HIST1050
Medieval and Early Modern Europe

Course Outline
Semester 1, 2008

Course Co-ordinator:  Dr Catherine England
Room: McMullin Building, Room MCLG23
Email: catherine.england@newcastle.edu.au
Consultation Hours: Monday 9am-10am; Tuesday 9am-10am (in office)

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COURSE OVERVIEW (FROM COURSE TRACKING SYSTEM)

Course Coordinator: Dr Catherine England
Semester: Semester 1, 2008
Unit Weighting: 10
Teaching Methods: Lecture and 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
HIST1050 Course Reader, available from UPrint (located in the basement level of the Shortland Building on the Callaghan Campus).

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>Assessment Items</th>
<th>Details</th>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>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%</td>
</tr>
<tr>
<td>Examination: Formal</td>
<td>Formal exam or class test, as specified in the course guide, 20 - 40%</td>
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<tr>
<td>Group/tutorial participation and contribution</td>
<td>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.</td>
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Assumed Knowledge
none
Callaghan Campus Timetable
HIST1050
MEDIEVAL & EARLY MODERN EUROPE
Enquiries: School of Humanities and Social Science
Semester 1 - 2008

Lecture Monday 12:00 - 13:00 [MCTH] Commences Week 1
and Lecture Tuesday 10:00 - 11:00 [BASDEN] Commences Week 1
and Tutorial Monday 11:00 - 12:00 [V111] Commences Week 2
or Monday 10:00 - 11:00 [GP2-16] Commences Week 2
or Tuesday 11:00 - 12:00 [W238] Commences Week 2
or Tuesday 12:00 - 13:00 [W238] Commences Week 2
or Tuesday 14:00 - 15:00 [GP1-30] Commences Week 2
or Monday 13:00 - 14:00 [GP1-30] Commences Week 2

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - 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.

Important Additional Information
Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/, go into Course Outline (click on the ‘Course Outline’ button in the sidebar), and see the document called ‘Important Additional Information’.

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-Submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
# OVERVIEW OF LECTURES AND TUTORIALS

NB.: F. stands for Film

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture A</th>
<th>Lecture B</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Feb 18</td>
<td>Introduction</td>
<td>Essays and Essay Writing</td>
<td>no tutorial</td>
</tr>
<tr>
<td>4) Mar 10</td>
<td>Vikings and Other Invaders</td>
<td><em>F. Viking Saga</em>, 2: ‘Eastward Trail’</td>
<td>C) Islam</td>
</tr>
<tr>
<td>5) Mar 17</td>
<td>Feudalism, Governance, Monarchies and Parliaments</td>
<td>Religion and the Church in the Middle Ages</td>
<td>D) Vikings</td>
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<tr>
<td>6) Mar 26</td>
<td>week of Easter Break (no classes)</td>
<td>week of Easter Break (no classes)</td>
<td>week of Easter Break (no classes)</td>
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<tr>
<td>(Wed)</td>
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<tr>
<td>7) Mar 31</td>
<td>Byzantium, the East and the Crusades</td>
<td><em>F. Crusades</em>, 1: ‘Pilgrims in Arms’</td>
<td>E) Monks &amp; Monasteries</td>
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<td>Mid-Semester Break</td>
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<tr>
<td>10) May 5</td>
<td>Women in Medieval Society</td>
<td>Heresy in the Medieval World</td>
<td>H) Black Death</td>
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<tr>
<td>11) May 12</td>
<td>Renaissance</td>
<td>Renaissance</td>
<td>I) Joan of Arc</td>
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<tr>
<td></td>
<td><em>F. The Day the Universe Changed</em>, 3: ‘Point of View’ (‘Scientific Imagination in the Renaissance’)</td>
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<tr>
<td>12) May 19</td>
<td>Columbus and the New World <em>F. Columbus &amp; the Age of Discovery</em>, 1: ‘Columbus’s World’</td>
<td>Columbus and the New World</td>
<td>J) Renaissance</td>
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<tr>
<td>13) May 26</td>
<td>Pre-Reformation Religious Reformers and The Reformation</td>
<td>The Reformation</td>
<td>K) Columbus and the New World</td>
</tr>
<tr>
<td>14) Jun 2</td>
<td>Early-Modern Religious Conflicts, including <em>F. The Western Tradition</em>, 29: ‘The Wars of Religion’</td>
<td>Conclusion; Exam Preparation</td>
<td>L) Luther and the Printing Press</td>
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</tbody>
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Exams - Tues Jun 10 to Fri Jun 27 (three weeks)

