

# HIST 4218: Early Medieval Europe



## Fall 2025

### **STUDENT WELFARE STATEMENT** *(with thanks to Professor Ryan Cordell for inspiration for this statement)*

The aim of this course is to help you learn about the Early Middle Ages and to help you develop the tools that you need to achieve your goals. However, sometimes life circumstances take over our best-made plans, and we need to change things up a little. So, consider this statement a kind of *override switch* for literally everything else on the syllabus. I mean it, I promise—everything on this syllabus is subject to this one clause. We're all doing our best to learn together. We're caring for others and trying to keep ourselves healthy, sheltered, fed, and sane. Some of us are dealing with fear and loss. Among all these challenges, I still want to come together and talk about the history of Early Medieval Europe. In addition to being fascinating—given this world we find ourselves in, I feel that that history is even...important. I know that we can learn a lot from each other and even have some fun together in the next few months. I will operate from the base assumption that each of you is here in good faith: that you are curious, engaged, and eager to do the best work you can.

Taking all that as given, **I also want you to know that your health—both physical and mental—is always more important to me than this class.** Your family and friends' health is always more important to me than this class. You don't have to apologize to me if attempting to learn during our current circumstances forces you to work at a different pace from what's outlined on this syllabus, or if we need to find an alternative path for you through this class. My primary role as a teacher is to support you however I can, in whatever ways that I can. Let me know how I can do that better. I truly, truly mean all of this. I'm here for you. Let's support each other through the challenges and maybe even the joys of this strange semester. Let's do this.

**Instructor:** Dr. Kathryn Beebe

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**Department Telephone Number:** 940-565-2288

**Email Address:** [kathryne.beebe@unt.edu](mailto:kathryne.beebe@unt.edu)

**Faculty Profile:** <http://history.unt.edu/people/kathryne-beebe>

**Office Hours:** Wednesdays & Fridays, 10:30–11:30am and by appointment

**Section Information:** HIST 4218: Section 001

**Time and Place of Class Meetings:** Wooten Hall 212; T/TH 9:30 am – 10:50 am

**Description of Course Content:** European civilization from the Christianization and decline of the Roman Empire to the era of the First Crusade. Themes covered include the fall of Rome, the medieval church, monasticism, relations with Byzantium and Islam, Charlemagne and feudalism. (3 credit hours). No Prerequisites.

### Student Learning Outcomes:

Students will be able to:

- A. Describe significant political changes in medieval European history, from the late-antique period to the high Middle Ages.
- B. Identify significant social, religious, demographic, and economic changes in medieval European history, from the late-antique period to the high Middle Ages.
- C. Demonstrate knowledge of the historical method and its application to an aspect of political, social, religious, demographic or economic change in medieval European history, from the late-antique period to the high middle ages.
- D. Reflect upon and articulate the different effects upon their understanding of the past by analyzing artefacts both through a traditional, historical “research” approach, and by a material, “hands-on” approach.

### Required Textbooks and Other Course Materials:

- Judith Bennett (and C. Warren Hollister) *Medieval Europe: A Short History* (2011, Eleventh Edition). ISBN: 978-0-07-338550-1. Paperback: (Bennett)
- Barbara Rosenwein, *Reading the Middle Ages, Volume I: Sources from Europe, Byzantium, and the Islamic World, c. 300 to c. 1150* (2018, third edition). ISBN: 9781442636774. Paperback: (Rosenwein)
  - [AVAILABLE THROUGH UNT'S WILLIS LIBRARY AS A FREE E-BOOK.](#)

Additional readings will be made available in class and/or placed on reserve online.

### Teaching Philosophy

In my teaching, I seek to help students to connect their enthusiasm and curiosity for a particular time and place to an exploration of broader historical issues, as they learn to build coherent arguments that are well supported by evidence. I make use of three main methods to reach this fundamental goal: 1) a focus on intensive discussion and cumulative writing projects that foster critical thinking; 2) the utilization of a multidisciplinary approach that engages students through a variety of interpretive perspectives; and 3) an emphasis on working with primary sources and making informed use of the latest technological resources, drawing especially upon the Digital Humanities. My three main teaching methods together underpin my fundamental goal in the classroom: to encourage students to combine an excitement about the past with a broad historical understanding and the ability to make and evaluate arguments.

## **Descriptions of major assignments and examinations:**

### **PARTICIPATION**

Participation and discussion are crucial elements of the course. The Class-Prep Online Discussion Questions, which prepare you to talk in class, and the in-class participation, make up about 1/3 of the overall course grade.

#### ***Class-Prep Online Discussion Questions — 3 pts per day (3 x 20 = Total Points: 60)***

For each class meeting, a discussion about that day's assigned readings will be posted to our online Canvas Discussion Forum. Students are required to respond to the discussion questions posted to the class Canvas Discussion Forum **NO LATER THAN 9:30 am (class time) ON THE DAY OF THE DISCUSSION.**

These quick "prep" questions are designed to get us thinking about the sources before we get to class, and they're also a place for you to work out what you think. Responses should be at least 50 words in length (2-3 sentences) for each question answered. Debate is highly encouraged!

Disputatio days, our Medieval Manuscripts Workshops, our Project Workshop Days, and our Medieval Manuscripts Project Showcase day do not have Class-Prep Questions due before class – however the Disputatio days have another assignment that you'll be asked to upload before class begins (see below).

#### ***In-Class Participation — 3 pts per day (3 x 27 = Total Points: 81)***

You are expected to come to class prepared to talk about the assigned readings, and to build in class on your class-prep online discussion answers. Readings on the syllabus are listed on the day for which they are due. *Please bring the assigned readings to class with you each day, along with your answers to the class-prep online discussion questions.*

**However, if you are unable to come to class due to illness (be sure to stay home if you are ill!) or another conflict, please contact me, and we can discuss ways that**

**you can still earn participation credit.**

Whether online or in class, however, quality participation also means interacting with your peers in a critical yet positive manner – knowing how to disagree courteously is a valuable skill, as is learning how to acknowledge the validity of someone else's point. (I encourage everyone to refer to evidence in the source material as often as possible during our discussions.)

## **DISPUTATIONES**

**(Total Points: 115)**

The disputatio is a teaching method developed in the first universities in medieval Europe. For four days each week, students listened to the masters, who read from a text (usually from the New Testament, or Aristotle, or Gratian, etc.) and added their own comments, called "glosses". On the fifth day, however, the students participated in debates called *disputationes*. The master would pose a question and the students would then offer concise answers and arguments to support their answers. For this class, the disputatio will be a modified form of debate. Three times throughout the semester, I will pose a question related to that week's reading assignment, as indicated on the syllabus. Participating in a disputatio requires **that everyone complete both a written and an oral component** responding to the question for that week. [The third Disputatio of the semester, Disputatio #3, will be optional – available for extra credit.]

- **Written Arguments – 50 pts each**

**(Total Points: 50 x 2 = 100)**

A brief (250 words *for* and 250 words *against*) written statement of your answer to the question posed and the argument(s) supporting your answer. The statement is to be uploaded to Canvas by 9:30 am, the day of the disputatio.

