

## HISTORY 1: EUROPE IN A WIDER WORLD, c. 200-1500

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This course provides the Department's introduction to the study of European history, and is recommended prior to more advanced work. It covers Europe from the later Roman Empire (c. 200) to the eve of the Protestant Reformation (c. 1500). One central theme of the course will be the problem of Europe itself: how and when did a part of Mediterranean Roman world and a part of its "barbarian" edge become something like Europe, a place both culturally unified enough to talk about as a single entity, and distinct from its neighbors? We will consider the changing boundaries and centers of the European world, and the growth of structures that created a European unity. We will also spend quite a bit of time exploring those two behemoths of human society: organized states and organized religion. Not only will we be looking at how much or little organization either of these institutions should have (or can get away with), but the knotty problem of their relationship—how is government or religion defined, what powers and responsibilities can and should it claim, how much or how little should these powers be related to each other?

*Grading:* (assignments discussed below)

Recitation: 35%

Skills test (best of two): 20%

Primary source paper (6-9pp): 10-20%

Final exam: 20%

Personal choice assignment (completion optional): 5-15%

### *Course Organization and Assignments*

In this course, we have a couple of goals. Not only do we want you to explore the big questions through learning the basic narrative of European history, but we also want to train you in the discipline of history and the skills and techniques of the historian, most especially using the historian's major tool—the primary source. Finally, we want to give you some freedom to explore a particular topic in this long period in a way that interests you.

We also know that this course serves several different communities: students planning to be history majors, students who are pursuing classical or medieval studies and need historical background, and students from other fields entirely who are fulfilling a requirement or pursuing a secondary interest.

So, to balance these goals and the needs of different students, there is choice built into the syllabus—choice for you, and also choice for your TAs. But with choice comes responsibility (in your case, keeping tracks of your options and ways to fulfill them), so you'll need to read this syllabus a bit more carefully than most to avoid the mistake of

reading EVERYTHING (though you are, of course, welcome to read it all and ask for more).

*a. Schedule of work*

With choice and our goals also comes a reverse of standard course trajectory: you will find that work for the class is spread out through the semester, and indeed the first six weeks of the course are the most intense, while, given the early due date of the primary source paper, you can devote most of your time to other courses towards the end of the semester.

The first six weeks of class are the *training* phase of the course, where everyone works on the same set of skills. These include: essential geography of the European continent, reading and writing about primary sources, learning the narrative of early European history. To achieve these goals, you will write short assignments for recitation each week (some may be re-writing assignments), and also take a very short map quiz each week. At the end of this part, you will take a preliminary exam. The purpose of this exam is to make sure you have learned the essential skills. Because your mastery is more important to us than simply assigning a grade, if you don't do well, you will have the opportunity to take another test on the same format later in the semester. After this phase, you will increasingly be choosing the work you do, moderated by your and our assessment of your progress.

*b. Assignments*

**Recitation** (and participation): Recitation is where you practice history most weeks. In addition to writing assignments at the beginning of the semester, your recitation grade is based on your participation each week in recitation, as well as your participation in lecture and your performance on map quizzes. Please note, below, in the READING section, that as the course progresses you will have the choice read some books about medieval topics for recitation rather than primary sources on selected weeks.

**Skills Test:** you will be given preparatory materials for this test in the weeks preceding it. If you are not pleased with your performance, you can take the second round of this test (which will repeat the format of the first, but with material from the middle portion of the course). Only the higher of your two grades will count, so pat yourself on the back and take the morning off in November if you did well in October.

**Primary Source Paper:** Your assignment is simple. Choose an agreeable text from the period (many of the sources excerpted in your Geary book are great), read it, come up with a historical question, and write about it using the text (6-9pp). The training phase of recitation is meant to prepare you for this task. You should choose a text in consultation with me or your TA—please make sure to see us in October. We'll ask you to submit a brief proposal October 25.

