

HIST 108

INTRODUCTION TO EARLY MEDIEVAL HISTORY

SPRING 2023

Professor Marcus Bull

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Office: Hamilton [Pauli Murray] 471

Office Hours: **M 11.00-12.00; W 12.00-1.00; or by appointment**

Lectures: **M 9.05-9.55; W 9.05-9.55: Wilson 107**

Recitations: F (details issued separately)

TAs: Anna Lukyanova; Ben Comshaw



WHAT IS THIS COURSE ABOUT?

This course provides an introduction to the history of the Early Middle Ages between about 400 and 1050. The primary focus will be on the history of western Europe, but we shall also have opportunities to consider the other societies and cultures that had a significant impact on western European life, that is to say the Byzantine empire and Islam. We shall look at a range of themes, including political change, the importance of religion in medieval culture, women's history and gender, myths, and violence. Specific topics include the so-called 'barbarian' migrations, the emergence and rise of Islam, Charlemagne in fact and fiction, the Vikings, and the Normans. Throughout the course there will be a sustained focus on the evidence that survives from this period – mostly written evidence, but also some artistic and architectural remains – so that we will not simply be learning about what happened in the early medieval world but also, *and more importantly*, thinking about *how* we know about that time and how we go about interpreting the evidence at our disposal.

HOW TO APPROACH THIS COURSE

A class such as this is an opportunity to practice certain skills and to develop certain approaches that will be of benefit to you throughout your time at UNC. So, what is the value of this course? In the first place, it will help you to appreciate that people in the past – it does not matter when and where they lived – were every bit as real to one another as we are to ourselves. An appreciation of diversity is a central strand of modern-day values; but it is important to bear in mind that human difference and diversity also reach back in time. The most important lesson to be derived from this class is, therefore, not to assume that people in the past thought and felt and acted like we do, and that studying history is about extending our understanding of the range and depth of human experience.

In terms of the specific skills that you should use the class to develop, they come down to asking yourself various questions:

Am I developing a sense of the early medieval world as a specific time and place that was as real for the people living in it as our world is for us?

When I read, both primary sources from early medieval Europe and modern writings about that time and place, am I doing so carefully and critically, not just accepting things at face value?

As I read and think, am I trying to ask myself questions, not just reducing the material to a collection of facts?

When I look at images of objects and buildings from the early medieval world, am I thinking about ways of linking them to what I am reading?

Am I preparing carefully for recitations and contributing actively to them?

In papers and class discussion, am I organizing my ideas in a clear and effective way, and am I always trying to base what I say in evidence, not contenting myself with unsupported or general assertions?

In short, am I developing a sort of self-awareness about what I am reading, learning, discussing and writing – a way of standing back and thinking about the process that complements my close engagement with the specifics of the class's contents?

COURSE STRUCTURE AND CONTENT

The course is taught by means of 50-minute lectures and 50-minute recitation classes.

Lectures will take place on Mondays and Wednesdays at 9.05-9.55 in Wilson 107. Check the schedule below carefully for full details.

You will also join a recitation class. Details of the times and venues will be provided separately. Recitation classes begin in Week 2 and meet on a weekly basis unless there are exceptions. Check the schedule carefully for these exceptions.

LECTURES

First and foremost the aim of the lectures is to present key themes in the history of the period. We will not have the time to cover everything, so the focus will be on selected aspects of the period, discussed in such a way as to foreground **argument construction** and **use of evidence to substantiate arguments**. The lectures are therefore designed to be demonstrations of the sort of argument-building that you should use in your written work and recitation discussions. It is very important to note that the lectures will not narrowly track the content of the readings that you are assigned. The lectures will complement the readings, helping you to build up a fuller picture. So you should think about ways of combining and integrating your ideas and notes from the lectures and from your reading.

The standard format for each week's lectures is that the first lecture, on the Monday, will offer a survey of the time, place and theme in question, by way of setting out the main parameters. Then the second lecture, on the Wednesday, will complement the first by going deeper into one or more pieces of surviving evidence. These Wednesday lectures are termed 'Case Studies'. Their aim is to showcase how historians analyze evidence.