Mid-Year Recess - Sat Jun 28 to Sun Jul 20 (three weeks)
ASSESSMENT GUIDE

OVERVIEW OF ASSESSMENT

Exam - 2 hours - 30%
Tutorial Participation - 10%
Tutorial Presentation and Report - Presentation: 10 mins, 10%; Report: 500 words, 5% - 15%
Tutorial Reading Journal - 1000 words - 15% - due May 28
Research Essay - 2000 words - 30% - due May 12

To pass this course it is necessary to obtain 50 marks or more overall. No assessment item is compulsory, however not completing any one, and particularly a major one, will severely affect your marks and grade overall. The exception to this is class attendance: students missing more than three tutorials without good reason face the possibility of failing the course.

Reading
Doing History depends on reading. All the assessment in this course is therefore built on this principle.

A lecture will introduce you to a topic, with a survey or overview, but that is all; it will by no means tell you everything you could know or need to know about a topic. Tutorials are useful for delving into a topic in more detail, for discussing further reading that gives a deeper understanding of the topic, and for airing and developing ideas and conclusions about the topic and questions relating to it. In a research essay, more reading still will allow you to develop more firm ideas and conclusions about a topic, by giving you an even more deep understanding of it.

Historians read both primary and secondary material. Primary material is the record or evidence of the past, because it was produced at or close to the time of what it describes or depicts (and without the primary records we could not study or know anything about the past). Secondary material is historians’ analysis, interpretation and explanation of primary evidence and its significance, undertaken in order to try to explain or draw conclusions about the past, as History. (Historians usually do this also in the light of modern knowledge gleaned from the work of other historians who have done as they are doing.)

The two types of sources, primary and secondary, are fundamentally different. The distinction is, firstly, one of time of writing; but it is also to do with intentions behind the writing, and methods in doing it. An author of primary evidence usually is simply presenting his personal account or picture of his time. The historian, producing secondary material, pulls apart a range of primary material, and contextualizes it (with the help of existing secondary material) in order to construct some modern understanding the past.

So doing History is not about finding and reporting ‘facts’ or ‘information’. It is a process of investigating, analysing and concluding. It is not possible to come adequately to conclusions on the basis of only two or three sources. Using a good mix of both primary and secondary material is necessary. It is necessary to look at primary sources yourself, to come to your own understanding of them. It is necessary to use a range of secondary materials, to understand the complexities, different opinions and interpretations, and historical questions and debates, that different historians have engaged in, about the primary evidence. This helps you to form, deepen and tighten your own ideas, conclusions and arguments.

A Note on the Internet
Do not use web sites or online encyclopedias (eg. Wikipedia) for History at university. They are usually not suitable. The publishers of scholarly, academic books and journals use a refereeing process to make sure of the quality of their publications: qualified, practicing academics read, review and referee all work by their peers that is being proposed for publication, to make sure it is of high quality and value. No such standards and refereeing processes are applied to most material on the web; it is difficult to know if articles and sites posted have been academically scrutinized, and are of good scholarly quality. It is therefore safer and better to use scholarly books and journals available through the University Library.
DETAIL OF ASSESSMENT ITEMS

Referencing Written Work

With the exception of the exam, your written assessment items (essay, tutorial presentation report, tutorial reading journal) must include referencing where appropriate to all the sources you have used in your essay. This includes sources from which you have gathered any information that is deeper than an obvious general-knowledge type of information. It includes sources for any quotations you use. It includes sources of any historical understandings, interpretations or arguments that you make use of.

History at the University of Newcastle prefers you to use the style of referencing known as ‘Chicago’, for referencing your sources. A simple guide to this referencing system is included in the History Department’s guide, How to Write a History Essay. This guide is included in the HIST1050 Course Reader, and is part of the essential reading for Tutorial A. It is also available in the Course Documents section of the HIST1050 Blackboard Course (in the folder called ‘Essay Writing’).

