HIST1050

MEDIEVAL & EARLY MODERN EUROPE

COURSE OUTLINE
Semester 1 2006

Course Co-ordinator: Associate Professor David Lemmings
Room: MCLG 20
Ph: 02 49 21 5210
Fax: 02 49 21 6933
Email: david.lemmings@newcastle.edu.au
Consultation hours: Monday 2-3

Tutor: Greg Warburton
Room: MCLG 23
Ph: 02 49 21 5220
Fax: 02 49 21 6933
Email: greg.warburton@studentmail.newcastle.edu.au
Consultation hours: Monday 2-3, Tuesday 1-2

CTS download date: 6 Feb. 2006
Course Outline issued and current as at Week 1, Semester 1, 2006
Course Overview

Semester 1 - 2006

Unit Weighting 10

Teaching Methods Lecture
Tutorial

Brief Course Description
Explores the medieval and early modern world from the fall of the Roman Empire in the West to European expansion into the Americas. The course will be divided into three periods: early medieval, high and late middle ages, and the early modern world. While roughly adhering to a chronological structure, the overall approach will be thematic. Thus, the early middle ages will introduce the themes which will be continued and expanded in the later periods, namely the role of the Christian Church in politics and society, the emergence of the modern state, trends in education and learning, interaction between Europe and other cultures through invasion and colonisation, and the evolution of social and gender relations. Students will learn how to evaluate the events, people and ideologies constituting this colourful period of European history.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for 12 Weeks

Learning Materials/Texts

Course Objectives
This course aims to: provide students with a broad understanding of the major developments in European history from the fifth century to the seventeenth century; introduce students to various historical debates; familiarise them with primary source material; and encourage the development of good research and writing skills, with a particular focus on how to write a history essay.

Course Content
This course explores European history from the fall of the Roman world to the eve of the American Revolution, focusing on the key issues and events which defined the medieval world, and which still resonate in our society today. Topics covered in lectures and tutorials might include: the "Dark Ages", the Vikings, the Crusades, the Medieval Church, the Black Death, the Renaissance, the Reformation, discovery and colonisation of the New World.

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies, quizzes or other similar exercises, totaling 1,000 - 3,000 words, 50 - 70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Formal Group/tutorial participation and contribution</td>
<td>Formal exam or class test, as specified in the course guide, 20 - 40 % Class participation demonstrating preparation and involvement, worth 10%</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available within the first two weeks of semester (see below).</td>
</tr>
</tbody>
</table>
Assumed Knowledge
none

Callaghan Campus Timetable
HIST1050
MEDIEVAL & EARLY MODERN EUROPE
Enquiries: School of Humanities and Social Science
Semester 1 - 2006
Lecture Monday 10:00 - 11:00 [BASDEN]
and Lecture Tuesday 10:00 - 11:00 [V107]
and Tutorial Monday 11:00 - 12:00 [W243] Commence
or Monday 12:00 - 13:00 [GP2-18]
or Tuesday 11:00 - 12:00 [W238]
or Tuesday 12:00 - 13:00 [W238]
or Tuesday 14:00 - 15:00 [GP1-30]
or Monday 13:00 - 14:00 [GP1-30]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006

For semester 2 courses: 31 August 2006

For Trimester 1 courses: 18 February 2006
For Trimester 2 courses: 10 June 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to
http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details
Faculty Student Service Offices

Faculty of Science and Information Technology
Room V19 (Mathematics Building)
Phone: 0249 215 562

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Faculty of Engineering and Built Environment
Room: EF101 (EF Building)
Phone: 0249 216 065

Architecture and Built Environment
Room: A106 (Architecture Building)
Phone: 0249 215 782
The Faculty of Health
Level 1 (Bowman Building)
Phone: 0249 215 682

The Faculty of Business and Law
Room: SRS130 (Social Sciences Building)
Phone: 0249 215 983

The Dean of Students
Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet**: All assignments must be submitted with the University coversheet: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf
- **Assignments are to be deposited in the relevant discipline assignment box**:
  - Room MC127

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
Keep a copy of all assignments: All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:


Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: www.newcastle.edu.au/policy/academic/admProg/procedures_appeals_finalresult.pdf

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>50% to 64%</td>
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<td>65% to 74%</td>
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<tr>
<td>Score Range</td>
<td>Distinction/High Distinction</td>
<td>Description</td>
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<tr>
<td>75% to 84%</td>
<td><strong>Distinction (D)</strong></td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td></td>
</tr>
<tr>
<td>85% upwards</td>
<td><strong>High Distinction (HD)</strong></td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
<td></td>
</tr>
</tbody>
</table>

**Preferred Referencing Style**

In this course, it is recommended that you use the Chicago referencing system for referencing sources of information used in assignments (see the end of this Guide for details). Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

**Student Representatives**

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

INTRODUCTION

The civilisation which originated on the shores of the Mediterranean over two thousand years ago has influenced societies in every corner of the globe. This semester we will explore the development and transformation of ideas, beliefs and institutions in the West from the fall of the ancient world until the end of the sixteenth century. Obviously it will not be possible to provide a comprehensive overview of several centuries of Western history. Instead we will examine key issues and events which have informed our cultural inheritance.

One of the principal unifying factors in medieval society was Christianity. The Catholic Church itself was an important political, economic and social institution throughout the centuries we study. For those of us accustomed to secular society of the twenty-first century, the prominence of religious belief, and the dominant position of the Church between 800 and 1600 is astounding. We discover that the Church was involved in high politics, war and large-scale economic activity. Furthermore, as a consequence of its monopoly on belief and practice, it intruded into the private lives of everyone, whether rich or poor. Several of the lectures and tutorials explore the multifaceted role of religious institutions and belief in medieval and early modern society. The topics about the crusades, heresy, monks, medieval women, and the Reformation all offer insights into the enormous power wielded by the Church.

Any institution which possesses so much power inevitably seeks to maintain it against all opposition. As we trace political, economic and social changes throughout the centuries, we notice the Church struggling to maintain its hold on people’s minds and souls. The emergence of capitalism and increasing secular power threatened the hegemony of the Church. The Reformation at the end of the course seems to represent the culmination of the battle between lay and religious rulers for political power. At the same time, new belief systems and questioning of centuries-old theological givens challenged the Church’s spiritual authority. We will examine closely some of the threats posed by variations in belief and ritual (heresy in the eyes of the Church), as well as the wide gap between the religion of the educated and the practices of those at the lower levels of society. Heresy, the Black Death, Joan of Arc, and the Reformation will all provide alternative images to that offered by orthodox Christianity.

Given the central role of the Church in the medieval West, it is not surprising that people’s perceptions of other cultures were coloured by their own Christian heritage. Perhaps one useful way to define “Western Culture,” is to work out what did not constitute the West. During the period covered by the course there was considerable interaction between Western Europe and other cultures. The Germanic peoples (“barbarians”) who invaded the Roman Empire, the Vikings, and the Moslems all represented alternative belief systems and ways of life. The reaction of Westerners to other cultures may provide some clues as to how they viewed themselves. Nowhere is this more evident than in the rise of the Islamic world and the crusades.