Immediately after each lecture a schematic of the lecture will be posted on Sakai. This will include an outline of the structure of the lecture's argument and the spellings of unfamiliar terms and names. It will also include some of the particular images that we have foregrounded in that lecture. The schematics are important aids to thinking about the shape and content of the argument, and to reviewing the material as you go along.

Remember: the main aim of the lectures is to encourage **active listening**. Not only is this more interesting than rote note-taking, it makes the material easier to remember, and it will feed directly into the quality of your assessed work.

Because of the size of the class and the constraints of time, it may not always be possible to invite questions during the lectures. However, I will leave time at the end of each lecture for anyone with a question to come down and speak to me at the lectern. In addition, please feel free to email me (mgbull@email.unc.edu) with any queries. Don't forget, also, that the optimal place for raising questions arising from the argument and material in the lectures is in the recitations: this is something that the TAs will encourage, and is a good way to integrate the two elements of your class activity.

THE VALUE OF PRIMARY EVIDENCE

As already noted, primary sources – that is to say, sources dating from the historical period in question, as opposed to 'secondary' works written by modern historians – form a major part of the course. In addition to learning about the Early Middle Ages, this course will be an opportunity to develop skills of source analysis and question framing. This is why primary sources feature so prominently in the course. Most of the primary sources are in written form, but we will also have the chance to look at visual material in the lectures. These images are an important part of the course, and will be the basis of part of both the midterm exam and final exam (for which see below).

ASSIGNED READINGS AND RECITATION SECTIONS

In the lecture schedule below you will find assigned readings under most of the lectures. These readings will help you to contextualize and amplify the content of the lectures. In addition, they will be the basis of much of the discussion in your recitations. It is important, therefore, that you get into a routine of doing the readings each week as part of your preparation. Your TA will give you full details of how specifically the classes will be organized and what is expected of you week by week. But it is always your responsibility to contribute meaningfully and fully in the recitations; and active and effective participation will be duly reflected in your grade.

The recitations are a fundamentally important part of the course content and structure. The principal goal of the recitations, in addition to deepening your knowledge, is to give you the time and space to practice in-depth analysis of various pieces of primary evidence: these will comprise combinations of material introduced in that week's lectures, assigned readings, and "unseens" that your TA will bring to the class. In addition to plenary discussion, much of the time you will be assigned to pairings or small groups; this is to encourage you to articulate and share your analyses effectively, to exchange and challenge views in a dynamic and interactive fashion, to listen carefully, and to revise your ideas, as necessary, in the light of collaborative and constructive discussion and debate.

COURSE TEXTS

The textbook for this course is J. M. Bennett, *Medieval Europe: A Short History*, 11th edn (New York, 2011). In the schedule below, this book is abbreviated as *Short History*. Because this book has recently become quite difficult to obtain, the pertinent sections will be posted as pdf scans on the course Sakai site (under 'Resources').

The principal location for the primary sources that we shall be consulting is *Medieval Europe: A Short Sourcebook*, ed. C. W. Hollister, J. W. Leedom, M. A. Meyer and D. S. Spear, 4th edn (New York, 2002). In the schedule below, this is abbreviated as *Sourcebook*. As with the textbook, the relevant pages will be made available as pdf scans posted on Sakai.

In addition to the materials in *Medieval Europe: A Short Sourcebook*, further primary sources will be posted on Sakai. These are mostly taken from *Reading the Middle Ages*, ed. B. H. Rosenwein, 2nd edn (Toronto, 2014). In a few cases, these will include longer portions of some of the texts excerpted in the *Short Sourcebook*: these will prove especially helpful if you are writing your second paper (a source analysis exercise: see below) on one of these sources. In the schedule below, these sources are marked with an asterisk *.