**Final:** You will be given materials well in advance (and they include, of course, some choices for you), and may choose a take-home option. The timed exam will

**Personal Choice Assignment:** This assignment is meant to give you the room to explore both a subject that interests you, and to submit a piece of work that is not necessarily a paper. Many of the possibilities for this assignment are presented within the context of the course, but you may also propose your own way of fulfilling this assignment. You may also choose not to do it at all, depending on your goals for this course. You will see that this assignment counts for a minimum of 5% of your grade—thus it is certainly possible to get a reasonable grade while skipping this component.

On the other hand, if you were particularly inspired by your personal choice assignment, and feel that it does a better job of representing you than your primary source paper, you may, when you submit it, write a percentage greater than 5% on it. You may make it worth up to 15% of your grade, bringing down the primary source paper to 10%. Please note that you may not change your mind after receiving a grade.

Some options for the personal choice assignment (more detail about these are available on blackboard):

1. EC reading and discussion: you may choose **two** of the EC readings, do the readings, prepare a two-page reading summary, and participate in recitation discussion of these readings **in addition** to normal recitation. Your grade will be determined by both your reading summaries and participation.
2. Gloss: You should select a brief text, either some medieval text that has caught the fancy during the semester, or a text from the Bible etc. which can be shown to have been (much) read during the medieval period. You should then **gloss** this, that is explain or explicate it in the margins or between the lines, to draw out the meanings and uses you think contemporaries will have found there. (We will be making a visit to the Rare Books Library at Penn and looking at some glossed medieval texts, where I will also tell you something of how and why texts were "glossed" and what it might all mean.) If you choose to do this assignment, bonus points for any special initiatives that lead to the enhancement of your Gloss with imaginative layout, calligraphy or illumination
3. Maps and geography: Not only do Wednesday map exercises, but either create your own historical atlas on a particular subject (at most 10 maps, which can be drawn from any source) with a brief introduction and explanation (2-3 pages) or write a critique and discussion of one or two of the commonly available historical atlases.
4. Art object paper: Select an art object, ideally either from the collection of the Penn Museum (a perfect excuse to go and visit, it is a wonderful place), or the Philadelphia Museum of Art (we will be having a class trip to the museum), but . Investigate your object, and then write a brief account of its historical significance (2-3 pages).

*A few basic policies:*

*Accommodating disabilities:*

1. Students with disabilities should (1) register with the Student Disabilities Services (SDS) in the Weingarten Learning Resources Center (TEL: 573-9235 (voice), 746-6320 (TDD)); (2) inform me, during the first week of class, of the existence of this disability (this will remain confidential).

2. Equally, there are a limited number of sets of course books available for semester loan to students whose financial circumstances make purchase a serious burden. Please inform me, during the first week of class, if you need to use the class copies (this will remain confidential).

*Getting in touch:*

1. Teaching Assistant Office Hours: An appropriate place to talk about your writing and the comments your TA made about your writing (not grades assigned—all grade review is done by the professor), as well as further discussion from recitation.
2. Professor Office hours: My office hours are an appropriate forum for asking questions about things that came up in lecture (but you didn't think about until after lecture), for discussing choices for your primary source and personal choice assignments, and any requests that grades on individual assignments be reconsidered.
3. Professor E-Mail: Also a fine way to ask questions and make requests, especially if you can't attend office hours. Please be aware as you write that e-mail about the course is official communication within the university, and kept as a part of course records. Please note as well that e-mail is only read and responded to within normal working hours (9am-5pm)—that is, e-mails sent after 5pm will be considered to have arrived the next working day.
4. Discussion Board: For many questions that come up in lecture or discussion, posting the question on a discussion board gives the whole class an opportunity to read and respond. The TAs and I will be checking in on the discussion board periodically (but not obsessively).

*Attendance:* In class as in life, showing up is half the battle. The other half is showing up on time: yes, class begins at 10am, NOT 10:05 or 10:10. There are advantages to arriving early for lecture.

*Texts and Reading for the course* (also a guide to the weekly assignments below)

PLEASE READ THIS FIRST. Otherwise, you may end up reading more than you need to. Readings listed on the syllabus are a menu: some courses are served to *everyone*, some will be chosen by your TA, and some *you* will choose yourself.

