

HISTORY 393: MEDIEVAL CHURCH AND STATE



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Course Information:

History 393-01 (CRN: 89305), Fall 2015; TR 9:30-10:45; Room: SOEB102

Instructor Information:

Dr. Richard Barton; Office: 2115 MHRA; Office phone: 334-3998; Mailbox: 2118A MHRA; Email: rebarton@uncg.edu

Office hours:

Tuesdays 11:00-12:00, Wednesdays 11:00-12:00, and by appointment

Course Description:

The Middle Ages encompassed their fair share of scenes of high political drama. We need only think of the Carolingian Emperor Louis the Pious performing public penance for his alleged sins before the entire court in 833; or the German Emperor Henry IV, barefoot in the snow at Canossa, begging for forgiveness from Pope Gregory VII; or the murder of Thomas Becket, archbishop of Canterbury, before the high altar, by four of King Henry II's knights and the public flogging of Henry II as penance for that very murder. These episodes and many more constitute the stuff of this course.

Above all, this course looks at the ways in which medieval people understood authority and, particularly, the intersection between the two most visible sources of tangible authority experienced by all during in the Middle Ages, the universal Christian church and the secular monarchies. Rather than covering every period from 500 to 1500, we will perform more intensive examination of a handful of key episodes occurring between 800 and 1300, episodes which served to define both the practice of authority in the Middle Ages and the legacy left to future generations. We shall see that underlying these moments of high drama were serious philosophical, theological and even practical ideas about the ways in which society should be organized. As we ponder the justifications offered by kings, popes, and other participants in these dramas we will inevitably need to consider the legacies left by these centuries of struggle over the fate of Christendom and secular society, legacies which we are still grappling with in the present.

STUDENT LEARNING GOALS:

A student who successfully completes this class should be able to:

1. recognize and explain the theoretical causes underlying conflicts between secular and religious authorities in the Middle Ages
2. interpret primary sources from the period under study and analyze them orally and in writing
3. evaluate modern scholarship of a variety of genres and methodological orientations in order to produce a larger analytical synthesis
4. recognize and apply theoretical frameworks of analysis to the material under study
5. compare ideas, events, and individuals over time to look for change and continuity
6. use appropriate electronic and print resources to locate sources relevant to the themes of the course

Teaching Strategies

The course will function primarily as a discussion course. Students will read original sources and modern commentaries and arrive at the classroom ready to discuss them as a class. Written work will include analysis and interpretation of these texts. I will not perform formal lectures except on rare occasions; rather, I will introduce the readings each day with 10 or 15 minutes of commentary.

REQUIRED BOOKS:

1. *Charlemagne and Louis the Pious*, trans. Thomas F.X. Noble (University Park, PA, 2009). ISBN: 9780271037158
2. Brian Tierney, *The Crisis of Church and State, 1050-1300* (Univ. of Toronto Press, 1988). ISBN: 0802067018.
3. Uta-Renate Blumenthal, *The Investiture Controversy: Church and Monarchy from the Ninth to the Twelfth Century* (Philadelphia: University of Pennsylvania Press, 1982). ISBN: 0812213866
4. *Imperial Live and Letters of the Eleventh Century*, tr. Theodor Mommsen and Karl Morrison (New York, 2000). ISBN: 0-231-12121-0
5. *The Lives of Thomas Becket*, trans. Michael Staunton (Manchester, 2001). ISBN: 0-7190-5455-9
6. Other articles and selections from books as indicated on the syllabus, whether as on-line texts or as pdfs found on Canvas.

COURSE REQUIREMENTS:

Attendance	see below
Essay on Louis the Pious	10%
Quizzes	15%
Take-Home Midterm Exam:	20%
Research Project	
Preliminary Bibliography/Topic	see below
Annotated Bibliography	10%
Essay	20%
Final Exam:	25%

1. Attendance

Attendance is mandatory. You are allowed to miss 2 classes without explanation; for every subsequent absence not excused in advance by me, I will deduct 1 point from your final cumulative course grade.

2. Quizzes (15%) [Learning Goals 1, 2, 3, 4, 5]

About seven times during the semester you will take an in-class quiz based on the readings since the previous quiz. These quizzes will be short (10 minutes of class time) and will take the form of short answers or objective questions. For the course grade I will drop the lowest individual grade and average the rest.

3. Essay on Louis the Pious (10%) [Learning Goals 1, 2, and 3]

Early in the semester students will write a short analysis of the reign of Louis the Pious based on our primary source and secondary source readings. Essays will be 2-4 pages long.

