

# HIST534

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## Course Summary

**Course :** HIST534 **Title :** Medieval Europe

**Length of Course :** 8 **Faculty :**

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

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

### Course Scope:

**HIST 534, Medieval Europe**, encompasses the history of Europe from the final phase of the Roman and the barbarian invasions to the beginnings of the Renaissance, the destruction of the Byzantine Empire, and start of the Age of Discovery. It will cover political, military, economic, social and cultural developments during this period.

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## Objectives

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

1. Explain the major milestones in the evolution of Western Civilization from Late Antiquity to the Renaissance (roughly 300 to 1500).
2. Analyze the growth and development of political structures at the regional and “national” level,
3. Analyze the political, social, and economic importance of the Crusades and the development of the Mediterranean as an important venue for the exchange of goods and ideas.
4. Evaluate the influence of medieval political, religious, social, constitutional, artistic, philosophic, and economic norms, perceptions and practices on the evolution of a "Western" culture.

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5. Evaluate the variations in political, economic, and social structures in European regions from Iberia to Russia.
  6. Assess the central role of religious faith and practice at all levels of medieval society.
  7. Examine the changes over time in medieval military organization, strategy and technology and how these reflect and affect political, social, and economic developments.

# Outline

## Week 1: Late Roman Period

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### Learning Objectives

- Comprehend the Roman roots of the medieval period.
- Comprehend the transformative role of Christianity in the late Roman world and the foundations of the Western cultural tradition

### Required Readings

[The Oxford History of Medieval Europe](#)

- Chapter 1
  - Hard Copy Text. Purchase required for those not covered by the Book Grant
- [Europe after Rome : A New Cultural History, 500-1000](#)
  - Intro, Chapters 1 & 2.

### Assignments

- Introductions
- Week 1 Discussion

## Week 2: Barbarian Expansion

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### Learning Objectives

- Comprehend the role of “barbarians” in the destruction of Rome and their role in the re-creation of political authority
- Comprehend the importance of early medieval monarchs such as Charlemagne and Alfred the Great
- Comprehend the period of Viking, Saracen, Slav, and Magyar invasions and conversion of northern and eastern Europe to Christianity

### Required Readings

- [Europe after Rome : A New Cultural History, 500-1000](#)
  - Chapters 5, 7 & 8

[Periodization and Sovereignty : How Ideas of Feudalism and Secularization Govern the Politics of Time](#)

- Intro and part 1

- [Framing the early Middle Ages: Europe and the Mediterranean, 400-800](#) Chapters 1, 6 & 7 Assignments

- Week 2 Discussions
- Research Paper Topic Due

## Week 3: Feudalism

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### Learning Objectives

- Comprehend the political, economic and social system known as feudalism and examine the debate over its nature
- Comprehend the political, social, and cultural variations in different regions of Europe around the year 1000
- Comprehend the main social groups in medieval society, their roles, and duties and how these changed over time

### Required Readings

- [Europe after Rome : A New Cultural History, 500-1000](#)
  - Chapters 5, 7 & 8
- [Periodization and Sovereignty : How Ideas of Feudalism and Secularization Govern the Politics of Time](#)

- Intro and part 1

- [Framing the early Middle Ages: Europe and the Mediterranean, 400-800](#) Chapters 1, 6 & 7 Assignments

- Week 3 Discussion

## Week 4: Christianity in late Roman and Medieval Europe

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### Learning Objectives

- Comprehend the unifying role of the medieval Church and the importance of faith in creating a coherent, integrative medieval world view

### Required Readings

- [Rome Re-Imagined : Twelfth-Century Jews, Christians and Muslims Encounter the Eternal City](#)
- [Innocent III and the Case for War in Southern France in 1207.](#)
- [Theology, Practice, and Policy at the Turn of the Thirteenth Century: the Papacy and Peter Lombard. Pope Innocent III \(1160/61-1216\) : To root up and to plant](#) Chapters 4-10
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[The Investiture Controversy : Church and Monarchy from the Ninth to the Twelfth Century](#) Chapters 2, 4 & 5 Assignments

- Week 4 Discussion
- First Short Essay Due

## Week 5: The Medieval Church

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### Learning Objectives

- Comprehend the investiture conflict, the political role of the Papacy, and the changing nature of political authority

### Required Readings

- [The Investiture Controversy : Church and Monarchy from the Ninth to the Twelfth Century](#)
  - Chapters 2, 4 & 5
- [Martyrs in rivalry: the 1096 Jewish martyrs and the Theban legion](#)
- [The comital military retinue in the reign of Edward I. The Oxford History of Medieval Europe](#)
  - Chapter 4
  - Hard Copy Text. Purchase required for those not covered by the Book Grant

### Assignments

- Week 5 Discussion
- Draft Bibliograph Due

## Week 6: Post-Conquest England

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### Learning Objectives

- Comprehend the importance of the Christian counterattack against Islam, and other medieval crusades
- Comprehend the social, political, and economic implications of changes in late medieval warfare

### Required Readings

- [Crusade Propaganda and Ideology : Model Sermons for the Preaching of the Cross](#)
  - Part I and 1 Sermon from Part 2
- [Crusades : A Very Short Introduction](#)
- All

[In the Wake of Mantzikert: The First Crusade and the Alexian Reconquest of Western Anatolia.](#)

### Assignments

- Week 6 Discussion
- Second Short Essay Due

## Week 7: The 14th Century

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### Learning Objectives

- Comprehend the social, political, and economic implications of changes in late medieval warfare
- Comprehend the growing importance of cities and the medieval origins of capitalism

### Required Readings

- [Treating Medieval Plague: The Wonderful Virtues of Theriac.](#)
- [Reappraising Late Medieval Strategy: The Example of the 1415 Agincourt Campaign.](#)
- [Fleas: Some Scratchy Issues Concerning the Black Death.](#)
- [A Plague of Plagues: The Problem of Plague Diagnosis in Medieval England](#)

### Assignments

- Week 7 Discussion

## Week 8: The End or a New Beginning?

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### Learning Objectives

- Comprehend the political, social, and cultural variations in different regions of Europe in the 1400s

### Required Readings

- [The Oxford History of Medieval Europe](#)
  - Chapters 5-6

Hard Copy Text. Purchase required for those not covered by the Book Grant

- [Speakers at War in the Late 14th and 15th Centuries.](#)

### Assignments

- Week 8 Discussion
- Research Paper Due

## Evaluation

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

Please see the assignments located in the classroom for a full description of the requirements for each written assignment.

### Grading:

Name	Grade %
Research paper Misc	6.00 %
Research paper topic	3.00 %
Draft Bibliography	3.00 %
Short Essay	23.50 %
First Short Essay	11.75 %
Second Short Essay	11.75 %
Discussions	47.00 %
Week 1: Discussion	5.88 %
Week 2: Discussion	5.88 %
Week 3: Discussion	5.88 %
Week 4: Discussion	5.88 %
Week 5: Discussion	5.88 %
Week 6: Discussion	5.88 %
Week 7: Discussion	5.88 %
Week 8: Discussion	5.88 %
Research Paper	23.50 %
Research Paper	23.50 %

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## Materials

**Book Title:** The Oxford History of Medieval Europe

**Author:** George Holmes

**Publication Info:** Oxford University Press

**ISBN:** 9780192801333

**Book Title:** Europe after Rome - Ebook available through the APUS Online Library

**Author:** Julia Smith

**Publication Info:** Oxford University Press Lib

**ISBN:** 9780192892638

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## REQUIRED TEXTS

George Holmes, ed. *The Oxford History of Medieval Europe*. This book is **primarily background reading** for the other assigned readings. You will not be able to answer the forums with just this source.

Smith, Julia M. H. *Europe after Rome: A new cultural history 500-1000*.

## **Additional Required Readings: in Library**

### **Books**

Blumental, Uta-Renate. *The Investiture Controversy: Church and Monarchy from the ninth to the twelfth centuries*.

Christopher Maier, Christopher. *Crusade Propaganda and Ideology: Model Sermons for the Preaching of the Cross*.

Moore, John. *Pope Innocent III: To Root up and to Plant*.

Moore, R. I. *War on Heresy: Faith and Power in Medieval Europe*.

Tyerman, Christopher. *Crusades: A Very Short Introduction*.

### **Articles**

Banji, Jairus. *Late Antiquity to the Early Middle Ages: What kind of Transition?* (2011) Forum 2

Birk, Joshua. *The Betrayal of Antioch: Narratives of Conversion and Conquest during the First Crusade*.  
(2011) Forum 6

Champagne, Marie Therese and Rianna Bouston. *Walking in the Shadows of the past: The Jewish Experience of Rome in the 12th Century*. (2011) Forum 4

Chenu, Christian. *Innocent III and the case for war in Southern France in 1207*. (2011) Forum 4

Church, SD. *Paganism in Conversion-Age Anglo-Saxon England: The Evidence of Bede's Ecclesiastical History Reconsidered*. (2008) Forum 2

Curry, Anne. *Speakers at War in the Late 14th and 15th Centuries*. (2010) Forum 8

Davis, Kathleen. *Sovereign Subjects, feudal law and the writing of history*. (2006) Forum 3

Dyer, Christopher. *The Archaeology of Medieval Small Towns*. (2003) Forum 3

Haverkamp, Eva. *Martyrs in Rivalry: the 1096 Jewish Martyrs and the Theban Legion*. (2009) Forum 5

Honig, Jan. *Reappraising late medieval strategy: The example of the 1415 Agincourt Campaign*. (2012) Forum 7

Lerner, Robert. *Fleas: Some scratchy issues concerning the Black Death*. (2008) Forum 7

Mattheson, Lester. *'Medicine Sans Frontieres' The European Dissemination of John of Burgundy's Plague Treatise*. (2008) Forum 7

Monagle, Clare. *Theology, Practice, and Policy at the turn of the thirteenth century: the papacy and Peter Lombard*. (2013) Forum 4

Roach, Levi. *Penance, submission and dedito: religious settlement in later Anglo-Saxon England (871-*

*1066)*. (2012) Forum 2

Roach, Levi. *Submission and Homage: Feudo-Vassalic Bonds and the settlement of disputes in Ottonian Germany*. (2012) Forum 3

Roche, Jason. *In the wake of Mantzikert: The First Crusade and the Alexian reconquest of Anatolia*. (2009) Forum 6

Spencer, Andrew. *The Comitatal military retinue in the reign of Edward I*. (2010) Forum 5

Watters, David. *Guy de Chauliac: Pre-eminent surgeon of the Middle Ages*. (2013) Forum 7

Wickham, Chris. *Productive Forces and the Economic Logic of the Feudal mode of production*. (2008) Forum 3

## Recommended reading in the library

Noble, Thomas. *Byzantine Rome and the Greek Popes: Eastern Influences on Rome and the Papacy from Gregory the Great to Zacharias, AD 590-752*.

Riley-Smith, Jonathan. *Crusades, Christianity, and Islam*.

Neillands, Robin. *Hundred Years War*.

Mitteraur, Michael and Gerard Chapple, *Why Europe?: The Medieval origins of its special path*.

## Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 2014.
- *The Chicago Manual of Style*, 17th ed. Chicago: University of Chicago Press, 2017.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 9th Edition. Chicago: University of Chicago Press, 2018. *Purchase is highly recommended*.

[Turabian Citation Guide Online](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

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

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

## WEB-BASED READINGS

Avalon Law Project (pre 18th century documents) <http://www.yale.edu/lawweb/avalon/pre18.htm>

Medieval Art and Architecture: <http://www.pitt.edu/~medart/menufrance/mainfran.html>



Medieval Military Myths: <http://www.deremilitari.org/resources/articles/mcglynn.htm>

Medieval Technology: <http://scholar.chem.nyu.edu/tekpages/Technology.html>

Medieval Source book: <http://www.fordham.edu/halsall/sbook.html>

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## Course Guidelines

**Writing Expectations:** Graduate education in history at APUS is intended to prepare students for professional and scholarly success by training them in the various aspects of the discipline of history. In contrast to undergraduate education, graduate students are expected to undertake significant research that is original and of more breadth and depth. Student writings should be grammatically correct, and logically structured and organized. Their work should employ critical thinking and viable evidence that is cited correctly using *The Chicago Manual of Style*.

**Citation and Reference Style:** History and Military History students should become familiar with the

Chicago Manual of Style (CMS) format for citations and the bibliography. The CMS is the standard format for historians. As such, it is our responsibility to ensure that you use this format so that you become comfortable with it during your undergraduate years. Non-history majors can use APA or MLA as the citation and reference style used in written work submitted for this course.

### Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time, and may be more flexible if potential delays are communicated ahead of time.\*

\*Programs with specialty accreditation may have different late policies;

\*\*Students with DSA accommodations may have different late policies applied.

### Turnitin

It is required that assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

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# Communications

## Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.

Students should review writing for spelling and grammar.

[Tips on Using the Office 365 Email Tool](#)

## Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.

Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

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# University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

## Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

## Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

## Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.