

HISTORY 393: MEDIEVAL CHURCH AND STATE



Course Information:

History 393-01 (CRN: 81543). TR 9:30-10:45. Room: MHRA 1204

Professor's Information:

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Office hours: Tuesdays 11-12, Thursdays 11-12 and by appointment

Course Description:

The Middle Ages encompassed their fair share of scenes of high political drama; we need only think of the German Emperor Henry IV, barefoot in the snow at Canossa, begging for forgiveness from Pope Gregory VII; the murder of Thomas Becket, archbishop of Canterbury, before the high altar, by four of King Henry II's knights; the public flogging of Henry II as penance for that very murder; the bitter argument among the Franciscan order over the question "Did Christ own the clothes he wore?"; the kidnaping of Pope Boniface VIII by agents of French King Philip IV; the deposition of King Richard II of England by his own nobles and his subsequent suspicious death; and the signing by King John of England of a famous charter (Magna Carta) limiting royal prerogatives. All of these and more are the stuff of this course.

This course is about the practice and theory of politics in the Middle Ages. We will proceed along

two parallel courses: first, we will look at a series of particularly dramatic and influential political confrontations in the period between 300 and 1500 (including the Investiture Contest, the murder of Thomas Becket, the struggle between Philip the Fair and Boniface VIII, and the fierce debate on poverty); second, we will use those examples to explore the political legacy left to us by the Middle Ages. In other words, we'll want to investigate what these confrontations meant in terms of the growth of political institutions and political thought. While this is certainly not a course devoted to the history of ideas, we will take care to notice the growth of particularly medieval (and modern?) ideas concerning jurisdiction, sovereignty, the state, the body politic, social construction, and corporation theory. Since the Middle Ages witnessed a significant conflict between secular and ecclesiastical opinion on many of these issues, we will use the points of conflict between secular and religious authorities as the stepping stone for this sort of broader political analysis. No prior knowledge of the Middle Ages is necessary.

STUDENT LEARNING OUTCOMES:

A student who successfully completes this class should:

General Education Global Perspectives Student Learning Outcomes (=G[lobal])

- G1. Find, interpret, and evaluate information on diverse cultures.
- G2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
- G3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

Course and Department (=H[istory])

- H1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
- H2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
- H3. Locate and Evaluate scholarly materials appropriate to our subject matter.
- H4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original written argument

REQUIRED BOOKS:

1. Brian Tierney, *The Crisis of Church and State, 1050-1300* (Univ. of Toronto Press, 1988). ISBN: 0-8020-6701-8.
2. Uta-Renate Blumenthal, *The Investiture Controversy: Church and Monarchy from the Ninth to the Twelfth Century* (Philadelphia: University of Pennsylvania Press, 1982). ISBN: 0-8122-1386-6
3. *Imperial Life and Letters of the Eleventh Century*, tr. Theodor Mommsen and Karl Morrison (New York, 2000). ISBN: 0-231-12121-0
4. Other readings as indicated on the syllabus may be found at the course Canvas site.

Teaching Methods and Course Requirements

A. Teaching Methods:

The course is an upper-level topics class. Class meetings will involve a combination of lecture, discussion, and small-group work. Typically I will open class with a lecture of 30-50 minutes, and then we will turn to either collective discussion or some small-group work. The point of discussion is to assess the arguments and meaning of the assigned readings, and particularly of the primary source documents. All written assignments should be submitted as .doc or .docx files to Canvas.

B. Requirements

1. Attendance

I will take roll most days. You are allowed to miss 2 classes without explanation; for every subsequent absence, your final course grade will decline by a factor TBD. Additional excused absences are possible on an ad-hoc basis.

2. Participation [SLOs: G3, H1]

The class will be structured such that I will usually lecture for the first 45-50 minutes of class. After this, we will discuss together the readings. I'll take note of (and will reward) those who participate regularly and substantially in discussions.

3. Discussion Posts (20%) [SLOs G1, G2, H1, H2]

Each student will compose twelve discussion posts over the course of the semester, starting in week two and with breaks for Fall Break and Thanksgiving. The post should be 200 words long and should attempt to explain the main point and/or significance of one or more of the readings for that day. I will attempt to pose some guiding questions for posts, but if I do not, you should operate under the principle that you should choose one or a group of texts and explain what significance they seem to have. I expect you to make specific reference (but not formal citations) to the readings. Half of the class will post prior to Tuesday's class, and the other half will post prior to Thursday's class. For Tuesday posts, you should have your post complete by Monday at 11 PM; for Thursday's posts, the post should be posted by Wed. at 11 PM. While I will not require you to reply to your peers, doing so in a thoughtful and constructive manner may result in extra credit. At the end of the semester, I will drop the grades of the 2 lowest posts. Note: if you are assigned (randomly) to post on Tuesdays, it does NOT mean that you can ignore the readings for Thursdays; everyone is expected to do all the reading, even if individuals only have to post once per week.

