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(or by appointment)

REQUIRED TEXTS:


Course Pack of Primary Source Materials

COURSE REQUIREMENTS:

There will be a midterm exam and a comprehensive final. Both exams will be in essay format, and students will be expected to include material gathered from assigned reading and from lecture and discussion sessions. Essays will be graded on both content and composition.

Each student will submit three papers (3-5 pages each) reacting to the reading assignments. These should be organized as arguments in favor of (or against) a particular interpretation of primary source materials. More details appear below. General instructions for constructing an argument may be found on my webpage at <http://orb.rhodes.edu/schriber>

In the following outline of assignments, questions are listed to suggest the direction your thinking and studying should take. Class sessions may require note-taking, but they may also involve a more general discussion of the assigned topics. As in any course, the student's main responsibility is to keep up with reading assignments and to be an active participant in class discussions. You will be expected to formulate your own answers to the questions posed, whether or not we discuss them during class.

Members of the class should familiarize themselves with the resources available to them in the computer lab. I will communicate with the class via a distribution list and will expect everyone to check e-mail frequently. Additional reading assignments may be assigned from World Wide Web sites, such as ORB (http://orb.rhodes.edu) or other library collections. My folder on the Academic Volume contains copies of this syllabus, writing guidelines, and other helpful tips. Take time to discover what is available and use it to your own advantage.
Attendance is mandatory; if you must miss class because of illness, please notify me immediately, either by phone or by e-mail. Final grades will reflect both participation and attendance. You may assume that your final grade in this class will be no higher than the percentage of classes you attend. (This class meets 42 times. If you miss 5 classes, your attendance is 88%, which would be a B+) I also strongly recommend that you make arrangements to come in to see me in my office at least once during the semester, preferably early in the year. If our schedules conflict, I will be happy to set up appointments for times before or after my regular hours.

Late papers will be accepted, but the grade will drop three points for every 24 hours, including weekends and holidays. Make-up exams will NOT be permitted, except in cases of true emergencies (such as hospitalization, death of a parent, etc.) or for conflicting college-scheduled activities (Mock Trial, inter-collegiate sports, etc.). All such absences must be verified by the dean’s office, health center, or sponsoring faculty member. If you have to ask whether an excuse is valid, it probably isn’t.

Grades will be assessed on the following basis:
Writing assignments, 10% each (total 30%)
Midterm exam, 20%
Final Exam, 30%
Attendance and participation, 20%
WEEKLY ASSIGNMENTS

Unit 1: THE FALL OF ROME (Aug. 26-28-31-Sept. 2)

Read:
Hollister, Chaps. 1, 2
Gregory of Tours, History of the Franks, Book II

Questions to think about:

1. What are the major weaknesses in the Roman Empire? What challenge did Christianity present to the political status quo?

2. What were the greatest strengths of the Franks? Of what significance was Clovis’s

3. What effect did Christianity have on the emerging civilization? To what extent was it

Unit 2: THE CAROLINGIAN EMPIRE (Sept. 4-9-11)

Read:
Hollister, Chaps. 6, 7
Einhard, Life of Charlemagne

Questions to think about:

1. What was the real significance of Charlemagne’s coronation? What did it imply for the relationship between church and state?

2. What makes a “renaissance”? Which innovations of Charlemagne rate of label of

3. What characteristics of the Carolingian Empire left it vulnerable to the Viking invasion

Unit 3: THE PAPACY (Sept. 14-16-18)

Read:
Hollister, Chap. 4
Eusebius, The Conversion of Constantine
Nicene Creed
Gelasius I, Spiritual and Temporal Power
Leo I, Sermon on the Petrine Doctrine
The Donation of Constantine

Questions to think about:
1. What changes did Constantine make after his conversion? What impact did these have on the church itself? What is meant by the term “Caesaropapism”? What was the Arian controversy, and what effect is its settlement likely to have?

2. What was the Petrine Doctrine? Why did the early popes attach such importance to it?

Unit 4: INVESTITURE CONTROVERSY (Sept. 21-23-25)

Read:
- Hollister, Chap. 12
- Gregory VII, *Dictatus Papae*
- Lay Investitures Forbidden
- First Deposition and Banning of Henry IV
- Henry IV, Letter to Gregory VII
- Second Banning and Dethronement of Henry IV
- Paschal’s Privilege
- Concordat of Worms

Questions to think about:

1. What changes did Constantine make after his conversion? What impact did these have on the church itself? What is meant by the term “Caesaropapism”? What was the Arian controversy, and what effect is its settlement likely to have?

2. How far back did the dispute between emperor and pope originate? What did each side have to lose or gain in the Investiture Controversy? Was the Concordat of Worms a satisfactory solution?

Writing assignment (due Monday, Sept. 28): Choose a position, either as a German bishop or as a landed nobleman, from which to take a stand on investiture. Would you support Gregory VII or Henry IV? You should draw your evidence from several of the documents listed above.

Unit 5: THE NORMAN CONQUEST (Sept. 28-30-Oct. 2)

Read:
- Hollister, Chap. 13
- Laws of William the Conqueror
- Bayeux Tapestry, <http://orb.rhodes.edu/schriber/>

Questions to think about:

1. What was the basis of Duke William’s claim to the English throne? Would you have
2. How did the Normans manage to extend their power in so many directions? What

Unit 6: THE RISE OF MONARCHY (Oct. 5-7-9)

Read:
Hollister, Chap. 13
Henry of Huntington, Chronicle
Abbot Suger, Life of Louis VI

Questions to think about:

1. In what ways had the monarchies of France and England changed their systems of

2. Was there such a thing as a “state” in the Middle Ages? Where did the idea of

3. What gives legitimacy to political power? Hollister points out that England and
France differed in respect to the relationship between the king and the community. How
and why was this so?

Unit 7: THE CRUSADES (Oct. 12-14-16)

Read:
Hollister, Chap. 10
Fulcher of Chartres, Urban II’s Call for the First Crusade
Anna Comnena, The Bad Manners of a Crusading Prince
The Capture of Jerusalem

Questions to think about:

1. What purposes did the Crusades serve beyond the obvious religious goals? Why did

2. What are some of the long-range results of the Crusades? What did the crusaders
learn on their travels? What did the failure of so many of their efforts mean to the
reputation of the church? To the personal religious beliefs of the people?

3. What connection is there between the events of the Crusades and the intellectual
between theology and philosophy?

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Unit 8: THOSE WHO PRAY: REGULAR CLERGY (Oct. 21-23)

Read:
Hollister, Chap. 11
The Cistercian Charter of Charity
Other monastic rules found in the Medieval Sourcebook on ORB

Questions to think about:

1. What role had monastic institutions traditionally played in the medieval world?

2. To what extent is the growing economy of the High Middle Ages responsible for

Unit 8.5: THOSE WHO PRAY: SECULAR CLERGY AND THEIR BUILDINGS (Oct. 26-28)

No outside readings. However, you are expected to attend the following lecture in the series entitled “Art and Architecture in Britain 1148-1848.”

Dr. Paul Crossley
Courtauld Institute of Art, University of London

“Politics, Ritual and History in Gothic Architecture: Wells Cathedral in Its European Context”

Tuesday, October 27, 1998
Hardie Auditorium
7:00 PM

Guest Lecturer Dr. Paul Crossley may also attend class on Monday or Wednesday to discuss Gothic architecture.

Unit 9: THOSE WHO FIGHT (Oct. 30-Nov. 2)

Writing assignment (NOW DUE ON OCT. 30): In the twelfth century, western Europe experienced an outburst of intellectual activity that some scholars have called the Twelfth-Century Renaissance. Some argue that the impulse for growth came from the
monasteries, which had long been recognized as centers of intellectual ferment. Others believe that the expansion of knowledge was the natural result of the Crusades, which introduced westerners to the knowledge of the East. Which side do you find more convincing? Do not attempt to answer this question until you have read Hollister, Chap. 14.

**Read:**
Hollister, Chap. 8
Fief Ceremonies of the 12th Century
Fiefs and Jurisdiction
Truce of God

**Questions to think about:**

1. What impact did feudalism have on the organization of society? Which social classes are excluded? What threat does it pose to theories of monarchy?