Colonisation forms another theme in HIST1050. The Middle Ages represented a constant pattern of both Western invasion of other lands, and the invasion of the West by other peoples. We will examine the pattern of domination and integration which was the result of this constant movement into other territory. How far did the West eliminate other cultures, and how frequently was European society influenced by those civilisations it encountered? The “barbarian” invasions of Europe at the beginning of the course, and Columbus’s “discovery” of the New World at the end will offer insights into cultural interaction and exchanges during such encounters.
In addition to studying the given beliefs of the Catholic Church, we will look at intellectual development throughout the middle ages, and the progress of technology. We will examine changing approaches to philosophy and science in the twelfth and fifteenth centuries. Many scholars have claimed that the Renaissance of the fifteenth and sixteenth centuries marked the dawn of the modern age. We will evaluate their theories by looking at earlier intellectual revivals, such as the twelfth-century Renaissance, which of course gave rise to those pinnacles of learning – the universities. We’ll also consider the centrality of technology – printing – in the Protestant reformers successful challenge to the dominance of the Roman Catholic Church in the sixteenth century.

As well as examining the major political and religious institutions which shaped Western experience and thought, we will also look closely at the people affected by Church and State. This course aims to delve below the surface to obtain some idea of what life was like for the bulk of the population in medieval and early modern society. Thus, we look at the beliefs and practices of those at the lower end of the social scale. We also look into the private lives of individuals – men, women and children.

Our exploration of the thousand or so years between the sack of Rome and the Renaissance will constitute a “hands-on” experience of history: the lectures and tutorials which comprise the course encourage students to draw as much as possible on primary documents and contemporary accounts of the past. It is through the study of these “first hand” sources that we are able to evaluate the opinions of historians who have written about the events. So, as well as learning something of our cultural roots, we will also become more familiar with the process of historical research and analysis.
## LECTURE/TUTORIAL PROGRAMME & KEY DATES

<table>
<thead>
<tr>
<th>WEEK (&amp; ASSIGNMENTS)</th>
<th>DATE</th>
<th>LECTURE/VIDEO</th>
<th>TUTORIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20 February</td>
<td>Introduction</td>
<td>No Tutorials</td>
</tr>
<tr>
<td></td>
<td>21 February</td>
<td>V. Civilisation: Part 1, “The Skin of Our Teeth”</td>
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<tr>
<td>2</td>
<td>27 February</td>
<td>Foundations of Europe</td>
<td>Introduction – Civilisation</td>
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<tr>
<td></td>
<td>28 February</td>
<td>V. “The Dark Ages”; “Age of Charlemagne”</td>
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<tr>
<td>3</td>
<td>6 March</td>
<td>Rise of Islam</td>
<td>Charlemagne</td>
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<td></td>
<td>7 March</td>
<td>V. Islam Empire of Faith Part 1, “The Messenger”</td>
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<tr>
<td>4</td>
<td>13 March</td>
<td>Vikings and Other Invaders</td>
<td>Islam</td>
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<td></td>
<td>14 March</td>
<td>V. Viking Saga Part 2 “Eastward Trail”</td>
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<td>QUIZ (15-22 March)</td>
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<tr>
<td>5</td>
<td>20 March</td>
<td>Feudalism</td>
<td>Vikings</td>
</tr>
<tr>
<td></td>
<td>21 March</td>
<td>Church in the Early Middle Ages</td>
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<tr>
<td>6</td>
<td>27 March</td>
<td>V. Crusades “Pilgrims in Arms”</td>
<td>First Crusade</td>
</tr>
<tr>
<td></td>
<td>28 March</td>
<td>Monasticism</td>
<td></td>
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<tr>
<td>7</td>
<td>3 April</td>
<td>V. The Name of the Rose (1st half)</td>
<td>Monks &amp; Monasteries</td>
</tr>
<tr>
<td>PLAN/BIBLIOGRAPHY</td>
<td>4 April</td>
<td>V. The Name of the Rose (2nd half)</td>
<td></td>
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<tr>
<td>8</td>
<td>10 April</td>
<td>Women in Medieval Society</td>
<td>Student Essay Consultations</td>
</tr>
<tr>
<td></td>
<td>11 April</td>
<td>12th-Century Renaissance</td>
<td></td>
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<tr>
<td>SEMESTER BREAK</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>1 May</td>
<td>V. Day the Universe Changed Part 2</td>
<td>Towns and Universities</td>
</tr>
<tr>
<td></td>
<td>2 May</td>
<td>14th-Century Disasters</td>
<td></td>
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<tr>
<td>10</td>
<td>8 May</td>
<td>Heresy</td>
<td>Black Death</td>
</tr>
<tr>
<td>ESSAY</td>
<td>9 May</td>
<td>Politics &amp; Religion in the Late Middle Ages</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>15 May</td>
<td>Columbus &amp; Discovery of the New World</td>
<td>Joan of Arc</td>
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<tr>
<td></td>
<td>16 May</td>
<td>V. Columbus &amp; the Age of Discovery: Part 1</td>
<td></td>
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<tr>
<td>12</td>
<td>22 May</td>
<td>The Renaissance</td>
<td>Columbus</td>
</tr>
<tr>
<td></td>
<td>23 May</td>
<td>The Reformation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29 May</td>
<td>V. The Christians: “Protest and Reform”</td>
<td>Luther and the Printing Press</td>
</tr>
<tr>
<td>13</td>
<td>30 May</td>
<td>Test Preparation</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>5 June</td>
<td>Conclusion</td>
<td>No Tutorials</td>
</tr>
<tr>
<td>TEST</td>
<td>6 June</td>
<td>Class Test</td>
<td></td>
</tr>
</tbody>
</table>
COURSE DETAILS

Lecturer: David Lemmings

Tutor: Greg Warburton

Hours: 2 x 1 hr Lecture per week
       1 x 1 hr Tutorial per week

Tutorial Registration: You must register online for your tutorial class. Students with paid
work or family commitments are urged to register for a tutorial early as classes fill quickly.
The School of Humanities and Social Science does everything possible to provide students
with convenient tutorial times, but we cannot guarantee a place in a particular class.
On-line enrolment is available at the following address:
Registrations close at the end of week 2 of semester.

Assessment

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Writing &amp; Research Quiz</td>
<td>10%</td>
<td>15-22 March 2006</td>
</tr>
<tr>
<td>Essay Plan &amp; Bibliography</td>
<td>20%</td>
<td>Monday 3 April 2006</td>
</tr>
<tr>
<td>Major Essay (2,000 words)</td>
<td>40%</td>
<td>Monday 8 May 2006</td>
</tr>
<tr>
<td>Class Test</td>
<td>20%</td>
<td>Tuesday 6 June 2006</td>
</tr>
<tr>
<td>Tutorial Preparation &amp; Participation</td>
<td>10%</td>
<td>Every Tutorial</td>
</tr>
</tbody>
</table>

General Texts

Barber, Malcolm. The Two Cities: Medieval Europe, 1050-1320.

Brooke, Christopher. Europe in the Central Middle Ages 962-1154. 2nd ed.

Collins, Roger. Early Medieval Europe 300-1000. 2nd ed.


Hay, Denys. Europe in the Fourteenth & Fifteenth Centuries. 2nd ed.