4. Secondary-Source Essays (x2) (30%, 15% each) [SLOs: G1, G2, H2, H3, H4]

Twice during the semester you'll locate a scholarly article – either a journal article or an article in a book of essays – that relates to one of the themes of the class. You'll read it, and write a 2-3 page analysis of the author's argument AND how/why the article is or is not valuable to the course material. The point of this is twofold: 1) you get practice locating scholarly secondary sources, using the library's resources; and 2) you get practice analyzing arguments. For the first essay, I will impose the theme – the Gregorian Reform Movement; all students should find an essay that relates to this topic. For the second essay, you should choose as your topic one of the broad themes provided by the syllabus for each day's topic; for example, since we have 2 class meetings on Magna Carta, that document/event would be one possibility (so would the Becket Conflict, or Innocent III, or Parliament, or pretty much any topic that we discuss). You must inform me of the author, title and source of the essay you've chosen at least a week before the essay is due (send me a bibliographic citation via canvas); if in my opinion your selection won't work, I'll let you know with enough time to choose something more appropriate.

5. First Take-Home Exam (25%) [SLOs: G1, G2, H1, H2, H4]

The first ("midterm") exam will ask you to explain the significance of a number of primary sources passages that we've already read, plus another that you have not yet read. For some responses, you will respond to a question/prompt; for at least one, I will have you analyze a passage from a primary source. For each required response you'll have choice of question/passage. All told, the exam should produce about 6 pages of writing.

6. Final Exam (25%) [SLOs: G1, G2, H1, H2, H4]

The format will be identical to that of the first exam, except that it will focus solely on the material after the first exam. You will prepare 2 short essays at home and then come to the exam period to write several short answers and/or identifications.

COURSE REQUIREMENTS:

<u>Requirement</u>	<u>Percentage of Grade</u>
Attendance	(penalty for excessive absence)
Participation	(bonus for regular, active participation)
Discussion Posts	20%
First Secondary-Source Paper (on Gregorian Reform)	15%
Second Secondary-Source Paper	15%
First Exam	25%
Final Exam	25%

Grading Scale

Grades are assigned as letter grades. These letter grades are equated to points as follows:

A 93-100	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
B+ 87-89	C+ 77-79	D+ 67-69	F 59 or lower

Academic Integrity Policy

By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL:
<https://osrr.uncg.edu/academic-integrity/>.

Accommodations Policy

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336)334-5440, oars.uncg.edu.

Religious Observance Policy

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit:
https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?resourcekey=0-zRdXEmUA6rRI2RzKqo6u3g

Attendance Policy for University-Sponsored Events

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of

poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

UNCG Covid Policies

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

Health and Wellness Statement

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu.

Other Policies

1. Responsibility for doing all the work: You cannot pass the class if you do not fulfill all of the

formal assignments (essays, exams) listed above. This means you cannot ignore, say, the Gregorian Reform paper, and hope to pass by simply ‘absorbing’ it as a 0; if you don’t turn in all the formal written work, you will fail the course.

2. Late Work Policy: Assignments are due on the date and at the time listed on the syllabus. If you contact me at least two days in advance of a due-date, though, I am almost always happy to negotiate a new due-date (without penalty) to fit whatever life issues have appeared. If you don’t contact me in advance, however, and you don’t submit your work by the due-date, be apprised that 1) you still must produce it in order to pass the class (see previous policy), and 2) I assign a grade penalty grade for each day it is late. If do you miss a due-date without first securing an extension, it is best to contact me immediately so we can negotiate a new due-date (with fixed penalty) rather than to accept the slow drip of daily late penalties.

3. PLAGIARISM: While it is covered by the academic integrity policy noted above, it is worth offering another reminder that you should avoid plagiarism at all costs. Plagiarism is a type of cheating that occurs when a person passes off (whether intentionally or un-intentionally) someone else’s words or ideas as their own. Plagiarism is a serious academic offense, which, in its most overt forms, can result in formal disciplinary action (even expulsion) by the university. Remember that in this course, I am interested in YOUR analysis of the readings; if you worry that you ‘don’t know the answer’, and decide instead to read some web-site (or book) for more information on, say, Gregory VII, you had better be very careful that none of that web-site’s facts, language or ideas creep into your own writing. If they do creep in, whether intentionally or unintentionally, and you do not provide a formal citation to that website, then you have committed plagiarism. Make sure that your words are your own, and that your interpretations are also your own. If I detect plagiarism, I will be forced to follow the formal processes outlined above in the academic integrity policy.