In basic terms, Chicago style requires numbered footnotes, following a certain format, throughout the assignment, and a bibliography at the end. A footnote reference provides the name of the author of the source, the source’s title, the place and date of publication, and usually a page number or selection of page numbers. All word processing programmes have ways of inserting automatically numbered footnotes easily. A bibliography is a list of all the sources you have used throughout the paper, providing author, title and publication information for each source. The list is given in alphabetical author, according to the authors’ last names (or titles for works without authors and for edited collections).

Whether you use the Chicago style or not, the style you choose must be one of footnotes, not in-text, in-parenthesis references (eg., not Harvard style). Whichever style you use for your footnotes and bibliography, you must do it correctly and consistently. Inadequate or incorrect referencing to the work of others may be viewed as plagiarism, and may result in reduced marks or failure.

Further information on referencing and general study skills can be obtained from:

Exam

The exam is worth 30% of your assessment for this course. It will be a formal exam of two hours, in the Semester One Exam Period of June 10 to June 27. The date will be available once the University has worked out the Exam Timetable. You should be prepared to attend the exam at any time within the Exam Period.

The exam questions will cover lecture content, but you will also be able to draw on reading you have done for tutorials, to showcase what you have learnt throughout the course. Further details about the structure and content of the exam will be given during the lecture programme, particularly in the final lecture for the course.

Tutorial Preparation and Participation

Attendance at tutorials is compulsory, which means that you can be penalized for missing tutorials without good reason and documentation. Students missing more than three tutorials without good reason face the possibility of failing the course.

Marks are also given for involvement in the tutorial discussion; this is worth 10% of your assessment. To prepare for a tutorial, and for participating in the discussion, read to begin with the ‘Essential Reading’ (those readings provided in the Course Reader). Think about the suggested discussion questions that are provided for each topic in the Tutorial Guide below. You should also look at a selection from the ‘Further Reading’.
To participate in tutorial discussion, you need simply to talk about your opinions, ideas or conclusions about the topics and questions, especially in the light of your reading. Tutorials are not about having answers that may be ‘right’ or ‘wrong’. They are for group discussion and debate, and even for further questions. They are where you can voice any ideas, opinions or questions, whether derived from your reading or arising spontaneously out of the discussion. You are not expected to ‘know’ anything, only to show you have been reading and thinking about the topic.

**Tutorial Presentation and Report**

The tutorial presentation and report are worth 15% of your assessment. Ten marks for the presentation and five marks are for the report.

You will select a topic for your tutorial presentation and report at the first tutorial in Week 2. Make sure you have looked through the Tutorial Guide in this Course Outline, and selected two or three topics that you would be prepared to do your presentation on. You may not present on the same topic that you do your essay on.

You will do the presentation at the tutorial assigned for your topic. Your report will be due at the tutorial the following week.

Your presentation should be no longer than ten minutes. It should contain your reflections on the tutorial topic, based on your reading. You may use the tutorial discussion questions as a guide for preparing your presentation and report; it is up to you if you would like to focus on just one or two of the questions, or consider all of them, or offer your own reflections about a different aspect of the topic. When there is more than one person presenting at the same tutorial, it is a good idea to divide up questions or aspects in advance.

The report has a word limit of 500 words (not including bibliography). It should be a summary of your presentation, but also incorporate any further ideas or reflections you have had on the topic, as a result of the tutorial topic. It must also include a properly formatted bibliography of the sources to which you referred, to prepare your presentation (not counted in the word limit).

**Tutorial Reading Journal**

The Tutorial Reading Journal is worth 15% of your assessment. It is due on Wednesday May 28.

Throughout the semester you will be doing reading for the tutorials, drawn from the tutorial reading lists. For three of the tutorials you will need to keep a journal of notes. The journal should not cover topics on which you do your presentation and your essay. It must cover three different topics.

For each of the three entries, write about three hundred words (no more than 1000 words total for all three), reflecting on your reading, and the conclusions you draw from your reading. Include also a correctly formatted bibliography for each of the three weeks, listing what you have read and are referring to in the journal entry (not included in the word count).

