

# HIST 1332: Medieval Europe

Spring 2022 | MWF 11:30am-12:20pm | [REDACTED]

## Instructor Information

Dr. Sarah Luginbill

[REDACTED]@trinity.edu

Office: [REDACTED]

## Office Hours

Tues. 10am-2pm

Wed. 12:30pm-2pm

*and by appointment*

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## Course Overview

Moving chronologically from the Early Middle Ages to the sixteenth century, this class examines the major cultural, religious, and social developments that took place on the continent of Europe until the Wars of Religion. Through extensive primary source analysis, students will explore significant events and themes in the narrative of medieval European history. Additionally, students will investigate multiple types of historical methodology, analyzing various approaches (including Digital Humanities and scientific collaboration) to the study of medieval history.

This course operates at an introductory level, assuming no prior knowledge of history and requiring no prerequisite classes. Students are expected to practice primary source analysis, contextualize materials, demonstrate critical thinking, and actively participate in class discussions. Over the course of the semester, students will undertake a research project, gaining familiarity with the historical research process.

The main objectives of this course include:

- Familiarity with European history and important texts until the early modern period
- Ability to contextualize and analyze primary sources
- Understanding of critical developments in European religions, politics, and culture
- Ability to perform the multiple steps in the research paper process

Mondays and Wednesdays will be a combination of lecture and discussion. Fridays will be devoted to seminar-style discussion of the week's primary sources in relation to the week's lectures. Students will bring the assigned readings and their notes about them to Friday's class to consult during discussion.

## Pathway Learning Outcomes: Approaches to Creation and Analysis - Humanities (HU)

Upon successful completion of this course, students will have demonstrated the ability to:

1. Discuss the significance of ideas, texts, and cultural artifacts within a historical framework
2. Apply the analytical methods that characterize the discipline of history

If completed successfully, HIST 1332 may count as one of three courses that fulfill the "Medieval and Renaissance World Interdisciplinary Cluster."

## Books and Readings

There is no official textbook for this class, but the following books are **required**:

Aberth, John (ed.). *The Black Death: A Brief History with Documents*.  
 Rubenstein, Jay (ed.). *The First Crusade: A Brief History with Documents*.

Both books are available to rent or purchase at the Trinity bookstore. Copies can also be purchased through Half-Price Books and Bookshop.org, the latter of which supports independent bookstores.

All other required readings that are listed in the Course Schedule can be found on TLearn. **You must bring all the readings from the week to the discussion on Friday.**

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## Assignments/Grade Breakdown

**Participation (30%)** - Participation points can be earned by:

- asking and answering relevant questions during class
- contributing thoughtful conversation in discussion and demonstrating preparation of the assigned readings
- actively listening and note-taking while others speak
- regularly attending Office Hours to discuss the readings with me one-on-one

You are responsible for all course material, assignments, and participation points throughout the semester. **If you miss a class, you must email me and come to Office Hours to discuss the day's readings with me.** If you know you will be missing class due to illness, university-sanctioned travel, or an emergency, please let me know as soon as possible.

**Weekly Discussion Questions (20%)** - By 7pm on Thursday, you must submit **two** questions relevant to the week's assigned readings to the appropriate forum on TLearn. Questions can be about technical terminology or aspects of the readings themselves, or more theoretical, drawing on larger themes and conversations in the class. I will compile the submitted questions and incorporate them into the day's discussion plan. See the Grading Rationale for guidelines.

**Final Paper (50%)** - The ability to communicate clearly and effectively are imperative to any job and professional relationship, and the use of proper citations ensures legal integrity and attention to detail. In order to practice these skills, you will engage in a semester-long process that will culminate in a final research paper. We will discuss the specific guidelines and the individual parts as the semester progresses.

## Grading Rationale

Grade	Weekly Discussion Questions	Written Work	Participation
A	Demonstrates extensive thought about the source(s). Complex and thought-provoking. Considers the historical significance of the text, its author, or its audience.	Makes an original, complex historical argument on a focused topic. Includes convincing analysis of primary and/or secondary sources, with specific examples. Integrates quotations smoothly into the surrounding prose; appropriately cites sources according to style guidelines.	Engaged and frequent participation in discussion. Actively listens and takes notes during lecture. Asks relevant and thoughtful questions, contributes to the topic at hand.
B	Shows cursory engagement with the source(s). Not very complex and can be answered without thought about the text or period.	Makes an original argument on a focused topic. Includes some analysis of primary and/or secondary sources, with examples. Integrates quotations into the surrounding prose; cites sources according to style guidelines	Mostly engaged and somewhat frequent participation in discussion. Listens and takes notes during lecture. Asks questions and contributes to discussion.
C	Does not demonstrate engagement with the source(s). Fairly simple and lacks thought. Involves modern culture and does not focus on the text and/or period.	Makes sweeping statements or generalizations; lacks a focused topic. Paper has no clear structure or transitions between paragraphs. Includes little or superficial analysis of sources with few examples. Includes quotations, but does not integrate them; does not cite sources or follow style guidelines.	Does not engage or participate in discussion. Does not appear to listen or take notes during lecture. Questions and responses are not relevant to the topic or reading at hand.
D-F	Based entirely on personal judgment OR requires only a yes-or-no answer. Does not reference the text at all.	Lacks an argument and/or a focused topic. Lacks a coherent or logical structure. Includes no substantial analysis of sources. Does not include quotations; does not cite sources.	Frequently does not attend class or Office Hours. When in attendance, does not engage or actively listen. Attempts to derail conversation and/or distract others.

## Course Policies

**Late Work:** All assignments will be accepted without penalty up to 24 hours after the deadline listed on the Course Schedule. After the first 24 hours, the assignment grade will drop by 15 points for each subsequent 24-hour period it is late. If circumstances arise that necessitate a longer extension, email me as soon as possible and we will work out a new deadline.

**Electronics:** Laptops and tablets are allowed in class only for note-taking and reading texts on TLearn. Please do not use electronics for anything else, as this is distracting to those around you and disrespectful to the presenter. Phones must be quiet and out of sight during class.

**Health & Safety:** All students and the instructor are expected to wear masks in the classroom over their noses and mouths for the duration of the class period. **If you are feeling unwell or know you have been exposed to COVID-19, please do not attend class.**

**Office Hours:** I will hold in-person AND virtual Office Hours on Tuesdays 10am-2pm and Wednesdays 12:30pm-2pm. If you cannot attend Office Hours in person, there is a Zoom link on the top of our course TLearn page. I can also meet at other times; just email me!

**Email:** The best way to reach me is through email. Please use proper, respectful, and professional email etiquette. I will do my best to respond to emails within 24 hours.

**Names & Pronouns:** If you go by a different name than what is listed on the course roster, please let me know! If you feel comfortable sharing your pronouns, please do so.

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### Have a question about an assignment? Don't know where to find a reading?

- **Step 1: Check TLearn.** All assignments and their deadlines are posted. Click on an assignment to see its full details. All readings are uploaded or linked to TLearn under their respective week.
- **Step 2: Check the syllabus.** All assignments and readings are listed on their due dates.
- **Step 3. Email Dr. Luginbill.** If you still haven't found the answer to your question after the previous steps, it's time to ask the instructor.

## Trinity Policies & Procedures

### Academic Support

Trinity faculty hold students to the highest academic standards, but we also know that the very best students seek out help when necessary. The following resources are in place to support you:

- Academic Success: time management, student skills, test anxiety, note taking, tutoring
- Career Services: major exploration, career guidance
- Counseling Services: mental health concerns, mental health referrals
- Quantitative Reasoning and Skills Center: quantitatively demanding coursework
- Student Accessibility Services: accommodations for a diagnosed disability
- Wellness Center: nutrition, sleep, stress management
- Writing Center: starting a paper, finding a thesis, drafting, and editing

### Accommodations

Please notify me of any documented disabilities and/or accommodations as early in the semester as possible. All accommodations should be arranged through Student Accessibility Services.

### Class Recording

The COVID-19 pandemic requires the delivery of some online instruction. For this reason, some instruction, including student participation, is subject to recording and dissemination on the University's secure course management system (TLearn). Any recordings will be made available only to students enrolled in the course to facilitate learning and review. *Students are expressly prohibited from capturing or copying classroom recordings by any means*; violations will be subject to disciplinary action. Instructors who wish to use a recording outside of class must obtain the written consent of any students who are personally identifiable in the recording.

### Honor Code

All Trinity students are covered by a policy that prohibits dishonesty in academic work. Under the Honor Code, a faculty member will (or a student may) report an alleged violation to the Academic Honor Council. It is the task of the Council to investigate, adjudicate, and assign a punishment within certain guidelines if a violation has been verified. Students are required to pledge all written work that is submitted for a grade: "On my honor, we have neither given nor received any unauthorized assistance on this work" and their signature. The pledge may be abbreviated "pledged" with a signature.

### Sexual Harassment / Sexual Misconduct Reporting

As a Responsible Employee who is committed to creating an environment where every member of our community can thrive, your instructor is a Mandatory Reporter. I am required to report any instances of sexual misconduct, including sexual harassment, non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, intimate partner violence, stalking, and related retaliation that I am aware of to the Title IX Coordinator. Thus, if you share information with me about any incidents that implicate the Sexual Misconduct or Anti-Harassment Policies, I am required to report all information to the Title IX Coordinator to make sure you have information about support resources and complaint resolution options. My report will not initiate the complaint process, and you are in control over how you choose to engage with the Title IX Coordinator. If you or someone you know has experienced sexual misconduct, including sexual harassment, I encourage you to share this information directly with the Title IX Coordinator or one of the individuals who has been designated as a confidential resource on campus. Information about reporting is available here: [Reporting](#).

## Course Schedule

### Week One: Traditions and Transformations

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Mon. Jan. 31 - Introduction to the Class

Wed. Feb. 2 - Legends of “the Fall”

*Readings due:* two *Lives* of St. Radegund

**Submit two discussion questions by 7pm on Thursday**

Fri. Feb. 4 - Discussion

### Week Two: Religion, War, and Society

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Mon. Feb. 7 - The Rise of Islam

*Reading due:* excerpts from Muhammad ibn Ishaq’s *Life of Muhammad*

Wed. Feb. 9 - Carolingian Christianity

*Readings due:* Dhuoda’s *Handbook for Her Son*; excerpts from Einhard’s *Life of Charlemagne*

**Submit two discussion questions by 7pm on Thursday**

Fri. Feb. 11 - Discussion

### Week Three: North By Northwest

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Mon. Feb. 14 - Early Medieval England

*Readings due:* The Dream of the Rood; The Laws of King Æthelbert; sources on the Vikings; an excerpt from Ahmad ibn Fadlan’s *Journey*

Wed. Feb. 16 - Guest lecture: Lauren Nofi, community archaeologist and museum educator

**Submit two discussion questions by 7pm on Thursday**

Fri. Feb. 18 - Discussion

### Week Four: Both Centers and Peripheries

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Mon. Feb. 21 - The Norman Conquest

*Reading due:* excerpts from *The Domesday Book*

\*Explore the Bayeux Tapestry online [here](#)!

\*Learn about the eel-rents included in the *Domesday* online [here](#)!

**Due at the beginning of class to TLearn: topic proposal for research paper**

Wed. Feb. 23 - Trade and Exchange in Europe

*Readings due:* Ibn 'Abdun's "Regulations for the Market at Seville;" excerpts from *Medieval Trade & the Mediterranean World*: pp. 56-60, 61-66, 271-272

\*Check out digitized Cairo Genizah documents online [here!](#)

**Submit two discussion questions by 7pm on Thursday**

Fri. Feb. 25 - Discussion

### **Week Five: Interview with an Empire**

Mon. Feb. 28 - Research Day in class! Bring your laptop/tablet and approved topic proposal!

Wed. March 2 - The Investiture Conflict

*Readings due:* selections from the letters of Henry IV; letters of Pope Gregory

\*Browse transcribed letters to and from medieval women online [here!](#)

**Submit two discussion questions by 7pm on Thursday**

Fri. March 4 - Discussion

### **Week Six: Spring Break!**

### **Week Seven: Church, Authority, and Crusade**

Mon. March 14 - Peace and Conflict in Europe

*Readings due:* excerpts from *The Miracles of St. Ursmer*; Rubenstein pp.40-44, 52-60

Wed. March 16 - Pushing the Borders of Christendom

*Readings due:* Rubenstein pp. 62-72, 78-86, 91-96

**Submit two discussion questions by 7pm on Thursday**

Fri. March 18 - Discussion

### **Week Eight: Under Christian Rule**

Mon. March 21 - Kingdom of Violence

*Readings due:* Rubenstein pp. 103-106, 116-120, 128-138, 145-147, 150-152

**Due at the beginning of class to TLearn: two annotated secondary sources**

Wed. March 23 - She's All That: Queen Melisende and Life in the Levant

\*Look through the Melisende Psalter [here!](#)

**Submit two discussion questions by 7pm on Thursday**

Fri. March 25 - Discussion

**Week Nine: Dangerous Liaisons**

Mon. March 28 - The “Third” Crusade

Wed. March 30 - The Sack of Constantinople

*Reading due:* excerpts from the Fourth Lateran Council; excerpts from Villehardouin’s *Conquest of Constantinople*

**Submit two discussion questions by 7pm on Thursday**

Fri. April 1 - Discussion

**Week Ten:**

Mon. April 4 - Louis IX and His Legacy

**Due at the beginning of class to TLearn: paper outline and thesis statement**

Wed. April 6 - The Great Famine and the Black Death

*Readings due:* Aberth pp. 20, 22-27, 30-39, 42-56, 60-78

**Submit two discussion questions by 7pm on Thursday**

Fri. April 8 - Discussion

**Week Eleven: Manuscripts and Mentalities**

Mon. April 11 - Raiders of the Lost Archive

Class in Special Collections! Meet at the library!

Wed. April 13 - In the Wake of the Plague

*Readings due:* Aberth pp. 90-92, 100-111, 113-122, 129-132, 137-143

Fri. April 15 - No class! Good Friday

**Week Twelve: Power, Papacy, and Protestants**

Mon. April 18 - Heresy and The Hundred Years War

*Readings due:* excerpts from the trial of Joan of Arc; excerpts from the trials of the Templars; selections from *The Book of Margery Kempe*

Wed. April 20 - Reformation

*Reading due:* Martin Luther’s “95 Theses”

**Submit two discussion questions by 7pm on Thursday**

Fri. April 22 - Discussion



**Week Thirteen: A Brave New World**

Mon. April 25 - Countering the Reformation

*Reading due:* excerpts from Shakespeare's *Hamlet*

**Due at the beginning of class to TLearn: paper rough draft**

Wed. April 27 - Borgias, Burgundians, and Tudors

**Submit two discussion questions by 7pm on Thursday**

Fri. April 29 - Discussion

**Week Fourteen: Aftermath(s)**

Mon. May 2 - The Wars of Religion

Wed. May 4 - The Modern Medieval

Fri. May 6 - Discussion

**Week Fifteen: Wrapping Up**

Mon. May 9 - Catch-up Day/Paper Workshop

Bring your laptop/tablet to class for evals

**Final paper due to TLearn on Sun. May 15 at 5pm**