



Department of History

HTST 321
High and Late Medieval Europe, 1076 – 1418
Fall 2021

Instructor: George Ferzoco

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Office Hours and Location: MWF 1510–1550, Social Sciences 615

Classroom Location, Days and Times: ENE 241, MWF 1400–1500

Course Delivery: In person but quizzes and discussions normally online outside class times

Description

The High Middle Ages were a period of successive and overlapping transformations, in which early medieval states collapsed, were strengthened, emerged, and/or became feudal monarchies; at the same time, religious institutions developed new structures and formalised existing ones, sometimes working closely with developing states and sometimes attempting to supplant them. This course will provide students with an overview of the period, equipping students for further study of the medieval and early modern periods. Following a short summary of the earlier medieval period, we will cover topics such as the rise of states and feudal monarchy; Byzantium, Islam and the Crusades; the renaissances of the twelfth and fourteenth centuries; monastic schools and the birth of universities; new forms of religious life; Cluny and the Gregorian reform; social classes; medieval women; castles and cathedrals. Where appropriate, emphasis will be on the religious culture of the period.

Learning Outcomes

You will:

- get a good overview of later medieval Europe
- practice close reading of primary sources and material culture
- learn how to critically analyse primary and secondary material in essay format
- learn how to use medieval databases and online resources for the medieval period
- understand developments in their wider medieval context
- recognize important terminology associated with the study of medieval history
- trace the roots of phenomena which span decades or centuries, often intertwining with other events as well
- engage and collaborate informally and formally with classmates

Reading Material

Required text – you must acquire or otherwise have trouble-free ready access to:

Bennett, Judith M. & Bardsley, Sandy. *Medieval Europe. A Short History*. Twelfth edition. Oxford: Oxford University Press, 2021. ISBN 978-0-19-006461-7 [only this edition will be used]

You can purchase a physical copy from the bookstore and have it shipped to your home address: https://www.calgarybookstore.ca/buy_book_detail.asp?pf_id=13575847

You can also rent an e-copy from the VitalSource website:

<https://calgary-store.vitalsource.com/products/medieval-europe-judith-m-bennett-sandy-v9780190068608>

Certain primary and secondary sources and reproductions of material culture sources will be available directly on D2L or through links to the library, or to specific external databases.

Assessment – DETAILS TO BE CONFIRMED

Method	Due Date (2pm unless in class)	Weight
Quiz 1	4 October	5%
Discussion 1	12 October	10%
Quiz 2	18 October	5%
Group assignment	20 October	15%
Discussion 2	25 October	10%
Quiz 3	1 November	5%
Discussion 3	15 November	10%
Quiz 4	22 November	5%
Discussion 4	29 November	10%
Quiz 5	6 December	5%
Essay	8 December	20%

Grading Policies

Grades will be awarded during the term as percentages relevant to the particular assignment. If you believe you have been marked unfairly, please consult in the first instance the person who marked your work, i.e., the TA for quizzes, discussions and the in-class group work, and the principal instructor for the in-class final test. Grades will not be rounded up during the term, but the instructor may do so after all the elements of the course have been completed.

Details on Methods of Assessment

Quiz

Each quiz will be done outside of class time, and will consist of 20 multiple-choice questions, covering material primarily covered by the textbook readings and, to a rather lesser extent, in class. From the moment you start the quiz, you will have 30 minutes to complete your work. You

are free to consult your textbook, your class notes, or other scholarly sources.

Here are the times during which each quiz will be available to you:

Quiz 1: Friday 1 October at 4pm to Monday 4 October at 2pm

Quiz 2: Friday 15 October at 4pm to Monday 18 October at 2pm

Quiz 3: Friday 29 October at 4pm to Monday 1 November at 2pm

Quiz 4: Friday 19 November at 4pm to Monday 22 November at 2pm

Quiz 5: Friday 3 December at 4pm to Monday 6 December at 2pm

Words to the wise: Do not confer with anyone. Be sure you devote your 30 minutes totally to your quiz, as you can't put it on hold while you go shopping or brush your teeth. Be aware that even if you are answering your questions at the closing time, the quiz door will slam shut.

Discussion

Given the size of the class, you will be assigned to a small(ish) group of classmates, and you will remain in the group for the duration of the course.

Your discussion topic will be made available as follows:

Discussion 1 – opens at 3pm, Friday 8 October; closes at 2pm, Tuesday 12 October

Discussion 2 – opens at 3pm, Friday 22 October; closes at 2pm, Monday 25 October

Discussion 3 – opens at 3pm, Friday 12 November; closes at 2pm, Monday 15 November

Discussion 4 – opens at 3pm, Friday 26 November; closes at 2pm, Monday 29 November

You must a) post a response to the discussion topic and b) reply to at least one classmate's post.

Your response to the topic should be made **no later than 48 hours** after the discussion opens.

The body of your response must be between **300 and 350** words in length (that is, excluding additional material, e.g., bibliography). The sooner you can submit your response, the better.

Your reply to a classmate must be between **150 and 175** words in length (again, excluding any additional material you may have here.). The sooner you can reply, the better.

Additionally, in your first discussion, you are asked to present yourself very briefly to your group mates: give your name or preferred nickname, your preferred pronouns, where you are from, what made you decide to take HTST 321 and what you most look forward to studying in the course. Include a photo of yourself or of a particular thing that you like. There is no word count in regard to your introduction, but please don't devote too much time and space on this; the important thing is for each of you in your group to get to know each other better.

What constitutes a good post?

- make sure you've read any related course materials
- read the prompt/question carefully so you understand what it's asking
- be clear and organized
- make use of examples from primary sources to illustrate your ideas
- don't restate the basic elements of your sources; analyze & interpret them
- post in a timely manner (there are due dates and times for posts and replies - see elsewhere in this document for details)
- cite your sources (textbook, or anything else you use to compose your post; nothing more than the assigned readings is *required*, but you can bring in other scholarly sources *if you want*)
- keep to the 350-400 word limit
- be respectful and sensitive in the tone of your writing
- include a bibliography, no matter how short or long

A good reply means:

- showing that you've read and understood your classmate's post - if something is unclear, ask politely for clarification
- adding something to their post (e.g., another example or interpretation) and/or asking probing questions to further discussion
- being polite and respectful - you can certainly disagree with the original poster's ideas, but do so in a respectful way that *extends* the conversation rather than shutting it down

A provisional rubric for your discussions is here below. It will be emended to provide a final mark out of 10 rather than 8, giving 'Quality of Post' up to 6 points rather than 4.

Quality of Post (4)	Incomplete or unacceptable 1 point	Room for Improvement 2 points	Very Good 3 points	Exemplary 4 points	Criterion Score
<ul style="list-style-type: none"> • substantive • reflective • demonstrates critical thinking • contains examples from the myth to support perspective/ideas/interpretations • meets word count 	An unacceptable or incomplete contribution.	Post has minimal integration of quality requirements. Major issues that need to be resolved. Keep trying!	Post integrates some of the quality requirements. A few things are missing/need further work. Review the requirements for next time!	Post integrates all of the quality requirements. Impressive work!	/ 4

Quality of Reply (2)	Incomplete or unacceptable 0 points	Room for Improvement 1 point	Exemplary 2 points	Criterion Score
<ul style="list-style-type: none"> • shows understanding of post • respectful • adds to the discussion with questions or elaboration 	An unacceptable or incomplete contribution.	Reply has minimal integration of the quality requirements.	Reply integrates most or all of the quality requirements.	/ 2

Mechanics (2)	Incomplete or unacceptable 0 points	Room for Improvement 1 point	Exemplary 2 points	Criterion Score
<ul style="list-style-type: none"> • proof-read (grammatically sound) • citations provided for specific references and quotations 	An unacceptable or incomplete contribution.	Contributions partially comply with mechanics requirements.	Contributions comply with mechanics requirements.	/ 2

Total				/ 8
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Group assignment

On Wednesday 6 October at 4pm, you will be assigned a place in a group of 3 or 4 students. You will be provided at that time with your assigned topic, dealing with one or more aspects of medieval education. You will work on this topic alongside the others in your group. Detailed guidelines will be posted on D2L well before this assignment. Your assignment will be between 1400 and 1600 words in length (not including notes, bibliography, etc.). It must be uploaded by one of your group members by 2pm on Wednesday 20 October to the D2L Dropbox.

Rubrics for the marking of this assignment will be available on our D2L pages.

Essay

In November, you will be given a choice of two or three topics discussed during the course, and you must answer a question relating to your choice. The essay will be between 1150 and 1250

words in length (not counting notes / bibliography etc.).

Rubrics for the marking of this assignment will be available on our D2L pages.

Academic Integrity Statement

Please do your own work. For quizzes, please do not confer with others in the class. And no matter what, be good to each other.

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.

Inclusiveness, Accommodation, Privacy, and Conduct

Your instructor is committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the [University Calendar](#), permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives. Let us be respectful and tolerant.

Please do not expect replies from your teaching staff to e-mails that are sent to them after 5pm on weekdays, or on weekends, until the next business day.

In regard to electronic devices and conduct in class:

Cell phones must be turned off (not simply muted: turned off) during class.

Audio and/or visual recording of lectures is not permitted.

You are very strongly urged not to use laptops or other electronic notetaking devices in class. If you care about learning and getting a high mark, you will use a pen and paper to take notes.

Examples of scholarly studies in this regard include Pam A. Mueller and Daniel M.

Oppenheimer, "The Pen Is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking," *Psychological Science* (2014), pp. 1-10; and Carrie B. Fried, "In-class Laptop Use and its Effects on Student Learning," *Computers & Education*, 50-3 (2008), pp. 906-914.

Students who bring laptops in class must turn off the Wi-Fi and use them for taking notes only.

They are strongly invited to sit at the back or at the sides of the classroom so that distractions are minimized.

Queries regarding lateness and non-submission will be received as soon as possible after the fact. They will be assessed as equitably as possible. Judgements on dealing with them will be taken only after all course requirements have been terminated.

Schedule

Date	Topic & Basic Textbook Readings
Week 1 of class: 8, 10 September	Introduction; periodization; medieval mind
Week 2 of class: 13, 15, 17 September	Pre-ninth-century Europe (ch. 1&2)
Week 3 of class: 20, 22, 24 September	Byzantine and Islamic empires (ch. 3&4)
Week 4 of class: 27, 29 September, 1 October	Carolingian Europe (ch. 5)
Week 5 of class: 4, 6, 8 October	Urban life; medieval education (ch.8)
Week 6 of class: 13, 15 October	Invasions and changes (ch. 6&7)
Week 7 of class: 18, 20, 22 October	Papacy (ch. 9)
Week 8 of class: 25, 27, 29 October	Spirituality (ch. 10)
Week 9 of class: 1, 3, 5 November	Literature, art & thought (ch.13)
Term Break: week of 8 November	-----
Week 10 of class: 15, 17, 19 November	Crusades and political forces (ch. 11&12)
Week 11 of class: 22, 24, 26 November	Plague; sovereign states (ch. 14&15)
Week 12 of class: 29 November, 1, 3 December	Late medieval culture (ch.16)
Week 13 of class: 6, 8 December	Quodlibetal summary; essay submission

There is no registrar-scheduled final exam.

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
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 time table. 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 U of C Student Academic Misconduct Policy and Procedure 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 and Gender-Based 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 and Gender-Based Violence policy guides us in how we respond to incidents of violence, including supports available to those who have experienced or witnessed it, 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. For more information, please

see the 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

Fall 2021 (in-person)