SEQUENCE OF CLASSES AND READINGS

	Date/Topic	Readings	Assignments
Week 1	August 16: Course Introduction	1. Tierney, 1-5	
	August 18: Secular and Spiritual Authority in Late Antiquity	1. Tierney, 7-15 2. Canvas: Ambrose of Milan and Emperor Theodosius 3. Canvas: Decree of Emperor Valentinian III	
Week 2	August 23: Popes and Kings in the 7 th and 8 th Centuries	1. Tierney, 16-17 (up to “Almost at once ...”) and 19-22 (docs. 5-8).	
	August 25: An Empire Renewed? Charlemagne and the Medieval empire	1. Tierney, 17-19, and 22-23 (docs 9-10). 2. Canvas: Einhard, <i>Life of Charlemagne</i> , ONLY chapters 18-30 (i.e., pp. 30-39) 3. Canvas: Alcuin, Selected	

		Letters, letters 1, 2, 4, 7 4. Canvas: Capitulary on Discipline in the royal palace of Aachen	
Week 3	August 30: Church and State in the Carolingian Empire: Louis the Pious	1. Canvas: Thegan, Deeds of the Emperor Louis, excerpts, from <i>Charlemagne and Louis the Pious</i> , tr. Thomas F.X. Noble (Penn State Press, 2009), pp. 196-200 (chapters 6-13), and 208-218 (chapters 31-58). 2. Canvas: the Astronomer: <i>Life of the Emperor Louis</i> , excerpts, from <i>Charlemagne and Louis the Pious</i> , pp. 274-287	
	September 1: Decline and Reform: the Proprietary church of the 10 th and 11 th centuries	1. Blumenthal, 1-7 2. Tierney 24-26 (up to “There is a certain irony”), 29-30 (doc. 13) 3. Canvas: the Lives of Three Successive Bishops of Le Mans, c.968-1036 4. Canvas: Examples of Secular Control of Local Churches	
Week 4	September 6: the Empire Renewed: the Ottonians and Salians	1. Blumenthal, 28-58	
	September 8: A Model King and Emperor? Life of Conrad II	1. Wipo, the Deeds of Conrad II, in <i>Imperial Lives and Letters</i> , pp. 52-100	Due: choice of article for Gregorian Reform Secondary-Source article
Week 5	September 13: Ministerium and Reform: Sutri and Simony 1030-1060	1. Blumenthal, 65-79 2. Tierney, 31-32 (doc. 15), 33-36, 36-44 (docs. 17-23, skip doc. 24)	
	September 15: A More Radical Reform: Gregory VII and his program	1. Blumenthal, 79-98 2. Tierney, 45-48, 48-52 (docs. 25-28a)	Due: Gregorian Reform Secondary-Source Essay
Week 6	September 20: Investiture: the struggle between	1. Blumenthal, 106-127 2. Tierney, 53-57, 57-66 (docs.	

	Gregory VII and Henry IV	29-35)	
	September 22: the Reform is Debated in the Church	1. Tierney, 66-73 (docs. 36-36a), 74-76, 76-84 (docs. 37-41)	
Week 7	September 27: Interpreting Emperor Henry IV	1. Life of the Emperor Henry IV, in <i>Imperial Lives and Letters</i> , pp. 101-137	
	September 29: Ending the Dispute: Concordats and Settlements	1. Blumenthal, 135-142, 167-173 2. Tierney, 85-88, 89-95 (docs. 42-46)	
Week 8	October 4: Learned Law and Philosophy Re-emerge: Gratian, Peter the Lombard, Aristotle and John of Salisbury	1. Tierney, 116-119, 119-126 (docs. 58-68a) 2. Canvas: John of Salisbury, <i>Policraticus</i> , excerpts on tyrants, pp. 28-35, 190-191, 206-213	
	October 6: Canon Law in Practice: Marriage and Sexuality	1. TBA	
Week 9	October 11: NO CLASS FALL BREAK		
	October 13: Papal and Royal Revolution in Administration, Record Keeping and Legal Procedure	1. TBA	DUE: first exam, by Friday, October 14 at midnight
Week 10	October 18: Conflict Renewed: the Becket Dispute I	1. Thomas Becket before the breach with the king, selections in <i>The Lives of Thomas Becket</i> , tr. Michael Staunton (Manchester UP, 2001), 48-53, 59-60, 62-64, 66-69 2. Conflict with the King, in <i>The Lives of Thomas Becket</i> , 83-91 3. The Constitutions of Clarendon, in <i>The Lives of Thomas Becket</i> , 91-96	
	October 20: Conflict	1. Council of Northampton, in	