Hollister, C. Warren & Judith M. Bennett. Medieval Europe. A Short


Kinder, Hermann, & Werner Hilgemann. The Penguin Atlas of World
History, Volume I: From the Beginning to the Eve of the French


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**Guide to History Referencing**


**Examples of Student Essays**

Super Scripts. Vol. 2. Edited by Martin Crotty. Newcastle: History Department, 2000. (Contains the best essays from 1999 including two from HIST1050.)


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It is by no means essential to buy any of these books. However, they are very useful for reading your way into a tutorial, lecture or essay topic. If you wish to purchase only one of them, I would recommend either Hollister and Bennett, *Medieval Europe: A Short History*, or Frankforter, *The Medieval Millennium*. Both provide a general account of the medieval period and there are references to them under most tutorial topic reading lists. They are available in the United Campus Bookshop in the Shortland Union building. The other texts provide a more detailed analysis of events within narrower time frames.

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One word of warning! The above listed books are very useful study guides because they offer a synthesis of the various subjects we cover. While they are very good for clarifying points for tutorial discussions, it is NOT sensible to rely upon them when writing essays. They are principally quick reference books, not detailed sources for scholarly research.

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**Internet Sources**

The Internet has become an important resource for students in medieval history, but it is important to use it with caution.

The following sites are recommended for their wealth of quality information on medieval history. For your essays, you may use the documents available at these sites, but take care that you provide correct references, including any original print publication details and the date of your visit to the site.

Internet Medieval Sourcebook
< http://www.fordham.edu/halsall/sbook1m.html >
The ORB: The On-line Reference Book for Medieval Studies
<http://the-orb.net>

Internet Women's History Sourcebook
<http://www.fordham.edu/halsall/women/womensbook.html>

Internet Islamic History Sourcebook <http://www.fordham.edu/halsall/islam/islamsbook.html>

In addition, the library has acquired a site licence for the medieval documents in translation series of Manchester University Press. Titles in this series will be available directly from

Auchmuty Library catalogue (Medieval Sources Online, via Journal and Reference Databases)
or

Medieval Sources Online
<http://www.medievalsources.co.uk/>

Other Useful Sites have good collections of links, but should be used in the same way as bibliographical indexes or reference books, i.e. do not include these sites in your footnotes or the bibliography of your essays:

The Labyrinth: Resources for Medieval Studies
< http://www.georgetown.edu/labyrinth/>

NetSERF: The Internet Connection for Medieval Resources
< http://www.netserf.org/>

The WWW Virtual Library: Medieval Europe History index
< http://www.msu.edu/%7Egeorgem1/history/medieval.htm>

**Tutorials** Weekly tutorials form the core of this course. Please note that participation in tutorial discussions constitutes 10% of your final mark. In order to gain those marks you must attend tutorials regularly, demonstrate adequate preparation and be willing to contribute to the discussion. The criteria for assessing tutorial participation are listed below. You will be asked to assess your own participation in the final tutorial. The mark you are awarded at the end of the semester will take into account the grade you allocate yourself, and your tutor’s evaluation of your participation.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Fail</td>
<td>You have said nothing each week, or you have only once or twice participated. Note that attendance is not part of this grade, you must have read for the topic and contributed to the discussion.</td>
</tr>
<tr>
<td>Pass</td>
<td>You read the “essential reading” material each week and contributed a few words to most discussions on the basis of your reading.</td>
</tr>
<tr>
<td>Credit</td>
<td>You read the “essential reading” material each week and participated regularly in discussions, demonstrating an effort to come to terms with the topic.</td>
</tr>
<tr>
<td>Distinction</td>
<td>You read the “essential reading” material and participated substantially each week. You demonstrated a conscientious effort to come to terms with the topic every week and relate it to the course as a whole.</td>
</tr>
<tr>
<td>High Distinction</td>
<td>You read the “essential reading” material each week and contributed substantially to the discussion. You worked hard to integrate your reading for tutorials and lectures into an overall understanding of what each topic was about, and how it related to the course as a whole. You made informed and thoughtful contributions which helped others in the class to understand the topic.</td>
</tr>
</tbody>
</table>

Please note that your contribution to the discussion is expected to be an informed one. Students who are vociferous each week but whose participation is based upon their general knowledge rather than careful reading of the documents and texts cannot expect to receive a high mark.

In order to make it easier for those who are not able to spend long periods in the library, the essential reading for most tutorials (generally primary document and an introductory secondary source) will be provided in the Workbook. However, it is also expected that you read one or two of the items listed under “Further Reading”. Those marked with two asterisks ** are the recommended texts and at least one of them should be consulted for each topic. You may also find the general texts useful.

**Tutorial Presentation** At the first tutorial you will choose your tutorial topic. This will be the subject of both your presentation to the class and your essay. (For details concerning the essay see below.)

When you prepare your tutorial presentation, cover all the “Discussion Questions” relating to the topic. The questions are there to provide a guide to the material you will read. The role of the person presenting the topic is merely to introduce the issues involved – you are not expected to know everything there is to know about the subject. Remember that tutorials are a group discussion! If you do not feel confident enough to introduce your ideas without a script before you, summarise your ideas and refer to the sheet as you speak. Please do not expect merely to read your essay out to the class - such a practice tends to stunt discussion, rather than encourage others to speak.
Tutorial Attendance

Students who miss more than THREE tutorials without satisfactory explanation risk exclusion from the course. You are required to submit (electronically as an email attachment) a one-two page synopsis of the tutorial “Discussion Questions” for any tutorial you miss, regardless of the reason.

Written Assessment

Essay Writing and Research Quiz, to be completed online in weeks 4/5 - 15-22 March.

The multiple choice quiz will evaluate what you have learned from the Essay Writing Module (see below), as well as testing some basic research skills using the NEWCAT library catalogue. Access the quiz through the HIST1050 Blackboard site (under Assignments banner) from 6am Wednesday 15 March until 6pm Tuesday 22 March.

Do not leave the quiz until the last minute since computer problems may result in you missing the deadline. Students who experience computer problems during the quiz should contact the course co-ordinator.

Note that you MUST complete the quiz during the allotted time limit – you will receive a warning when your time is about to expire but you will not be timed out. Students who go over the time limit will be penalised.

Essay Plan and Bibliography, due Monday 3 April, (plan no more than 2 pages, with a 1-2 page bibliography.)

It’s vital to begin researching and planning your essay well in advance of its due date. To ensure that you begin work on the essay early, and have the opportunity for some feedback on your ideas and bibliography, you must submit your plan and bibliography on Monday 3 April. The assessment task is designed so that you build upon the knowledge gained from the Essay Writing Module and Quiz. The plans will handed back at the lecture the following week and in place of tutorials that week you will have individual consultations with your tutor about how to improve your essay. Armed with your early research, planning and feedback, you can then spend the next few weeks conducting any necessary further research and writing the essay which is due in week 10.

You need to include in your plan and bibliography:

- A short paragraph explaining your overall argument in response to the question.
- A list of the points you intend to make in your essay, presented in the order which best advances your argument.
- Under each of these points (in sub-points) there needs to be a brief explanation of what it is about (so it’s clear you know what you are talking about!)
- Under each point provide a preliminary indication of the sources (from your bibliography) which have informed and supported that point (this can be for the overall point, not necessarily for each sub-point, although it is recommended).
• Citing your sources offers an opportunity to practice History footnoting – you will need to put a footnote reference number after each point/sub-point and set out the reference at the bottom of the page. You must set it out as you would footnotes in your essay, INCLUDING specific pages numbers for the points made. The feedback on this exercise will help you perfect referencing for the essay.

