

History 103 Introduction to the Medieval World

The Rev. Tanner Moore
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Recitation Hall 405
Online/asynchronous

Summer 2021
July 12 – August 6

Office Hours: By appointment. Please email to schedule.

Course Description

This course is a survey of medieval history in Europe from the fall of the Roman Empire to the birth of the Renaissance. We explore political, religious, and social changes as well as economic, technological, and cultural developments, seeking to understand the complexity of the medieval past, including an awareness of the experiences of peasants, townsfolk, students, the religious, knights and nobles. Topics include: the birth of Christianity and decline of the Roman Empire; Barbarian nations; the Feudal World and Crusades; Chivalry, Medieval Warfare, and the Arthurian legend; Cities, Education and Daily Life; the Church, Heresy & Witchcraft; and The Black Death. This course will examine England and Kievan Rus' as focal points of comparative analysis.

Learning Outcomes

By the end of the semester, students should be able to:

1. Demonstrate a clear understanding of the key events, persons, and cultural movements during the Middle Ages in Europe.
2. Describe how encounters among Byzantium, Europe and Islam affected the economies, intellectual, cultural, and political ideas of each.
3. Engage critically with medieval sources (readings, poetry, images, documents, etc.) and demonstrate a clear understanding of their historical context, purpose and audience.

Course Materials

Please purchase, rent, or borrow:

Freeze, Gregory. *Russia: A History*. 3rd edition. Oxford: Oxford University Press, 2009.

Rosenwein, Barbara. *A Short History of the Middle Ages*. 5th edition. Toronto: University of Toronto Press, 2014.

Saul, Saul. *The Oxford Illustrated History of Medieval England*. Oxford: Oxford University Press, 1997.

Dmytryshyn, Basil. *Medieval Russia: A Source Book, 850-1700*. New York City: Holt and Reiner, 1999.

As of 4/18/21 all except Saul's text are available through the Purdue Library, both in print and online.

These texts are available used or online, usually ranging between \$8 to \$13 each. If you have trouble gaining access to any of these texts, please contact me.

Course Delivery and Instruction

This course is fully online. Lectures will be provided online via Brightspace. Please use the Rosenwein text as a primer for basic knowledge of the Middle Ages. I also will cover introductory information in the first week. Course content will be delivered via student reading of the texts, primary sources, and listening to the lectures provided.

Disclaimer:

As this course is only four weeks in length. There is not time to cover the entirety of the Middle Ages. I strongly encourage those interested in learning more about this topic or topics brought up in this class to other courses offered by the Department of History.

“Deep Dives”

We will not be able to cover 1500 years of history in four weeks. The focus of this course is what I am calling “deep dives” into history. This means the course will heavily emphasize the histories of England and Kievan Rus’/Muscovy (Russia) – its myths, history culture, laws, religion, people, and society. Your textbook (Rosenwein) will provide ample information: both into the background context of Medieval Europe and also the events impacting other areas of Europe outside of England and Russia.

Assignments

My goal, first and foremost, is for you to succeed in this course. However, this course is intensive, and I will hold you, and expect you to hold yourselves, to high standards.

This course will not have examinations. The nature of this course moves too quickly for exams to be a genuine reflection of your learning. The main focus of this course will be to demonstrate understanding and analysis of the primary source materials presented to you and to analyze, deconstruct, and present your argument and evidence in the best possible manner.

Instead, this course will feature **four written assignments** due Friday each week. You will have a chance to revise and improve all papers with the highest grade being the grade I will use towards your final grade. For the first three written papers, you will have the chance to revise your submitted draft. For the final paper you will send a draft to me before you submit the assignment on Friday.

Participation and involvement are my way of knowing you are paying attention in the course. Are you asking questions to your peers on Brightspace? Have you written emails if you are confused? Most importantly, have you shown improvement in your work? These are the ways by which I will judge your efforts in this course.

Week 1 Paper	20 points
Week 2 Paper	20 points
Week 3 Paper	20 points
Final Paper	25 points
Participation and Involvement	15 points
<u>Total:</u>	<u>100 points</u>

Email Etiquette

Students will use proper email etiquette when contacting the instructor. Please begin the email with “Dear Rev. (or Mr.) Moore,” and close with “Yours,” or “Sincerely.”

Illness

While this course is asynchronous, please email me if you are unable to submit the assignment on time due to illness of any kind.

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Reading: Textbooks serve as introductory information on the topic. Readings specific to each nation are selections that will serve as the basis of your papers.

Course Schedule: This schedule is subject to change. Please check your email for more information should this occur.

****A Note on Sources****

Listed below are more primary sources than you will need to read to complete this course. The lectures will cover these topics in general and the sources in specificity. Your assignments for this course are to pick and choose the sources from below to craft your argument for the paper for the corresponding week.

Week 1	The Theory of the Middle Ages & Myths and Legends: The Origins of Origins	Years 0-800 The Roman Empire Origins and Myths of England and Kievan Rus'	Submit Paper 1 Assignment to Blackboard by 11:59pm Friday 7/16
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Description:

This week will cover the rise of the Roman Empire, the origins myths, stories, and foundations of England and Kievan Rus'.

Song:

Jerusalem (and did those feet in ancient times...?)

<https://www.youtube.com/watch?v=DsmkpgOL2w>

Amon Amarth – “The Pursuit of Vikings”

<https://www.youtube.com/watch?v=M-43pOqheMY>

<https://genius.com/Amon-amarth-the-pursuit-of-vikings-lyrics>

Readings:Textbooks:

Rosenwein: Chapters 1-4

Saul: “Medieval England: Identity, Politics, and Society” and “Anglo-Saxon England”

Freeze: “From Kiev to Muscovy: The Beginnings to 1450,” pages 1-4.

England:

Gildas: *Concerning the Ruin of Britain* (excerpt)

<https://sourcebooks.fordham.edu/source/gildas.asp>

Bede: *Ecclesiastical History of the English People* – Book 1 ch 1-4.

<https://sourcebooks.fordham.edu/basis/bede-book1.asp>

Russia:

“The Distribution of the Medieval Slavs”

“The Coming of the Varangians”

Assignment:

-Compare and contrast the origin stories and myths of Rome, England, and/or Kievan Rus'. What are their similarities and differences? What does this tell us about each society?

Week 2	The Third Rail: Politics and Religion	Years 800-1200 Government and Law Codes of England and Kievan Rus' Establishment of Christianity	Submit Paper 2 Assignment to Blackboard by: 11:59pm Friday 7/23
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Description:

This week will explore the establishment of religion and law within England and Kievan Rus', laying the foundation for the framework of government and ecclesiastical belief.

Song

“Hymn to St. Augustine”

<https://aclerkofoxford.blogspot.com/2014/05/st-augustine-apostle-of-english.html>

“Hymns to St. Vladimir” (*Troparion* and *Kontakion*)

https://saintvladimir.org/st_vladimir

Readings:Textbooks:

Rosenwein: Chapters 5 and 6

Saul, : “Conquered England”

Freeze: “From Kiev to Muscovy: The Beginnings to 1450” pages 4-12.

England:

Bede: *Ecclesiastical History* – Book 1, ch xxiii-xxvii (St. Augustine of Canterbury)

Bede: *Ecclesiastical History* - Book 3 ch xxv (Synod of Whitby)

<https://sourcebooks.fordham.edu/basis/bede-book3.asp>

William of Malmesbury, c. 1143, *The Battle of Hastings*, 1066

<https://sourcebooks.fordham.edu/source/1066malmesbury.asp>

The Domesday Book, 1086

<https://sourcebooks.fordham.edu/source/1186ASChron-Domesday.asp>

Magna Carta (translation), 1215

<https://sourcebooks.fordham.edu/source/mcarta.asp>

Russia:

“The Acceptance of Christianity”

Use the embedded link to read about the Short and Long Russkaia Pravda – the laws of Yaroslav the Wise and his sons.

[Short Russkaia Pravda; the Long Russkaia Pravda; Prince Vladimir's Church Statute; or Prince Iaroslav's Church Statute.](#)

Assignment:

-Compare and contrast the law codes of England and Kievan Rus'. What is the role of religion in society? What do the law codes show that the leaders value? What does this tell us of the role of everyday people?

Or

-Explain the role of belief in these societies. Draw examples from religion and law.

*Please answer only one (1) question. *

Week 3	Death, Disease, and the End of the World as They Knew It.	Years 1200-1400 The Crusades The Black Death The Mongol Horde	Submit Paper 3 Assignment to Blackboard by: 11:59pm Friday 7/30
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Description:

This week will cover the First and Third Crusades within England's history. Within Kievan Rus', this week will cover the Mongol Invasion and the causes of the Black Death by the *Pax Mongolica* in eastern Europe into western Europe (and ultimately England).

Songs:

Ghost – "Rats"

<https://www.youtube.com/watch?v=Efup3SWRBOA>

The Hu – "Wolf Totem"

<https://www.youtube.com/watch?v=jM8dCGIm6yc>

Readings:
Textbooks:

Rosenwein: Chapter 7

Freeze: "From Kiev to Muscovy: The Beginnings to 1450" pages 13-17.

Saul: "Society and the Economy" (160-170 covers the Black Death), this chapter is also assigned for next week.

England:

Pope Urban II Speech at the Council of Clermont, 1095

<https://sourcebooks.fordham.edu/source/urban2-5vers.asp>

Henry II, King of England – *The Saladin Tithe*, 1188

<https://sourcebooks.fordham.edu/source/1188Saldtith.asp>

Ordinance of Laborers, 1349

<https://sourcebooks.fordham.edu/seth/ordinance-labourers.asp>

The Flagellants and the Black Death

<http://www.eyewitnesstohistory.com/flagellants.htm>

Statute of Laborers, 1351

<https://sourcebooks.fordham.edu/seth/statute-labourers.asp>

Readings from the Peasants' Revolt

http://www.bbc.co.uk/radio4/history/voices/voices_reading_revolt.shtml

Russia:

William of Rubruck's Account of the Mongols

<http://depts.washington.edu/silkroad/texts/rubruck.html>

“Mongol Conquest of Northern Rus in 1237-1238” and “Mongol Capture of Kiev in 1240”

Assignment:

How did perceptions of the end of the world impact each society? Were these events considered the scourge or will of God? If so, what does this inform us about the role of religion (or superstition) in society.