You may use the tutorial discussion questions as a guide for your reflections; it is up to you if you would like to focus on just one or two of the questions, or consider all of them, or offer your own reflections about a different aspect of the topic.

Note that you should be taking similar notes for all tutorials, in order to prepare for them adequately, and so contribute to the group discussions in the tutorials themselves. The notes might be only in your head, rather than formally written down, but they mean that you are not only reading, but also taking in what you read and thinking about it critically.
Research Essay

The research essay has an upper word limit of 2000 words. It is worth 30% of your assessment. It is due on Monday May 12. For details on how and where to submit your essay, see the Additional Information document in the ‘Course Outline’ section of the HIST1050 Blackboard Course.

Learning to write good research essays is a fundamental part of History at university. Be thinking about your essay from the start of the course. Writing an essay is not an exercise in finding and reporting ‘facts’ or ‘information’. The research component requires you to read a good deal, and to consider, analyse, compare and contrast what you have read. The component of preparing and writing your essay requires you to form your own conclusions about your essay question, drawing on the research you have done, and organize, present and argue these conclusions in writing. We will be discussing and practicing these techniques throughout the course, in tutorials. But remember that doing it for your essay will take time and care. Start as early as you can.

The essay question options follow. To spread demand for library books, no more than ten students will be permitted to do any one essay question. You will select a question for your essay at the first tutorial in Week 2. Make sure you have looked through the questions in advance, and selected two or three that you would be prepared to do your essay on. You may not do your essay on the same topic that you do your tutorial presentation and report on.

Essay Question Options

The essay questions are based on the tutorial topics. You can use the reading lists from the appropriate tutorials for your research. You can also use the Library catalogue, the Library’s Bonus facility, and the online journal databases to find your own resources (as demonstrated in the lectures in Week 1).

B) Charlemagne
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?)

C) Islam
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.)

D) Vikings
“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.)
E) *Monks and Monasteries*
“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?)*

F) *First Crusade*
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.)*

G) *Universities*
“[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.)*

H) *Black Death*
“The Black Death was just one of many catastrophes to hit Europe in the 14th 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.)*

I) *Joan of Arc*
“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 …”


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.)*
1) Renaissance Humanism
‘If we are to call any age golden, it is beyond doubt that age which brings forth golden talents in different places. That such is true of this our age [no one] will hardly doubt.’ Marsilio Ficino, from a letter to Paul of Middleburg, 1492.

Do you think that Renaissance humanism made the fifteenth century a ‘golden’ age?

K) Columbus and the New World
“[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 marvellous 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 Caribbean?

(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.)

L) Luther and the Printing Press
“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.)
USEFUL GENERAL TEXTS


TUTORIAL GUIDE AND READING LISTS

A) INTRODUCTION (WEEK 2)

Discussion Suggestions

• Assessment tasks.
• How do tutorials operate, and what do I have to read each week?
• Choose topic for tutorial presentation and essay.
• Discuss questions about writing History essays.

The tutorial this week will be an introductory session, discussing important sections of the Course Outline. Also, at this tutorial you will sign up for topics for your tutorial presentation and report and for your research essay. You cannot do them both on the same topic. Make sure you have looked through the Tutorial Guide and the Essay Questions in this Course Outline, and selected two or three topics that interest you, for each assessment task. As some topics are extremely popular, you may not be able to have your first preferences.

Essential Reading

HIST1050 Course Outline.

University of Newcastle, School of Humanities and Social Science (History) guide: How to Write a History Essay.


Further Reading

See the documents in ‘Course Documents’, in Blackboard, by C. J. England, on writing undergraduate History essays.
B) CHARLEMAGNE (WEEK 3)

Discussion Suggestions

- 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 Civilization?

Essential Reading

Secondary


Primary

From the Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/basis/einhard.html
- Excerpt from Einhard, The Life of Charlemagne


Further Reading

Primary

Internet Medieval Sourcebook: Charlemagne
http://www.fordham.edu/halsall/sbook1h.html - Charlemagne

Secondary


C) ISLAM (WEEK 4)

Discussion Suggestions

- 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?