• The bibliography should be set out according to required History referencing procedures, and it should include at least ten items, drawn from not only the course guide’s reading list for the topic but also from additional academic books and journals.

• Note that you are expected to find items that relate directly to your topic. It is not acceptable to list general textbooks and websites as additional items.

A sample plan/bibliography will be available on the HIST1050 Blackboard site two weeks before the due date so that you can see what is expected.

<table>
<thead>
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<th>Length</th>
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<tr>
<td>Please note that the essay plan is to be no longer than two pages, double-spaced and in 12-point font. The bibliography will comprise an additional one to two pages. Plans longer than two pages will be returned for editing to the required page limit.</td>
</tr>
</tbody>
</table>

**Essay (2000 words), due Monday 8 May.**

The essay is the main assessment task for this semester and is worth 40% of your final grade. For this reason, the previous assessment tasks have been directed towards developing your research and writing skills, as well as ensuring you don’t leave the essay until the last minute.

The questions are related to our tutorial topics. You will find the “essay question” under the “discussion questions” for each weekly class. Students are required to present (see above) the topic of their major essay to the class during the week in which it falls. However, you must submit the essay on 8 May, no matter which topic you have chosen. For those doing topics not already discussed in class, you will have been given feedback on your research and ideas via the plan and bibliography, and during the consultations in week 8.

<table>
<thead>
<tr>
<th>When you write the essay, the question to address is the “Essay Question”. Don’t try to answer the “Discussion Questions” as well!</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper must be 2000 words. It should be typed (double-spaced) and clearly set out, with large margins for comments. Please remember to check the “Writing a History Essay” section at the back of the course guide for correct bibliographic and footnoting procedures.</td>
</tr>
</tbody>
</table>

Remember that it is a research essay which means that you must do more than merely summarise the available literature. Evaluate the sources you use and present your own opinion. It goes without saying that the essay must be written in your own words (note warning on plagiarism below). Assessment will be based upon your research skills, your interpretation and the way you argue your case.

<table>
<thead>
<tr>
<th>Please note the word length for the essay (which includes footnotes). Essays which exceed the word length will be returned for editing to the required word limit. In the event of a second offence 10% of the marks will be deducted.</th>
</tr>
</thead>
</table>
If as a consequence of illness or other unforeseen circumstances you cannot submit your essay on time, you need to apply for an extension. This must be done via the course co-ordinator, and you will be required to supply documentation (e.g. doctor’s certificate) in support of your application. For the official University policy, see:

All written work MUST be submitted by the end of WEEK 14 for marking.

Important Note on Plagiarism

Plagiarism is a serious form of academic misconduct which consists of appropriating the ideas, words or work of someone else and presenting them as if they were your own. It is intellectual theft. It can take many forms, ranging from reproducing published material without acknowledgment and documentation, to submitting an essay written by someone else as your own work. Copying or paraphrasing closely published work is regarded as plagiarism, even if a reference is given.

For further information on the university policy on plagiarism, please refer to

All essays must be submitted to Turnitin, the University’s plagiarism software, before submission.

Class Test, held Tuesday 6 June – in the lecture slot

There will also be a 50 minute class test held in the final lecture (6 June). Students will be required to write 4 short answers (each worth 5 marks) of about a page in length which they will choose from a pool of questions. These questions will be based upon the tutorial topics, although some material covered in lectures will be relevant because the lectures provide the background to the tutorial topics. You will not be permitted to write a short answer on a topic you have already covered in a course work essay.

Attendance at the Test

Please note that this test is an obligatory part of your assessment and your attendance on 6 June is compulsory. Under exceptional circumstances, such as illness, bereavement, the marriage of a close relative, commitment to sporting or cultural events of national significance, or religious observance, alternative arrangements for sitting the test may be negotiated with the course coordinator. In such instances the student should notify the course coordinator well in advance and provide appropriate supporting documentation.

Holiday plans, part-time employment, visiting family and friends, and sporting and cultural events of local significance are not recognised as valid reasons for making alternative arrangements.
Skills Training

One of the questions students commonly ask is “What does history train me to do?”

Obviously the subject matter provides you with essential knowledge if you are to become a school teacher or a university lecturer. But there are many other things you will learn by majoring in History which are vital elements of what educationalists call “life-long learning”. These comprise crucial research and writing skills, as well as the ability to think critically and to articulate your views verbally. Increasingly in this age of rapidly expanding information technology, employers seek people who are computer literate. Therefore History includes a programme of “skills training” which will be incorporated into all first year and upper-level courses.

These are the skills we hope our first year students will develop:

1. Critically read secondary literature (especially monographs and articles).
2. Interpret a historical source (distinguish primary and secondary sources; work with primary sources).
3. Establish consistent, organised writing skills (how to plan an essay; sequencing an argument; technical referencing conventions).
4. Participate in oral discussions (sharing of information; how to pose an argument orally).
5. Elementary computer skills (use of computerised databases).

For you to acquire these techniques, during the first few weeks of semester you will be introduced to History essay writing skills by working through the History Essay Writing Module. The module is available on the web (via the HIST1050 Blackboard site) and can be accessed either on campus in the labs or at home. You are expected to complete the module which is designed to show you what is required in a university-level History essay, and it will help you to learn basic essay writing skills.

To reinforce the helpful material in the module, we’ll do an online quiz on essay research, planning and referencing. Your tutor will also give you information and assistance during your regular weekly tutorial class.

In addition to the module, the exercises we follow in weekly tutorials will provide further training in the kinds of skills required by historians. We also make available a booklet of the best essays, which includes material from HIST1050: Super Scripts. Vol. 2. Edited by Martin Crotty. Newcastle: History Department, 2000, and Super Scripts. Vol. 3. Edited by Martin Crotty. Newcastle: History Department, 2001. You can find them in the library.

By the end of the semester you will know a lot more about medieval and early modern Europe than you did in week 1, and you will also be well along the path to researching and writing assignments successfully!
**Assistance to Students**

If you are experiencing any problems related to the course your first stop should be your tutor, and then the Course Co-ordinator.

However, there are other organizations within the University which can also help. Students with a disability can seek assistance from the **Disability and Student Support Unit** (tel. 4921 6467). The **Learning Skills Unit** in the McMullin Building (tel. 4921 6606) has courses on researching, writing, and study skills. **Auchmuty Library** runs courses on using NEWCAT and other search aids. The **Language Centre** (tel. 4921 5376) runs classes for students who speak English as a second language.

**Contact Details**

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4921 5210  
david.lemmings@newcastle.edu.au

Greg Warburton (MCLG23)  
49215220  
greg.warburton@studentmail.newcastle.edu.au

School Office: (MC127)  
4921 5175 or 4921 5172
TUTORIAL TOPICS

WEEK 2: INTRODUCTION TO TUTORIALS & “CIVILISATION”

The tutorial this week will be an introductory session. Your tutor will go through the course guide with you and explain how tutorials operate. You will also discuss the mechanics of preparing for tutorials. By way of an introduction to the subject, there will be a general discussion about civilisation, using Kenneth Clark’s controversial analysis.

