

HIST 260 Course Syllabus Winter 2021
Europe: 410-1303

Eduardo Fabbro

Office: Remote

Office Hour: Remote, via email or video call, by appointment

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* Please note that the instructors reply to e-mail within 48 hrs., Monday through Friday. E-mail is, therefore, a convenient way to communicate during the week, but it should not be relied upon in an emergency or when deadlines are pressing. If you have not received a reply within 48h, please send another message — or post on the 'Town Square' forum.



Course Description

Students in HIST 260 will study of the evolution of European societies from around 410 to 1303. Against the background of the decline of Roman imperial power and the establishment of the barbarian kingdoms, the course traces the growth of medieval economic, social, political, religious and judicial institutions. It focuses on the nature of kingship and the law, so-called “feudal” institutions, the growth of the papacy and the evolution of monasticism, the birth of universities, and such social institutions as marriage and the family. The course ends with the fourteenth-century crisis. The course is divided in three modules, ‘*Origins*’, ‘*Institutions*’, and ‘*Rise and Fall*’, covering the period chronologically.

Course Materials: Textbooks

1. Barbara H. Rosenwein, *A Short History of the Middle Ages*, Fourth Edition (Toronto: University of Toronto Press, 2014). Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_askewsholts_vlebooks_9781442636255
2. Clifford R. Backman, *The Worlds of Medieval Europe*, Third Edition (Oxford: Oxford University Press, 2015) — [if you will by the book, look for the Third Edition, otherwise, the Second Edition, available as an ebook through the library, is okay; Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_proquest_ebookcentral_EBC3051832]

In addition to the textbook, each module includes a number of additional (mandatory) readings and primary sources. All course material will be available online, either through the library or open-access websites.

Learning Objectives

Learning Outcomes / Course Objectives

Learn the major names, dates, events, and historical “problems” of the European Middle Ages
Understand the importance of geography for historical study
Understand the foundations of modern western societies, nations, institutions, and conflicts
Understand the importance of primary historical sources and how to engage them
Research a medieval topic using the library’s print and electronic resources, structure an argument, and write an elegant essay

Corresponding Assignments

Lectures, readings
Lectures, readings, quiz and exam
Lectures, readings
Lectures, documentary analysis
Lectures, research essay

Structure of the Course

Due to the on-going world Pandemic, the course will be delivered remotely and fully asynchronous but scheduled. The course is divided in three modules that will be made available online through LEARN in a fixed schedule. Each module includes three submodules. Students are expected to complete the modules within the deadlines. Note that participation is also sectioned by module, each module adding 10% of your final grade. Material on modules will be unavailable after the deadline.

Each module contains:

- (1) Assigned readings (primary and secondary texts)
- (2) Video lectures
- (3) Quizzes (one per submodule)
- (4) Forum: discussion on primary and secondary sources

Important Dates:

10 Feb	Module 1 Deadline
24 Feb	Document Analysis
17 Mar.	Module 2 Deadline
8 April	Module 3 Deadline
20 April	Final Essay

Grade Breakdown:

Participation	30 %
Quizzes	30 %
Assignments:	
Document Analysis	15 %
Final Essay	25 %

Participation

Remote participation includes the readings and online lectures as well as following and contributing to the forums. Participation in the forums is mandatory and students should engage as often as possible. For full participation marks, students should: (1) read the post by other students; (2) comment and reply to posts; (3) create posts. It is understandable that your participation will fluctuate during each module — some weeks you have more work (or less things to say). That's okay: just make sure to make significant contributions each module. The forums are student-led discussions of the material, and aim to provide a chance to interact with the content and, mostly significantly, to create a community of learners. They are, nonetheless, supervised and the instructor might intervene from time to time to answer direct questions, add useful information, or correct mistakes. A rubric for forum participation is available at the 'Introduction' section on LEARN.