- **Oral Presentation – 10 pts**

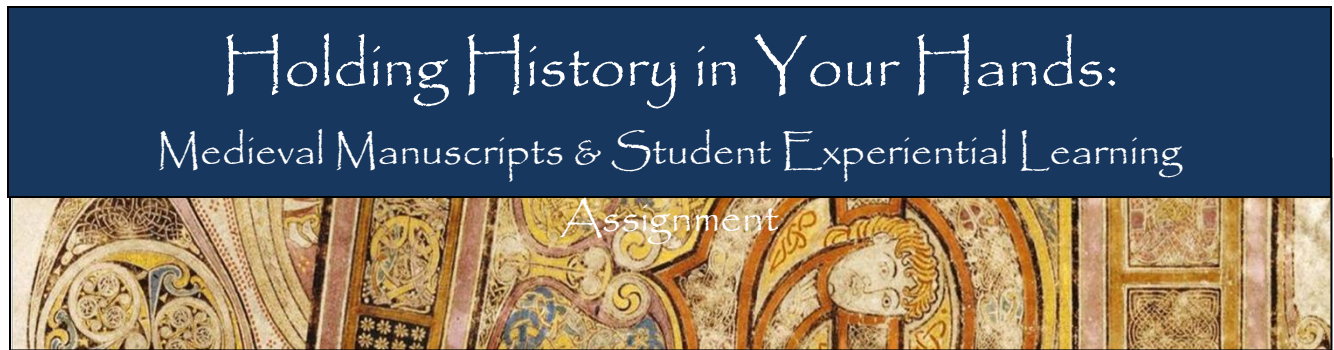
**(Total Points: 10)**

Your individual presentation of one of your Disputatio arguments in one Disputatio debate. You will present your argument orally once in the semester, and approximately 6 people will present at each Disputatio. More information about the format of the disputationes will be made available in class.

- **Oral Questions – 5 pts each**

**(Total Points: 5 x 1 = 5)**

Everyone on the day of the disputatio on which they are NOT presenting will ask the presenters at least one question, either reacting to their arguments, or bringing up an argument of their own.

**MEDIEVAL MANUSCRIPTS ASSIGNMENT – 275 pts****(Total Points: 275)**

The proposed assignment has three parts, and is worth **275 points in total**:

**1. BECOMING AN ITEM EXPERT – 60 points**

Over the course of the semester, you'll select a medieval manuscript or manuscript fragment from UNT's Special Collections and become an "expert" on it. With guided help from your professor, you'll research your chosen item's identity, historical context, and physical attributes.

Throughout the semester, you will also participate in three short, in-class "medieval bookmaking workshops," where you will learn the basics of calligraphy, illumination, and medieval codicology (the study of books or manuscripts). Research guidance and bibliographies for further study will be provided.

Then, over the course of the semester, you will produce:

- **three "Workshop Response" Discussion Forum posts** in Canvas, due
  - Thursday, September 11, Week 4, 11:59pm
  - Thursday, September 25, Week 6, 11:59pm
  - Thursday, October 16, Week 9, 11:59pm
- **three written "Research Update" Discussion Forum posts** in Canvas, due
  - Tuesday, October 21, Week 10, 11:59 pm
  - Tuesday, November 4, Week 12, 11:59 pm
  - Thursday, November 20, Week 14, 11:59 pm

Each post will be worth **10 points each, for a total of 60 points** for this part of the assignment.

**2. CONTRIBUTING TO A LIBRARY GUIDE FOR THE UNT SPECIAL COLLECTIONS:**

**Medieval Collections – 100 points**

- **Medieval Manuscripts & Library Guide Proposal – 10pts.**
  - Due: Thursday, October 2, Week 7, 11:59pm into Canvas
- **Finished Library Guide Entry – 90pts.** Due:
  - Due: AT THE BEGINNING OF CLASS, Thursday, December 4 , uploaded to Canvas

At the end of the semester, you'll contribute a short description of your chosen item to a Library Guide for the UNT Special Collections. This will be produced in collaboration with the professor and the Special Collections librarians, who will retain final editorial control over the finished project. The finished product will take the form of a Library Guide entry for their item between 100-150 words in length, which would include a description, context, and commentary on their manuscript or manuscript fragment. **The finished Library Guide entry will be worth 90 points**, and it will be posted to the UNT website upon instructor and Special Collections approval.

See here for an example of a UNT Library Guide entry. This one is specifically on facsimiles, or modern reproductions of medieval books, and ours will take a different, specific form (which will be explained in class), but this should give you an idea of the basics of a Library Guide. Plus, this Guide will help you research for OUR class, too!: <https://guides.library.unt.edu/facsimiles/intro>

**3. FINAL “EXPERIMENTAL ARCHAEOLOGY” PROJECT AND PRESENTATION – 115 pts**

Throughout the semester, you will also work on a short, “hands-on” project in which you'll attempt to reproduce some material element of your chosen item from the collection. The form of this is left up to you, the students, but examples could include a transcription of the original calligraphic script of your chosen manuscript fragment, a reproduction of the type of quill pen used to write the script, or a “continuation” of the text not included on the fragment, including a letter gilded in gold leaf.

**Presentation:** At the end of the semester, you will present your “experimental archaeology” project to the class; explain how it relates to your chosen collection item; and suggest how the “hands-on” element of the project shaped your understanding of the UNT manuscript upon which it was based.

**The project itself will be worth 75 points, and the presentation will be worth 40 points.**

- Both the finished “hands-on” project and the presentation are **due IN CLASS (or uploaded to our Canvas webpage as a digital facsimile) on Thursday, December 4, at 9:30 am.**



## Expected Learning Outcomes for the Medieval Manuscripts Assignment [that is – what you’ll hopefully get out of doing it!]:

Students will be able to:

- A. **Identify** significant aspects of early medieval European manuscript culture.
- B. **Locate and analyze** a specific item in the UNT Special Collections and relate it to medieval manuscript culture.
- C. **Design both a scholarly and a creative material response** to an item in the UNT Special Collections.
- D. **Present their scholarly and creative responses** in both written and oral form.
- E. **Reflect upon and articulate** the different effects upon their understanding of the past by analyzing artefacts both through a traditional, historical “research” approach, and by a material, “hands-on” approach.

## Grading and Course Requirements

Student performance will be evaluated based on the following:

	<i>Points</i>
Online Class-Prep Discussion Questions	60
Class Participation	81
Disputationes	115
Medieval Manuscripts Assignment	275
<b>Total Possible Points to be Earned:</b>	<b>531</b>

**Your final grade will be determined by:**

**dividing the number of points you earned / by the total number of points possible.**

Roughly:     **1/3** of your overall grade will be participation (online and in-class combined);  
                   **1/3** will be the Disputationes;  
                   **1/3** will be your Medieval Manuscripts Assignment

**There are no midterm or final exams in this class.**

### Late Work Policy

**There will be no penalties for late work in this class.** However, I ask for your understanding and help – if you are able to complete the assignments on time, it would really benefit your own learning, and the smooth running of the class.

**The final deadline to turn in any late work will be by 11:59pm on Monday, December 8.**

Any later than that, and I cannot be sure that I would be able to grade the assignment in time to submit your final grade for the course.

*However, if you encounter circumstances that would make this difficult or impossible, please let me know, and I will work with you to explore options that will allow you to complete the course successfully. I am here for you, and I will help you succeed in this course, no matter what it takes!*

### **Extra Credit Opportunities**

Extra credit opportunities will be made available at various points throughout the semester at the discretion of the instructor. **The deadline to complete any extra credit opportunities that are made available is 11:59pm on MONDAY, December 8, the Monday of Finals Week.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including your professor! Come see me – I want to help!).

### **Grading Scale**

**A: 805 – 895 points / 90-100%**

(Outstanding, excellent work. The student performs well above the minimum criteria.)

**B: 716 – 804 points / 80-89%**

(Good, impressive work. The student performs above the minimum criteria.)

**C: 626 – 715 points / 70-79%**

(Solid, college-level work. The student meets the criteria of the assignment.)

**D: 537 – 625 points / 60-69%**

(Below average work. The student fails to meet the minimum criteria.)

**F: 528 points and below / 59% and below**

(Sub-par work. The student fails to complete the assignment.)