Discussion Questions

• Assessment tasks.
• How do tutorials operate, and what do I have to read each week?
• Choose topic for tutorial presentation and essay.
• How does Kenneth Clark define civilisation?
• How did you react to Kenneth Clark’s definition? Do you agree or disagree with his interpretation?

Essential Reading

HIST1050 Course Guide (read especially Introduction and Course Details provided at the front of the booklet).

And


Video

Civilisation Episode 1: “By the Skin of Our Teeth” (This offers a visual presentation of the material you will read in Clark’s book.)

Essay Topic

At this tutorial you will need to tell your tutor which tutorial topic you have selected to present to the class and for your Essay (the same topic for both).

As some topics are extremely popular, please have a couple of choices in case you can’t have your first preference.


**WEEK 3: CHARLEMAGNE**

Charlemagne (or “Charles the Great”) was the King of the Franks in the late-eighth century. His highly successful wars and campaigns which increased Frankish territory at the expense of neighbouring (often “pagan”) rulers led to discussions in learned circles of a revival of the Roman Empire in the West. On Christmas Day 800 the Pope crowned Charlemagne “Holy Roman Emperor”. This week we will look at the coronation of Charlemagne in an effort to understand the important memory of the former glorious Roman Empire in the minds of medieval people.

**Discussion Questions**

- What had Charlemagne achieved to deserve the imperial title?
- How important was his alliance with the papacy?
- What kind of empire do you think Charlemagne aimed to create: Roman? Christendom? Europe? And what did he create?
- Would you agree with Kenneth Clark’s claim that Charlemagne saved Western Civilisation?

**Essay Question**

To what extent did Charlemagne restore the “Roman Empire” in Western Europe?

*(Hint: You need to define what you mean by “Roman Empire”, and then evaluate the features of Charlemagne’s enterprise against it. Perhaps he created something entirely new?)*

**Essential Reading**

**Secondary Reading**


**Documents**


**Further Reading**


Collins, Roger. Charlemagne. Toronto: University of Toronto Press, 1998.**


**Videos

Civilisation. Episode 1: By the Skin of Our Teeth

The Western Tradition. Programmes 18, 19 & 20: The Age of Charlemagne; the Middle Ages; the Feudal Order. (Eugen Weber looks at the turmoil of the early Middle Ages and the role played by Charlemagne in establishing Western Europe.)
WEEK 4: ISLAM

We will now consider a topic that is particularly relevant in the aftermath of September 11, the Bali bombing, Iraq and the “war on terror” – Islam. We’ll go back to Islamic religion and Moslem society in the time of the prophet Muhammad to see how it all began, some of its basic teachings and its early political, religious, economic and social policies. In addition to providing an insight into a culture which was demonized by the medieval West, we can begin to think about the ways in which ideologies (religious, political etc.) evolve according to historical circumstances. When you read Karen Armstrong’s chapter, note the development of Islam in the light of the political, economic and social circumstances in which it emerged and struggled to survive.

Discussion Questions

• What relationship did Islam have with other faiths, namely Judaism and Christianity?
• Did the new Islamic faith “oppress” Arab women?
• Explain the meaning of jihad. Did the Quran promote war and conflict?
• What does the rise of Islam tell us about the relationship between religion and politics?

Essay Question

Why did the establishment of Islam during the lifetime of the Prophet Muhammad necessitate the shedding of much blood? Were theological or other factors behind the violence?

(Hint: There are two parts of the question. You need to consider the first part in the light of the second. Think also about the relationship between religion and the society in which it is practised.)

Essential Reading


Further Reading

Documents


Secondary Reading


Video

WEEK 5: THE VIKINGS

The first recorded Viking raid in Western Europe occurred in 793 AD. The next two centuries witnessed continued invasion of the Continent and the British Isles by the Norsemen. Many myths have been woven about the Vikings and their culture; they are generally portrayed as barbaric heathens. In this tutorial we will look at the impact of the Vikings upon Western European culture and evaluate whether their contribution was positive or negative. Were Vikings simply barbaric raiders, or did they aim to establish more permanent trading posts?

Discussion Questions

• Why were the Vikings so successful?
• Compare the primary sources – do they provide us with different images of Vikings?
• Why do so many sources suggest that the Vikings were motivated solely by the desire to plunder and destroy?
• Were the Viking invasions of Eastern and Western Europe simply “an extension of normal Dark Age activity”?

Essay Question

“Once the prejudices and exaggerations of the primary sources are recognized, the raids can be seen not as an unprecedented and inexplicable cataclysm, but as an extension of normal Dark Age activity, made possible and profitable by special circumstances.”

Peter Sawyer, The Age of the Vikings.

Do you agree with Sawyer that Viking interaction with Western Europe in the 8th, 9th and 10th centuries can be considered “an extension of normal Dark Age activity”?

(Hint: You should read Sawyer and also the Wormald article. Make sure you define what you mean by “normal Dark Age activity”, and locate the Vikings actions and achievements within it.)

Essential Reading

Secondary Sources


Documents


Further Reading


Videos

Norse Raiders: the Story of the Age of the Vikings

The three videos from the previous week are useful for this topic also.
WEEK 6: THE FIRST CRUSADE

The Crusades conjure romantic images of knights fighting for freedom from tyranny. This common image is only partly true. What started out as a quest to secure the Holy Land for the Christian West became a bloody slaughter of “infidels”. We will discuss the idea of a crusade and then examine the First Crusade in an effort to establish its true purpose. Was it a “holy war” called by Pope Urban II at the Council of Clermont in 1095? Or were there other factors at play in the mass departure for the Holy Land?

Discussion Questions

• What was a crusade?
• What were the goals of the First Crusade?
• Why did Europeans of all social groups respond so overwhelmingly to Alexius’s appeal?
• Could the crusades be considered as a “barbarian invasion of the East”? 

Essay Question

To what extent was the First Crusade “a papal grab at European political domination”? Was it a spiritual enterprise in any sense?

(Hint: You need to evaluate the reasons why the pope called the crusade within the context of Church politics and those of the Holy Roman Empire at the time; and think about the motives of ALL involved – pope and crusaders.)

Essential Reading

Secondary Source


Documents


Further Reading


Video

Crusades. Parts 1 & 2 (Terry Jones’ hilarious but historically sound series covering all crusades is useful to view – we’ll watch Part 1 on the calling of the First Crusade in class.)
WEEK 7: MONKS AND MONASTERIES

We learned earlier in the semester that medieval society was divided into the three orders - bellatores, laboratores and oratores. We have looked at the first two groups in tutorials, now we will explore the part played by those who prayed, specifically the monks. Using the famous rule of St Benedict, the depiction of monastic life in the film, The Name of the Rose, and more general reading, we will try to discern just why monks and monasteries played a central role in medieval society.

Discussion Questions

• What were the main features of St. Benedict’s rule?
• Explain the function of the monastery in medieval society.
• Was it a religious, social or political institution?
• Upon the basis of what you have read about medieval monasteries, do you think the depiction of Benedictine monasticism in The Name of the Rose was accurate?