History 260 is a survey course. It covers a lengthy and significant period in Western development. This period spans many different regions and cultures, and reflects the deeds and thoughts of many individuals. In short, the course is as heavy on data as it is on theory. The course moves quickly to touch upon all this material. Students who do not keep up with the modules, or who fall behind on readings, will find it challenging to catch up. *The best way to avoid this difficulty is to keep up to date with the workload.* This means, each week, reading carefully and *making meticulous notes.* Students should participate in the forums armed with questions or opinions supported by the readings and lectures.

Some students find it helpful to read more extensively on the material covered in the course. The Middle Ages has a habit of attracting all sorts of conspiracy theories, so be careful with online resources. The best reference source for quick facts about medieval topics is the *Dictionary of the Middle Ages*, available online

(permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/5ob3ju/alma998203133505162). The best online academic site for medieval primary sources is Fordham University's *Medieval Sourcebook*.

Quizzes

Each module. Make sure you finished all the content in that module (or submodule) before writing the quiz. Quizzes are there to make sure you did the required readings, watched the lectures, and engaged with the material. They are open book and you should take your time to revise the material while you work through the quizzes. You should finish the quiz knowing *more* than you did when you started.

All quizzes are due by the due date of the module — no exceptions! Students should aim to complete the quizzes as they complete the readings and lectures in each submodule.

The optional 'Final Exam': at the end of the course, we will have a final quiz containing material from the entire course. This quiz is *not mandatory* and its result will replace your worst quiz.

Assignments

Students must complete two independent written assignments as part of their coursework in HIST260: a document analysis and a final research essay. Both assignments must conform to the following parameters:

All written work must be typed using Times New Roman (or something comparable) at a character pitch of 12. Students must use footnotes as opposed to endnotes or parenthetical references. They should consult the *Chicago Manual of Style* for further formatting details, available here: <https://www.chicagomanualofstyle.org/home.html>

Style counts when writing! The instructor awards points for smooth prose and deducts them for awkward, or incorrect, use of the English language. Students at every level are encouraged to make use of the University of Waterloo's Writing Centre (<https://uwaterloo.ca/writing-centre/>).

I. Document analysis:

All students in HIST 260 must write a 1 000 word document analysis based on one of several pre-selected primary sources provided by the instructor. The purpose of the assignment is to train students to interpret edited and translated medieval documents. As part of the assignment, students will submit a bibliography comprising four scholarly secondary sources.

The general parameters of a document analysis require students first to answer basic questions about the source:

- What is it?
- Who created it and how?
- When was it created?
- Why was it created?
- Where was it created?

Beyond that, students must demonstrate an ability to analyze primary source material. This means placing it within some sort of context: cultural, intellectual, historical, etc. The instructor awards higher scores to students who demonstrate an ability to relate the source to broader problems.

Some of the selections offered by the instructor may not have an introduction. Students will need to investigate to learn more about them. Other selections may indeed contain an intro-

duction. There, too, though, students will need to perform more serious research to understand what they are reading. All of this depends upon an analysis of relevant secondary sources, which students must cite diligently in their assignments. In addition to footnoting, students must also attach a bibliography with no less than four secondary sources.

Some selections offered by the instructor are longer than others. Students who chose to study a longer document may choose to analyze the entire text. Alternately, they may provide an overview of the entire text and then focus in on a particular section. Students who do focus mostly on a given section (or sections) must make certain that it is an important passage with sufficient interest to sustain their analysis. Similarly, students may opt to provide an overview, and then to compare and contrast the information contained in two important sections. In general, however, although there are many different ways to study longer sources, students should adopt the principle that they are not *summarizing* a text but *analyzing* its historical importance.

II. Final essay:

Students in HIST 260 must also write a 1 500 word essay, due at the end of the term. The essay topic(s) will be assigned during the semester. The purpose of this assignment is to research a medieval topic using the library's print and electronic resources, structure an argument, and write an elegant essay. This means your essay must be thesis-driven, well researched, and well written.

All told, you should handle at least four sources, including primary and secondary sources—*more are, of course, welcome*. In the course of your research, you must engage edited and translated primary sources and published scholarly secondary sources. You should read authors who can provide you with the data needed to construct your argument. You should begin with articles from the *Dictionary of the Middle Ages*. From there, you should log onto the electronic version of the *International Medieval Bibliography* (available via the university catalogue). Both can point you to books and articles that will be of use to you.

Your essay must be around 1,500 words long and typed using the Times New Roman (or something comparable) font at a character pitch of 12. Margins must be 1" on all sides. You must use footnotes as opposed to endnotes or parenthetical references. As always, you should consult the *Chicago Manual of Style* for further formatting details.

OTHER IMPORTANT DATES TO REMEMBER

11 Jan.	Classes begin
29 Jan.	Drop, no penalty period ends
26 Feb	Deadline for 50% tuition refund
13–21 Feb.	Reading Week (no classes)
30 Mar.	Drop with WD deadline ends

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Late penalty: late assignments will receive a penalty of 5 percent per calendar day starting at 11:59pm of the due date.

Extension: if the deadline might prove problematic, **you may ask for an extension at least 48 hours *before* the deadline.** Applications should include a short statement of reason, as well as any work produced so far, even if only a rough draft.

ATTENDANCE POLICY

This winter, *Europe 410-1303* is offered online and there are no requirements for physical presence. Attendance requirements still apply for your asynchronous participation online, meaning you should log in regularly, follow online activities, and participate.

CORRESPONDENCE

Apart from the forums available on LEARN, the instructor can be contacted by email. Virtual office hours (via Zoom) are also available by appointment.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the

Guidelines for the Assessment of Penalties,
www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Grading Scale

Courses in the Faculty of Arts are graded according to the following scale:

Letter Grade	Numeric Value	Description
A+	90-100	Exceptional
A	85-89	Excellent
A-	80-84	Excellent
B+	77-79	Very good
B	73-76	Good
B-	70-72	Good
C+	67-69	Competent
C	63-66	Fairly Competent
C-	60-62	Fairly Competent
D+	57-59	Passing
D	53-56	Barely passing
D-	50-52	Barely passing
F+	42-49	Marginally failing
F	35-41	Failing
F-	0-34	Failing

According to this system, a grade of C-, C, or C+ indicates that the evaluated work meets the basic requirements of the assignment. In order to achieve a mark above C+, the assignment must demonstrate superior characteristics such as a sophisticated understanding of the topic, an awareness or ability to use more advanced methodologies, a creative approach, etc.

Reading List

Textbooks:

1. Barbara H. Rosenwein, *A Short History of the Middle Ages*, Fourth Edition (Toronto: University of Toronto Press, 2014). Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_askewsholts_vlebooks_9781442636255

2. Clifford R. Backman, *The Worlds of Medieval Europe*, Third Edition (Oxford: Oxford University Press, 2015) — [if you will by the book, look for the Third Edition, otherwise, the Second Edition, available as an ebook through the library, is okay; Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_proquest_ebookcentral_EBC3051832]

The course is divided in three modules: 'Origins (400–900)', 'Institutions (900–1100)', and 'Rise and Fall (1100–1400)'

1. Module 1, Origins (due Feb 10th)

a. Decline & Fall of the Roman Empire

i. Reading:

Halsall, "The Barbarian Invasions" in *N[ew] C[ambridge] M[edieval] H[istory]*, vol 1, pp.35–55. Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_101017_CHOL9780521362917

[wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_101017_CHOL9780521362917](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_101017_CHOL9780521362917)

Rosenwein, *A Short History*, pp.1–40

ii. Sources:

Salvian, The Burden of Taxation: <https://sourcebooks.fordham.edu/source/salvian1.asp>

Sidonius Apollinaris, "A Civilized Barbarian and a Barbarous Roman":

<https://sourcebooks.fordham.edu/source/sidonius2.asp>

Gildas, "The Ruin of Britain": <https://sourcebooks.fordham.edu/source/gildas.asp>

Priscus, "On Attila and the Huns, 448":

<https://sourcebooks.fordham.edu/source/attila1.asp>

Jordanes, "The Battle of Chalons, 451":

<https://sourcebooks.fordham.edu/source/451jordanes38.asp>

Leo I and Attila: <https://sourcebooks.fordham.edu/source/attila2.asp>

Post-Roman Laws: (1) Visigoths

(<https://sourcebooks.fordham.edu/source/475Visisucc.asp>); (2) Lombards

(<https://sourcebooks.fordham.edu/source/643Rothari.asp>); (3) Franks

(<https://sourcebooks.fordham.edu/source/450allods.asp>)

b. New Worlds, New Powers

i. Readings:

Rosenwein, *A Short History*, pp. 41–80

Backman, *Worlds*, pp. 112–143[ch. 5]

ii. Sources:

The Tomb of Childeric: Périn, Patrick and Laure-Charlotte Feffer, "The Tomb of Chilperic, Father of Clovis," in *Readings in Medieval History*, ed. Patrick Geary (Peterborough, Ontario: Broadview Press) pp. 99–104; permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_askewsholts_vlebooks_9781442634428

[wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_askewsholts_vlebooks_9781442634428](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_askewsholts_vlebooks_9781442634428)

Clovis' Conversion, Two Versions:

<https://sourcebooks.fordham.edu/source/496clovis.asp>

Gregory of Tours, *Histories*, "On taxation":

<https://sourcebooks.fordham.edu/source/585Polltax1.asp>

Bede, "Conversion of the Anglo-Saxons":

<https://sourcebooks.fordham.edu/source/587bede-gregoryandenglishmission.asp>

c. *The Carolingian World*

i. *Readings* :

Rosenwein, *A Short History*, 113–159.

Backman, *Worlds*, pp. 144–77 [ch. 6]

ii. *Sources* :

Battle of Poitiers/Tours, Three sources:

<https://sourcebooks.fordham.edu/source/732tours.asp>

Annals of Lorsch: Pope makes the Carolingians Kings:

<https://sourcebooks.fordham.edu/source/lorsch1.asp>

Einhard, "The Life of Charlemagne,"

<https://sourcebooks.fordham.edu/source/einhard1.asp>

and <https://sourcebooks.fordham.edu/source/einhard-wars1.asp>

Capitularies: (1) De Missis: <https://sourcebooks.fordham.edu/source/carol-missi1.asp>

(2) De Villis: <https://sourcebooks.fordham.edu/source/carol-devillis.asp>

Agobard of Lyons: on Hail and Thunder:

<https://sourcebooks.fordham.edu/source/Agobard-OnHailandThunder.asp>

Module 2, *Institutions (Due March 17th)*

d. *Feudalism* :

i. *Readings* :

Backman, *Worlds*, pp. 239–282 [ch. 9]

Marc Bloch, *Feudal Society*, trans. L. A. Manyon, 145–175; 211 – 254.

Abel, "The Historiography of a Construct: "Feudalism" and the Medieval Historian" *History Compass* (7:3, 2009, pp. 1008–1031). Permalink: [https://ocul-](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_crossref_primary_10_1111_j_1478_0542_2009_00610_x)

[wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_crossref_primary_10_1111_j_1478_0542_2009_00610_x](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_crossref_primary_10_1111_j_1478_0542_2009_00610_x)

ii. *Sources*:

Royal Frankish Annals (777–

828):<https://web.archive.org/web/20180619100250/https://classesv2.yale.edu/access/content/user/haw6/Vikings/RFA.html>

Annals of Xanten (845–53): <https://sourcebooks.fordham.edu/source/xanten1.asp>

Volsunga Saga, 'Going Berserk':

<https://web.archive.org/web/20060209085017/http://alexm.here.ru/mirrors/www.english-planet.com/jwalz/Eliade/145.html>

Charter of Homage and Fealty, 1110:

<https://sourcebooks.fordham.edu/source/atton1.asp>

Agreement between William V and Hugh IV:

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

Glaber on the Millennium: <https://sourcebooks.fordham.edu/source/glaber-1000.asp>

e. *Monasticism*:

i. *Readings*:

Rosenwein, *A Short History*, pp. 191–204.