Week 4	Success and Subjugation: The Pillar and the Phoenix	Years 1200 – 1500 War of the Roses and Rise of the Tudors The yoke of the Golden Horde The rise of Muscovy	(Optional) Submit draft by 11:59pm Wednesday 8/4 Submit Final Paper Assignment to Blackboard by: 11:59pm Friday 8/6
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Description:

This week will cover the War of the Roses and the rise of the Tudor dynasty in England, leading into the early modern era. In Russia (now Muscovy), the yoke of the Golden Horde is thrown off and we examine the rise of Muscovy.

Readings:
Textbooks:

Rosenwein: Chapter 8

Saul: “The Economy and Society”

Freeze: “Muscovite Russia: 1450-1598” pages, 27-28.

England:

The Ballad of Bosworth Field

<http://www.r3.org/richard-iii/the-battle-of-bosworth/the-ballad-of-bosworth-field/>

John Cabot – Voyage to North America, 1497

<https://sourcebooks.fordham.edu/mod/1497cabot-3docs.asp>

The Coronation of Henry VII

<https://www.tudorsociety.com/beginning-dynasty-coronation-henry-vii/>

English Constitutional Documents:

<https://archive.org/details/documentsofengli00adamiala/page/212/mode/2up>

“Recognition of the Title of Henry VII” (213)

“Establishment of the Court of Star Chamber” (214)

“Allegiance to a De Facto King not Treason” (215)

Russia:

“Moscow’s First Successful Challenge of the Mongols, 1380”

“Restrictions on Peasant Movement”

“Ivan III’s Conquest of Novgorod in 1471”

“Ending of the Mongol Yoke in 1480”

The *Sudebnik* (1497)

<http://www.departments.bucknell.edu/russian/const/sudebnik.html>

Assignment:

What does success look like in medieval England? Is this truly success? Was England more 'successful' than Kievan Rus' (now Muscovy) during the same time periods, why or why not?

Or

Was Muscovy European? Use the Rosenwein textbook to compare or contrast the ideas and beliefs of Muscovy to that of Western Europe.

Please answer only one (1) question.

Paper Guidelines and Instructions

Format:

- All papers will be at most three pages in length.
- All papers will be formatted in Times New Roman, 12-point font, 1 inch margins

The paper will consist of:

- A title
- Your last name and page number at the top right (e.g. Moore 1)
On Word (Insert, Header and Footer, Page Number, Top of Page – header, right alignment). Word will automatically generate your last name and number for subsequent pages.

Your paper will contain:

- An introduction of one paragraph in length introducing and describing your topic.
- Your introduction will contain a clear thesis statement (e.g. In this paper, I argue that...)
 - It is acceptable to use the word “I,” such as “I contend” or “I argue,” etc.
- A ‘roadmap’ after your thesis (e.g. I will explore this thesis by examining this topic, this topic, and the next topic). Present the paper in the order you present these ideas, do not start with the last thing you listed, begin with the beginning.
- Body paragraphs with an opening sentence that explains what your paragraph will be about.
- Citations will consist of the last name of the author of the book and page number or a shortened form of the document/primary source.
 - Book example: “Quote about the book you are citing” (Stites, 11).
 - Primary source example: (The Coming of the Varangians, 42).
- If you bring in any outside material, please discuss it with me first, and cite using the Chicago Manual of Style found on the Purdue Owl:
 - https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmose_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Your paper will **not** contain:

- A summary conclusion. Your paper should end with one final remark or two on the topic.
- Block Quotes (paragraphs longer than 4 lines). I want this paper to focus on your analysis of the documents. Please quote them, but do not fill the body of the paper with long quotes that take away from your analysis and thoughts.

General Instructions

As a student, you will

- Email the instructor if you have any questions about the format, style, or composition of the paper.
- **Email the instructor if you need more time on the paper.** This is an intensive course, but I also realize there are times when life intervenes. However, expect the posted deadlines in the course schedule to be the norm.
- Email the instructor if you need help on a paper. I am here to help you develop your writing and critical thinking skills. Please email me if you need help on the paper – I encourage it.

Most Importantly

- You will not plagiarize or cheat. Plagiarism (taking ideas that are not yours and presenting them as your own) will result in failing the assignment.
- If you think you are plagiarizing ideas, email me **before** you submit. My primary goal is to help you develop as students and scholars as you learn the material, not to punish.

Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the **Vice President for Ethics and Compliance** for final determination.

Accessibility

“Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.”

Mental Health/Wellness Statement

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Basic Needs Security

“Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the Critical Needs Fund.”