Tutorial Essay Question

“The monastery [was] an island within a society that it preferred to ignore...”

(Giovanni Miccoli)

In the light of your reading about the role of monasteries in medieval society, explain why you agree or disagree with this statement.

(Hint: The object of this question is to consider the monastic rule which advocated seclusion from the world, with the reality of living monasticism in feudal and urban society. Could monasteries afford to remain isolated from the rest of society?)

Essential Reading

Secondary Source


Document


Further Reading


Before the 12th century the major centres of learning were the monasteries. However, the economic revival, the growth of towns and the emergence of stronger government during the high middle ages saw increased interest in education. By the 12th century, the cathedral schools provided the alternative to monastic education. Originally established for the training of priests, after 1100 the curriculum of the cathedral schools was broadened to include subjects suitable for the training of lay officials as well as clerics. It was out of these urban educational centres that institutions offering advanced study, the universities, emerged. This week we will look at origins of university education, focussing on a variety of primary sources which reveal what scholastic studies and student life were like at the earliest universities. Individuals in the class will adopt a particular document to examine and explain in the light of the questions posed in the contextual reading.

Discussion Questions

- Read all documents (not just your own) in the light of the “questions to consider” (pp. 154-56).
- What kind of institution was the medieval university?
- Describe the subjects studied by medieval students.
- How would you describe the relationship between “town and gown”?
- How did medieval university life differ from our modern experience?

Essay Question

“[The townsmen] seized and imprisoned all scholars on whom they could lay hands, invaded their inns, made havoc of their goods and trampled their books under foot.”

Anonymous Account of a Student Riot at Oxford, 13th Century

To what extent were riots, like the one at Oxford, inspired by the privileges granted medieval universities?

(Hint: Consider the structure of the university and its privileges, and then think about other factors (subjects studied, student lifestyles, etc). You may focus on one specific riot to illustrate your argument.)

Essential Reading

Documents

Further Reading


Video

Western Tradition, Programme 22: Cities and Cathedrals.
In 1348 the rapid economic development of the previous two centuries was brought to an abrupt halt. The Black Death, a combined onslaught of bubonic and pneumonic plague which was carried by rats, decimated the population of Europe. At a time when Europe was facing other economic, political and religious crises, the plague led many to believe that God was singling out their society for punishment. This week we will look at the transmission of the disease and discuss the impact it was to have on European civilization within the wider context of other “disasters” of the late middle ages.

**Discussion Questions**

- In the absence of scientific knowledge about the nature of the disease, what did people believe caused the deadly plague?
- Outline the other crises facing Europeans in late middle ages.
- What was the economic impact of the Black Death?
- Did the plague change people’s religious attitude?

**Essay Question**

“The Black Death was just one of many catastrophes to hit Europe in the 14\textsuperscript{th} century, so was not solely responsible for the economic, social and religious changes of the late middle ages.”

Discuss.

(Hint: You’ll need to consider other factors, like famine, over-expansion, politics, etc. in evaluating the role of the plague in changing Europe in the late middle ages.)

**Essential Reading**

**Secondary Source**


**Documents**


**Further Reading**


The Black Death: A Chronicle of the Plague Compiled from Contemporary Sources. Edited by Nohl, Johannes. Reprint, London: Unwin Books, 1961. (This is a collection of primary documents relating to various outbreaks of plague from the mid-14th century onwards.)


Video

History’s Turning Points. Part 5: The Black Death. (A useful account of how the plague was spread and people’s efforts to combat it.)
WEEK 11: JOAN OF ARC

Joan of Arc is one of the most fascinating figures of the late middle ages. In the years between the outset of her military career in 1429 and her capture, trial and execution in 1431, Joan helped the French king’s forces to turn the tide against the English and their allies during the protracted One Hundred Years War. By leading an army into battle she defied all traditional concepts regarding women’s position in medieval society. And by following the advice of her “voices”, she challenged the authority of the Catholic Church. This week we will try to get behind the mythology to work out why Joan was executed. Was it for political reasons (after all, she was tried by her enemies, the English)? Or was she indeed a heretic who refused to submit to the authority of the Church? Or was it because she was a woman who stepped beyond her traditional role?

Discussion Questions

- What was women’s position in medieval society?
- What role did Joan play in the 100 Years War?
- Did Joan’s belief in her “voices” make her a heretic?
- Would you say that she was tried and executed for political, religious or social reasons?

Essay Question

“The woman, erroneously called the Maid, has … contrary to the divine law, and to the decency becoming her sex, worn the dress of a man, a thing abominable before God; and in this state she joined our adversary … giving him … to understand that she was sent as a messenger from Heaven …”

The Chronicles of Enguerrand de Monstrelet, Vol. 1, 588.

As this extract from the letter of the King of England notes, Joan’s wearing of men’s clothing profoundly troubled her contemporaries. What part did Joan’s male attire play in her trial and execution?

(Hint: You must consider other possible factors, such as her visions, her role in the war, etc., in your answer.)

Essential Reading

Secondary Source


Documents


**Further Reading**


Society at War: the Experience of England and France during the Hundred Years War. Edited by Allmand, C.T. Edinburgh: Oliver & Boyd, 1973. (The introduction offers a good overview of the One Hundred Years War.)


1992 was the quincentenary of the “discovery” of the Americas by Christopher Columbus. Amidst all the celebrations, re-enactments of the voyage, conferences and book publications loomed questions concerning the rights of those indigenous people “discovered” by European civilisation in the fifteenth century. Thirteen years on, we will focus on Columbus’s account of his voyage and discovery in an effort to determine how much his view was influenced by what he expected to find in the Indies.

**Discussion Questions**

- What were the objectives of Columbus’s voyage to the east?
- How did Columbus regard the land and inhabitants of the islands he visited?
- To what extent were his views coloured by Polo’s and Mandeville’s accounts?
- Would you describe Columbus as a “hero” or a “villain”?

**Essay Question**

“[The island] contains gold and spices and large ships and merchandize and [I am told] … I should steer west-south-west to find it, and I think this is right, for if I am to believe the indications of all these Indians and those I have on board – I do not know their language – this is the island of Chipangu of which such marvelous tales are told and which in the globes that I have seen and on the painted map of the world appears to lie in this region.”

24 October 1492, Digest of Columbus’s Log-Book in *The Four Voyages*, 73.

What did Columbus expect to find in the “Indies”, and how did his reports reflect the objectives of the voyage rather than the reality of what was in the Carribean?

*(Hint: You need to consider the objectives of the voyage, the influences on Columbus’s thinking, and how he described what he found to the Spanish monarchs.)*

**Essential Reading**

**Secondary Source**


**Documents**

Further Reading

Documents


Secondary Sources


Videos

Columbus and the Age of Discovery series.

