

Dopsch as a starting point and then work with responses to the hypothesis. In the second half of the course, students will look at more specific topics and address the primary sources, both written and archaeological, by which they will be able to ask for themselves how economies, power relations, and surplus wealth changed in the post-Roman period and whether the framework of the Pirenne thesis is still useful. Some of the topics for discussion in the seminar will include adaptations made by late antique cities to shrinking populations and increasingly dangerous domestic conditions, changes in agricultural technology and land distribution in northwestern Europe, and the emergence in the eighth and ninth centuries of ports, *emporia*, and the roots essential to the rebirth of cities crucial to artisanal production and the conduct of trade in the central Middle Ages.

Readings for the course are **mandatory** and should be completed prior to class; on the whole, there will be roughly 150-300 pages of reading for each meeting and books and articles will be available through library reserve, some electronically. The purpose of these readings is to acquaint students with various themes for discussion, and the contents of these texts are to be read critically for important points (rather than for every detail). As it is a seminar, the course will consist mainly of group discussions; reading assignments will aid participation in the discussions, and will thus contribute both directly (participation grade) and indirectly (ability to assess the information provided in class) to the grade for the course.

7 January

**** SIGN-UPS FOR COURSE SYNPOSES AND RESPONSES ****

Introduction: Pirenne's Legacy

READING: Peter Brown, "Mohammed and Charlemagne by Henri Pirenne," *Daedalus* 103. 1 (Winter, 1974): 25-33.
Paul Delogu, "Reading Pirenne Again," in Richard Hodges and William Bowden, eds., *The Sixth Century: Production, Distribution and Demand* (Leiden: E.J. Brill, 1998), pp.15-40.
Ian Wood, *The Modern Origins of the Early Middle Ages* (Oxford: Oxford University Press, 2013), pp. 222-244.

14 January

**** HANDOUT FIRST ESSAY ASSIGNMENT ****

Pirenne's Thesis (1937) and its Reception

READING: Henri Pirenne, *Mohammed & Charlemagne* (Mineola: Dover Publications, Inc., 2001), pp.17-285.
Robert S. Lopez, "Mohammed and Charlemagne: A Revision," *Speculum* 18.1 (1943): 14-38.
Philip Grierson, "Commerce in the Dark Ages: A Critique of the Evidence," *Transactions of the Royal Historical Society*, fifth series 9 (1959): 123-140.

21 January

The Germanist Counter-Narrative to Pirenne and Debates on Arab Gold

READING: Alfons Dopsch, *Economic and Social Foundations of European Civilization* (New York: Howard Fertig, 1969), pp.48-240; 327-383.
Sture Bolin, "Mohammed, Charlemagne and Ruric," *Scandinavian Economic History Review* 1 (1952): 5-39.
Philip Grierson, "Carolingian Europe and the Arabs: The Myth of the Mancus,"

Revue belge de philologie et d'histoire 32 (1954): 1059-1074.

28 January

**** FIRST ESSAY ASSIGNMENT DUE ****

**** HANDOUT OF SECOND ESSAY ASSIGNMENT ****

Archaeological Reassessments of the Pirenne Thesis

READING: Richard Hodges and David Whitehouse, eds., *Mohammed, Charlemagne & the Origins of Europe* (Ithaca: Cornell University Press, 1983), pp.1-176.
Hodges and Bowden, eds., *The Sixth Century*, pp. 61–88; 203–229.
Jairus Banaji, *Agrarian Change in Late Antiquity: Gold, Labour, and Aristocratic Dominance* (Oxford: Oxford University Press, 2001), pp. 1-22.

4 February

Redefining Trade in the Late Antique and Early Medieval Mediterranean

READING: Inge Lyse Hansen and Chris Wickham, eds., *The Long Eighth Century* (Leiden: E.J. Brill, 2000), pp.1-34.

Michael McCormick, *Origins of the European Economy: Communications and Commerce, A.D. 300-900* (Cambridge: Cambridge University Press, 2001), pp. 64-119; 283-318.

