

## **HISTORY 393: MEDIEVAL CHURCH AND STATE**

### **Course Information:**

History 393-01 (CRN: 10770), Spring 2012  
TR 9:30-10:45  
Room: MHRA 2211

### **Instructor Information:**

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### **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: 978-0-271-03715-8
2. Mayke de Jong, *The Penitential State: Authority and Atonement in the Age of Louis the Pious, 814-840* (Cambridge, 2009). ISBN: 978-0-521-20520-7
3. Brian Tierney, *The Crisis of Church and State, 1050-1300* (Univ. of Toronto Press, 1988). ISBN: 0-8020-6701-8.
4. 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
5. *Imperial Lives and Letters of the Eleventh Century*, tr. Theodor Mommsen and Karl Morrison (New York, 2000). ISBN: 0-231-12121-0
6. *The Lives of Thomas Becket*, trans. Michael Staunton (Manchester, 2001). ISBN: 0-7190-5455-9
7. I-Clicker 2  
You must register your iclicker for our class. Instructions will be given in class on how to do this.
8. Other articles and selections from books as indicated on the syllabus, whether as on-line texts or as e-reserves on Blackboard.

### COURSE REQUIREMENTS:

Clicker:	10%
Average of Quiz Grades	10%
Take-Home Midterm Exam (due March 1):	20%
Research Project	

Preliminary Bibliography	5%
Annotated Bibliography	10%
Essay	20%
Final Exam (due May 2, noon):	25%

**1. Clicker:** (10%) [Learning Goals 1, 2, 3, 4, 5]

We're going to be trying a new experiment this semester in using an i-clicker to make class more interactive. You can earn participation points by using your i-clicker to answer questions posed in class. This system will work in the following way (borrowed from my friends in the Biology Dept):

**Participation points** are awarded based on in-class [i▶clicker](#) activities.

Points are awarded as follows:

- 1 pt per session if you answer every question
- 1.5 pts for each correct answer
- 0.5 pts for each incorrect answer

Your score out of the total possible points will be computed at the end of the semester. These, i▶clicker exercises must be completed in class and there will be no make-ups for any reason.

**2. Quizzes** (20%) [Learning Goals 1, 2, 3, 4, 5]

Five to seven times during the semester I will conduct pop quizzes using the i-clicker. These quizzes will be short (3 or 4 questions) and based on the reading for that class. For the course grade I will drop the lowest individual grade.

**3. Take-Home Midterm Exam** (20%) Due in class on March 1 [Learning Goals 1, 2, 3, 4, 5]

The midterm will include several short-answer identifications (who, what, where, when, and why important) and one longer, synthetic 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.

**4. Research Project** (35% of course grade, sub-divided as stated below) (staggered due-dates; see below):

For this course each student will conduct a small research project on some aspect of the intersection between medieval religion and kingship. You are welcome to follow your own interests in choosing a topic for this project (see the end of the syllabus for some suggestions), with, however, one important caveat: whatever your topic, it must have an analytical question underlying it. Eventually you will end up investigating a single episode, which you will relate to the broader themes of this course. To get to that episode you will start by collecting sources, both primary (from the Middle Ages) and secondary (by modern historians). You can use those sources to narrow your focus until you find an episode worthy of analysis. The final papers will be 5-8 pages (typed) in length.

Components of the Research Project:

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

b. Preliminary Bibliography (5% of course grade) [Learning Goals 2, 3, 6]

I will distribute a separate handout on how to complete this assignment. You should include at least 7 items on your preliminary bibliography, three of which should be primary sources. You must also turn in three sentence-long statements of potential topics for papers based on the bibliography you have assembled.

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 bibliography to 12 items and must annotate the bibliographic entries. This means offering 2-3 sentences of explanation of 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 5-8 pages in length, not counting footnotes or endnotes. In it you will discuss a single episode that you have found in a primary source. Your goal will be to analyze how that episode relates to 1) the themes of the course, and 2) the existing scholarly literature. That is, you must find an episode that fits into the course themes (theocratic power, nature of royal power, clash between king and church, attempts of ecclesiastical leaders or writers to claim secular authority, etc) and explain how it does so. At the same time you must place your analysis in the context of what other historians have said about that episode: your goal will be to say something original, that is, to say something that has not already been proven extensively by other modern historians. At the very least you should be able to explain what modern historians have said about the episode and should try to articulate your own spin on their arguments.

5. **Final Exam** (25% of course grade) due Tuesday, May 2, at noon, in my office [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

### Attendance Policy

Attendance is mandatory. You are allowed to miss 2 classes without explanation; for every

subsequent absence, I will deduct 1 point from your final cumulative course grade.

