



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 349 The Early Middle Ages 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

Mark von Hagen
Chair/Director (Signature)

Date: 3/6/09

HST 349: The Early Middle Ages

Course Description

HST 343 is a historical survey of Europe between 400 and 1000. Once labeled the “Dark Ages,” this period is now regarded in a much more positive light, with recent historians stressing the dynamic political, cultural, and religious developments that preserved ancient cultural and launched a distinctive new society in western Europe. The course investigates issues such as the role of the Catholic church as a transitional and unifying institution in Europe; the rise of political states; the formation of legal and cultural identities; the accommodation of waves of immigrants. Course materials include a variety of primary sources, readings by contemporary historians, and a leading textbook in medieval history.

Meeting Social and Behavioral Sciences Criteria

HST 343 meets the criteria for the General Studies “Social and Behavioral Sciences” designation by (1) introducing students to the understanding and knowledge of human interaction by examining the early history of Europe, from the end of the Roman Empire to 1000 CE; (2) by treating such topics as the development of the Catholic church, the formation of monarchical states, the formation of legal and cultural identities, with the tools and findings of modern historical science, cultural geography, and political science; and (3) by introducing students to the study of primary sources – lives of saints, Procopius, biographies of Charlemagne, medieval plays – and the methods and problems of their secondary interpretation.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus, Textbook, TDC		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	Syllabus, Textbook, TDC
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	//		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus - Reading list		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily fine arts, humanities, literary, or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	Designation
175T	349	Early Middle Ages	SIB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria:(from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Advances knowledge of human interaction	Students history of a significant person in European history - early Middle Ages	Syllabus Thy hour
Emphasizes social sciences	Focused on history, cultural geography, political science	Syllabus - Thy hour
Illustrates historical Method -	Introduces students to methods of dealing with multiple or conflicting primary sources.	Syllabus - Relevant readings - lives of Saints, Kings, Augustine

ASU HIS 349: The Early Middle Ages, 400-1000
Fall Semester 2008
Monday/Wednesday/Friday 9:40-10:30
Discovery Hall 350



Dr. Patricia Turning
Patricia.Turning@asu.edu
Office: Lattie Coor Hall 4551
Office Hours: Friday 1-3 or by appointment

Course Description:

After the decline of the Roman Empire in the fifth century, western civilization entered into a period of turmoil, fragmentation, and a series of invasions. Several generations of scholars overlooked and dismissed the importance of this early era, and labeled it the “Dark Ages.” Recently, more innovative historians have brought to light the dynamic political, cultural, and religious developments which preserved and formed a distinctive society in the west. In this course, we shall examine broad issues such as how the Catholic Church became an institution which unified the various people throughout Europe. We will trace how kings used different tactics to consolidate power in the territories which would become France, England and Germany. Much of our time together will also be dedicated to the exploration of how cultural identities became defined in law and in literature, and how people accommodated the waves of migration from the east and north. Even though the Early Middle Ages suffered a succession of catastrophes, by the year 1000, Europe was stable, prosperous, and thriving intellectually. Students will read primary sources and pertinent historiography in order to piece together this exciting, violent and formative period.

Attendance is mandatory and will be taken each session. Class time will be divided into lecture, primary source analysis and discussion, and occasional film clips. Please come prepared to discuss the assigned readings.

Like all works in progress, this syllabus is subject to change. I will communicate with you well in advance of any alterations.

Important Notes:

- Please do not arrive late to class; if you are regularly late, I will ask you to leave. If you must be late, choose a seat that will not disrupt the rest of the class.
- Turn off and put out of sight all electronic devices before coming to class (cell phones, i-pods, etc.). No text messaging in class.
- If you choose to use a computer, it must only be for taking notes. If it comes to my attention that you are using your computer for other purposes, the entire class will be prohibited from bringing computers to class.
- Please be courteous of those around you and refrain from conversation with your neighbors. If you disrupt the class, I will ask you to leave. If you nap in class, I will ask you to leave.
- If you choose to contact me through email, for questions or concerns about the course, I do ask that you use a courteous tone. I also ask that you understand that I check my email once a day (usually in the morning) during the week, and sporadically during the weekend. Therefore you must plan accordingly and understand if my response is not immediate.

All assignments must be completed on the designated due date. No exceptions are made. I do not accept late papers, and do not offer “make up” exams. You must complete ALL assignments to pass the course; failure to fulfill an assignment results in an immediate “E.” I will not grant any incompletes for this course. Plagiarism and cheating will be taken very seriously. If I have discovered that you have been dishonest in any way you will be prosecuted to the fullest extent of university policy.