Robin Fleming, “Recycling in Britain after the Fall of Rome’s Metal Economy,” *Past & Present* 217 (2012): 3-45.

Chris Wickham, *Framing the Early Middle Ages: Europe and the Mediterranean, 400-800* (Oxford: Oxford University Press, 2005), pp. 693-824.

Sean Kingsley and Michael Decker, eds., *Economy and Exchange in the East Mediterranean during Late Antiquity* (Oxford: Oxbow Books, 2001), pp. 1–27.
Banaji, *Agrarian Change in Late Antiquity*, pp. 23-88.

11 February

**** SECOND ESSAY ASSIGNMENT DUE ****

**** HANDOUT OF RESEARCH ESSAY ASSIGNMENT ****

Late Roman Frontiers or Gateways to the “Barbarians”?

READING: C. R. Whittaker, *Frontiers of the Roman Empire: A Social and Economic Study* (Baltimore: The Johns Hopkins University Press, 1994), pp. 1–278.

18 February

**** RESEARCH PROPOSAL AND BIBLIOGRAPHY DUE ****

End of the Ancient City?

READING: John Rich, ed., *The City in Late Antiquity* (London: Routledge, 1992), pp. 1–160.
Gisela Ripoll and Josep M. Gurt, eds., *Sedes regiae (ann. 400-800)* (Barcelona: Reial Acadèmia de Bones Lletres, 2000), pp. 9–30; 63–82.
Neil Christie and Simon T. Loseby, eds., *Towns in Transition: Urban Evolution in Late Antiquity and the Early Middle Ages* (Aldershot: Scolar Press, 1996), pp. 1-70.

Wickham, *Framing the Early Middle Ages*, pp. 591-692.

Banaji, *Agrarian Change in Late Antiquity*, pp. 89-170.

25 February

**** DRAFT OUTLINE DUE ****

Towns and Rural Estates in the Early Middle Ages

READING: Neil Christie and Simon T. Loseby, eds., *Towns in Transition: Urban Evolution in Late Antiquity and the Early Middle Ages* (Aldershot: Scolar Press, 1996), pp. 71–183; 235–288.

Wolfram Brandes and John Haldon, “Towns, Tax and Transformation: State, Cities and their Hinterlands in the East Roman World, c. 500-800,” in *Towns and their Territories between Late Antiquity and the Early Middle Ages*, edited by Gian Pietro Brogiolo, Nancy Gauthier, and Neil Christie (Leiden: E.J. Brill, 2000), pp. 141-172.

Frans Theuws, “Where is the Eighth Century in the Towns of the Meuse Valley,” in *Post-Roman Towns, Trade, and Settlement in Europe and Byzantium 1*, edited by Joachim Henning (Berlin: Walter de Gruyter, 2007), pp. 153-164.

Jainus Banaji, “Aristocracies, Peasantries, and the Framing of the Early Middle Ages,” *Journal of Agrarian Change* 9.1 (2009): 59-91.

Banaji, *Agrarian Change in Late Antiquity*, pp. 171-221.

Rich, ed., *The City in Late Antiquity*, pp. 161-198.

4 March

Spring Break (no class)

11 March

No Class (work on rough draft)

18 March

**** FIRST DRAFT DUE IN TWO COPIES ****

Revisiting Numismatics, Amber, Ceramics, and Glass

READING: Rory Naismith, “Gold Coinage and Its Use in the Early Medieval West,” *Speculum* 89.2 (2014): 273-306.

David Whitehouse, “‘Things that travelled’: the surprising case of raw glass,” *Early Medieval Europe* 12.3 (2003): 301-305.

Ewan Campbell, “Mechanisms of Distribution,” in his *Continental and Mediterranean Imports to Atlantic Britain and Ireland, AD 400-800*, CBA Research Report 157 (York: Council for British Archaeology, 2007), pp. 125-139.

