

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Arts and Sciences Date: 31 October 2008

Department/Division offering course: History

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: HIS 511 Proposed prefix & number: HIS 511

4. Current Title Medieval Civilization II
Proposed Title† Barbarians

†If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____
Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail
Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (x) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (x) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): Fall / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both
Proposed supplementary teaching component: Community-Based Experience Service Learning Both

11. Cross-listing: N/A or _____ / _____

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

Current Prefix & Number printed name Current Cross-listing Department Chair signature

a. Proposed – REMOVE current cross-listing: _____ / _____
printed name Current Cross-listing Department Chair signature

b. Proposed – ADD cross-listing: _____ / _____
Prefix & Number printed name Proposed Cross-listing Department Chair signature

12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop

If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.

Internet/Web-based Interactive Video Extended Campus

13. Current prerequisites:
 none

Proposed prerequisites:
 none

14. Current Bulletin description:
 A continuation of HIS 510. The specific topics for a given semester will be listed in the class schedule book.

Proposed Bulletin description:
 This course examines the peoples known to historians of Western Europe as the "Barbarians" who took up residence on the continent of Europe and whose polities replaced the central government of imperial Rome in the fifth and subsequent centuries, as well as those of the northern realms of the British Isles and Scandinavia. Topics to be studied include the ethnic and cultural identities of the Barbarians, their rôle in redefining the social and political institutions of Europe, the reasons for their political and military successes, and their hold on the imaginations of both sympathetic and unsympathetic historians.

15. What has prompted this change?
 This course replaces one of the old medieval history course listings, which had the vague title "Medieval Civilization II." I have taught this course several times with the subtitle "Barbarians" and it has proven popular and successful. The new title clarifies its relation to our other proposed offerings and is a component of a logical sequence of late antique and medieval courses.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
 The previous course listing had no regular content or clear objectives. The proposed course has a clear topical focus and chronological scope.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus? YES NO
 If YES[†], list below the programs that require this course:

[†]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?
Abigail Firey Phone: 7-6447 Email: afire2@uky.edu

22. Signatures to report approvals:

31 October 2008	<i>Jeremy Popkin</i>	<i>Jeremy D. Popkin</i>
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature
12/05/09	<i>Leonidas G. Bachas</i>	<i>[Signature]</i>
DATE of Approval by College Faculty	printed name	Reported by College Dean signature
*DATE of Approval by Undergraduate Council	/	Reported by Undergraduate Council Chair signature
*DATE of Approval by Graduate Council	/	Reported by Graduate Council Chair signature
*DATE of Approval by Health Care Colleges Council (HCCC)	/	Reported by Health Care Colleges Council Chair signature
*DATE of Approval by Senate Council	Reported by Office of the Senate Council	
*DATE of Approval by the University Senate	Reported by the Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: HIS 511

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.
5. A&S Area Coordinator Recommendation:
APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE
6. A&S Education Policy Committee Recommendation:
APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE



7. _____
A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 12/05/08

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
- e. correction of typographical errors.

Rev 7/08

HIS 511: Barbarians

University of Kentucky

Dr. Abigail Firey

Office: Patterson Office Tower, Room 1741; **tel.** 257-6447; **email:** afire2@uky.edu

Office Hours: Wed. 2.00 p.m. to 4.00 p.m., and by appointment

This course examines the peoples known to historians of Western Europe as the "Barbarians": Goths, Huns, Burgundians, Franks, Lombards, Alemanni, Suevi, Saxons, Frisians, Jutes, Celts, who took up residence on the continent of Europe and whose polities replaced the central government of imperial Rome in the fifth and subsequent centuries, as well as those of the northern realms of the British Isles and Scandinavia whose reputation is made in the eighth, ninth, and tenth centuries: Anglo-Saxons, insular Celts, Picts, and Vikings. Topics to be studied include the ethnic and cultural identities of the Barbarians, their rôle in redefining the social and political institutions of Europe, the reasons for their political and military successes, and their hold on the imaginations of both sympathetic and unsympathetic historians.