1. **Primary sources:** The majority of the reading for this course is primary source reading—that is, translations of what people in the period under discussion each week actually wrote. It is very much our hope that you not only learn how to read primary sources and use them to write history, but that you learn (if you haven't already) how to enjoy looking at the world through the eyes of people in the past. You will also note that total pages per week of reading are rather short—that is because it takes so much longer to read a primary source. Primary sources are served three ways:
  - a. **Lecture readings:** these are very short selections (at most 3 pages) that accompany most lectures. You should come to class with them (most are conveniently found in your **Course reader—see below**), having read them. Sometimes your professor will just refer to these readings, sometimes we will discuss them in class.

- b. **Recitation readings:** there are usually several of these listed for each week, and they are either substantial excerpts or entire pieces. You will only read one of them—your Teaching Assistant will be choosing which one each week. But be sure to take note of the others—these readings are also listed as good sources you might want to consider for your **Primary Source Paper**.
  - c. **Optional extras:** short and longer readings available in the reader, or online, that you might find interesting if the topic under discussion is one that grabs you.
2. **Textbook.** The textbook is very compressed. In some cases, it skips by things to which I devote entire weeks. Nonetheless, it should give you a basic outline of the narrative of what's going on, and a timeline, especially as later in the course we won't be able to follow a linear narrative. In some cases, the textbook is so skimpy you'll find I recommend readings from other textbooks to use for reference. I have also placed three more fulsome textbooks on reserve in case you feel you need more narrative (see Blackboard for descriptions and suggested chapters).
  3. **EC secondary readings:** for many weeks in the second half of the course, books or sections of books are listed on the syllabus. These books will give you the opportunity to learn more about a topic that interests you, that we only have limited time for in class. Books for these discussions are available for purchase from the Penn Book Center (listed as optional reading). You may substitute reading one of these works, and attending the discussion on it, for your normal recitation meeting, up to three times during the semester. See **Personal Choice Assignment** for another approach to the EC readings.

#### Texts

The class has five required texts, four books and one coursepack. These include:

1. Kishlansky, Geary, and O'Brien, *Civilization in the West* Volume A (New York: Pearson, Longman, 2007) (The main **textbook** in the assignments)
2. Patrick Geary, *Readings in Medieval History* (The main reader for primary sources, **Geary** in assignments)
3. *The Letters of Abelard and Heloise* (New York: Penguin, 2003)
4. Giovanni Boccaccio, *The Decameron* (New York: Penguin, 1995)
5. Course Reader (contains many shorter selections of primary sources)

All the texts are available on reserve at Rosegarten Reserves. Some additional readings are available via the Blackboard course website.

**Books** are available for purchase at  
 Penn Book Center  
 130 S. 34th Street  
 215-222-760

**Course Reader** can be purchased at:  
 Wharton Reprographics  
 3620 Locust Walk  
 215-898-1251

Class meetings, Schedule of Meetings and Assignments:

**Part 1: This is not Europe—the worlds and geographies of Late Antiquity**

**Week 1: Introduction**

Textbook: pp. 101-161 (background about the Roman Empire)

1. 9/5/07: Introduction

**Week 2: Romans and Religions**

Textbook: pp. 162-179

Main Course Menu: *The Passion of SS. Perpetua and Felicitas* (Geary 3), *Theodosian Code* (Geary 1)

2. 9/10/07: The 'late' Roman Empire  
*The Theodosian code* (R4)
3. 9/12/07: Christianity in the Ancient World  
*The Nicene Creed*

**Week 3: What Romans?**

Textbook: 179-210, 222-225

Shorter Readings: Gregory of Tours, *History of the Franks* (Geary 10, pp. 144-147 [chapters 25-31]), *Salic Law* (Geary 8, Titles XIII, XVII-XIX, XXIV, XLI [found on pp. 130-132])

Main Course Menu: Tacitus, *Germania* (Geary 4), Gregory of Tours, *History of the Franks* (Geary 10), *Salic Law* (Geary 8)

4. 9/17/07: Barbarians and their states—who's a barbarian anyway?  
*Salic Law* (Geary 8, Titles XIII, XVII-XIX, XXIV, XLI [found on pp. 130-132])
5. 9/19/07: A lot of politics happens and we re-draw the map several times.