4. Take-Home Midterm Exam (20%) [Learning Goals 1, 2, 3, 4, 5]

The midterm will include several short-answer identifications generally based on specific readings and one longer essay. The goal of the longer essay will be to have you evaluate and synthesize (that is, pull together) material from the readings and discussions.

5. Research Project (35% of course grade, sub-divided as stated below)

For this course each student will conduct a small research project on a particular medieval narrative source. I will provide a list of suggested or recommended primary sources, with guidelines concerning length, etc., but if you have an interest in a source not contained on the list I will be happy to entertain it. Your task will be to read a substantial portion of that primary source (about 100-200 pages) and identify some episodes that seem pertinent to the themes of the course. You will also locate several secondary sources that may help you to contextualize the source (these can be overviews of a region or reign, but cannot be general textbooks); at least two must be scholarly articles. Ultimately you will write a short research paper in which you analyze the theme or themes of your choice (from those presented in the course) as they appear in your primary source. The final papers should be 7-10 pages (typed) in length.

Components of the Research Project:

- a. individual meetings with professor to discuss your general interests and potential topics

- b. Preliminary Bibliography/Topic [Learning Goals 2, 3, 6]
I will distribute a separate handout on how to complete this assignment. You should include the

main primary source you will be investigating, as well as the appropriate number of secondary sources required by the assignment sheet. With the bibliography you should turn in the following: a) a proposed title for the paper, b) the research question you hope to answer, and c) a 150-300 word paragraph explaining in more detail the purpose and goal of your project. This assignment will be graded a bit differently: if you don't do it, or seem not to have taken it seriously, I will deduct 1/3 of a grade from the final paper's grade. Otherwise you get full credit for the preliminary thoughts.

c. Annotated Bibliography (10% of course grade) [Learning Goals 2, 3, 6]

I will distribute a separate handout for this assignment. You must expand your preliminary bibliography and must annotate each of the bibliographic entries. This means offering 2-3 sentences explaining the value of that source for your project. At this time you must also provide a paragraph-long statement of what you think your paper will attempt to argue (i.e. a thesis).

d. Final Paper (20% of course grade) [Learning Goals 1, 2, 3, 4, 5]

The final paper on your project will be 7-10 pages in length, not counting footnotes or endnotes. In it you will analyze the theme you have chosen as it appears in the primary source you have selected. Some of the pertinent themes include theocratic power, the bases of royal power, the clash between king and church, the attempts of ecclesiastical leaders or writers to claim secular authority, the subjective representation of events by authors of a particular background, etc. In making your case, you should also attempt to work the arguments made by other historians concerning your specific source or your theme: your goal will be to say something original, that is, to say something that has not already been proven extensively by other modern historians. Even if you find it hard to come up with an utterly new argument, you ought to be able to show how you are taking models of analysis developed by modern historians and applying them to new episodes.

6. Final Exam (25% of course grade) [Learning Goals 1, 2, 3, 4, 5]

The format will be identical to that of the midterm.

RESPONSIBILITY CLAUSE: You cannot pass the class if you do not fulfill all of the requirements listed above. This means that you will fail the course if, for instance, you don't turn in the annotated bibliography.

Grading Scale

A	93	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	59

Academic Honor Code

Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to this address on the UNCG website for more details:
<http://studentconduct.uncg.edu/policy/academicintegrity/complete/>.

Additional Requirements and Advice

1. In case later consultation should prove necessary, students are asked to keep copies of all graded assignments until at least the end of the semester.
2. All course requirements must be completed to receive a grade for the class.

3. **Late work** will be penalized by 1/3 of a letter grade (ie., A to A-) per day it is late unless previous arrangements have been made with the instructor.

4. **Plagiarism** is a serious academic offense that occurs when someone - whether knowingly or not - uses the words or ideas of someone else without giving that person credit for those words or ideas with a formal citation. I therefore expect that all written (and oral) work will be your own. Should I find evidence to the contrary, I will consider any and/or all of the punitive sanctions made available to me by the university. When in doubt, cite your source. If you are unclear about what constitutes plagiarism, please see me in private - I'm happy to discuss it. In my experience, the most common forms of plagiarism are 1) cutting material from the web and pasting it into your paper without attribution, and 2) failing to cite adequately. You should familiarize yourself with the University policy on Academic Integrity: <http://studentconduct.uncg.edu/policy/academicintegrity/complete/>

5. **Note-Taking:** This course emphasizes the reading and analysis of written texts. To get the most out of the course, you should attend regularly and come to class prepared to discuss the readings that were assigned for that class meeting. You are strongly encouraged to take written notes on the readings. With primary sources, this might involve noting significant passages or events (with the appropriate page number so you can find them again if necessary). With secondary sources, you should try to jot down the main interpretive points of the reading; none of our secondary sources (De Jong, Blumenthal, etc.) is a neutral purveyor of fact - you ought to be able to write down 4-10 sentences describing any of their points for each chapter. You also might then include a couple of examples from his chapter that illustrate the chapter's larger points. With other secondary sources, it is essential that you know the argument of the article.

SEQUENCE OF CLASSES AND READINGS

August 18: Course Introduction

August 20: Secular and Spiritual Authority

Reading: Selected Biblical Texts (on Canvas); Tierney, *The Crisis of Church and State*, 1-15;
Theodoret on Ambrose and Theodosius
(<http://www.fordham.edu/halsall/ancient/theodoretn-ambrose1.asp>)

August 25: Charlemagne

Reading: Tierney, 16-19; Einhard, *Life of Charlemagne*, in Noble, 7-50

August 27: Thegan's *Life of Louis the Pious*

Reading: Thegan's *Life of Louis the Pious*, in Noble, p. 187-218

September 1: Modern Accounts of Louis the Pious

Reading: TBA

September 3: Decoding the Practice of Writing History in the 9th Century

Reading: TBA, possibly De Jong, 59-111

Required in week of September 1-3: Meetings with Professor about Research Topics

September 8: the Astronomer's *Life of Louis the Pious*, part 1

Reading: the Astronomer's *Life of Louis the Pious*, in Noble, 219-257 (to chap 30)

September 10: the Astronomer's *Life of Louis the Pious*, part 2

Reading: Astronomer's *Life of Louis*, in Noble, 257-302

September 15: Lothar II vs. Theutberga

Reading: Dossier on Lothar and Theutberga (on Canvas)

Due: essay on Louis the Pious

September 17: The German Emperors of the 10th and early 11th Centuries

Reading: Blumenthal, *The Investiture Controversy*, 28-63

September 22: Power in the Central Middle Ages, I: Kings and their Leading Men

Reading: TBA

Due: Preliminary Bibliography and Preliminary Research Topic

September 24: Power in the Central Middle Ages, II: Kings and Bishops

Reading: TBA

September 29: Wipo's Life of Conrad

Reading: Wipo, in *Imperial Lives and Letters*, 52-100

October 1: Reform and Rome

Reading: Blumenthal, 65-105; Tierney, 33-44, 45-52

October 6: Henry IV and Gregory VII: Overview

Reading: Blumenthal, 106-134

October 8: the Dispute

Reading: Tierney, 53-73

October 8: **Due: Midterm Examination**

October 13: NO CLASS (Fall Break)

October 15: Henry IV, King and Emperor

Reading: Life of Henry IV, in *Imperial Lives and Letters*, 101-137, and Letters 1-4, 17-20, 30-31, 34, 39-40, in *Imperial Lives and Letters* (in the section found at pp. 138-200)

October 20: a German Monk's Perspective: Lambert of Hersfeld

Reading: the *Annals of Lambert of Hersfeld*, pp. 301-367 (on Canvas)

October 22: Ending the Conflict

Reading: Tierney, 85-95; Blumenthal, 135-142, 167-173

Due: Annotated Bibliography

October 27: Age of the Lawyers: Church and State in the Twelfth Century

Reading: Tierney, 99-138 [selections TBA]

October 29: England and the Papacy, 1066-1160

Reading: Blumenthal, 142-159; Staunton, *Lives of Thomas Becket*, 1-11 (intro)

November 3: Becket: Early Life and the councils of Clarendon and Northampton

Reading: Staunton, 11-20, 40-115

November 5: NO CLASS [Instructor at Conference]

November 10: Exile, Diplomacy and Negotiation

Reading: Staunton, 20-28, 116-136, 144-149, 166-181

November 12: Martyrdom

Reading: Staunton, 28-34, 182-219

November 17: Thirteenth-Century Developments: Law, Poverty, and Conflict

Reading: Tierney, 139-171; Pope John XXII's bull, *Quum inter nonnullos*
[\(http://www.franciscan-archive.org/index2.html\)](http://www.franciscan-archive.org/index2.html)

November 19: Philip IV and Boniface VIII

Reading: Tierney, 172-192

Due: Final Research paper

November 24: Church and State in the Middle Ages

December 1: Reading Day

Thursday, 3 December: Final Exam due in my office before 11:00 AM.

CANVAS SITE

All materials for the course (except for the required books) will be posted on the Canvas site for the course. This is particularly important for announcements and E-Reserves. It is a good idea to check the Canvas site regularly. You can get to Canvas from the UNCG homepage (click 'Blackboard', then the option for Canvas).

TECHNOLOGY POLICIES

1. Email: I prefer to communicate by email (rebarton@uncg.edu). Please be advised, however, that I generally do not check email at night. I will try to respond to all email within 24 hours. If you haven't had a response by then, try again. On the flip side, I can communicate with you only by your UNCG email account (that is the email linked to Canvas, for instance); make sure you check your UNCG email regularly.

2. Laptops in the Classroom: we will start the semester allowing laptops to be used in lecture for note-taking purposes only. If I detect that students are using laptops for other purposes, the privilege of using laptops will be removed for all students.

3. Phones: Please turn your phones off before class. If your phone rings during class, you will be counted as absent for that class period. If I detect that you are using your phone to text (or surf) you will also be counted as absent for that day. Subsequent offenses will be treated with increasing severity.

CITATION OF SOURCES

Important Note: all written work must contain citations (footnotes or endnotes) in the style used by historians. That style is best expressed by the Chicago Manual of Style. If you are unfamiliar with that style, you must learn it for this course. UNCG's Jackson Library has a convenient summary of the Chicago style: <http://uncg.libguides.com/c.php?g=83079&p=536984>

Citations

For any written assignment defined as a formal writing assignment (ie., all the essays required in this course), you are expected to provide specific citations to the texts that you use in support of your paper.

What are citations?

In general: they are bookmarks for the reader, allowing him/her to return to the source you have used to make your point. They also serve as acknowledgments of the sources you have used (particularly so that your reader does not think you are passing off someone else's ideas as your own)

In practice: citations are brief statements of the author and/or title of the work you are referring to, alongwith a reference point (usually a page number) within that work.

Types of Citations

1. Parenthetical citations: appear in parentheses directly after the words to which they provide reference. Parenthetical citations usually include the author's last name and the number of the page to which you are referring). For example, "Juhel of Mayenne was only 20 years old or so when he founded the priory of Marmoutier in his castle keep (Barton, p. 369)." The words in quotation marks are what you've written; but since you've taken this information from another source, you need to indicate that source. Here the citation appears in parentheses to some book by Barton at p. 369. NOTE: parenthetical citations are informal; you may not use them in this course.

2. Formal citations (endnotes or footnotes): this is the way that scholars cite their references. The format of a footnote is indistinguishable from that of an endnote; the only difference between them lies in where they appear on the page (footnotes at the bottom of each page; endnotes in a separate list at the end of the paper). Modern word-processing makes it childishly easy to create either sort of note; look (usually) under the 'insert' pull-down menu of your word-processor and you will find a choice for 'footnotes/endnotes' or 'references'. When you create one, a superscript number will appear in the body of your text where you created the note. That number is meant to alert the reader that he or she ought now to redirect his/her eyes either to the bottom of the page (footnote) or the back of the paper (endnote) for the relevant citation. NOTE: although word-processors allow the creation of superscript note numbers as roman numerals (e.g., i, ii, v, xiii), this is to be avoided. Always make sure you are creating arabic numerals (e.g., 1, 2, 3). [

What appears within the foot- or endnote is also important. Use the Chicago Manual of Style quick-guide (link is found above) to determine what should go in a citation. Remember that with a footnote you must always provide the specific page or range of pages from which the citation is taken.

When must you provide a citation?

1. Whenever you use an author's words directly. The author's words must appear in quotation marks in the body of your essay and the citation should appear immediately after the closed quotation mark. For instance, in the following made-up sentence I quote myself and use a citation to a made-up work: **As the noted medieval historian, Richard Barton, once said, 'Medieval History is cool.'**¹

2. Whenever you have paraphrased a source (that is, taken the gist of it and reworked it into your own words) or when you refer to an episode from a source (for example, "In the relief clause of Magna Carta, the barons demanded"). Because you are not using the exact words of the original text, you have some leeway about where you place the citation. Place it either at the end of the paragraph or immediately after the relevant portion of your paper.

3. Whenever you mention a fact or event that is not generally known. Lots of confusion can and does exist about what is and what is not 'generally well-known.' Use common sense. You don't need to cite the textbook if you state that the Battle of Hastings occurred in 1066 (this is a famous and well-known event/date). More obscure material might require a citation.

¹ Richard Barton, *Medieval History Rules* (Chicago, 2004), p. 297.