ASSIGNMENTS AND GRADED ELEMENTS

The graded components of this course are:

Three papers, one of 2-3 pages, one of 3-4 pages, one of 5 pages

Midterm exam

Final exam

In addition, part of the final grade will reflect the record of participation in and comportment during lectures, and the degree of active and effective participation in recitation classes, as well as the evidence of consistent and thorough preparation. The grade bands for this portion of the overall grade are:

Outstanding 97+; Excellent 93-96; Very Good 90-92; Good 85-89; Satisfactory 80-84; Adequate 75-79; Below Adequate <75

The percentage distributions of the graded elements used to arrive at the final grade are:

Paper 1:	10%
Paper 2:	20%
Paper 3:	25%
Midterm exam:	10%
Participation in recitations:	10%
Final exam:	25%

GRADING

The grading scale is as follows:

93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
0-59	F

PAPERS

You should submit your papers to your TA at the beginning of the recitation in the week indicated. (See class schedule below).

Paper 1: 2-3 pages: Due Week 6

This paper is an exercise in explaining some of the key aspects of the period. Imagine that you are talking to someone who has no knowledge of the early medieval period at all. On the basis of what we have covered thus far, what are the main points of interest and the main themes that you would pick out to ‘sell’ the period to your interlocutor? Questions to consider might include: What seems most important? Are there things that strike you as odd or puzzling, and what has most surprised you? Have the clichés about the Middle Ages in popular culture been confirmed or challenged by what you have learned? What are the most significant differences between the early medieval world and life today and/or other historical periods you have studied.

Paper 2: 3-4 pages: Due Week 11

This paper is an exercise in primary source analysis. Choose **ONE** of the pieces of written primary evidence that we have considered. A list of these sources will be posted on Sakai by Week 8 as a reminder. You may substitute an item of visual evidence in consultation with your TA.

In order to analyze the chosen text, think about when it was created and by whom. Among the questions that you might consider are: What was the purpose of the text? What particular features of the period in which it was written does it especially illuminate? If explaining this source to someone completely new to the study of the Middle Ages, how would you justify its significance? Are there any problems of interpretation that you would identify – is it altogether clear? Are there other sources that can usefully be set up as comparisons or contrasts? (NB: these questions are suggestions, NOT a menu to follow.)

Paper 3: 5 pages: Due Week 15

This paper should focus on a topic of your choosing within the broad spectrum of subjects covered by the lecture series. (You are not limited to subjects that have been covered to date; you may anticipate something we will look at later.) The aim of the paper is to explain why your chosen topic is of interest and relevance to the study of the Middle Ages. What significant issues does it raise? How does it fit in within some of the larger patterns we will have identified in early medieval history? You should aim to develop a substantial bibliography that goes beyond the course readings. In doing so, you must limit the materials that you consult to resources that are accessible through the Library (in hard copy or through its various links). You may not use Wiki and similar sites.

For the three papers, the standard university recommendations as to format apply, i.e.

- Double-sided printing if possible
- 12 pt Times New Roman font for main text and bibliography; 10 for footnotes
- 1.5 line spacing of main text, 1 line spacing of footnotes
- Page length includes notes but not bibliography
- One-inch margins

NB: You must use footnotes for your citations, **NOT** in-text references in parentheses

EXAMS

The midterm exam (Week 9) will be a test in two parts. In Part 1 (15 minutes), you will answer 20 multiple-choice questions based on the content of the course to date. Part 2 (10 minutes) will ask you to identify 10 images that have featured in the lectures (and have been included in the lecture schematics so that you have a permanent record). Each of the two parts contributes 50% to the overall grade.

The final exam will be a combination of a 'pre-seen' essay question, multiple choices questions, and a picture test. Further details of the composition of the exam will be posted on Sakai.

SAKAI

The posting of course materials on Sakai is an important part of the course, so check it regularly.

Among the materials that will be posted are:

- Primary source readings
- Advice concerning the written assignments
- Advice concerning the exams
- Lecture schematics

NB: The default location for all postings will be under 'Resources'

LAPTOPS IN THE LECTURE THEATRE

You will **not** need your laptops, or equivalent devices, during lectures. This policy will be **strictly** enforced by the TAs and myself. So, as a courtesy, please respect this rule. The reason for it is to prioritize active listening during the lectures, not rote note-taking. This is a very important skill that is a fundamental part of university-level study. You may, of course, take notes by hand. Remember that, by way of reinforcement, immediately after each lecture a schematic of that lecture's argument structure and content will be posted on the course Sakai site. So you will be able to use this to refresh your memory straight away, as well as check on the spelling of unfamiliar terms and names. **This is a much more effective way of learning, incidentally, than taking rote notes, just putting them away, and then digging them out for a test or exam weeks later.**

ATTENDANCE

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences: 1. Authorized University activities; 2. Disability/religious observance/pregnancy, as required by law and approved by

Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC); or 3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC). If you know in advance that you are going to miss class or have a legitimate excuse for missing class, please discuss the matter with me or your TA.

Attendance at recitations will be recorded: late arrivals will risk being marked as absent. Please, therefore, arrive at classes in good time. In lectures, the venue will be quite full, so please arrive in good time, filling from the front, to allow for a prompt start and to minimize any disruption both to the lecturer and other students.

Missing more than one recitation without a legitimate excuse (e.g. religious holiday, illness) will have a negative impact on your attendance grade. Students will be responsible for completing any work due during their absence.

LATE SUBMISSION OF WORK

Work submitted late within a week of the deadline will incur a penalty of 10 points deducted from the grade. Work submitted between one and two weeks after the deadline will incur a 20-point deduction. Work submitted after two weeks will be capped at a maximum grade of 40.

THE HONOR CODE AND PLAGIARISM

You should take great care not to commit plagiarism. The Honor Code applies to all classes taught in the university. For details, see:
<https://studentconduct.unc.edu/honor-system/the-honor-code/>

For guidance and tips, see
<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>

A great deal of plagiaristic work is at least partly a consequence of poor note-taking technique and hurried writing. Give yourself time to read carefully and reflectively. Under no circumstances simply copy out or cut and paste portions of secondary source text – not even a clause or sentence. Think about how you can articulate your ideas and impressions in your own words as you read and take notes; this is in fact an important part of the process of understanding what you are reading. And when you come to write your paper, insulate yourself from reliance on the formulations of your reading; use your notes and don't have the source books or articles immediately to hand to consult as you write, because it will be easy to fall into a rhythm of looking things up, and this can result in transferring the source's wording into your own formulations, as if it feels that this is the only way in which the point you are making can possibly be put into words.

Similarly, it is poor paper-writing technique to quote extensively (i.e. non-plagiaristically, with quotation marks) from your secondary sources: this can seem like a lazy way of making someone else do the argumentative work for you. Sequences in papers that amount to ‘collages’ of quotations are never effective. A good rule of thumb is to quote directly only when you intend to *disagree* with the remark (*X argues that “.....”, but it is more reasonable to suppose that.....*).

Quotation from **primary** source material is another matter, of course: this can be done profitably in order to offer evidence in support of your arguments. Again, however, do not overquote from primary documents: limit quotations to those passages that specifically and directly support the point you are making.

YOUR PROFESSOR

I am Andrew W. Mellon Distinguished Professor of Medieval and Early Modern Studies. My publications include *Knightly Piety and the Lay Response to the First Crusade* (1993); *The Miracles of Our Lady of Rocamadour* (1999); *France in the Central Middle Ages, 900-1200* (2002); *The Experience of Crusading: Western Approaches* (2003); *The World of Eleanor of Aquitaine* (2005); *Thinking Medieval: An Introduction to the Study of the Middle Ages* (2005); *Tudorism: Historical Imagination and the Appropriation of the Sixteenth Century* (2011); *The Historia Iherosolimitana of Robert the Monk* (2013); *Writing the Early Crusades: Text, Transmission and Memory* (2014); and *Eyewitness and Crusade Narrative: Perception and Narration in Accounts of the Second, Third and Fourth Crusades* (2018). I am currently writing a history of the Great Siege of Malta, to be published by Penguin.

ACCESSIBILITY RESOURCES

UNC Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us>

UNIVERSITY TESTING SERVICES

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>

COUNSELING AND PSYCHOLOGICAL SERVICES

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

NB: The right is reserved to make changes to the syllabus details, including due dates and test dates. Such changes will be announced as early as possible.

This course satisfies the following elements of the new *IDEAS* curriculum:

Engaging the Human Past

In terms of its content and methodology, this course meets the expectations and student learning outcomes for the Engaging the Human Past capacity. Students are expected to develop an effective understanding of the Early Middle Ages as a discrete and distinctive historical period; to assess and participate in historical debates; and to develop skills of primary source analysis, this last forming a very significant element of the assigned readings, the content of the lectures, and the aims of the recitations. Students are, moreover, encouraged to gain an appreciation of the alterity of the distant past; a fundamental goal is to allow students to appreciate that human diversity works along a “longitudinal” axis through time as well as laterally across the modern world. Additionally, students are equipped to understand that a great deal of the early medieval past has direct relevance to the present day – for example, in the emergence of Christianity and Islam as competing religions systems – and many compelling analogies with contemporary experience, for example mass migration and demographic change, cultural plurality, and the manipulation by the powerful of narratives of group identity.

Ways of Knowing

This course also meets the expectations and student learning outcomes for the Ways of Knowing capacity. By confronting students with a historical era very different from their own, this course challenges their assumptions about the premodern and so, by extension, their own world and notions of modernity. Central to this course is the message that it is insufficient to understand early medieval Europe, or any distant human culture, simply with reference to the material circumstances in which people found themselves; one must, instead, concentrate on how historical actors understood their world, and on how their cognitive assumptions and epistemological norms fundamentally differed from our own, for example with respect to the workings of divine agency, human motivation, and space and time. In addition, by foregrounding primary source material, the course confronts students with the paucity and unevenness of the evidence at our disposal, and thereby encourages them to develop strategies for overcoming these limitations. The students become aware of the need to exercise historical imagination in tandem with analytical rigor, but how may these be combined, and at what point does imagination divert attention away from actuality? Students are, additionally, made aware of the deceptive allure of over-generalization and essentialism – sometimes on the basis of clichés that are deeply sedimented in modern cultural beliefs about the medieval. Finally, the course confronts the challenges of juxtaposing different kinds of evidence – for example, texts and archaeological finds – and thus the different methodological and analytical strategies that cluster around each type of source. How, if at all, may these be harmonized? And is a unitary, “joined up” understanding of a culture necessary?

The requirements with respect to the older, 'Making Connections', curriculum remain HS and WB

LECTURE SERIES, ASSIGNED READINGS, AND ASSESSMENT SCHEDULE

WEEK 1 INTRODUCTION

Monday 9 January

Course orientation

An overview of the aims and structure of the course
The main topics and themes that we will consider
How to get the most from lectures and recitations

Wednesday 11 January

What are the challenges of studying the past, especially the distant past?

WEEK 2 THE CHALLENGES OF STUDYING HISTORY

Monday 16 January

No Class: Martin Luther King Jr. Day

Wednesday 18 January

Beginning to think about the early Middle Ages

Recitations begin this week

WEEK 3 ESSENTIAL BACKGROUND: WHAT WAS THE ROMAN EMPIRE?

Monday 23 January

What was the late Roman world like?

Short History, pp. 4-18

Wednesday 25 January

Case Study: the Edict of Milan

Sourcebook, pp. 8-10.

See also *Sourcebook*, pp. 7-8 (Lactantius), 10-12 (Theodosian Code), 12-17 (Jerome to Laeta), 20-3 (murder of Hypatia)

WEEK 4 THE BARBARIAN MIGRATIONS: MYTH AND REALITY

Monday 30 January

The barbarians and the end of the Roman empire in the West

Short History, pp. 19-27

Wednesday 1 February

Case Study: the *Histories* of Gregory of Tours

Sourcebook, pp. 34-6

**Reading the Middle Ages*, pp. 53-7 (further extracts from Gregory)

See also *Sourcebook*, pp. 23-5 (Theodosian Code), 27-30 (Victor of Vita)

WEEK 5 DARK AGE CULTURE AND POLITICAL LIFE

Monday 6 February

The emergence and growth of the barbarian kingdoms

Short History, pp. 28-40

Wednesday 8 February

Case Study: Bede's *Ecclesiastical History*; Sutton Hoo

Sourcebook, pp. 71-4

**Reading the Middle Ages*, pp. 94-105 (further extracts from Bede)

WEEK 6 THE SURVIVAL OF CHRISTIANITY IN THE POST-ROMAN WEST

Monday 13 February

No Class: Well-Being Day

Wednesday 15 February

The survival of Christianity, and the Rule of St Benedict

Short History, pp. 40-50

Sourcebook, pp. 56-63

**Reading the Middle Ages*, pp. 17-25 (further extracts from the Rule)

See also *Sourcebook*, pp. 40-3 (Daniel the Stylite)

PAPER 1 DUE IN RECITATION

WEEK 7 THE OTHER HEIRS TO ROME: BYZANTIUM AND ISLAM

Monday 20 February

The survival of Byzantium and the emergence of Islam

Short History, pp. 51-79

Wednesday 22 February

Case Study: the mosaics of San Vitale; Procopius's *Secret History*

Sourcebook, pp. 43-5

See also *Sourcebook*, pp. 45-8 (Justinian's Institutes), 75-81 (Qu'ran), 81-3 (Constitution of Medina)

WEEK 8 THE CREATION OF THE CAROLINGIAN EMPIRE

Monday 27 February

The rise to power of the Carolingian dynasty

Short History, pp. 80-101

Wednesday 1 March

Case Study: Einhard's *Life of Charlemagne*

Sourcebook, pp. 101-4

**Reading the Middle Ages*, pp. 135-47 (further extracts from Einhard)

See also *Sourcebook*, pp. 97-8 (Coronation of Pippin the Short), 98-101 (Donation of Constantine), 105-7 (Charlemagne's coronation), 107-13 (general capitulary for the *missi*)

WEEK 9 THE CONDITIONS OF LIFE

Monday 6 March

Life and death: What was the world like for people in this period?

No assigned reading

Wednesday 8 March

MIDTERM EXAM

WEEK 10

SPRING BREAK

WEEK 11 THE INVASIONS OF THE VIKINGS, ARABS AND MAGYARS

Monday 20 March

The Vikings and other invaders in the ninth and tenth centuries

Short History, pp. 102-11

See also *Sourcebook*, pp. 138-42 (Anglo-Saxon Chronicle)

Wednesday 22 March

Case Study: the Gokstad Ship; the *Vinland Sagas*

Sourcebook, pp. 165-7

PAPER 2 DUE IN RECITATION

WEEK 12 THE LATER CAROLINGIANS AND THE CREATION OF A UNIFIED ENGLAND

Monday 27 March

The decline of the Carolingian empire and the emergence of England

Short History, pp. 111-16

Wednesday 29 March

Case Study: Dhuoda's *Handbook* for her son; the Alfred Jewel

Sourcebook, pp. 121-5

**Reading the Middle Ages*, pp. 150-8 (further extracts from Dhuoda), 220-2 (Alfred's preface to *Pastoral Care*)

See also *Sourcebook*, pp. 130-3 (Nithard), 133-4 (Strasbourg Oaths)

WEEK 13 THE OTTONIANS

Monday 3 April

The emergence of a new empire in Germany

Short History, pp. 123-30

Wednesday 5 April

Case Study: Liudprand of Cremona's *Embassy to Constantinople*

See also *Sourcebook*, pp. 144-6 (Widukind on the Lechfeld), 147-9 (Liudprand on Otto the Great), 149-57 (Hrotsvitha)

No recitations this week

WEEK 14 RELIGIOUS LIFE IN THE TENTH AND ELEVENTH CENTURIES

Monday 10 April

The monks of Cluny and the religious culture of lay men and women

Short History, pp. 199-200

Sourcebook, pp. 142-4 (foundation charter of Cluny)

**Reading the Middle Ages*, pp. 175-81 (various charters from Cluny)

Wednesday 12 April

Case Study: the *Miracles* of St Faith [Foy] of Conques

WEEK 15 THE FRAGMENTATION OF POWER IN FRANCE

Monday 17 April

The disintegration of royal power and the growth of violence in tenth- and eleventh-century France

Short History, pp. 116-22

Sourcebook, pp. 134-6 (feudal documents)

Wednesday 19 April

Case Study: the Bayeux Tapestry

PAPER 3 DUE IN RECITATION

WEEK 16 REVIEW

Monday 24 April

General themes and issues

Wednesday 26 April

The primary sources that we have studied

EXAM: MONDAY 1 MAY 12.00-2.15 PM