If you have any problems complying with these expectations it is imperative that you come visit me in office hours and discuss your options – or drop the class. You must let me know of any complications (personal or otherwise) that would impede your success in this course so that we may find a solution. Otherwise, you should note that **ALL GRADES ARE FINAL AND NON-NEGOTIABLE.**

Required Readings:

- *The Lives of the Desert Fathers*
- Procopius, *The Secret History*
- Einhard and Notker the Stammerer, *Two Lives of Charlemagne*
- *The Plays of Hrotswitha of Gandersheim*

Suggested Reading

- Hollister and Bennet, *Medieval Europe: A Short History*, 10th ed.

Additional Readings will Be Handed Out in Class, or Made Available on the Course BlackBoard

Grading Percentages:

Attendance, Participation, Brief Written Responses:	10%
Formal Papers (2):	35% (15% and 20%)
Short Midterms (2):	30% (15% each)
Final	<u>25%</u>
	100%

Part I: The Origins of Europe

Week One: Introduction to Course/Roman Foundations
August 25-29

Web Reading: Augustus' *Res Gestae*
<http://www.fordham.edu/HALSALL/ANCIENT/14resgestae.html>

Week Two: Early Christianity in the Roman Empire
September 3-5

NB: September 1 – No Class – Labor Day

Week Three: Origins of the Catholic Church
September 8-12

Paper #1 Due in Class September 15: *The Lives of the Desert Fathers*

Week Four: The Germanic People
September 15-19

Week Five: Counter Cultures: Byzantium and Islam
September 22-26

RR Due of Procopius' *The Secret History* – September 24

Week Six: The Early Franks
September 29-October 3

In Class Midterm #1 – October 6

Part II: Centralization and Fragmentation in the West

Week Seven: The Merovingians
October 6-10

Week Eight: The First Europe: Charlemagne's Empire
October 13-17

Week Nine: Decline of the Empire and Rise of the Ottonians
October 20-24

Paper #2 Due In Class October 20 – *The Two Lives of Charlemagne*

Week Ten: The West Besieged – Vikings Attack
October 27-31

Film Clip: *The 13th Warrior*

Read: Ibn Fadlan's "Account of the Rus"
http://www.vikinganswerlady.com/ibn_fdln.shtml#Risala

In class Midterm #2: November 3

Part III: Towards the Year 1000

Week Eleven: Manorialism and Feudalism
November 5-7

Week Twelve: Anglo-Saxon England
November 10-14

Week Thirteen: The Continent Recovers
November 17-21

RR Due November 21: *The Plays of Hrotswitha of Gandersheim*

Week Fourteen: The Early Middle Ages in Film
November 24-26

NB: November 28 – Happy Thanksgiving!

Week Fifteen: The Year 1000
December 1-5

Week Sixteen: Conclusions
December 8

Cumulative Final Exam
TBA

Tenth Edition

MEDIEVAL EUROPE

A Short History

Judith M. Bennett

*University of North Carolina
Chapel Hill*

C. Warren Hollister

*Late of the University of California
Santa Barbara*



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York
San Francisco St. Louis Bangkok Bogotá Caracas Kuala Lumpur
Lisbon London Madrid Mexico City Milan Montreal New Delhi
Santiago Seoul Singapore Sydney Taipei Toronto

CONTENTS



<i>Abbreviations and Conventions</i>	xii
<i>Biographical Sketches</i>	xiii
<i>Medieval Myths</i>	xiv
<i>Timelines</i>	xv
<i>Maps</i>	xvi
<i>Figures and Color Illustrations</i>	xvii
<i>Preface</i>	xix
<i>Physical Map of Europe</i>	xxii
<i>Europe c. 500</i>	xxiii
<i>Europe c. 1000</i>	xxiv
<i>Europe c. 1300</i>	xv
<i>Europe c. 1500</i>	xxvi

INTRODUCTION	1-3
------------------------	-----

PART I



THE EARLY MIDDLE AGES: THE BIRTH OF EUROPE, 500-1000	5-7
--	-----

CHAPTER 1 <i>Rome Becomes Christian, c. 31 B.C.E.–430 C.E.</i>	8-29
Introduction	8
The Roman Peace (31 B.C.E.–180 C.E.)	8
The Third and Fourth Centuries (180 C.E.–395 C.E.)	13
Christianity	16
Conclusion	29

CHAPTER 2 <i>Barbarian Settlement in the West, c. 400–500</i>	30-49
Introduction	30
The Barbarians and the Western Empire	32
The Decline of the Western Empire	43
Conclusion	48

CHAPTER 3 <i>Early Western Christendom, c. 500–700</i>	50-67
Introduction	50
Early Medieval Society	50

Early Medieval Politics 52
 The Early Medieval Church 56
 Intellectual Life 64
 Conclusion 66

CHAPTER 4 *Neighbors: Byzantium and Islam, c. 500–1000* 68–96
 Introduction 68
 From Eastern to Byzantine Empire 69
 The Byzantine Centuries 75
 The Ascent of Islam 81
 The Islamic Empire 85
 Islamic Culture 93
 Conclusion 94

CHAPTER 5 *Carolingian Europe, c. 700–850* 97–118
 Introduction 97
 The Early Carolingians 99
 Charlemagne (r. 768–814) 104
 Intellectual Revival 111
 Conclusion 116

CHAPTER 6 *Division, Invasion, and Reorganization, c. 800–1000* 119–147
 Introduction 119
 Division: The Later Carolingians 119
 Invasion: Muslims, Magyars, and Vikings 121
 Reorganization: New Polities 128
 Conclusion 146

PART II

THE CENTRAL MIDDLE AGES: REFORM, REVIVAL, AND EXPANSION, 1000–1300 149–155

CHAPTER 7 *Economic Takeoff and Social Change, c. 1000–1300* 156–185
 Introduction 156
 Agricultural Revolution 156
 Village, Manor, and Parish 159

Rural Society 164
 The Commercial Revolution 167
 Urban Society 174
 The Landholding Aristocracy 180
 Feudal Society 181
 Conclusion 184

CHAPTER 8 *New Paths to God, c. 1000–1250* 186–214
 Introduction 186
 The Evolution of Piety 187
 Orthodoxy and Heresy 192
 Changes in Monastic Life 194
 The Papacy and Its Church 201
 The Mendicant Orders 207
 Conclusion 212

CHAPTER 9 *Conquests, Crusades, and Persecutions, c. 1100–1300* 215–239
 Introduction 215
 Conquests and Territorial Expansion 216
 Crusades 225
 Persecutions 235
 Conclusion 238

CHAPTER 10 *Worlds in Collision: Papacy and Holy Roman Empire, c. 1125–1300* 240–265
 Introduction 240
 Papacy and Empire at the End of the Investiture Controversy, c. 1125 241
 The Battle for the Italian Peninsula (1125–1250) 246
 Papacy and Empire in Decline (1250–1300) 260
 Conclusion 264

CHAPTER 11 *States in the Making: England and France, c. 1050–1300* 266–288
 Introduction 266
 England: King and Parliament 267
 France: The Monarchy Triumphant 277
 Iberian and German States: Some Consolidation 286
 The States of Northern and Eastern Europe 287
 Conclusion 288

CHAPTER 12 <i>Literature, Art, and Thought, c. 1000–1300</i>	289–320
Introduction	289
Byzantine and Islamic Influences	290
Literature	292
Architecture and Sculpture	300
Intellectual Trends	307
Conclusion	319

PART III

THE LATER MIDDLE AGES: CRISIS AND CREATIVITY, 1300–1500 321–324

CHAPTER 13 <i>Famine, Plague, and Recovery, c. 1300–1500</i>	325–345
Introduction	325
Economic Woes and Demographic Crisis (1300–1350)	326
Adjustment and Recovery (1350–1500)	330
Late Medieval Christianity	336
Conclusion	344

CHAPTER 14 <i>Toward the Sovereign State, c. 1300–1500</i>	346–365
Introduction	346
England, France, and the Hundred Years' War	347
England: Parliament, Civil War, and Tudor Monarchy	350
France: Constitutional Crisis, War, and the Spider King	353
The Iberian States: Consolidation through Homogenization	356
New Powers on the European Periphery	358
The Heritage of the Holy Roman Empire	360
Conclusion	364

CHAPTER 15 <i>Diversity and Dynamism in Late Medieval Culture, c. 1300–1500</i>	366–383
Introduction	366
Literacy and Vernacular Languages	367
Humanist Education	370
Literature	371
Art and Architecture	374
Philosophy	376
Political Thought	381
Conclusion	382

GLOSSARY	G-1–G-10
CITATIONS	C-1–C-6
APPENDIX <i>Some Popes and Monarchs of Medieval Europe</i>	A-1–A-2
Popes	A-1
The Early Carolingians	A-1
Kings of West Francia and France	A-1
Kings of East Francia and Emperors of the German States	A-2
Kings of England	A-2

<i>Photo Credits</i>	P-1
<i>Index</i>	I-1