Books:

Transformation of the Roman World AD 400-900, edd. Leslie Webster and Michelle Brown. (University of California Press, 1997). Paperback: 272 pages. ISBN-10: 0520210603; ISBN-13: 978-0520210608

From Roman to Merovingian Gaul: a reader, ed. and trans. Alexander Callander Murray. (Readings in Medieval Civilizations and Cultures, 5; Broadview Press, 2000). Paperback: 550 pages. ISBN-10: 1551111020; ISBN-13: 978-1551111025

The Early Middle Ages: Europe 400-1000, ed. Rosamond McKitterick. (The Short Oxford History of Europe; Oxford University Press, 2001). Paperback: 308 pages. ISBN: 0-19873172-8

Optional: Smith, Julia M.H., *Europe after Rome: a new cultural history, 500-1000* (Oxford University Press, 2005) Paperback: 384 pages. ISBN: 978-0-19-289263-8

Note that some readings on the syllabus are to be obtained from various websites, listed below for specific assignments. There are also readings on Reserve. When copyright permits, these will be e-Reserves; instructions for access will be distributed in class.

Schedule of Classes and Readings.

15 January:

Introduction and Organisation

Unit I: Romans notice the Barbarians

20 January:

Reading: pp. 9-47 in *The Transformation of the Roman World*:

1. Evangelos Chrysos, "The empire in east and west"
2. Walter Pohl, "The barbarian successor states"

22 January:

Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):
pp. 194-196: Sidonius Apollinaris, Description of Theodoric II, King of the Visigoths
pp. 202-213: Sidonius Apollinaris, Journey to Rome, Patronage, Urban Prefect, Perils of Office, A New Solon
pp. 215-217: Sidonius Apollinaris, A Barbarian Prince
pp. 234-237: Sidonius Apollinaris, To the Emperor's son at the Burgundian Court

27 January:

Reading: pp. 28-48 in *Fifth-Century Gaul: a crisis of identity?* (ed. J. Drinkwater & H. Elton) **On Reserve**

1. S. Muhlberger, "Looking back from mid century: the Gallic Chronicler of 452..."
2. S. Barnish, "Old Kaspars: Attila's invasion of Gaul in the literary sources"

29 January:

Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):
pp. 139-151: Priscus of Panium, An Embassy to the Court of Attila the Hun
pp. 151-154: Priscus of Panium, Attila and the West
pp. 154-156: Priscus of Panium, Attila's Death

Unit Two: The Barbarians go grocery shopping

3 February:

Reading: 1. pp. 19-32 in *The Transformation of the Roman World*:
Javier Arce, "Otium et negotium: the great estates, 4th-7th century"
2. pp. 156-64 in *Fifth-Century Gaul: a crisis of identity?* (ed. J. Drinkwater & H. Elton):
J. Percival, "The fifth-century villa: new life of death postponed?" **On Reserve**

5 February:

Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):
pp. 109-132: Salvian of Marseilles, excerpts from Books I-VI of *On the Governance of God*
pp. 201-202: Sidonius Apollinaris, Letter to Eutropius
pp. 237-249: Sidonius Apollinaris, Letters to various persons
pp. 460-473: Fredegar, excerpts (A.D. 609-627)

10 February:

Reading: pp. 48-66 in *The Transformation of the Roman World*:
Max Martin, "Wealth and treasure in the west, 4th-7th century"

12 February:

Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):
pp. 371-396: Gregory of Tours, excerpts from *The Histories*, VI.40-VII.43

12 February: First Paper Due.

17 February:

Reading: 1. pp. 67-78 in *The Transformation of the Roman World*:
Stéphane Lebecq, "Routes of change: productions and distribution in the west (5th-8th century)"
2. pp. 122-131 in *Fifth-Century Gaul: a crisis of identity?* (ed. J. Drinkwater & H. Elton):
R.B. Hitchner, "Meridional Gaul, trade and the Mediterranean economy in Late Antiquity"

19 February:

Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):
pp. 169-171: Letter establishing the Council of the Seven Provinces
pp. 191-192: Law Code of Euric, On Sales
pp. 226-229: Sidonius Apollinaris, Letters introducing Amantius
pp. 283-285: Gregory of Tours, The Destruction of the Elder Sigibert and his son
pp. 499-508: The Life of Lady Balthild, Queen

Unit Three: Barbarian Social Life

24 February:

Reading: pp. 218-238 in *Fifth-Century Gaul: a crisis of identity?* (ed. J. Drinkwater & H. Elton):
1. R. Samson, "Slavery, the Roman legacy"
2. R.W. Mathisen, "Fifth-century visitors to Italy: business or pleasure?"

26 February:

Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):
p. 231: Sidonius Apollinaris, Abduction by *Vargi*
pp. 289-300: Gregory of Tours, excerpts from *The Histories*, III.1-III.18
pp. 535-538: Frankish Law: Homicides, *Chrenecruda*
p. 540: Frankish Law, Binding Freeman
pp. 549-550: Frankish Law, If a Slave is Charged with Theft

2 March:

Reading: Janet L. Nelson, "Making a Difference in Eighth-Century Politics: the Daughters of Desiderius"
in *After Rome's Fall: Narrators and Sources of Early Medieval History* ed. Alexander Callander Murray,
pp. 171-190 **On Reserve**

4 March:

Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):
pp. 163-169: Olympiodorus, Galla Placidia and the Goths
pp. 270-271: Nicetus, Letter to Chlodoswintha, Queen of the Lombards
pp. 325-374: Gregory of Tours, excerpts from *The Histories*, V-VI

9 March

Reading: pp. 111-127 in *The Transformation of the Roman World*:
Ian Wood, "The transmission of ideas"

11 March

Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):
pp. 21-40: Orosius, On Empire, Barbarians, and Usurpers
pp. 220-221: Sidonius Apollinaris, Buying Books at Rheims
pp. 223-226: Sidonius Apollinaris, Letter to Perpetuus

pp. 429-432: Venantius Fortunatus, On the Virtues of Chilperic

Spring Break: no classes on 16 and 18 March

23 March: Second Paper Due

Unit Four: Barbarians and the Cosmos

23 March:

Reading: Reading: Mayke de Jong, "Religion" in *The Early Middle Ages* (ed. R. McKitterick) pp. 131-167

25 March

Discussion: Discussion of primary sources in *From Roman to Merovingian Gaul* (ed. and trans. A.C. Murray):

pp. 271-282: Gregory of Tours, The Career of Clovis, chapters 27-37

pp. 450-453: Fredegar, The Last Years of Guntram

pp. 639-649: Letters of Bishop Daniel, Pope Gregory III, and Boniface
Muirchu's Life of Saint Patrick **On Reserve**

30 March: Reading: pp. 79-95 in *The Transformation of the Roman World*

Alain Dierkens and Patrick Périn, "Death and burial in Gaul and Germania, 4th-8th century"

1 April: Discussion of 128-179 in *The Transformation of the Roman World*:

Eutychia Kourkoutidou-Nicolaidou, "From the Elysian Fields to the Christian Paradise"

Friederike Naumann-Steckner, "Death on the Rhine: changing burial customs in Cologne, 3rd-7th century"

Unit Five: Neo-Barbarians

6 April: Toward the Carolingian Context

Reading: Rosamond McKitterick, "Politics" in *The Early Middle Ages* (ed. R. McKitterick)

8 April: Discussion of excerpts from the Lives of Charlemagne by Einhard and The Monk of St. Gall (Notker the Stammerer)

Einhard §§ 4-21. (Plan of This Work, Aquitanian War, Lombard War, Saxon War, Spanish Expedition, Submission of the Bretons and Beneventans, Tassilo and the Bavarian Campaign, Slavic War, War with the Huns, Danish War, Extent of Charlemagne's Conquests, Foreign Relations, Public Works, Private Life, Conspiracies Against Charlemagne, Charlemagne's Treatment of Foreigners). Penguin edition: pp. 59-76.