### **Important Dates for the Semester**

- Tuesday, August 19, Week 1 – First Day of Class
- Tuesday, September 2, Week 3 – Disputatio #1
- Tuesday, September 16, Week 5 – Choice of UNT Fragment due
- Thursday, October 2, Week 7 – Medieval Manuscript & Library Guide Proposal due
- Tuesday, October 21, Week 10 – Research Update #1 due
- Thursday, October 30, Week 11 – Disputatio #2
- Tuesday, November 4, Week 12 – Research Update #2 due
- Tuesday, November 18, Week 14 – Disputatio #3 [OPTIONAL – for Extra Credit]
- Thursday, November 20, Week 14 – Research Update #3 due



- Tuesday and Thursday, Week 15 – THANKSGIVING BREAK
- Thursday, December 4, Week 16 – Last Day of Class,  
Library Guide due at beginning of class,  
Medieval Manuscripts Showcase Presentations,
- Monday, December 8, Finals Week - Late Work & Extra Credit Deadlines

**Academic Integrity:** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In this course, cases violating the Academic Integrity policy will result in a zero on the assignment for the first offense. Subsequent violations may result in a zero for the course and further disciplinary action. **This includes turning in AI-generated material as your own work.**

**Acceptable Student Behavior.** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

### Artificial Intelligence - AI Policy

Why are you in college? What is the point? What do you want to get from it? — these are important questions to ask if you're thinking about using AI to complete your work in your classes.

- **The Policy:** Academic Integrity: Academic misconduct is present in an academic work wherever AI assistance has been used when unauthorized.
- **Generative AI Use Is Prohibited:** The use of generative AI is prohibited in this course. The use of artificial intelligence (AI) to produce any kind of writing for this course is not allowed. If a student is found to have used AI-generated content for an assignment, that student may fail the assignment or the course.
- **The Encouragement:** You don't need AI to succeed in this course. It's hard work, sure, and you have lots of demands on your time. Just don't cheat yourself – you're paying for this class – get something out of it. You are smart and capable. YOU CAN DO THIS!

### Assignments:

All assignments must be turned in on the date on which they are due. See above, under

“Grading,” for further information about late work.

**Disability Accommodations:** I am committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

**Electronic Communication:** Students’ access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: [eagleconnect.unt.edu](http://eagleconnect.unt.edu). **All communications for this course are required to be conducted via Canvas and Eagle Connect.**

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Expectations for Out-of-Class Study:** Outside of our regular class meetings, students enrolled in this course should expect to spend at least 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grading:** See above for a detailed explanation of the grading policy.

**Late Work:** See above for a detailed explanation of the late work policy.

**Librarian to Contact:** Doug Campbell – [Douglas.Campbell@unt.edu](mailto:Douglas.Campbell@unt.edu)

**Sexual Assault Prevention:** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648.

**Student Feedback Survey:** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**Technology:** The use of technology is a fundamental part of this course, and it is your responsibility to make sure that you have the required equipment for the successful completion of the course. **If you encounter problems with the online workings of this course, your first point of contact should be the online Canvas Support for Students**, available from the link on every Canvas page [<https://help.Canvas.com/Learn/Student>], and from the UNT IT Helpdesk at [helpdesk@unt.edu](mailto:helpdesk@unt.edu).

**Policy References:**

UNT Policy 04.008, Records Management and Retention  
UNT Policy 06.035, Academic Freedom & Academic Responsibility  
UNT Policy 06.038, Safety in Instructional Activities  
UNT Policy 06.039, Student Attendance and Authorized Absences  
UNT Policy 06.003, Student Academic Integrity  
UNT Policy 16.001, Disability Accommodation for Students and Academic Units  
UNT Policy 16.005, Sexual Harassment

~ Course Schedule Follows on Next Page ~

## Course Schedule

### Week One: Introduction and The Roman World Transformed (c.300-c.600)

- Tuesday, August 19                      Introduction: Got Medieval?  
Explanation of Semester-Long “Medieval Manuscripts Assignment”
- Thursday, August 21                      Rome Becomes Christian