Western Tradition, Episodes 26 & 27: The Renaissance & the Age of Discovery; The Renaissance and the New World. (Part of Eugen Weber’s series which places Columbus in wider events of fifteenth-century Europe.)
WEEK 13: LUTHER AND THE PRINTING PRESS

On 31 October 1517 Martin Luther nailed his Ninety-Five Theses, which attacked the Catholic Church’s sale of indulgences, to the church door at Wittenberg. This action was to initiate the Reformation – the division of European Christianity into the Protestant and Catholic traditions. It is said that within two weeks all of Germany had read Luther’s theses, and all Europe had seen them four weeks later. The reason for the rapid and widespread dissemination of Luther’s criticism was his use of the recently discovered printing press, which made it cheap and quick to produce pamphlets. This week we will look at the Reformation and try to assess just how far it was propelled by the reformers’ ability to gain a wide audience through printed propaganda. You will be allocated a document – identify its main points – and compare with those in the other documents.

Discussion Questions

• Explain the point in your document, keeping in mind the following questions:
• What were Martin Luther’s main grievances about the Catholic Church?
• What media did reformers, like Luther, use get their message across to the different groups in German society?
• How important was the printing press in the success of the Protestant Reformation?

Essay Question

“The Reformation message could not have been spread effectively without the printing press.”

Explain why you agree or disagree with this statement.

(Hint: You need to consider other 16th-century media and then compare the efficacy the printing press alongside them.)

Essential Reading

Documents


Further Reading


Holborn, Louise. “Printing and the Growth of the Protestant Movement in Germany from 1517-1524.” *Church History* 2 (1942): 1-15. (This is rather old but a useful brief account – use in conjunction with more recent research.)


**Videos**


43
WRITING A HISTORY ESSAY

CONTENTS

A. Essays - What Are They All About?
B. Seven Steps to Planning and Writing a Successful History Essay.
C. How to Say It in Formal Writing.
D. Presentation and Other Tricky Bits
E. Footnotes
F. Bibliography
G. Examples of Footnote and Bibliography Citations in Chicago Style
H. Further Reading

A. ESSAYS - WHAT ARE THEY ALL ABOUT?

We set essays because we want to help you improve your writing skills and your ability to think creatively, systematically and analytically. In an essay you are expected to present a well-constructed and clearly expressed argument based on evidence.

Writing essays is difficult. (The word “essay,” when used as a verb, means to try or to attempt.) To produce good essays requires considerable effort and careful organisation of time and ideas. Inspiration is only a small part of the process, so essays written the night before they are due may be spontaneous, but are unlikely to be thoughtful or thought-provoking.

Remember that your tutors and lecturers are available to discuss any difficulties you may have though please do not leave it to the last minute to see them.

Essays submitted in the History section should follow the referencing conventions known as the University of Chicago style as outlined in Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. (Chicago: University of Chicago Press, 1996). Copies of this guide are available in the Bookshop and students undertaking a history major are advised to purchase their own copies. Honours and postgraduate students should also consult the full version of the style as outlined in The Chicago Manual of Style, 14th ed. (Chicago: University of Chicago Press, 1993). Copies are available in the reference section of the library. Additional style guides are listed in section H.

B. SEVEN STEPS TO PLANNING AND WRITING A SUCCESSFUL HISTORY ESSAY
1. Establish what you are being asked to argue about.
   Because an essay calls for an argument, you need to read the question carefully to determine what you are being asked, and what responses you can make - supporting, rejecting or offering qualified (dis) agreement.

2. Read for the essay in order to collect evidence.
   Read any primary sources that may be set in class several times. You may also find it useful to read what other people have thought about the subject, but this should never be a substitute for your own thoughts. Formulate these, at least in outline, before you read the secondary sources, or you may find yourself simply parroting the opinions of others. You are being asked for your point of view, your analysis of the topic.

3. Formulate your own position, and muster your evidence.
   From your reading, you should now be ready to decide what you will argue.

4. Outline the essay structure.
   Prepare an outline. In making notes about what you will say in your essay, keep in mind that:
   - the purpose of the Introduction is to state the position you will be taking and to tell the reader how you will address the subject;
   - the purpose of the Body of the essay is to present the pieces of evidence that support your essay, and to deal with any evidence to the contrary;
   - in writing the Conclusion of the essay it is usual to summarise the evidence presented and to restate your argument, confident that you have now provided adequate evidence to justify your position.

5. Write a first draft.
   Writing drafts helps you to organise your material and clarify your expression. In organising your material you may find it helpful to write each main point, with any exposition, evidence or analysis, on an individual sheet of paper. You can then arrange and rearrange the sheets of paper until you achieve a logical progression to your argument. The points should be developed into coherent paragraphs, beginning with a sentence, which states the main point. A computer makes this process much easier.

6. Redraft, edit and polish your essay.
   This is essential. When you reread your draft after a few days, you will almost certainly find that it is not as clear or coherent as you remember. What you thought you had said may not necessarily be there on the paper. After a few days, you should be sufficiently distant from that first draft to criticise your own work. Proof read at least three times to check for accuracy. Read it aloud to check for fluency.

7. Submit your essay.
   Make sure it is on time and follows the guidelines on presentation, formal writing, footnotes, and bibliography and academic misconduct outlined below.

C. HOW TO SAY IT IN FORMAL WRITING

Try to be direct, clear and interesting. Simple words and constructions and short sentences are often best, but variety does prevent boredom. It is important to integrate quotations into the fabric of your argument.
Use appropriate conjunctions and punctuation. You should always quote accurately, but for the purpose of integrating quotations you may make minor changes (you may change a pronoun, for example) as long as you enclose all such changes in square brackets.

Formal writing is always polite. It is not acceptable to use masculine nouns and pronouns to refer to men and women. For example, “man is a literate being.” To avoid sexist language, the plural is often the best solution grammatically. For example, “people are literate beings.”

Avoid writing the way you speak. For example: “I reckon this is a very interesting question because everyone knows that this fantastic novel has a lot to do with his own life, but I don’t think it’s that easy to read.” Written language differs from spoken language in terms of:

- **Vocabulary**: avoid the use of slang, abbreviations, childish or heavily attitudinal words;
- **Logic**: do not hang all statements off your own opinion (“I think that”);
- **Sentence structure**: sentences should not be long chains of clauses linked by “because” or “and”; use full stops liberally;
- **Conjunctions**: make use of the written language tools offered by words such as “First, second,” “on the other hand,” “in conclusion,” which help the reader (and writer) to follow the logical organisation of the material;
- **Substance**: avoid sharing truisms or inanities with your reader. For example, “literature is really important.”

Many students have difficulty with the following:

- **Sentence construction**: Make sure that the subject of the clause or sentence is clear, and that each sentence has a finite verb. If these terms mean nothing to you, now is your chance to find out - your tutor is there to be asked. A sentence is not a paragraph.

- **Paragraphing**: Each paragraph should begin with a relatively short “topic sentence” which summarises or introduces the theme of the paragraph. Well designed paragraphs of three to four sentences help the reader to follow your argument.

- **Punctuation**: Use punctuation to mark off elements of meaning and designate their respective values. Be scrupulous with apostrophes.

- **Cliches**: Avoid cliches and colloquialisms - such words and phrases have been devalued.

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**D. PRESENTATION AND OTHER TRICKY BITS**

The brief notes in this section are based on chapters in Turabian, *Manual for Writers of Term Papers*. You should refer to Turabian for fuller information on particular topics. Here are some general instructions:

- Type or word-process your essay on one side of the paper. Computers for student use are available in the CT Building.