Essential Reading

Secondary


Primary

Documents from the Internet Medieval Sourcebook:
[http://www.fordham.edu/halsall/sbook1d.html#Islamic%20Expansion%20and%20Empires%20to%20750%20CE](http://www.fordham.edu/halsall/sbook1d.html#Islamic%20Expansion%20and%20Empires%20to%20750%20CE)

- Al-Baladhuri: The Battle of the Yarmuk (636) and After
- Tarik’s Address to his Soldiers, 711 CE
- Pact of Umar, 7th C?: The Status of Non-Muslims under Muslim Rule

Further Reading

Primary


Internet Medieval Sourcebook: Islam, esp. Muhammad and Foundations - to 632 CE; Islamic Expansion and Empire - to 750 CE; The Abbasid Caliphate - after 750 CE; Al-Andalus: Muslim Spain
[http://www.fordham.edu/halsall/sbook1d.html](http://www.fordham.edu/halsall/sbook1d.html)

Secondary


D) VIKINGS (WEEK 5)

Discussion Suggestions

• 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”?

Essential Reading

Secondary


Primary


From the Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/source/843bertin.html

• Three Sources on the Ravages of the Northmen in Frankland, c. 843-912

Further Reading

Primary

Internet Medieval Sourcebook: External attacks
http://www.fordham.edu/halsall/sbook1i.html - External Attacks

Secondary


E) MONKS & MONASTERIES (WEEK 7)

Discussion Suggestions

• 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?

Essential Reading

Secondary


Primary


Documents from the Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/sbook1s.html#Western%20Monasticism%20-%20After%20A.D

• Foundation Charter of Cluny, 910
• Regulations of the Property of Cluny, 1150
• William of St. Thierry: A Description of Clairvaux, c. 1143
• Two Accounts of the Early Career of St. Bernard, c. 1150

Further Reading

Primary

Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/sbook1e.html - Monasticism to A.D. 900
http://www.fordham.edu/halsall/sbook1s.html - Western Monasticism - After A.D. 900

Secondary


F) FIRST CRUSADE (WEEK 8)

Discussion Suggestions

- 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”?

Essential Reading

Secondary


Primary

Documents from the Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/sbook1k.html#The%20First%20Crusade
- Urban II (1088-1099): Speech at Council of Clermont, 1095, Five Versions of the Speech
- Ekkehard of Aurach: On the Opening of the First Crusade


Further Reading

Primary

Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/sbook1k.html - The First Crusade

Secondary


G) UNIVERSITIES (WEEK 9)

Discussion Suggestions

- 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?

Essential Reading

Secondary


Primary

From the Internet Medieval Sourcebook: ‘13\textsuperscript{th}-14\textsuperscript{th} Century Scholasticism’
http://www.fordham.edu/halsall/sbook1r.html#13th-14th%20Century%20Scholasticism

- Robert de Courçon: Statutes for the University of Paris, 1215
- Rules of the University of Paris, AD 1215
- Statutes of Gregory for the University of Paris 1231
- Frederick II: Lictere Generales, establishing the University of Naples, 1224
- Medieval Students' Songs [12\textsuperscript{th} C]
- Jacques de Vitry: Life of the Students at Paris, 13\textsuperscript{th} C
- Rupert, Count Palatine: Foundation of the University of Heidelberg, 1386

Further Reading

Primary


Internet Medieval Sourcebook: 13\textsuperscript{th}-14\textsuperscript{th} Century Scholasticism: Educational Institutions
http://www.fordham.edu/halsall/sbook1r.html - 13th-14th Century Scholasticism

Internet Medieval Sourcebook: Economic Life: The Rise of Towns
http://www.fordham.edu/halsall/sbook1j.html - The Rise of Towns

Secondary


H) BLACK DEATH (WEEK 10)

Discussion Suggestions

- 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?

Essential Reading

Secondary


Primary


From: http://www.uvawise.edu/history/wciv1/civ1ref/peasvolt.htm
- The English Peasant Revolt, 1381, from Froissart’s Chronicles

From the Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/sbook1j.html#Rural%20Life
- Anonimalle Chronicle: English Peasants’ Revolt 1381

Further Reading

Primary

Internet Medieval Sourcebook: The ‘Calamitous’ 14th Century
http://www.fordham.edu/halsall/sbook1w.html - Calamitous Century

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.)