Monk of St. Gall Book II §§ 5-8, 12-17, Book I §§ 28-30. Penguin ed. pp.139-147, 153-167, 125-128

Both Lives may be found on-line.

1. Medieval Sourcebook: Einhard: The Life of Charlemagne (Complete)

Medieval Sourcebook: Einhard: The Life of Charlemagne. Einhard: The Life of

Charlemagne translated by Samuel Epes Turner (New York: Harper & Brothers, 1880).

...

<http://www.fordham.edu/halsall/basis/einhard.html>

2. Medieval Sourcebook: The Monk of Saint Gall: The Life of Charlemagne

<http://www.fordham.edu/halsall/basis/stgall-charlemagne.html>

Note: Both of these translations are older ones, out of copyright. If you find the prose style of the translations an obstacle, there is a newer translation of both texts on Reserve at the Young Library.

8 April: Third Paper Due: Barbarians and the Cosmos

13 April: Vikings

Reading: Chris Wickham, "Society" in *The Early Middle Ages*

15 April

Videos: "Vikings!" (or, by vote, Discussion of *Njal's Saga* excerpts)

Resource for papers: *Njal's Saga* (The Story of Burnt Njal) (DL SunSITE)

Berkeley Digital Library SunSITE. The Story of Burnt Njal (Njal's Saga). Online Medieval and Classical Library Release #11.

<http://sunsite.berkeley.edu/OMACL/Njal/> Part 1: sections 1-20.

Again, an older translation. Newer translation on Reserve at Young Library.

20 April: Anglo-Saxon England

Reading: Jean-Pierre Devroey, "The economy" in *The Early Middle Ages*

22 April

Discussion: The Anglo-Saxon Chronicle. Section 2: A.D. 750-919.

<http://sunsite.berkeley.edu/OMACL/Anglo/>

A 1912 edition. A newer translation is on Reserve in the Young Library.

27 April: Insular Celts and Picts

Reading: Ian Wood, "Culture" in *The Early Middle Ages*

29 April

Discussion: The Second Battle of Mag Tured (Moytura)

The text may be found under the section "Ireland" in the Celtic Literature Library.

<http://celtdigital.org/Celtlit.htm>

29 April: Fourth Paper Due

Assignments and Protocols:

There will be **four short papers**, of about five pages in length. Each of these papers will be written in the form of a forged historical document that presents a barbarian perspective on the material we cover in class. The forgeries must draw on the assigned primary sources (you may also use additional primary source material from the Murray reader) and document the use of those sources; these papers should represent analysis and interpretation of the information from those sources. The topics of these papers will be those of the units of the syllabus, thus the first paper will present a barbarian account of political and military matters, and will draw on your study of the readings and sources from Unit One, and so forth. Within these general constraints, you are encouraged to select specific issues that interest or intrigue you, and to present your ideas in whatever type of historical source you think best suited to your forgery. Each paper will count for 20% of the final grade. With my permission, papers may be rewritten and resubmitted for a better grade.

First paper: The Barbarian Forgeries, I: Politics and Military Matters (Readings and Sources from Unit I)

Second paper: The Barbarian Forgeries, II: Economic and Social Life (Readings and Sources from Units II and III)

Third paper: The Barbarian Forgeries, III: Religion (Readings and Sources from Unit IV)

Fourth paper: The Barbarian Forgeries, IV: Neo-Barbarians (Readings and Sources from Unit V)

Thursday discussion preparation: This will count for 20% of the final grade, all of which may be forfeited if three discussions are not prepared or are missed. There are two ways to obtain this credit. First, you may participate actively in discussion every Thursday, having carefully prepared intelligent observations and questions about the primary source material we shall be examining. If you find it difficult to participate in class discussion, you may submit a page of such intelligent observations and questions in writing. The format need not be formal, as long as your ideas and questions are reasonably clear. It should be noted that such written preparation is a good strategy for those who plan on oral participation! To prepare for Thursday discussion, think about the type of source and why it might have been written, how that affects its information, what seems odd or puzzling, what seems particularly useful for illuminating the topics we're investigating, and so forth. Note: such preparation will also be useful as you write your papers.