**Part 1: This is Europe 1—Christians and Carolingians**

**Week 4: Creating the Carolingian World**

Textbook: 220-221, 225-230, 235-240

Main Courses: Bede *Ecclesiastical History* (Book 1, chapters 23-27 [combine Geary 15 and R 5, and then read the rest of Geary 15]), Benedict, *Rule for Monasteries* (Geary 12), Einhard, *Life of Charles the Great* (Geary 18)

Optional Sources: Claudius of Turin's *Complaint* (R 7), Gregory the Great, *Dialogues* (Geary 13), *The Penitential of Halitgar* (R 11)

6. 9/24/07: A European Christianity: Monks and Missionaries in Northern Europe  
Correspondence of Boniface, Missionary and Martyr (R 6, selection #4)  
*The Penitential of Finnian* (R 11, *Of Sacrilege* and *Of Various Topics*)
7. 9/26/07: Charlemagne and the Carolingian empire  
Einhard, *Life of Charles the Great* (Geary 18, pp. 288-294, [chapters 15-30] **cut down**)

**Week 5: Living in the Carolingian world**

Textbook: 230-235, 241-249, 256-260

Textbook: Read Backman, *The Worlds of Medieval Europe*, Chapter 7 (available on-line) or Peters, *Europe and the Middle Ages*, Chapter 9 (available on reserve and on-line) Shorter

Readings: Main Courses: Selected Capitularies (Geary 19, pp. 303-320) and The Polyptyque of St. Germain-des-près (R 6), Dhuoda, *Handbook for her Son* (R 10), Hugh of Lusignan, *Agreement between Lord and Vassal* (Geary 26)

Suggested Sources: Raoul Glaber, *Histories* (R 15), Saracen Raids and The Savage Environment (R 14), Galbert of Bruges, *Homage* (R 17), Oath of Vassalage (R 18), Fulbert of Chartres, *Letter to William of Aquitaine* (Geary 25), Cluniac charters (Geary 20)

8. 10/1/07: Living in the Carolingian world  
St. Riquier: Its precious Goods (R 12)
9. 10/3/07: What happens when the Carolingian world falls apart: the F-word.  
Peace and Truce of God (R 19), The wandering relics of St. Philibert (R 13)

### **Week 6: A turning point in the 11<sup>th</sup> century: The Investiture Controversy, then it's all about you**

Textbook: 280-282

Main Course: *The investiture controversy* (Geary 39)

10. 10/8/07: The conflict between popes and emperors
11. 10/10/07: Exam 1

**Part 3: This is Europe 2: The High Middle Ages**, in which all sorts of things expand across Europe, but a single political form or control is not one of them. Mostly thematic, not temporal

### **Week 7: The First Crusade**

Textbook: 266-270

Main Course: Four Accounts of the First Crusade (Geary 28)

Suggested Sources: Bernard of Clairvaux, *On the New Chivalry* (R 20), Geniza letters from the First Crusade (R 21), Edward Peters, *The First Crusade*

Suggested Further Reading: Jonathan Riley-Smith, *The First Crusade and the Meaning of Crusading*, Christopher Tyerman, *The Crusades: A very short introduction*.

EC Reading: Topic: Medieval Warfare. Book: Keen, *Medieval Warfare: A History*.

12. 10/15/07: No class, fall break
13. 10/17/07: The First Crusade

### **Week 8 Building the High Medieval World: Innocent III and the expansion of Christian order**

Textbook: 254-55, 260-266, 278-283 (partly review)

Main Courses: Bernard of Clairvaux, *Sermons of the Song of Songs* (Geary 23), Rule of St. Francis (Geary 30), Canons of the Fourth Lateran Council (Geary 29)

Suggested Primary Sources: The Gospel according to the Marks of Silver (R 22)

EC Reading: Topic: Technology. Book: Gies, *Cathedral, Forge, and Waterwheel?*, White, *Medieval Technology and Social Change*. Web content: Medieval Technology Pages: medieval stirrup controversy.

14. 10/22/07: Church Order and Orders: Cistercians, Franciscans, Dominicans, a big council, and what do we do with those pesky people who don't fit into our order

15. 10/24/07: Crusades, Colonialism, and Physical expansion  
Chronicle of the Slavs

**Paper proposals due October 25, 4:00 pm**

**Week 9 Building the High Medieval World: the intellectual world**

Textbook: 275-278

Main Course: *The letters of Abelard and Heloise*, selections include “History of my Misfortunes” and Letters 1-6.

16. 10/29/07: Universities and Scholasticism  
Gratian, *Decretum*, pp. 1-2.

17. 10/31/07: Visit to the Rare Book Room: Scholasticism and scholastic writing

**Week 10 Building the high medieval world: lawyers and kings**

Textbook: 258-260, 283-289

Main courses: Gratian, *Decretum* (R 28), Joinville, *Life of St. Louis* (Geary 44)

Suggested Sources: Judgment by hot water (R 26)

EC reading: Intersections of thought and art. Book: Panofsky, *Gothic Art and Scholasticism*

18. 11/5/07: Law and rationality: proof, oaths, ordeals, and torture  
Thoughts on the Judicial Duel (R 27)
19. 11/7/07: Kings and kingdoms: Normans and others  
Enquets of King Louis (Geary 45, 355-356, pp. 705-706)

**This is Europe 3: The Later Middle Ages, or was that the Renaissance? Some old certainties fade, some new things get built**

**Week 11: Medieval Cities**

Textbook: 270-275

No primary source reading: finish your paper

No recitation: trip to Philadelphia Museum of Art

20. 11/12/07: Medieval towns and experiments in government: 1000-1500  
Villani, *New Chronicle* (R 29), *Accounts of the City of Siena* (R 30)
21. 11/14/07: Exam 2: optional.

**Primary Source Paper Due Friday, November 16, 4:00pm.**

**Week 12: The ordinary becomes extraordinary: saints, starvation, and scapegoats**

Textbook: 301-308

Main Courses: Petroff, *Medieval Women's Visionary Literature* (R 32), Giovanni Scriba, *Notary Book* (Geary 55)

Suggested Sources: Famine and Plague selections (R37-43)

EC Reading: Big theories about disease. Book: McNeil, *Plagues and Peoples*

22. 11/19/07: Towns: commerce, consumption, and sanctity  
Guild regulations in Paris (R 31)

23. 11/21/07: Famine and plague, scapegoats and outsiders.  
Boccaccio, *Decameron*, Introduction

**Week 13: Is Europe coming apart or coming together?**

Textbook for weeks 13 and 14: 291-301, 308-350

Readings:

Main Courses for weeks 13 and 14: Marsilius of Padua, *Discourses* (Geary 36), Margery Kempe, *The Book of Margery Kempe* (Geary 37), Gregorio Dati, *Diary* (58), Boccaccio, *Decameron* selected tales, Jacques Fournier, *Inquisition Register* (Geary 35)

EC Reading: Women's Religious Life. Book: Caroline Bynum, *Holy Feast, Holy Fast* selections (be forewarned: this is one of the most important books on the subject, but it is also the most difficult reading on offer in the syllabus).

24. 11/26/07: Christianity versus the Church: problems of the papacy and laity  
Boniface VIII, *Clericis Laicos* and *Unam Sanctam*. (R 33), William of Plaisians,  
*Charges of Heresy against Boniface VIII* and *Grand Chronicles of France* R 34)
25. 11/28/07: Cultural and economic life after the Plague: North versus South (hey, what's that Renaissance thing doing in our Middle Ages?)

**Week 14: The End of the Middle Ages, maybe**

Textbook: see above

Main Courses: see above.

26. 12/04/07: States, state-building, and warfare in the Later Middle Ages.  
27. 12/06/07: Conclusion: 1453, 1492, Rome and Europe.

**Personal Choice Assignment due Wednesday, December 6, 4:00pm**