**Read:**

- Bennett, Ch. 1: Romans, Christians, and Barbarians, pp. 4-32

### Week Two: Prelude: The Roman World Transformed (c.300-c.600)

- Tuesday, August 26                      Reading Primary Sources  
**Read:**
  - Rosenwein, Section 1.1, *Edict of Milan* (313)
  - Rosenwein, Section 1.2, Law, *The Theodosian Code* (438)
- Thursday, August 28                      Visit to the UNT Special Collections and Imperial Politics and “Barbarian” Kingdoms

**Read:**

- Bennett, Ch. 2: Early Medieval Politics, pp. 35-47
- Rosenwein, Section 1.13, Gothic Italy...Cassiodorus, *Variae* (c.507-536)
- Rosenwein, Section 1.15 Gothic Spain Converts: *The Third Council of Toledo* (589)
- Rosenwein, Section 1.16, Merovingian Gaul...Gregory of Tours, *Histories* (576-594)

Be sure to bring a way to bring these sources to class with you – either electronically or by printing them out. We’ll be working with them in detail together.

***If you need accessibility accommodations to allow you to participate fully as we travel from Wooten Hall to the Special Collections in UNT’s Willis Library, please let me know.***

**Week Three: The Roman World Transformed continued...**

- Tuesday, Sept. 2
    - **Disputatio #1** [Topic: Romans and “Barbarians”]
  - Thursday, Sept. 4 Christianity, early-medieval style – and  
HOW TO CHOOSE YOUR FRAGMENT
- Read:**
- Rosenwein, Sections 1.4-1.7 (Heresy & Orthodoxy, and Patristic Thought)
- Review:**
- Bennett, Ch. 1: Romans, Christians, and Barbarians

**Week Four: The Roman World Transformed, continued...**

- Tuesday, Sept. 9 Justinian and the Roman Empire in the East
- Read:**
- Bennett, Ch. 3: “The Byzantine Empire,” pp. 61-82
  - [Procopius \[c.490/510-c.560s\], \*Secret History\*](#)
  - [Procopius, \*De Aedificis\* \(“On the Great Church”\)](#)
  - Rosenwein, Procopius, *History of the Wars* (c. 550) [Extract on Canvas]
- Thursday, Sept. 11 **Medieval Manuscripts Workshop #1:**



**Workshop Response Discussion Forum Post Due After Class by 11:59pm (10pts)**

## Week Five: The Roman World Transformed, continued...

- Tuesday, Sept. 16                      A New Europe in the West: Clovis and the Franks

### Read:

- Bennett, Ch. 2, Section "Merovingian Francia," pp. 43-45
- Excerpt from Barbara Rosenwein's *A Short History of the Middle Ages*, extract from Ch. 2 on the Franks [PDF available on Canvas]
- Rosenwein, Section 1.14, The Conversion of the Franks: Bishop Avitus of Vienne, *Letter to Clovis* (508?)

### CHOICE OF MEDIEVAL FRAGMENT IN SPECIAL COLLECTIONS DUE INTO CANVAS DISCUSSION FORUM, 11:59pm, Tuesday, Sept. 16

- Thursday, Sept. 18                      Monasticism

### Read:

- Rosenwein, Section 1.8, Monasticism: The Benedictine Rule (c.530–c.560)

### Review:

- Bennett, Ch. 2: pp. 48-56

## Week Six: The Emergence of Sibling Cultures (c. 600-c.750)

- Tuesday, Sept. 23                      The British Isles, Spain and Italy

### Read:

- Excerpt from Barbara Rosenwein's *A Short History of the Middle Ages*, from Ch. 2 on the British Isles, Spain, and Italy [available on Canvas]
- [Nennius, \*The History of the Britains\*](#)

- Thursday, Sept. 25                      **Medieval Manuscripts Workshop #2:**



**Workshop Response Discussion Forum Post Due After Class by 11:59pm (10pts)**



## Week Seven: The Emergence of Sibling Cultures ...continued

- Tuesday, Sept. 30                      Byzantium  
**Read:**
  - Bennett, Ch. 3: "The Byzantine Empire," pp. 61-82
  - Rosenwein, Section 2.1, The Siege of Constantinople: The Easter Chronicle (630)
  - Rosenwein, Map 2.1: The Siege of Constantinople
  
- Thursday, Oct. 2                      The Islamic World  
**Read:**
  - Bennett, Ch. 4: "The Islamic Empires," pp. 83-107
  - Pre-Islamic Arabic poetry: Al-Ā`sha, Bid Hurayra Farewell (before 625) [PDF on Canvas]
  - Rosenwein, Section 2.4, The sacred text: Qur'an Suras 1, 53:1-18, 81, 87, 96, 98 (c.610-622)  
**Visit:**
  - [The British Museum's "Gold \*dinar\* with a standing caliph" \(AD 695-6\)](#) at the Google Cultural Institute Page
  - [The British Museum's "Gold \*solidus\* of Justinian I" \(AD 527-65\)](#) at the Google Cultural Institute Page

**Medieval Manuscripts Project & Library Guide Proposal (250 words minimum)**  
**DUE at 11:59pm, in Canvas, Thursday, October 2**

## Week Eight: The Emergence of Sibling Cultures ...continued

- Tuesday, Oct. 7                      Bede and the British Isles  
**Read:**
  - Rosenwein, Section 2.12, Bede, *The Ecclesiastical History of the English People* (731)
  - Rosenwein, Section 2.9, *Penitential of Finnian* (late 6<sup>th</sup> C)  
**Review:**
  - Bennett, Ch. 2
  
- Thursday, Oct. 9                      Politics and Religion in Continental Europe  
**Read:**
  - Rosenwein, Section 2.10, A Royal Saint: *The Life of Queen Balthild* (c.680)
  - Rosenwein, Section 2.11, Reforming the continental Church: *Letters to Boniface* (723-726)

## Week Nine: Creating New Identities (c. 750-c. 900)

- Tuesday, Oct. 14 Confluence of Cultures

### Read:

- Radini, M. Tromp, A. Beach...C. Warinner, et al., "Medieval Women's Early Involvement in Manuscript Production Suggested by Lapis Lazuli Identification in Dental Calculus," *Science Advances*, 09 JAN 2019: EAAU7126. [PDF available in Canvas]
- For a report of the above science article in the popular media, see Sarah, Zhang, "[Why a Medieval Woman Had Lapis Lazuli Hidden in Her Teeth](#)," *The Atlantic*, January 9, 2019. [Link in Canvas]
- [Trinity College, Dublin, page on the "Book of Kells"](#)
- [Browse \*The Book of Kells\* digitized manuscript online:](#)
  - Zoom in on these images: folio 28v; folio 33r; folio 34r and folio 34v

- Thursday, Oct. 16 **Medieval Manuscripts Workshop #3:**



**Workshop Response Discussion Forum Post Due After Class by 11:59pm (10pts)**

## Week Ten: Creating New Identities ... continued

- Tuesday, Oct. 21                      The Abbasid Reconfiguration and al-Andalus  
**Read:**
  - Rosenwein, Section 3.5, An Abbasid victory in verse: Abu Tammam, *The sword gives truer tidings* (838)
  - Rosenwein, Section 3.9, An early view of the Prophet: Muhammad ibn Ishaq, *Life of Muhammad* (754–767)
  - Rosenwein, Section 3.10, Muhammad's words in the hadith: Al-Bukhari, *On Fasting* (9th cent.)