Summary of Grading Scheme:

Participation: 20%

Paper 1: 20%

Paper 2: 20%

Paper 3: 20%

Paper 4: 20%

Grading Scale: A = 90 or above. B = 80 or above. C = 60 or above. D = 50 or above. Below 50: fail.

All assignments must be submitted to me typed (word-processed), on paper. Email or e-attachments will not be accepted for credit. Work submitted past deadline is liable to penalty (half a letter grade for each day past deadline).

Please keep a dossier of all work that you do for this class. This dossier should contain both your own copy of all submitted work and also work I return to you with comments, as well as all hand-outs and supplementary bibliographies. We may have occasion to consult this dossier together as we plan and develop your work, and I may request it at the end of the term to assist me in evaluating your performance in the course.

Attendance is required; see me to plead your case in the event of absence caused by incapacitating injury or illness, or death in the immediate family (normally within one degree of kinship). (Be prepared with compelling written documentation from an unimpeachable source). Frequent absences will inevitably result in weakening your understanding of the material and the subject, and will thus take a toll in your performance in the course.

Should you have any questions, ever, regarding proper citation of sources in your work, please ask me (visit, telephone, email, accost between classes) or raise the question in class. Proper acknowledgement of intellectual indebtedness will be regarded as a sign of strength, not weakness. Recall that plagiarism includes not only direct quotation of words not your own, but also uncredited ideas; paraphrase does not exempt you from acknowledging the source. Footnotes are our friends! Failure to acknowledge sources (this includes ideas proposed by peers, information found on the Web, and so forth) will be severely penalised. The assignment will be given an F and there will be formal proceedings to place a record of the incident in your file.

Should it appear that a significant number of persons in the class are failing to grasp the material sufficiently, particularly with regard to matters of standard historical analysis, such as chronology or geography, there may be quizzes. In the event that a quiz seems advisable, the date and the material to be mastered will be announced, and appropriate adjustments to the grading scheme will be made.

Graduate Students taking this course will be required to read one of the major chronicles or medieval historical narratives (e.g., the Anglo-Saxon Chronicle, Bede's *Ecclesiastical History of the English People*, *The Annals of Ulster*, Paul the Deacon's *History of the Lombards*, Gregory of Tours' *History of the Franks*, Jordanes' *Getica*) and, using appropriate published scholarship (including archaeological reports), write a paper of about twenty pages on an aspect of barbarian history to be negotiated individually with the instructor.

Grading Scheme for Graduate Students:

Short papers: 10% each, for 40% total

Research paper: 50%

Participation: 10%

Grading Scale: A = 90 or above. B = 80 or above. C = 60 or above. Below 60: fail.

Books to consult if you're feeling lost:

Roger Collins, *Early Medieval Europe, 300-1000* (London, 1992)

Peter Brown, *The Rise of Western Christendom: Triumph and Diversity A.D. 200-1000* (Oxford, 1995)

J.M. Wallace-Hadrill, *The Barbarian West, 400-1000* (Oxford, 1967)

Edward James, *The Origins of France from Clovis to the Capetians, 500-1000* (London, 1982)

Roger Collins, *Early Medieval Spain: Unity in Diversity, 400-1000* (London, 1983)

Source of useful specialized articles:

Early Medieval History (Journal: see web-site

<http://www.blackwellpublishers.co.uk/asp/journal.asp?ref=0963-9462&src=cts>

for list of articles to date)

Learning Outcomes:

After completing this course, students will be able to

- Identify the major groups of barbarian peoples who coalesce into polities in western Europe in the early Middle Ages
- Describe the primary characteristics of their societies
- Discuss later interpretations of these peoples
- Analyze the reasons for their political and military successes and failures
- Analyze the processes of economic and religious changes in their societies
- Examine critically complex primary source materials from the early middle ages
- Describe the ways in which primary sources may shaped by their authors to convey particular views or interpretations of data, events, and character, and how the process of selecting data affects the meaning of a primary source