Backman, *Worlds*, pp. 88–110 [ch. 4]

Wollasch, "Monasticism: the First Wave of Reforms" in *NCMH* vol 3, pp.163–185. Permalink: [https://ocul-](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL9780521364478)

[wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL9780521364478](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL9780521364478)

Vauchez, "The Religious Orders" in *NCMH* vol 5, pp. 220–255. Permalink: [https://ocul-](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL9780521362894)

[wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL9780521362894](https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL9780521362894)

- ii. *Sources:*
 - The Manors of the Abbey of St. Peter:
<https://sourcebooks.fordham.edu/source/1086Winchestermanor.asp>
 - The Foundation of Cluny: <https://sourcebooks.fordham.edu/source/chart-cluny.asp>
 - Testament of St. Francis of Assisi: <https://sourcebooks.fordham.edu/source/stfran-test.asp>
 - Two Lives of St. Francis: <https://sourcebooks.fordham.edu/source/stfran-lives.asp>

f. *Church Monarchy:*

i. *Readings :*

- Robinson, "Reform and the Church, 1073–1122" in *NCMH*, vol. 4.1, pp. 268–334. Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL9780521414104
- Miller, "The Crisis in the Investiture Crisis Narrative," *History Compass*, (7:3, 2009, pp. 1570–1580). Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_crossref_primary_10_1111_j_1478_0542_2009_00645_x

ii. *Sources :*

- Gregory VII: Dictatus Papae: <https://sourcebooks.fordham.edu/source/g7-dictpap.asp>
- Letter from Henry IV to Gregory VII: <https://sourcebooks.fordham.edu/source/henry4-to-g7a.asp>
- Gregory VII, First Deposition and Banning of Henry IV, 1076:
<https://sourcebooks.fordham.edu/source/g7-ban1.asp>
- Concordat of Worms: <https://sourcebooks.fordham.edu/source/worms1.asp>
- Emperor Frederick II vs. the Church:
<https://sourcebooks.fordham.edu/source/1245FrederickII.asp>

2. *Module 3, Rise and Fall (Due April 8th)*

a. *Crusades*

i. *Readings :*

- Riley-Smith, "The Crusades, 1095–1198" in *NCMH*, vol. 4.1, pp. 534–563. Permalink: https://ocul-wtl.primo.exlibrisgroup.com/permalink/01OCUL_WTL/156lh75/cdi_cambridge_cbo_10_1017_CHOL9780521414104

ii. *Sources :*

- Online: via the *Internet Medieval Sourcebook* (<http://www.fordham.edu/halsall/sbook.html>):
- Urban II: Speech at Clermont: Five Versions:
<https://sourcebooks.fordham.edu/source/urban2-5vers.asp>
- Peter the Hermit and the Popular Crusade:
<https://sourcebooks.fordham.edu/source/peterhermit.asp>
- Children's Crusade, 1212: <https://sourcebooks.fordham.edu/source/1212pueri.asp>

b. *Twelfth-Century Renaissance & European Urbanization*

i. *Readings:*

- Backman, *Worlds*, pp. 317–55 [ch. 11].
- Rosenwein, *A Short History*, pp.178–181

ii. *Sources:*

- Gratian, On Marriage: <https://sourcebooks.fordham.edu/source/gratian1.asp>
- Anselm, On God's Existence: <https://sourcebooks.fordham.edu/source/anselm.asp>
- Heloise to Abelard: <https://sourcebooks.fordham.edu/source/heloise1.asp>
- Adelard of Bath: Natural questions:
<https://sourcebooks.fordham.edu/source/adelardbath1.asp>

c. *Fourteenth-Century Crisis*

i. *Readings*

Rosenwein, *A Short History*, pp. 301–344.

Backman, *Worlds*, pp. 506–542 [ch. 17].

ii. *Sources:*

Johannes of Trowkelowe, On the Famine of 1315:

<https://sourcebooks.fordham.edu/source/famin1315a.asp>

Black Death: <https://sourcebooks.fordham.edu/jewish/1348-jewsblackdeath.asp>

Hundred Years War: <https://sourcebooks.fordham.edu/source/froissart1.asp>