### Research Update #1 Discussion Forum Post (10pts) due, 11:59pm

- Thursday, Oct. 23                      Charlemagne and the Carolingian "Renaissance"  
**Read:**
  - Bennett, Ch. 5: "Carolingian Europe," pp. 108-132
  - Rosenwein, Section 3.4, Einhard's *Life of Charlemagne*
  - Rosenwein, Section 3.12, the *Admonitio Generalis* (789)

## Week Eleven: Creating New Identities ... continued

- Tuesday, Oct. 28                      Crisis, and the End of the Carolingian Empire... and the Medieval Walking Dead  
**Read:**
  - Bennett, Ch 6, Section: "Division: The Later Carolingians," pp. 135-136
  - Bennet, Map 6.1 *The Partition of the Carolingian Empire*
  - Rosenwein, Section 3.6, Dhuoda, *Handbook for her Son* (841-843)
  - Death and the Undead in Carolingian Europe
- Thursday, Oct. 30
  - **Disputatio #2**            [Topic: Charlemagne and his era]

## Week Twelve: Creating New Identities ... continued:

- Tuesday, Nov. 4                      Violence in the Early Middle Ages I: the concept of the "Just War"  
**Read:**
  - "Just War" Handout - *Ideas of jus in bello in Early Christianity, Judaism and Islam* (PDF in Canvas)

### Research Update #2 Discussion Forum Post (10pts) due, 11:59pm

- Thursday, Nov. 6      Vikings

**Read:**

- Bennett, Ch. 6, Section: "Viking Raiders," pp. 139-143
- Rosenwein, Section 4.19 and Plates 3a and 3b: *The Jelling Monument* (960s)
  - [Three Sources on the Ravages of the Northmen in Frankland, c. 843-912](#)

**Week Thirteen: *Creating New Identities ... continued***

- Tuesday, Nov. 11                      The "F-Word": Feudalism

**Read:**

- Bennett, Ch. 7, "Economic Takeoff...in the Countryside, c.1000-1300," pp 165-189
- Bennett, Ch. 8, Section: "Feudal Society," pp. 208-211
- Rosenwein, Section 4.5: Love and complaints in Angoulême: *Agreement between Count William of the Aquitainians and Hugh IV of Lusignan* (1028)
- Compare to: Rosenwein, Section 3.1, *Polyptyque of the Church of Saint Mary of Marseille* (814-815)

- Thursday, Nov. 13      Violence in the Early Middle Ages II: Crusade

**Read:**

- Bennett, Ch. 11, "Conquest, Crusades, and Persecutions," pp. 265-295
- 5.11 Calling the crusade: Robert the Monk, *Pope Urban II Preaches the First Crusade* (1095)
- 5.12 Jewish martyrs: Solomon bar Samson, *Chronicle* (c.1140)
- 5.14 The Muslim view: Ibn al-Qalanisi, *The Damascus Chronicle of the Crusades* (before 1160)

**Week Fourteen: The Expansion of Europe (c.1050-c.1150)**

- Tuesday, Nov. 18:
  - ✓ **Disputatio #3**      [Topic: Europe and Violence] –  
OPTIONAL, FOR EXTRA CREDIT
- Thursday, Nov. 20: **PROJECT WORKSHOP DAY**

**Research Update #3 Discussion Forum Post (10pts) due, 11:59pm**

**Week Fifteen: NO CLASS – THANKSGIVING BREAK**

**Week Sixteen: The Expansion of Europe (c.1050-c.1150)**

- Tuesday, Dec. 2: **PROJECT WORKSHOP DAY**
- Thursday, Dec. 4:
  - **Medieval Manuscripts Project Showcase**

**LIBRARY GUIDE DUE Thursday, December 4, at 11:00 am, in Canvas**

Class Presentations of finished “Hands-On” Creative Responses for the Medieval Manuscripts Project



The final deadline to turn in any late work will be by **11:59pm on Monday, December 8.**

**NO FINAL EXAM**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Kathryn Beebe*