	Renewed: the Becket Dispute, II	<p><i>The Lives of Thomas Becket</i>, 100-115</p> <p>2. King Henry's Response to Thomas' Flight, in <i>The Lives of Thomas Becket</i>, 135-136</p> <p>3. Excommunications and Settlement (1169-1170), in <i>The Lives of Thomas Becket</i>, 164-181</p> <p>4. Path to Martyrdom, in <i>The Lives of Thomas Becket</i>, 188-191</p> <p>5. Murder, aftermath and first miracles, in <i>The Lives of Thomas Becket</i>, 195-206</p> <p>6. The king's penance, in <i>The Lives of Thomas Becket</i>, 215-219</p>	
Week 11	October 25: the Papal Apogee: Innocent III, 4 th Lateran Council and Canon Law	<p>1. Canvas: The Fourth Lateran Council, selected canons</p> <p>2. TBA</p>	
	October 27: Conflict Renewed: Innocent III vs. King John	<p>1. Canvas: the Anonymous of Béthune, <i>Histoire des ducs de Normandie et des rois d'Angleterre</i>, tr. Ian Short, excerpts, p. 10 (from "Hubert Walter, the good ...") to 11 (stop at "William had a most worth wife ..."), and 16 (from "Something quite remarkable ...") to 18 (stop at "The count of Flanders to whom ...")</p>	
Week 12	November 1: The Emergence of a 'State'?	<p>1. Joseph Strayer, <i>Medieval Origins of the Modern State</i>, pp. TBA</p> <p>2. Fredric Cheyette, "The Invention of the State,' in Bede Lackner and R. Philip, eds., <i>Essays on Medieval Civilization</i> (Austin: University of Texas Press, 1978), 143-178.</p> <p>3. David Carpenter, "Magna Carta and the Structure of Royal Government," in <i>Magna Carta</i>, ed. David Carpenter (Penguin, 2015), 155-188.</p>	Due: choice of article for second Secondary-Source essay

	November 3: Law or Coercion? Royal Power through Courts	1. Canvas: Placita Corone 2. Sample Cases TBA	
Week 13	November 8: Magna Carta: the Events and the Text	1. David Carpenter, "Magna Carta: the Documents", in in <i>Magna Carta</i> , ed. David Carpenter (Penguin, 2015), 3-6. 2. Canvas: the Anonymous of Béthune, <i>Histoire des ducs de Normandie et des rois d'Angleterre</i> , tr. Ian Short, excerpts, p. 10 (start with "The king of England was extremely displeased ...") to 15 (stop at 'Before all this happened ...'), and pp. 24 (from "It was during this time [April 1214] ...") to 30 (stop at 'At this point I must ...') 3. Text of Magna Carta, in <i>Magna Carta</i> , ed. David Carpenter (Penguin, 2015), 37-69 (alternating pages)	Due: second Secondary-Source essay
	November 10: Magna Carta: What it Means	1. David Carpenter, "Standards of Judgment," in <i>Magna Carta</i> , ed. David Carpenter (Penguin, 2015), 245-274 2. David Carpenter, "Did Magna Carta Make a Difference?", in <i>Magna Carta</i> , ed. David Carpenter (Penguin, 2015), 430-460	
Week 14	November 15: the Rise of Assemblies, 1200-1400	1. Canvas: The Manner of Holding Parliament 2. Canvas: English Parliament 14 th c (my two texts) 2. Canvas: A Royal Budget of 1362-1363 2. Canvas: Parliaments of 1376 and 1377 (impeachments, and commons try to seize authority)	
	November 17: the Deposition of Richard II,	1. Canvas: the Deposition of Richard II, according to the	

	1399	Rolls of Parliament 2. Canvas: the Deposition of Richard II, according to a supporter of his	
Week 15	November 22: the End of the Papal Monarchy 1296-1443	1. Tierney, 172-192 2. On-Line Text: the Decree Sacrosancta (1415) 3. On-Line Texts: the Decree Frequens (1415)	
	November 24: NO CLASS. THANKSGIVING		
Week 16	November 29: Course Conclusion		
	December 1: NO CLASS. READING DAY		
Week 17	December 8 (Thursday)		Final Exam Due, 8 AM