopedia entitled "Medieval Peasant Life in the Early Middle Ages." Complete this task **using only the two documents listed** (and your textbook if you need them) by describing, as fully as you can, what life was like for a peasant in the ninth century.

BACKGROUND: Both of these documents are considered "capitularies," which can be roughly defined as laws and acts of various kinds. By this I mean that not only were they new laws issued by the emperor, but they may have been reissued ancient laws, laws issued by the emperor and the church together, basic instructions to the *missi*, etc.⁵ Even though these documents came from the emperor or from the emperor and other additional sources, they are still great sources for historians to use to reconstruct daily life in the early Middle Ages. Also, you must remember that most peasants were illiterate, and thus, these types of sources are invaluable for reconstructing their life.

PURPOSE: The purpose of this exercise is to get you familiar with the ways in which historians read and use documents. It is also meant to get you thinking about how to extract various types of information you would have not considered possible from various documents.

METHOD: Think of yourself as a medieval detective interrogating a witness. This witness, however, does not speak the same language that you do. Thus, you are forced to use the documents associated with their life to get the necessary information. Lucky for you, they are readily available. The two documents can tell you quite a bit about daily life in the Middle Ages. The information may not jump out at you at first, and you may have troubles asking the right questions to get started. Eventually you will start to ask the right questions and see the use in the documents!

It will be helpful to start with some basic questions:

- Who wrote this? And for whom was it written?
- When was it written or produced?

⁵ For more information on this topic see François Guizot, *The History of Civilization: From the Fall of the Roman Empire to the French Revolution*, William Hazlitt, trans. (Harvard: Harvard University Press, 1850).

- Where was it written or produced?
- What is it? Describe it to me.
- Why is this particular document important to the study of Western Civilization and the Middle Ages?

Then, move on to questions that can be reasonably answered with the documents, such as what kinds of foods did people consume in the Middle Ages (you will find that answer in the second paragraph of the Capitulary *De Villis*)? Try to think of about 18-20 questions. You will not be able to answer all of them. Then, reread the document, and you will find that more questions will come to you. A word of caution: the quality of your essay will depend on the quality of the questions you ask. Read the document carefully, extract questions, but try not to be too broad or general. Asking questions and writing in this manner will lead to a broad and general response. Finally, write your encyclopedia entry.

FORMAT: The paper should be typed, double-spaced with 12-point font and one-inch margins. The length should be 3 FULL pages. You simply need to answer the question given with the above two sources; you do not need (and should not use) outside sources with the exception of your textbook. Please proofread your work. This is not an English course, but if you cannot communicate your ideas to me coherently and grammatically correctly, you have not succeeded in your task. Finally, you must cite sources properly. If you quote directly from one of the two documents or the book, use quotations marks and cite it. If you paraphrase, you still must cite. You do not need a works cited page or a bibliography. If you need help with citing, see the citing examples page in the syllabus.

HISTORY 4213: EUROPE IN THE MIDDLE AGES
Paper One (adapted from Mary Rampolla)
"Those Who Pray:" Piety in the Middle Ages

PROBLEM: How do historians deal with controversial issues?

BACKGROUND: The High Middle Ages saw a revival of monasticism, the growth of the Church, and the rise of a powerful papacy. These changes were accompanied by an explosion of popular piety among the lay peoples of Europe. While the Church and the papacy encouraged the growth of some popular groups, i.e., the Franciscans and the Dominicans, they persecuted others, i.e., the Cathars and the Waldensians.

ASSIGNMENT: Consider R. I. Moore's work *The Formation of a Persecuting Society*, in which Moore argues that heresy was 'invented' by the Church (and the State) authorities as a means of consolidating their authority and extending their power.⁶ Do you agree? Why or why not? Use the sources in the course packet to prove your argument (Section 12 but also Lateran IV, the Rule of Saint Augustine, the Condemnation of Wycliffe, the Dictatus Papae, and more; you might also think about the Crusades and Christendom).

PURPOSE: The purpose of this paper is to get you to think about controversial issue of persecution: did it always exist or was it created? From the tenth to the thirteenth century, Europe saw the rise of an unprecedented number of heretics. Heresy was in turn rooted out with the inquisition. Heretics, however, were not the only ones targeted in Europe: the Jewish population, lepers, and prostitutes were also under attack. Before Moore's pivotal study, these groups were studied separately, and their suppression was believed to be due to the problems they presented medieval society. Moore, however, suggested that the coincidentally treatment of these populations was part of a pattern of persecution, one that was led largely by the Church. Do you agree?

METHOD: In order to fully understand the rise of heresy and its suppression by the Church, we must first try to understand heresy itself. You might begin by asking, what is heresy? Who defines it? Who creates it? Are those who define and create it one and the same? This is where the careful reading of the sources comes in; here I am testing your ability to read and understand the sources. If you read, for example, the Rule of Saint Francis, you might find it oddly similar to the ideas of the Cathars outline in another source. One group was approved and the other was declared heretical. So what makes them so different? To answer this question, you may need to look at other sources, such as the Dictatus Papae or Lateran IV, to find an answer. You will then have to support

⁶ Cardiff University, "Heresy and Dissent, 1000-1450," accessed 15 August 2016, <http://www.cardiff.ac.uk/hisar/people/hn/HS1710course.htm>. See too R. I. Moore, *The Formation of a Persecuting Society: Power and Deviance in Western Europe, 950-1250* (Malden: Blackwell, 1987; 1990), chapter 1.

your claims with the documents themselves. The assignment allows you to explore for yourself the limitations of sources and the importance in using more than one source to state your claims as a historian.

FORMAT: The paper should be typed, double-spaced with 12-point font and one-inch margins. The length should be 4 FULL pages. You simply need to answer the question given with the help of the sourcebook; you do not need (and should not use) outside sources with the exception of your textbook and the sourcebook. Please proofread your work. This is not an English course, but if you cannot communicate your ideas to me coherently and grammatically correctly, you have not succeeded in your task. Finally, you must cite sources properly. If you quote directly from one of the two documents or the book, use quotations marks and cite it. If you paraphrase, you still must cite. You do not need a works cited page or a bibliography. If you need help with citing, see the citing examples page in the syllabus.