- Include a wide margin (at least 4-cm) on the left-hand side of each page for the marker’s comments.
• If you must handwrite your work (for example, if you have a computer breakdown), you are advised to write only on alternate lines of the page to give your marker room for comments.

• All essays should be double-spaced and printed in a clear font such as Times New Roman or Garamond which should be at least 12 pt in size. You may single space the footnotes.

• Number the pages, and fasten them securely.

• Attach a cover sheet, which can be obtained from the School Office or your tutor. Do not use any other kind of plastic sleeve or cover.

**Acronyms, Numbers and Dates**

• The names of government agencies, associations, unions and other organisations are often abbreviated. Commonly, acronyms are in full capitals with no periods. For example: UN, OPEC, and YMCA.

• Spell out all numbers from one to one hundred and any of the whole numbers followed by hundred, thousand, hundred thousand, and so on. For example: The population of the district was less than four million; there were 365 people in the graduating class.

• The same style should be used for all dates throughout the text. For example: On 28 June 1970 the convocation Pacem in Maribus was held.

• Particular centuries should be spelled out. For example: seventeenth-century literature; the eighteenth century. Decades are expressed as one word without an apostrophe. For example: 1890s, 1930s.

**Spelling and Possessive Case**

• Always use a spell-checker to correct spelling and grammar but do not rely on it exclusively.

• Use Australian/UK forms in preference to American (-ize not -ise forms; -our not -or forms).

• In general, form the possessive of single words by adding an apostrophe and s: For example, Jones’s book; Marx’s ideology. Note there are some exceptions to this rule, including long words ending in s and some proper names ending in s. For example: for righteousness’ sake; Jesus’ ministry; the Bradleys’ house.

• Confusingly, the possessive of the pronoun “it” is simply “its” - with no apostrophe. "It’s” is the contracted form of “it is.”

**Quotations**

Essays must be your own work, that is, they must be written in your own words, presenting your own analysis and arguments. When you use a quotation, use it to reinforce your essay - not to save you from writing it. A “scissors and paste” collection of long quotations connected in a cursory fashion is not acceptable. Only use quotes if they are directly relevant and fit appropriately into your line of argument. All direct quotations, must be accurately reproduced, that is, follow the original exactly.

• If quotations are short (about three lines or less) they can be incorporated into your text, enclosed in double quotation marks. For example: The President of the Miners Federation stated: “The rejection of our claim for annual leave shows the employers’ bias in the arbitration process.” He then called for mass pithead meetings.

• For a quotation within a quotation, single quotation marks are used. Periods and commas should be placed inside quotation marks; semicolons and colons go outside. For example: “I’m not convinced,” said the miner, “that he really meant ‘nothing.’”
• Quotations longer than three lines should be indented and single-spaced (the rest of the text being double-spaced). Indented quotations do not need quotation marks.

• Do not use ellipsis points (three dots) before or after a quotation. If an omission occurs within a quotation you should indicate that something has been omitted by three ellipsis points.
• If you are quoting someone else’s quotation, your footnote reference must indicate both the original and the secondary source of your quotation. Do not cite as your source an original document unless you have read that document. For example:


(In fact - why not look up the original and create your own citation? It really is much easier.)

### E. FOOTNOTES

#### Why Use Footnotes?

In general, footnotes serve four main purposes:

• To cite the authority for specific facts, opinions, paraphrases or exact quotations;

• To make cross-references;

• To make incidental comments or amplify a point in the text (though it is bad style to do this too often);

• To make acknowledgements.

Footnotes are necessary to acknowledge all quotations and key ideas from your sources that are not common knowledge. For example, “The Bastille was stormed on 14 July 1789” is common knowledge and does not need to be referenced. On the other hand, “Some historians argue that the storming of the Bastille had little impact on the overall outcome of the revolution” refers to scholarly opinion and should be supported with relevant citations.

Insert the footnote number at the end of the sentence to which it refers and number consecutively from the beginning to the end of the essay. For ease of marking and reading, put footnotes at the bottom of each page, not at the end of the essay. For every thousand words you write you should generally supply somewhere between fifteen and twenty-five footnotes.

#### Other Points About Footnotes

• Failure to acknowledge another author’s words or ideas is dishonest and is one of the cardinal sins in essay writing in History. It is called plagiarism, and may attract serious penalties.

• You will often find that the notes in the works you read can lead to valuable additional sources for your own research. Therefore, you, in turn, should lead the reader to your sources. This strengthens the authority of your work.

• In order to be able to construct footnotes, it is essential to keep a note of the name of the author, the book or article and the number of the page where the key point or quotation is to be found. Keep this information in the margin or in the text of your notes so that you can easily write your footnotes along with the text of your essay.

• Do not quote from encyclopedias or from your lecture or tutorial notes. Also, avoid non-scholarly web-sites. They are not acceptable sources of reference.
Why does an Essay need a Bibliography?

In conjunction with footnotes, a bibliography allows your reader or marker to identify and verify the information provided in your essay. The bibliography lists the sources used in writing the essay; it should not be a list of everything in the library which is relevant to the topic.

General Instructions

• Place the bibliography on a separate sheet at the end of the essay.

• Include all books and articles consulted and which appear in your footnotes whether actual quotations are taken from them or not; never list an item that you have not actually read.

• Divide the Bibliography into Primary Sources and Secondary Sources. A primary source is a document or other artifact that is contemporary with the historical events described in your essay. Secondary sources are sources that are not eyewitness or contemporary records but were written and published by historians and other scholars who were not present at the time of the events they describe.

• Within these categories, a strict alphabetical arrangement according to the surnames of the authors should be used. When there are two or more authors’ names, only the first is inverted in the bibliography.

• Note that the form of reference for a bibliography entry differs from that used in a footnote. The differences are outlined in the following set of examples.

G. EXAMPLES OF FOOTNOTE AND BIBLIOGRAPHIC ENTRIES

In the following examples, N indicates the note form of a reference and B indicates the same reference as it should appear in your Bibliography. Some points to note:

• In Chicago style, do not use the abbreviation “p.” or “pp.” for page ranges, simply provide the number after a comma.

• Do not use the terms, ibid., op. cit. or any other latinism. Instead, use brief titles for all subsequent references.

• Provide the city (not the suburb or country) of publication.

Books - Single Author


Books - More than One Author, Translator or Editor


**Component Part by One Author in a Work by Another**


**Journal Article [Published two to six times per year]**


**Magazine or Newspaper Article [Published monthly or daily]**

N 1. Patrick Carey, “Home at Last,” *Irish Daily Independent* (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography. If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.]

B *Irish Daily Independent* (Dublin), 1900-1914.

**Thesis or Dissertation**


**Public Documents and Archival Sources**

The rules relating to these sources are too complex to be given in brief. You should refer to the relevant section of Turabian or the full Chicago style. British Foreign and State Papers, to provide one example, are referred to as follows:


To cite sources available via the World Wide Web, give the author’s name (if known), the full title of the work and any reference number, the full web address, and the date of your visit (since web sites change rapidly).


Subsequent references
If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. Do not use Ibid. or any other Latin abbreviation for immediately following references, just repeat the short title citation:
2. Macintyre, Concise History of Australia, 35.

H. FURTHER READING

Books


Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. Chicago: University of Chicago Press, 1996. 808.02 TURA 1987