

BLHS 104 Medieval Thought and Culture Summer 2012

Professor:

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Office Hours: TBA

I. The Course

A goal of this course is to introduce students to the history and culture of medieval Europe within a more global context that stresses the influence of other cultures on the emergence of a peculiarly European culture. Students will be introduced to Christian, Islamic, Jewish and pagan (both classical and non-classical) influences on medieval Europe. They will meet Germans and Romans, Celts and Slavs, slaves and serfs, Christians and non-Christians, clerics and soldiers. They will learn how a gradually Christianized culture evolved, how the Christian church interacted with individuals on the local level and with governments at the institutional levels. They will learn how the institutions of government grew and influenced the modern era. And they will learn about the cultural productions of medieval people, ranging from the technological to the literary.

A second goal is to shift student perspectives of the Middle Ages away from stereotypical notions of a 'Dark Age' of feudalism, immobility and unquestioned faith toward a greater appreciation of the complexity of the medieval world and a more profound understanding of the medieval foundations of European world hegemony and of many institutions and literary classics that continue to shape our post-modern lives.

The course will include readings from a textbook and from primary sources (in translation). It will include images, recordings, lectures and discussions. It will meet once a week, in the evening.

II. Course Objectives and Goals

After this class student should be able to

1. Understand and comprehend the basic historical chronology and historical analysis of the period covered.
2. Explain historical cause and effect as it relates to the medieval period.
3. Relate the historical trends of the Middle Ages to the modern era.
4. Comprehend the differences in historical interpretation in major schools of historical thought
5. Understand the development of the church (both ideology and as an institution), early intellectual movements such as scholasticism, early nation-building, interactions with Islam, the problems between church and state, and expression of high and low culture.

6. Link political and social developments to the parallel developments in the arts, literature and philosophy.
7. Analyze and contextualize primary source readings.
8. Develop and defend their arguments using textual and factual evidence.
9. Compare and understand the differences between macro and micro history.
10. Develop an arguable thesis and support it using clear concise writing.

III. Requirements and Grading

Class Attendance and Participation

Attendance and participation is **Mandatory** for all students. The value of each class ultimately rests on your willingness to attend class and be prepared to talk to participate. **One absence will result in a corresponding reduction of 7% in your participation grade. Two absences will automatically withdraw you from the course.**

Excessive Tardiness (defined as more than 20 minutes) will be counted as an absence.

Continued Tardiness (defined as being tardy between 5-20 minutes) for more than 2 classes will count as an absence.

Work obligations are NOT EXCUSED.

Discussion Leadership (combined with overall participation) 30%

Each student will be required to lead one discussion during the course of the class. You should submit between 4-5 questions on the readings at least 4 days before the class will meet. These questions should be posted on Blackboard. You will then be responsible for directing the analysis and discussion of the sources in class.

Written Assignments

There will be two 4-6 page papers and a longer final research paper. Each of the shorter papers will be worth 15% of the semester grade. The essays are to be based on a close reading of one or more of the assigned texts or a work of art. You will receive a set of essay topics in advance from which you will choose one. The essays should be typed and original in conception, with a clearly argued thesis. They are not to be book reports. They should present your interpretation of a given issue based on evidence from the text and sound reasoning. The final paper assignment will be between 10-12 pages in length and will be worth 40% of your final grade. This essay will be on a topic of your own choosing with instructor permission. These papers should be done in typical research fashion using both primary and secondary sources and done according to either MLA or Chicago Manual of Style format.

Failure to complete ANY of these assignments may result in failure of the course.

IV. Academic Integrity

Georgetown Honor Code:

As signatories to the Georgetown University Honor Pledge, you are required to uphold academic honesty in all aspects of the course, especially on exams and papers. The professors and teaching assistants are aware of and regularly consult all of the major internet sources for plagiarized papers. Thus, you are hereby cautioned to follow the letter and the spirit of the Standards of Conduct outlined in the Georgetown Honor System brochure pp. 3-4, 11-13. If you have any questions about conforming to rules regarding plagiarism or about the proper format for citations, consult a professor or teaching assistant.

Honor Pledge:

In the pursuit of high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

All students are expected to follow Georgetown's honor code unconditionally. Should you have questions, please speak with us and refer to the honor code material available at www.georgetown.edu/honor. Papers in this course will either all or at random be submitted to turnitin.com for verification.

Plagiarism in any form **WILL** result in a failure for the assignment or for the course as decided by the professors.

VI. Late Work and Incompletes

You are responsible for submitting all work on time and in hard copy to the professors. The essays are due at the beginning of class; papers will be penalized by a 1/3 grade reduction for each day they are late. Make-up examinations will be considered only under very serious circumstances and only following formal notification of the instructor by the student's Deans Office prior to the scheduled exam.

Incompletes are granted only on the most extreme of situations and must be done with instructor and Dean approval. It is your responsibility to fill out the appropriate paper work and get the approval for an incomplete as well as decide on a final date to complete the assignments outstanding. Incompletes are not granted for anything but extraordinary reasons as decided by the professors.

VII. Disability Accommodations

If you believe you have a disability that requires academic accommodation, contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Texts: (All required)

St. Augustine, Confessions

Publisher: Oxford University Press; Reprint edition (April, 1998)

ISBN: 0192833723

Boethius, The Consolation of Philosophy

Publisher: Penguin Classics; Reissue edition (May 1, 2000)

ISBN: 0140447806

The Song of Roland, trans. Goldin

Publisher: W. W. Norton & Company (August, 1978)

ISBN: 0393090086

The Letters of Abelard and Heloise

Publisher: Penguin Classics; 1 edition (September 3, 1998)

ISBN: 0140442979

Francis and Clare: The Complete Works

Publisher: Paulist Press (January 1, 1986)

ISBN: 0809124467

Dante, Inferno, trans. Musa

Publisher: Penguin Classics; Rev Ed edition (December 31, 2002)

ISBN: 0142437220

Barbara, Rosenwein, A Short History of the Middle Ages, 2nd Edition

Publisher: Broadview Press; 2nd edition (July 30, 2004)

ISBN: 1551116162

Schedule of Classes

Week One May 21-25

Introduction: The Mentalités of Medieval People (Introductory meeting)

Week Two May 28-June 1

The Transformation of the Roman Empire and the New Role of the Church

St. Augustine Confessions, books 1-9

Selections from the City of God

<http://www.fordham.edu/halsall/source/aug-city1.html>

<http://www.fordham.edu/halsall/source/aug-city2.html>

Constantine Edict of Milan

<http://www.fordham.edu/halsall/source/edict-milan.html>

Discussion Leaders:

Week Three June 4-8

The Shift from Rome to Ravenna: Barbarians within the Roman Empire

Rosenwein, chp 2

Boethius, The Consolation of Philosophy

Discussion Leaders:

Week Four June 11-15

The World of the Merovingians

Selections from Gregory of Tours, *History of the Franks*,

Discussion Leaders:

Week Five June 18-22

The Expansion of Christianity and impact of monasticism

The Rule of St. Benedict

<http://www.kansasmonks.org/RuleOfStBenedict.html> or try

http://www.ccel.org/ccel/gregory/life_rule.iv.i.html

Gregory the Great, *Pastoral Care*, pp. 20-25; 38-39; 75-101; 152-171; 234-237

(on Blackboard)

St. Patrick, *Confession*

(<http://www.ccel.org/p/patrick/confession/confession.html>)

Discussion Leaders:

Week Six June 25-29

The Carolingians and the Foundations of Western Europe

Rosenwein, chp 3

The Song of Roland

Discussion Leaders:

Week Seven July 2-6

Economic and Technological Developments

Georges Duby, *The Early Growth of the European Economy*, pp. 3-111

(On Blackboard)

Discussion Leaders:

Week Eight July 9-13

Reform and the rebirth of popular piety

Selections from the Letters of Gregory VII and Paul of Bernried's Life of Gregory VII,

"Foundation Charter of Cluny, 910"

(<http://www.fordham.edu/halsall/source/chart-cluny.html>)

Discussion Leaders:

Week Nine July 16-20

The Crusades

Selections regarding Jews and the Crusades

<http://www.fordham.edu/halsall/source/1096jews-mainz.html>

<http://www.fordham.edu/halsall/source/1096jews.html>

Albert of Aix (Selections)

<http://www.fordham.edu/halsall/source/albert-cde.html>

Selections from the Gesta Francorum

<http://www.fordham.edu/halsall/source/gesta-cde.html>

Bernard of Clairvaux, In Praise of a New Knighthood,

<http://www.the-orb.net/encyclop/religion/monastic/bernard.html>

Discussion Leaders:

Week Ten July 16-20

The Renaissance of the 12 century.

Rosenwein, chps 4-5

Abelard's Adversities, in The Letters of Abelard and Heloise
and the first four letters between Abelard and Heloise

Discussion Leaders:

Week Eleven July 23-27

Heresy, Reform and The Rise of the Mendicant Orders

Rosenwein, chp 6

Francis and Clare: The Complete Works, intro, pp37-41, 55-61,66-73, 107-144,
153-156, 209-232

Discussion Leaders:

Week Twelve July 30-Aug 3

Papal monarchy and the Holy Roman Empire in the 13th century

Rosenwein, chp 7

Dante, Inferno, cantos 1-5

Week Thirteen Aug 6-10

Schism and Decline

Rosenwein, chp 7 and 8

Discussion Leaders: