



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B. Department / Program Area: **HISTORY FACULTY OF HUMANITIES & SOCIAL SCIENCES** Revision New Course

If Revision, Section(s) Revised: **C, H**
 Date of Previous Revision: **MAY 2002**
 Date of Current Revision: **APRIL 2004**

C: **HIST 2203** D: **EUROPE IN THE EARLY MIDDLE AGES** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course covers the history of Europe in the early Middle Ages (approx. 300 to 1100), from the late Roman Empire through the transition to medieval Christendom. It first treats the character of the late Roman world and the issues surrounding its collapse followed by the establishment of new values, and the dominant role of the Church. It traces the creation of new forms of social organization, and the emergence of a consolidated European culture.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Seminar Number of Contact Hours: (per week / semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester Number of Weeks per Semester: 15	H: Course Prerequisites: ONE 1100-LEVEL HISTORY COURSE	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite NONE	
	K: Maximum Class Size: 35	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

At the conclusion of this course students should have:

- 1) Acquired an understanding of the main themes and characteristics of European civilization in the early Middle Ages.
- 2) Acquired experience in approaching and explicating medieval sources.
- 3) Increased ability in discussing and analyzing historical issues both verbally and in writing.

N: Course Content:

A sample course outline would include the following topics.

1. The Later Roman Empire
 - structure, culture, economy, government
2. Christians in the Roman World
 - beliefs, spread, organization
 - monasticism
 - Christian Rome
3. The Germanic Peoples
4. The Crises of the Late Roman Empire
 - military, political, economic
 - leading historical interpretations
5. Successor States
6. The Eastern Empire
 - Justinian, the Italian wars
7. The Rise of Islam
8. The Emergence of Papal Leadership
9. North of the Alps
 - Franks, Anglo-Saxons, Irish
10. Charlemagne and the Carolingian Empire
11. Vikings
12. Manorialism
13. Feudalism
14. Women in Early Medieval Society
15. Trade and Towns
16. The Ottonians and Theocratic Kingship
17. The Normans and Anglo-Saxon England
18. Cluny and Reform
19. The Investiture Crisis

O: Methods of Instruction

One hour lecture, followed by one hour of discussion of lecture and readings, student presentations and debates, questions, and other largely oral exercises. Occasional use of audio-visual material.

P: Textbooks and Materials to be Purchased by Students

Textbooks will be chosen from the following list, to be revised periodically.

Frankforter, A. Daniel. The Medieval Millennium. An Introduction. 2nd ed. Upper Saddle River, N.J.: Prentice Hall, 2002.

Peters, Edward. Europe and the Middle Ages. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1997.

Rosenwein, Barbara H. A Short History of the Middle Ages. Peterborough, Ont: Broadview Press, 2002.

Hollister, C. Warren, Joe W. Leedom, Marc A. Meyer and David S. Spear eds. Medieval Europe A Short Sourcebook. 4th ed. New York: McGraw-Hill, 2002.

Additional readings will be chosen from:

Bennett, Judith. A Medieval Life. Cecilia Penifader of Brigstock, c. 1295 - 1344. Boston: McGraw-Hill College, 1999.

Hanawalt, Barbara. The Ties that Bound. Peasant Families in Medieval England. New York: Oxford University Press, 1986.

LeRoy Ladurie, Emmanuel. Montaillou. The Promised Land of Error, trans. Barbara Bray. New York: Random House, 1978.

Q: Means of Assessment

Student work to be evaluated on the basis of exams, prepared written work; and oral participation. Possible in-class written work or quizzes.

Final exam	30%
Midterm	20%
Research essay	30%
Analytic study	10%
Class participation	<u>10%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s) R. Friedrichs

Education Council / Curriculum Committee Representative

Dean / Director

Registrar