



Department of History

HTST 319
Early Medieval Europe, 410-1076
Winter, 2022

Instructor: Dr Courtney Konshuh (rhymes with 'shoe')

Email: courtney.konshuh@ucalgary.ca

Office Hours: SS622 Tuesday/Thursday 2-3pm in person or by zoom

Email Office Hours: Monday 12-2pm, Tuesday/Thursday 2-4pm. Please note I respond to emails in email office hours, otherwise irregularly and never on weekends or after 4pm.

Class Room Location, Days and Times: MS 211, TuTh 12:30PM - 1:45PM

Course Delivery: In person

Description

The early middle ages, far from being dark, were a period of transformation and change, in which technology developed, art was promoted, states formed, and new cultures were formed out of contact, trade and conflict. This course provides a history of Europe from the Christianization of the Roman Empire in the fourth century to the foundation of the Holy Roman Empire in the tenth century. Themes include the Fall of the Roman Empire, the birth of monasticism, the survival of *Romanitas*, the development of barbarian kingdoms into high medieval states, the Carolingian Renaissance, and the rise of feudal economies. Rather than focus on narrow political histories of 'national states', this course looks at developments across Europe as a whole. We will look in detail at primary sources and practice using objects as evidence, and then apply these skills to broader developments that took place over 700 years.

Learning Outcomes

- You will get a good overview of early medieval Europe, the Byzantine Empire and the Middle East
- You will practice close reading of primary sources and material culture
- You will learn how to critically analyse primary and secondary material in argumentative essay format
- You will learn how to use medieval databases and online resources for the medieval period
- You will learn to situate developments in their wider medieval context

Required Texts

- Rollason, David. *Early Medieval Europe, 300-1050* (Routledge, 2015). You can order this book through the bookstore [here](#). It is fine to use the first edition, but it is missing the chapter on the Arab conquests – this chapter can be viewed on amazon and google books, just make sure you are not getting confused about the chapter numbering. Readings from this volume are ‘EME’ in the course outline.
- Deliyannis, Deborah, et al. *Fifty Early Medieval Things* (Cornell University Press, 2019). This can be purchased at the bookstore or you can use the library’s digital version available here: <https://doi-org.ezproxy.lib.ucalgary.ca/10.7591/9781501730283>. Most classes we will either look at one or two of these in class, or I have suggested one or two for you to look at on your own. These are listed as numbered things in the course outline.
- Course pack (available on D2L and via Perusall)
- The History Student’s Handbook <https://arts.ucalgary.ca/sites/default/files/teams/29/history-students-handbook-2019.pdf>

Recommended Texts

Rosenwein, Barbara. *A Short History of the Middle Ages. Vol I: 300-1150*. This is an excellent overview of the early medieval period, and it proceeds in a very narrative, chronological manner. If you would like more background information, or if you find the textbook goes into too much detail too quickly, I would suggest reading this volume.

General Background Resources

The Cambridge Ancient History. Volume 13, The Late Empire, AD 337–425, edited by Averil Cameron, Peter Garnsey

The Cambridge Ancient History. Volume 14, Late Antiquity: Empire and Successors, AD 425–600, edited by Averil Cameron, Bryan Ward-Perkins, Michael Whitby

The New Cambridge Medieval History. Volume 1, c.500–c.700, edited by Paul Fouracre

The New Cambridge Medieval History. Volume 2, c.700–c.900, edited by Rosamond McKitterick

The New Cambridge Medieval History. Volume 3, c.900–c.1024, edited by Timothy Reuter

The New Cambridge Medieval History. Volume 4, c.1024–c.1198, Part 1, edited by David Luscombe, Jonathan Riley-Smith

The New Cambridge Medieval History. Volume 4, c.1024–c.1198, Part 2, edited by David Luscombe, Jonathan Riley-Smith

The Cambridge History of the Byzantine Empire c.500-1492, edited by Jonathan Shepard

The New Cambridge History of Islam. Volume 1, The Formation of the Islamic World, Sixth to Eleventh Centuries, edited by Chase F. Robinson

The Cambridge History of Christianity. Volume 3, Early Medieval Christianities, 600-1100, edited by Thomas Noble.

Halsall, Guy. *Warfare and Society in the Barbarian West, 450-900*. London, 2003.

Herrin, Judith. *Byzantium: the Surprising Life of a Medieval Empire*. Princeton 2007.

McCormick, Michael. *Origins of the European Economy: Communications and Commerce AD 300-900*. Cambridge, 2001.

Nelson, Janet. *King and Emperor: A New Life of Charlemagne*. Berkeley, 2019.
Verhulst, Adrian. *The Rise of Cities in Northwest Europe*. Cambridge, 1999.

All of the above volumes are available digitally through the library. They will be indispensable for researching the background of time periods, cultures/regions/kingdoms, different economic processes, etc. If you are researching for your object study or critical responses, start with an appropriate article from one of these volumes. It is perfectly fine to do all of the assignments for this class using only these sources.

The Internet Archive or Hathi Trust

Berkey, Jonathan Porter. *The Formation of Islam: Religion and Society in the Near East, 600-1800*. Cambridge, 2003.
Brown, Peter, *The World of Late Antiquity: AD 150-750*. Harcourt Brace Jovanovich, 1971.
Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity, A.D. 200-1000*, 2nd Edition. London, 2003
Fichtenau, Heinrich, *The Carolingian Empire*. London, 1957.
Herrin, Judith. *The Formation of Christendom*. Princeton, 2001.
Hodges, Richard and Whitehouse, David. *Mohammed, Charlemagne, and the Origins of Europe: Archaeology and the Pirenne Thesis*. London, 1983.
Wickham, Chris, *The Inheritance of Rome: A History of Europe from 400 to 1000*. New York, 2009.

Further Reading only available in the library in print

al ‘Azmah, ‘Azīz. *The Emergence of Islam in Late Antiquity: Allah and his People*. Cambridge, 2014.
Bitel, Lisa. *Women in Early Medieval Europe, 400-1100*. Cambridge, 2002.
Halsall, Guy. *Barbarian Migrations and the Roman West, 376–568*. Cambridge, 2008.
Little, Lester, ed. *Plague and the End of Antiquity: the Pandemic of 541-750*. Cambridge: Cambridge University Press, 2007.
McKitterick, Rosamund. *Charlemagne: the Formation of a European Identity*. Cambridge, 2008.

Online tools

Textbook companion <https://routledgetextbooks.com/textbooks/9781138936874/student.php>
Primary sources of the medieval period organised by date <https://narratives.itercommunity.org/>
A list of emperors, popes, caliphs <http://www.rosenweinsorthistory.com/emperors-popes>
A whole lot of great maps <https://sites.google.com/a/umich.edu/imladjov/maps>
Roman roads <https://omnesviae.org/>

Caveat!

In general our library is not blessed with a wealth of resources on this period, so I request that you all be very considerate in your use of library books. Please return them quickly, as many others will require the same volumes, or be prepared to share/share images of relevant pages. You might need some [inter-library loans](#) which can take several weeks to arrive, so request these early!

Reading and Preparing for class

The course is primarily composed of lectures. Class time will be supplemented with podcasts, blogs, and documentaries which your instructor has vetted. We will also be looking at primary texts in class, analysing authors, their intentions and their audiences; we will use Perusall.com to prepare your reading ahead of classroom discussion. Readings from our textbook (Early Medieval Europe = EME) or from the course pack are due by the beginning of the lecture for which it is listed. The lectures do not repeat content from the reading unless students explicitly ask me to review difficult material (which I am happy to do); instead, lectures build on the readings, discussing interpretation, background, context and ramifications. The readings from the textbook and course pack and lecture content will be relevant for the three open-book quizzes.

Assessment

- All assignments are due by 11:59pm on D2L unless otherwise stated.
- Everyone is encouraged to speak to me or a TA in office hours before submitting an assignment. If this is your first history course or your first medieval history course, the methodology will be quite new to you. Take advantage of our office hours. Questions on topics, how to find sources, and how to construct a clear argument are all welcome. We will not read complete drafts, but we will read a paragraph of your choice and provide detailed feedback on how to improve that.
- A formal essay structure (incl. thesis, argumentative paragraphs, a full intro and conclusion, and roughly 2-3 pieces of cited evidence per body paragraph) is required for both submitted assignments. Do not simply summarize readings—I want to read your analysis and viewpoint, supported by strong and thoughtful arguments.
- Only use peer-reviewed sources. In general, you can and should use appropriate museum sites and databases for material artefacts, but otherwise I expect your research and preparation to be based on print sources. In general, except for museum websites, you will not use any sources that do not exist in print. All of the sources listed above exist in print; you will be accessing a digital version, but they are merely digital copies of peer-reviewed print sources. If you are uncertain if your source qualifies, please check with a TA.
- Arguments will be supported with reference to the primary texts, but long quotations (over three lines) should generally be avoided.
- Good papers are free of grammar, spelling and punctuation errors. They have a clear structure, consisting of introduction (with thesis statement), body and conclusion. You can get help with essay writing or find someone to edit your draft from the library's Writing Centre. Register for these 30-minute sessions by logging on to <https://success.ucalgary.ca/home.htm> There are also history department sessions you can attend – details will be posted on D2L mid-January.
- Save your Word, Pages, or Open Office document with the filename 'Lastname Assignment' (example: Konshuh Essay) and submit online.
- Word counts have a +/- 10% tolerance range. Go above or below and it will affect the grade by 10%.
- **Use the History Student's Handbook.** Seriously. It gives good advice on how to structure your reviews (pp. 17-20), how to read primary and secondary literature (pp. 4-8), how to write analytically/argumentatively (pp. 11-16), and how to cite (pp. 24-34).

Evaluation:		
Assessment	Description	Weight
Open book quizzes	There will be 3 open book tests held throughout the semester worth 10% each. These will be done on D2L, open book. You may use class notes, the textbook, or any other source you like. I highly recommend not doing internet searches to answer these questions as I have sabotaged some of them. Quizzes will include 5 short answer questions and an object study.	30%
Perusall text annotation	Every week, you will be required to log into our course on Perusall.com in order to annotate the primary readings from the course pack. Post 5-7 comments or responses to other students' comments, for 2% each week. Points are given for engaging with the text, by showing you have made observations about the text and can apply historical analysis or fit it into contemporary context. There are 11 primary sources, so it is possible to miss a week and still get full points.	20%
Secondary source analysis 600 words (Feb 2)	<p>A source analysis is a formal evaluation of a chapter. It is not a simple summary of a chapter/article, but rather an argumentative evaluation of a thesis, and your response will have an argument (thesis statement) which you prove with evidence (taken both from the secondary text and from the primary and secondary sources it references). You must give some consideration as to how this book fits into the historiography, provide a clear description of major sources and the purpose of the investigation, and evaluate the chapter's contribution to current studies.</p> <p>In effect, you are arguing how the paper makes its claims and on what basis, and you give evidence for your position. This means you will need to analyse what evidence they use and how they use it, and also identify where they fit in historiography (i.e. which other historians do they rely on and how do they advance the debate). Avoid value judgements. You don't need to determine if the paper is good/bad, you need to argue how the author makes their arguments, what their implications are, how they support their argumentation with evidence. What is the author's position? What is the main thing they argue throughout their paper? What are the main arguments they use to defend this? What primary evidence do they use and how do they use it? If they go over the state of research prior to their article, how do they position themselves in contrast to this? Is there a person or position they are arguing against? What evidence do they use to debunk counter arguments? And finally, what is their view looking forward - is there more work to be done? What questions are left unanswered?</p> <p>Find at least 2 other articles or books on the topic (not book reviews), which you can draw from so you can put this into context, and citing the primary sources the author references will generally be helpful as well. A good place to find these sources is in your secondary source's footnotes. Please review the History Student's Handbook, pp. 17-20 for more guidance.</p>	20%

<p>Object Study 800 words (March 18)</p>	<p>Learning to evaluate source material (either text or object) is an essential skill for thinking and writing about the medieval period. The goal of this assignment is to demonstrate that you understand the nature and value of material culture as a source for historical research and for developing a deeper understanding of the people who produced it. An object study is an essay in that it has a thesis and argument and is written up in standard essay format — meaning in sentences and paragraphs with an introduction that clearly states the point of the evaluation and conclusion. A successful critical object study includes a description of the object embedded within research which contextualises the object. The point of an object study is to situate your object in its historical context, which means providing sufficient historical background to the culture and explaining how the object fits into this or exemplifies a historical development. More detailed information will be given in class in the weeks leading up to this assignment and we will practice analysing objects in class and quizzes. Lists and links to documents and objects will be provided on D2L.</p> <p>Use reliable resources such as: Museum websites (for your object but not for background info), an article in the New Cambridge Medieval History and any other peer-reviewed secondary source. A minimum of 2 secondary sources (not incl the museum listing of your object) are required in addition to a source for your object for a passing grade; excellent papers will have more.</p> <p>Do not underestimate this assignment! It is extremely difficult to write a clear and well-researched argument in only 800 words. Students have reported that they often spend as much time on this as they would on a 2000-word paper.</p>	<p>30%</p>
<p>Bonus points</p>	<p>The Nickle Gallery is putting on an exhibition from Jan 17 past the end of term called ‘Money Zoo: Fantastic Beasts in the History of Money.’ A one-page (>250 words) write up will net you some bonus points. More info will be available later in the semester. This can be submitted any time by the last day of class. https://nickle.ucalgary.ca/exhibition/money-zoo-fantastic-beasts-in-the-history-of-money/</p>	<p>2%</p>

Late Submissions Policy

Extensions are possible and will be granted under extenuating circumstances. Extenuating circumstances are not the same thing as poor time management. If I do not hear from you, late assignments will be penalised by 10% for the first day and an additional 1% for each subsequent day of lateness, and no feedback will be given on late papers.

Everyone gets one 3-day, no-questions-asked extension on any single written assignment.

I am flexible about additional extensions as long as you speak with me in advance. I do not respond to extension emails sent within 24 hours of a deadline – if there is an emergency, contact me. The final date I can accept papers for this course is April 19 – if there is an emergency and you need longer, you must apply for a [deferral](#).

Teaching Assistants and their Office Hours:

Our TAs are excellent and should be your first point of contact if you have general questions on writing or the assignments. They will list office hours on D2L two weeks in advance of the writing assignments and will also be available to provide feedback in the week after grades are returned for all assignments and to discuss how to improve your writing. Please see a TA if you have questions about your thesis statement, sources, outline, argumentation or general essay writing. You can also email them quick questions. Only Dr Konshuh can grant extensions or alter grades.

Ren Pereira, renato.pereira@ucalgary.ca

Hannah Wygiera, hannah.wygiera@ucalgary.ca

Bailey Harray is our TA for Perusall and zoom. Please email her if you have questions about Perusall or want to talk about your grade. If you have to miss a class because of illness or family responsibilities, she can provide you with the link to the missed zoom lecture.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

We'll be using Perusall for the reading assignments; links will be available through D2L. If you choose to access office hours by appointment on zoom, you will need a camera and microphone.

Schedule

		Lecture and reading	Fun podcast/video	Assignment
1	Jan 11	Introduction: EME ch 1		
	Jan 13	the Fall of Rome: EME ch 2	Fall of Rome podcast	Thing 1 and 2
2	Jan 18	Barbarians in the Empire		Perusall Orosius Thing 5 and 18
	Jan 20	The Byzantine Empire: EME ch 3	Justinianic Plague	Thing 6
3	Jan 25	Library session		Perusall Procopius
	Jan 27	The Arab Conquests: EME ch 4	Al Andalus podcast	Quiz 1: Jan 27-30 Thing 25 and 27
4	Feb 1	Citations and Chicago Style	Sunni and Shi'a podcast	Perusall Qur'an Thing 7
	Feb 3	The 'Barbarians': EME ch 5	Gregory of Tours video	Thing 9 and 10 Source analysis: Feb 2
5	Feb 8	More Barbarians	Archaeology and migration TedTalk	Perusall Tacitus, origin legends Thing 14
	Feb 10	Religion and Ideology: EME ch 6		Thing 32
6	Feb 15	Graves and goods	Sutton Hoo Documentary	Perusall Childeric's treasure Things 20 and 22
	Feb 17	Bureaucracy: EME ch 7		Thing 41

Reading Week				
7	March 1	Laws and wergeld	Justinian's Code podcast	Perusal Laws
	March 3	Personal Power: EME ch 8		Thing 31 and 37
8	March 8	Manuscripts and writing	Medieval manuscripts podcast	Perusal Einhard, Frankish Annals Thing 40
	March 10	Trade: EME ch 9		Quiz 2: March 11-13 Thing 17 and 21
9	March 15	Trade and human trafficking	Viking Warrior Women podcast	Perusal McCormick Thing 35, 42, 43
	March 17	Agriculture: EME ch 10		Thing 15 and 26 Object study: March 18
10	March 22	Towns: EME ch 11	How to make a manuscript video	Thing 44
	March 24	Frank's Casket discussion		Perusal Franks Casket
11	March 29	Conversion: EME ch 12	Medieval relics podcast	Thing 46 and 50
	March 31	Bede and church history	Bede podcast	Perusal Bede
12	April 5	Monasticism: EME ch 13	Women's everyday lives video	Perusal Athanasius Thing 30 and 36
	April 7	Women and the church		Thing 24
13	April 12	Something fun		Quiz 3: April 12-14

There is no registrar-scheduled final exam.

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance

Percentage	Letter Grade	Grade Point Value	Description
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

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

forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere

to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

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

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information

- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)