Miguel Ángel Cau, Paul Reynolds, and Michel Bonifay, “An Initiative for the Revision of Late Roman Fine Wares in the Mediterranean (c. AD 200-700): The Barcelona ICREA/ESF Workshop,” in *Late Roman Fine Wares: Solving Problems of Typology and Chronology. A Review of the Evidence, Debate, and New Contexts*, edited by Miguel Ángel Cau, Paul Reynolds, and Michel Bonifay, Roman and Late Antique Mediterranean Pottery 1 (Oxford: Archeopress, 2011), pp. 1-10.

Michael McCormick, “Coins and the Economic History of Post-Roman Gaul: Testing the Standard Model in the Moselle, ca. 400-750,” in *Die Merowingischen Monetarmünzen als Quelle zum Verständnis des 7. Jahrhunderts in Gallien*, MittelalterStudien 27 (Paderborn: Wilhelm Fink Verlag, 2013), pp. 337-376.

McCormick, *Origins of the European Economy*, pp. 319–387.

Hansen and Wickham, eds., *The Long Eighth Century*, pp.195–264.

25 March

**** RETURN OF DRAFTS AND PEER REVIEWS ****

Land and Sea Travel

READING: McCormick, *Origins of the European Economy*, pp. 523-547.
Hansen and Wickham, eds., *The Long Eighth Century*, pp. 265–343.
Peregrine Horden and Nicholas Purcell, *The Corrupting Sea: A Study of Mediterranean History* (Oxford: Blackwell Publishing, 2000), pp. 123-172.

1 April

Caliph, Kings, and the Church as Economic Players

READING: Christie and Loseby, eds., *Towns in Transition*, pp.184–234.
Hansen and Wickham, eds., *The Long Eighth Century*, pp.121-166.
Mayke de Jong and Frans Theuws, eds., *Topographies of Power in the Early Middle Ages* (Leiden: E.J. Brill, 2001), pp. 137–270.
Ripoll and Gurt, eds., *Sedes regiae (ann. 400-800)*, pp. 163-218.
Rory Naismith, “Kings, Crisis, and Coinage Reforms in the Mid-Eighth Century,” *Early Medieval Europe* 20.3 (2012): 291-332.

8 April

Agricultural Technology and the Slave Trade

READING: Michael McCormick, “New Light on the ‘Dark Ages’: How the Slave Trade Fuelled the Carolingian Economy,” *Past & Present* 177 (2002): 17-54.
Ramsay MacMullen, “Late Roman Slavery,” *Historia* 36 (1987): 359-382.
Pamela O. Long, *Technology and Society in the Medieval Centuries: Byzantium, Islam, and the West, 500-1300* (Washington, DC: American Historical Association, 2003), pp. 1–102.
Adriaan Verhulst, *The Carolingian Economy* (Cambridge: Cambridge University Press, 2002), pp. 31-60.
Grenville Astill and John Langdon, eds., *Medieval Farming and Technology: The Impact of Agricultural Change in Northwest Europe* (Leiden: E. J. Brill, 1997), pp. 11-68.

15 April

Local Economies, Emporia and Merchants in the Carolingian Empire

READING: McCormick, *Origins of the European Economy*, pp. 614–669.
Michel Bonifay, “Africa: Patterns of Consumption in Coastal Regions vs. Inland Regions. The Ceramic Evidence (300-700 AD),” in *Local Economies? Production and Exchange of Inland Regions in Late Antiquity*, *Late Antique Archaeology* 10 (Leiden: E. J. Brill, 2013), pp. 529-566.
Frans Theuws, “Exchange, Religion, Identity, and Central Places in the Early Middle Ages,” *Archaeological Dialogues* 10.2 (2004): 121-138.
Christie and Loseby, eds., *Towns in Transition*, pp. 289–305.
Hansen and Wickham, eds., *The Long Eighth Century*, pp.35-120, 167-193.

22 April

**** FINAL DRAFT DUE (INCLUDING ROUGH DRAFTS) ****

The Return of Cities? Pirenne’s Thesis Revisited

READING: Adriaan Verhulst, “The Urbanization of the High Middle Ages (tenth-eleventh centuries),” in his *The Rise of Cities in North-West Europe* (Cambridge: Cambridge University Press, 1999), pp. 68-118.
Christopher Loveluck, “Towns as Regional Centres and Urban Diversity, AD 900-1150,” in his *Northwest Europe in the Early Middle Ages, c. AD 600-1150. A Comparative Archaeology* (Cambridge: Cambridge University Press, 2013), pp. 328-360.
Hansen and Wickham, eds., *The Long Eighth Century*, pp. 345–377.
Bonnie Effros, “Merovingians and the Mediterranean: The Enduring Attraction of the Pirenne Thesis,” draft manuscript (to be circulated).

COURSE REQUIREMENTS

DISCUSSION LEADERSHIP, RESPONSES, AND PARTICIPATION

On **7 January**, a sign-up sheet will go around allowing each student to sign up for two opportunities to act as the weekly discussion leader and two opportunities to provide a written response to the week’s readings (four pages) during the semester. The latter will be circulated to the seminar by Monday afternoon (5pm) before the weekly seminar, so that the discussion leader and other students may be prepared to discuss the issues raised. These activities will contribute along with general class participation (on the basis of *active* contribution to the ongoing discussion of the material read for the course and consistent attendance) to **20%** of the course grade. Unexcused absences from a significant number of course meetings (three or more) will be grounds for automatic failure in the course.

FIRST ESSAY

On **14 January**, an assignment of a short essay (3-5 pages) will be handed out on a variety of themes related to a comparison of the work of Alfons Dopsch and Henri Pirenne. This assignment will be due on **28 January**, and is worth **15%** of the course grade. Any essay found to contain plagiarized material (whether from a printed source, another person, or the internet) will receive an automatic 0 and will be dealt with in accordance with university policy. Late essays will only be accepted without penalty with *prior* permission of the instructor; otherwise, 1/3 of a letter grade will be deducted each day (including weekends) that the essay is late.

SECOND ESSAY

On **28 January**, an assignment for a short essay (3-5 pages) will be handed out; it will deal with modern contributions to the debate over economic change in late antique and early medieval Europe. Like the first essay, this one will involve the assessment and analysis of secondary research. This assignment will be due on **11 February**, and is worth **15%** of the course grade. The same penalties for plagiarism and late papers apply as for first essay.

RESEARCH ESSAY

On **11 February**, you will begin a research essay (15-20 pages) on a case study, excavation report, or primary source related to the period and topic we have addressed in this course but one not read for class. You may also begin this assignment earlier in the course, but the choice of topics **must** be approved in advance by the instructor. In this essay, you will analyze a primary document *in*

conjunction with secondary research and related to the themes you explored in the last two assignments. This paper will count as **50%** of the course grade and is due in several steps. 1. A research proposal and initial exploratory bibliography will be due on **18 February**. 2. A draft outline will be due on **25 February**. 3. The first draft of this essay will be due on **18 March** (same rules apply as for first essay). Students will hand in one copy for the instructor and exchange one with their peers in the course to critique. This first draft will be worth **20%** of the course grade. 4. On **25 March**, students will return their peer critiques (worth **5%** of course grade) and receive back their own from the other student as well as the instructor. 5. Both will aid in the formulation of a second draft which students will hand in no later than 7:00PM on **22 April** together with both of the critiques of the first draft. The second draft will be worth **25%** of the course grade.

GRADING

Grades will be awarded according to individual achievement and not in response to a set "curve." Thus, high grades by one student will not lower those of any other student. The instructor reserves the right to exercise her professional judgment and discretion in adjusting marks according to circumstances leading to a mark, such as in the case of improving or deteriorating performance, and consistent class participation or a high proportion of absences and lack of preparedness for class.

Grade Values for Conversion May 11, 2009 and After												
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

UNIVERSITY POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

EMERGENCY INFORMATION

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, or telephone 392-1575.

The University Police Department: 392-1111 or 9-1-1 for emergencies.

COMMENTS

I look forward to a stimulating seminar, and encourage students to come to office hours with any questions or issues that arise during lectures, discussions or in the course of your readings.