Secondary


I) JOAN OF ARC (WEEK 11)

Discussion Suggestions

• What were women’s position and expected roles 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?

Essential Reading

Secondary


Primary


From the Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/sbook1v.html#Women's%20Roles - Women’s Roles: Women in Politics
  • Joan of Arc: Letter to the King of England, 1429
  • The Trial of Joan of Arc, 1431
  • Johan Nider: on Joan of Arc

Further Reading

Primary

Internet Medieval Sourcebook: Sex and Gender
http://www.fordham.edu/halsall/sbook1v.html

Secondary


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.)


Vale, M. G. A. Charles VII. London: Eyre Methuen, 1974. Ch. 3.


J) RENAISSANCE HUMANISM (WEEK 12)

Discussion Suggestions

- Definition: what do we mean by the term “Renaissance Humanism”?
- How are the ideals of humanism reflected in the documents?
- Would you say that humanistic ideals encouraged a rise of the “individual” (as opposed to a medieval focus on the “community”)?
- To what extent was humanism gendered (i.e. how did ideas of “Renaissance man” differ from those of “Renaissance woman”)?
- Did Renaissance people differ from Medieval people?
- Did the Renaissance represent a break with the past?

Essential Reading

Secondary

Brown, Alison, *The Renaissance* (London; New York: Longman, 1999), Part 3 (Chapters 8-12)

Primary

From: Francis Petrarch, *Familiar Letters* (Hanover Historical Texts Project):
http://history.hanover.edu/texts/petrarch/pet11.html
- [Second of two letters] To Marcus Tullius Cicero

From the Internet Medieval Sourcebook:
http://www.fordham.edu/halsall/source/vergerius.html
- Petrus Paulus Vergerius: The New Education (C.1400)

From: http://cscs.umich.edu/~crshalizi/Mirandola/
- Excerpt from Giovanni Pico della Mirandola, *Oration On The Dignity Of Man*


From The History Guide:
http://www.historyguide.org/intellect/rabelais.html
- Excerpt from Rabelais, *Gargantua And Pantagruel*

Further Reading

Primary

http://cscs.umich.edu/~crshalizi/Mirandola/
Secondary


K) COLUMBUS AND THE NEW WORLD (WEEK 13)

Discussion Suggestions

- 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”?

Essential Reading

Secondary


Primary

From: Internet Medieval Sourcebook: Documents on Columbus, under Maritime Exploration and Conquest: www.fordham.edu/halsall/shook1z.html - Maritime Exploration and Conquest
- Christopher Columbus: Extracts from Journal
- Columbus’s Letter to The King and Queen of Spain, 1494?
- Marco Polo: The Glories Of Kinsay [Hangchow] (C. 1300)

From Project Gutenberg:: www.gutenberg.org/dirs/etext97/tosim10h.htm
- The Travels of Sir John Mandeville, by Sir John Mandeville

Further Reading

Primary


Internet Medieval Sourcebook: Documents on Columbus, under Maritime Exploration and Conquest: http://www.fordham.edu/halsall/shook1z.html - Maritime Exploration and Conquest

Secondary


L) LUTHER AND THE PRINTING PRESS (WEEK 14)

Discussion Suggestions

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

Essential Reading

Secondary


Primary


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.)


IMPORTANT UNIVERSITY INFORMATION

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.

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 following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.
Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing Your Enrolment**
The last date to withdraw from this course without financial or academic penalty (called the HECS Census Dates) is 31st March 2008.

Students may withdraw from a course without academic penalty on or before the last day of semester. 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 staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**Student Hubs**
The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**
- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**
- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**
- Ourimbah Hub: Administration Building

**Faculty of Education and Arts Website**

**The Dean of Students**
Resolution Precinct
Phone: 02 4921 5806   Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**
Phone: 02 4348 4123   Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au
Various services are offered by the University Student Support Unit:

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate 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 02 4921 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