2. If historians no longer approve of the term “feudalism,” what word or phrase could we substitute to describe the relationships between men of the upper classes?

-----Unit 10: THOSE WHO WORK (Nov. 4-6-9)

**Read:**
Hollister, Chap. 9
Guild Organization, 14th Century
Reginald of Durham, Life of St. Goderic

**Questions to think about:**

1. In what ways are the manorial system and the feudal system connected? What is their fundamental difference? Which one is more vulnerable to change?

2. How does technological growth lead to social change? What dynamic exists in this

3. What are the major effects of the change from a “house” economy to a “money”

4. What effect does change have on class structure? What has happened to the old them?

-----Unit 11: THE BLACK DEATH (Nov. 11-13-18)

**Read:**
Hollister, Chap. 16
Boccaccio, *The Decameron*

**Questions to think about:**

1. What conditions in fourteenth-century Europe made radical changes more likely to

2. What were the long-term cultural and religious effects of the plague? Can you explain why some historians argue that the Renaissance was a direct result of this period of

**Writing assignment (due Nov. 23): Use your imagination to describe the plague experiences of a priest, a nobleman, a peasant or an artisan. Combine what you know of normal life in medieval Europe with your understanding of the effects the Black Death had on a population that had no understanding of the causes of disease.**

**Unit 12: THE GREAT SCHISM (Nov. 23-30-Dec. 2)**

**Read:**
- Hollister, Review Chap. 12
- Boniface VIII, *Clericus laicos*
- Boniface VIII, *Unam sanctam*
- Manifesto of the Revolting Cardinals
- University of Paris on the Schism

**Questions to think about:**

1. What were the major tools used by Innocent III to assert his claims to papal monarchy? What constitutes the greatest danger to papal power? What was happening to the religious beliefs of the common people by the thirteenth century?

2. What happened to the dreams of papal monarchy? What lay behind the challenge of

3. What effect was papal schism likely to have on ordinary Christians?

**Unit 13: 100 YEARS’ WAR (Dec. 4-7-9)**

**Read:**
- Hollister, Chap. 15
- Froissart, *Chronicles*

**Questions to think about:**

1. Did feelings of nationalism lead to the Hundred Years War, or did the war itself
2. What were the long-range effects of the war on such things was technology, chivalry,

3. To what do you attribute Joan of Arc’s success in rallying the French army? Why was she burned at the stake?

4. What were the socio-economic results of upheavals caused by war, papal schism, and

5. What major characteristics of the medieval period have disappeared by the end of the
Here are some other internet links you may want to use in your medieval studies:

For ORB's links to Dante in art, try:  
<http://orb.rhodes.edu/encyclop/culture/lit/Italian/da_i.htm>

For LES TRES RICHES HEURES DU DUC DE BERRY--background essay and images, see:  
<http://humanities.uchicago.edu/images/heures/heures.html>

For art and artifacts of the Vatican Library,  
<http://www.christusrex.org/www1/vaticano/0-Musei.html>  
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For the Uffizi Gallery at Florence, contact our reserved areas on:  
<http://www.televisual.it/uffizi/ >

  Your Username is: galleria96  
  Your Password is: uffizi96

A FEW ARCHITECTURAL SITES:

For a massive collection of photographs of medieval architecture in France,  
see: <http://www1.pitt.edu/~medart/menufrance/mainfran.html>.  
This site is still under construction, but is over half complete--certainly enough to satisfy our needs.

For the corresponding site on English architecture, see:  
This site opens with a clickable map. Choosing your site from the map takes you to a separate page for each example, and provides floor plans and elevations, as well as photographs.

For a photographic essay on the elements of Romanesque architecture, try:  

Early Gothic essay is at:  

Late Gothic essay is at:  
<http://www.tulane.edu/lester/text/Gothic/Late.Gothic/Late.Gothic.html>

An illustrated dictionary of terms used in Gothic architecture may be found at:  
http://www.catsic.ucsc.edu/~arth147/terms.html>
For a detailed look at a single gothic cathedral, see the Amiens Project at: <http://www.arch.columbia.edu:80/DDL/projects/amiens/>.

MUSIC SOURCES:

Fourteenth Century: