



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> HIST 120		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Europe 500-1500: Saints and Sinners in the Medieval World <b>Course Short Title:</b> Europe 500-1500															
<b>Faculty:</b> Faculty of Humanities		<b>Department/School:</b> History													
<b>Calendar Description:</b> Studies the legacy of the ancient cultures that developed around the Mediterranean Sea. Topics include the emergence and transformation of the medieval European and Middle Eastern worlds as distinct socio-political entities around the Mediterranean, paying close attention to the influence of gender, identity, and class.															
<b>Prerequisites (or NONE):</b>		None.													
<b>Corequisites (if applicable, or NONE):</b>		None.													
<b>Pre/corequisites (if applicable, or NONE):</b>		None.													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <b>HIST 108</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> February 24, 2025													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 9, 2025													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> September 26, 2025													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Identify key factors that allowed the creation of Europe as a distinct socio-political entity from the 5th to the 15th centuries.
2. Debate themes and issues in medieval European history.
3. Identify the differences between primary and secondary sources.
4. Use these distinct primary and secondary materials as the basis of historical inquiry about the medieval European world.
5. Articulate the relationship between the present-day idea of Europe vis-a-vis the transformations that allowed for Europe's creation from the 5th to the 15th centuries.
6. Produce written and audio-visual works that follow historical methodological inquiry stemming from the primary sources, e.g., the museum curation assignment.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Final exam:	25%	Assignments:	55%	%
Quizzes/tests/midterm:	20%		%	%

**Details:**

Primary source analysis: 20%

Museum curation: 25%

In-class discussion: 10%

Weekly quizzes: 20%

Final exam: 25%

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Teaching methods will include lectures, small-group activities, in-class writing assignments and the use of audio-visual materials.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. OER		Fordham Internet History Sourcebook Project: Medieval History	
2. OER		The Internet Classics Archives at MIT	
3. OER		KPU Pressbooks The Ancient and Medieval World	
4.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

None

**Course Content and Topics****Module 1: Late Antiquity (400–750 CE)**

- The Mediterranean world and Christianity
- Daily lives in Late Antiquity
- The game changers: rise of Islam and the Frankish Empire

**Module 2: Early Middle Ages (750–1000 CE)**

- From the Mediterranean world to Europe and the Middle East
- Daily lives in the Early Middle Ages
- The game changers: Vikings, Hungarians, and the rise of Slavic Europe

**Module 3: High Middle Ages (1000–1300 CE)**

- Europe grows and papacy ascends
- Daily lives in the High Middle Ages
- The game changers: centralized kingdoms and papacy challenged

**Module 4: Late Middle Ages (1300–1500 CE)**

- European world shaken: the plague, the Mongols, and wars
- Daily lives in the Late Middle Ages
- The game changers: Iberian navigation and the Renaissance