

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

**HIST 534
Medieval Europe**

**16 Weeks
3 Credit Hours**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

Table of Contents

| | |
|--|--|
| Instructor Information | Course Materials |
| Course Description | Evaluation Procedures |
| Course Scope | Course Outline |
| Course Objectives | Online Research Services |
| Course Delivery Method | Selected Bibliography |

Instructor Information

Course Description

This course is a study of European social, political, economic and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance. Students examine major milestones from roughly 300 to 1500 AD. Special emphasis includes the importance of the Crusades, development of the Mediterranean as an important venue for the exchange of goods and ideas, and changes in medieval military organization, strategy and technology.

[Table of Contents](#)

Course Scope

HIST 534, Medieval Europe, encompasses the history of Europe from the final phase of the Roman and the barbarian invasions to the beginnings of the Renaissance, the destruction of the Byzantine Empire,

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and start of the Age of Discovery. It will cover political, military, economic, social and cultural developments during this period.

[Table of Contents](#)

Course Objectives

After successfully completing this course, you will be able to:

- 1) Explain the major milestones in the evolution of Western Civilization from Late Antiquity to the Renaissance (roughly 300 to 1500).
- 2) Analyze the growth and development of political structures at the regional and “national” level,
- 3) Analyze the political, social, and economic importance of the Crusades and the development of the Mediterranean as an important venue for the exchange of goods and ideas.
- 4) Evaluate the influence of medieval political, religious, social, constitutional, artistic, philosophic, and economic norms, perceptions and practices on the evolution of a "Western" culture.
- 5) Evaluate the variations in political, economic, and social structures in European regions from Iberia to Russia.
- 6) Assess the central role of religious faith and practice at all levels of medieval society.
- 7) Examine the changes over time in medieval military organization, strategy and technology and how these reflect and affect political, social, and economic developments.

[Table of Contents](#)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

[Table of Contents](#)

Course Materials

REQUIRED TEXTS

| Author | Book Title | Publication Info | ISBN |
|-----------------------------|---|---|------------|
| C. Warren Hollister, Judith | Medieval Europe: A Short History, 10th Ed | McGraw-Hill Humanities/Social Sciences/Languages; 10 edition (2005) | 0072955155 |

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| | | | |
|---------------|--|-------------------|----------------|
| Bennett | | | |
| Hollister, W. | Medieval Europe: A Short Sourcebook, 4th ed. | McGraw-Hill, 2001 | 007241738 2 |

Additional Required Readings: *In Resources Files or Provided by Instructor*

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

WEB-BASED READINGS

- Avalon Law Project (pre 18th century documents) <http://www.yale.edu/lawweb/avalon/pre18.htm>
 Medieval Art and Architecture: <http://www.pitt.edu/~medart/menufrance/mainfran.html>
 Medieval Military Myths: <http://www.deremilitari.org/resources/articles/mcglynn.htm>
 Medieval Technology: <http://scholar.chem.nyu.edu/tekpages/Technology.html>
 Medieval Source book: <http://www.fordham.edu/halsall/sbook.html>

[Table of Contents](#)

Evaluation Procedures

There are three graded content areas in this course: forums, short writing assignments, and research paper.

| <u>Grade Instruments:</u> | <u>Points</u> | <u>% Final Grade</u> |
|-----------------------------|---------------|----------------------|
| Forums | 400 | 40% |
| Short Essays | 300 | 30% |
| Research Paper topic | 25 | 2.5% |
| Research paper bibliography | 75 | 7.5% |

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| Research paper final draft | 200 | 20% |
| TOTAL | 1000 | 100% |

Please see the [Student Handbook](#) to reference the University’s grading scale

[Table of Contents](#)

| Course Outline | | | | |
|-----------------------|------------------------|---|---|--|
| <u>Week</u> | <u>Topic(s)</u> | <u>Learning Objective(s)</u> | <u>Readings*</u> | <u>Assignment(s) and Discussion Boards</u> |
| 1 | The Roman Heritage | Comprehend the Roman roots of the medieval period. | Bennett, 1–16 Sourcebook, 7–50 | Virtual Introduction and Response To Weekly Forum Issue. Pick topic for final research paper. |
| 2 | Early Christianity | Comprehend the transformative role of Christianity in the late Roman world and the foundations of the Western cultural tradition. | Bennett, 16–29 Sourcebook, 51–85 | Response To Weekly Forum Issue |
| 3 | The Barbarians | Comprehend the role of “barbarians” in the destruction of Rome and their role in the re-creation of political authority. | Bennett, 30–49 Sourcebook, | Response To Weekly Forum Issue |
| 4 | The Age of Charlemagne | Comprehend the importance of early medieval monarchs such as Charlemagne and Alfred the Great. | Bennett, 50–56, 97–118 Sourcebook, 97–98, 101–20 | Response To Weekly Forum Issue First short essay due |

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| 5 | Invasions and Conversions | Comprehend the period of Viking, Saracen, Slav, and Magyar invasions and conversion of northern and eastern Europe to Christianity. | Bennett, 57–95, 119–28 Sourcebook, 121–25, 130–42 | Response To Weekly Forum Issue |
| 6 | Europe at the turn of the millennium | Comprehend the political, social, and cultural variations in different regions of Europe around the year 1000. | Bennett, 128–35, 139–47 Sourcebook, 157–67 | Response To Weekly Forum Issue |
| 7 | What was feudalism? | Comprehend the political, economic and social system known as feudalism and examine the debate over its nature. | Bennett, 135–39 | Response To Weekly Forum Issue |
| 8 | The Church | Comprehend the unifying role of the medieval Church and the importance of faith in creating a coherent, integrative medieval world view. | Bennett, 149–55, 186–201 Sourcebook, 237–49, 256–69 | Response To Weekly Forum Issue Bibliography due Second short essay due |
| 9 | Peasant, Knight, Priest | Comprehend the main social groups in medieval society, their roles, and duties and how these changed over time. | Bennett, 156–85 Sourcebook, 174–80 | Response To Weekly Forum Issue |
| 10 | Conflict between Pope and Emperor | Comprehend the investiture conflict. | Bennett, 201–14, 240–65 | Response To Weekly Forum Issue |

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| | | the political role of the Papacy, and the changing nature of political authority. | Sourcebook, 274–93, 300–308, 313–16 | |
| 11 | The Crusades | Comprehend the importance of the Christian counterattack against Islam, and other medieval crusades. | Bennett, 215–35 Sourcebook, 181–90 | Response To Weekly Forum Issue |
| 12 | Medieval Warfare, 800-1200 | Comprehend the main features of medieval military conflict from the Viking period to the High Middle Ages. | Bennett, 266–88 Sourcebook, 296–300 | Response To Weekly Forum Issue Third Short essay due |
| 13 | Politics and War in the late Middle Ages Warfare, 1200-1500 | Comprehend the social, political, and economic implications of changes in late medieval warfare. | Sourcebook, 332–39 | Response To Weekly Forum Issue |
| 14 | Art, literature, and architecture | Comprehend the cultural achievements of the High Middle Ages and be able to distinguish major stylistic changes over time. | Bennett, 289–320 Sourcebook, 192–233 | Response To Weekly Forum Issue |
| 15 | The rise of cities | Comprehend the growing importance of cities and the medieval origins of capitalism. | Bennett, 321–45 Sourcebook, 358–63 | Response To Weekly Forum Issue |
| 16 | Europe at the end | | | Response To Weekly |

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| | of the Middle Ages | Comprehend the political, social, and cultural variations in different regions of Europe in the 1400s. | Bennett, 345–83 Sourcebook, 323–32, 339–51 | Forum Issue Final research paper due |
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[Table of Contents](#)

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

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Endnotes/Footnotes, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

Bibliography is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised superscript.¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

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Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

[Table of Contents](#)

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Selected Bibliography

Please locate in Resources.

[Table of Contents](#)