### **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 which 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**

January 10: Course Introduction

January 12: Secular and Spiritual Authority

Blackboard: Selected Biblical Texts

Tierney, *The Crisis of Church and State*, 1-15

Theodoret on Ambrose and Theodosius: <http://www.fordham.edu/halsall/ancient/theodoret-ambrose1.asp>

January 17: Charlemagne

Tierney, 16-19

Einhard, *Life of Charlemagne*, in Noble, 7-50

January 19: Louis the Pious  
Thegan's Life of Louis the Pious, in Noble, p. 187-218

January 24: A Modern Account of Louis the Pious  
De Jong, *The Penitential State*, 1-58

January 26: Writing History in the 9<sup>th</sup> Century  
De Jong, 59-111

**Required in week of January 24-31: Meetings with Professor**

January 31: the Astronomer's Life of Louis the Pious, part 1  
the Astronomer's life of Louis the Pious, in Noble, 219-257 (to chap 30)

February 2: Criticizing Rulers  
De Jong, 112-147  
Vocabulary: admonitio = moral warning  
inrepatio: negative rebuke  
correptio: admonition, with more punitive overtones

February 7: the Astronomer's Life of Louis the Pious, part 2  
Astronomer's Life of Louis, in Noble, 257-302

February 9: Purity and Danger  
De Jong, 185-213

**Due February 9: Preliminary Bibliography**

February 14: The Revolt of 833  
De Jong, 214-259

February 16: Debate: the Revolt of 833 and the Penitential State  
De Jong, 271-279 (appendix)  
De Jong, 260-270 (epilogue)

February 21: The German Emperors of the 10<sup>th</sup> and early 11<sup>th</sup> Centuries  
Blumenthal, *The Investiture Controversy*, 28-63

February 23: Wipo's Life of Conrad  
*Imperial Lives and Letters*, 52-100

February 28: Reform and Rome  
Blumenthal, 65-105

March 1: The Reformers' Plan(s)  
Tierney 33-44, 45-52

**Due March 1: Midterm Examination**

March 6: Spring Break

March 8: Spring Break

March 13: Henry IV and Gregory VII: Overview  
Blumenthal, 106-134

March 15: the Dispute  
Tierney, 53-73

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

March 22: Ending the Conflict  
Tierney, 85-95

Blumenthal, 135-142, 167-173

**Due March 22: Annotated Bibliography**

March 27: Age of the Lawyers: Church and State in the Twelfth Century  
Tierney, 99-138 [selections TBA]

March 29: England and the Papacy, 1066-1160  
Blumenthal, 142-159  
Staunton, *Lives of Thomas Becket*, 1-11 (intro)

April 3: Becket's Early Life  
Staunton, 11-15, 40-83

April 5: Clarendon and Northampton  
Staunton, 15-20, 83-115

April 10: Exile, Diplomacy and Negotiation  
Staunton, 20-28, 116-136, 144-149, 166-181

April 12: Martyrdom  
Staunton, 28-34, 182-219

**Due April 12:** Final Research paper

April 17: Thirteenth-Century Developments: Law, Poverty, and Conflict  
Tierney, 139-171  
John XXII's bull, *Quum inter nonnullos* (<http://www.franciscan-archive.org/index2.html>)

April 19: Epilogue: Philip IV and Boniface VIII  
Tierney, 172-192

April 24: Last day of semester (No class; although a Tuesday, it acts as if it were a Friday)

April 25: Reading Day

May 1 (Tues): Final Exam due at Noon in my office

## 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. See the following quick guide for style features:  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

## What are 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, along with 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.'<sup>1</sup>

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.

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<sup>1</sup> Richard Barton, *Medieval History Rules* (Chicago, 2004), p. 297.



## SOME HINTS AND SUGGESTIONS FOR RESEARCH PROJECTS

### A. Kings

Kings are a common choice for research projects because there often tends to be a lot of information (both primary and secondary) on medieval rulers. If you choose to work on a king, please keep in mind that you must choose some relatively small aspect of that king's life for your study. Also keep in mind that any king by himself is only the most general of topics; you will need to pose a specific analytical question about some episode of his reign (one that intersects the themes of our course). For instance, a topic such as "King Henry II's wars" is not a very good one. It is quite vague and entirely descriptive. A better, more analytical topic would be "Given the evidence of the Becket dispute, what did Henry II believe was the natural extent of a monarch's authority?"; or, perhaps better still, "How did Henry II use law and administration to strengthen the English monarchy?"

I list some potential monarchs below.

Charlemagne

Alfred the Great (England)

Charles the Bald (West Francia)

Lothar II (Lotharingia)

Louis the German (East Francia)

Otto I (Germany)

Otto II (Germany)

Otto III (Germany)

Henry II (Germany)

Conrad II (Germany)

Henry III (Germany)

Henry IV (Germany)

Henry V (Germany)

Frederick I Barbarossa (Germany)

Frederick II Stupor Mundi (Germany)

Edward the Confessor (England)

William the Conqueror (England)

Henry I (England)

Stephen (England)

Henry II (England)

John (England)

Henry III (England)

Edward I (England)

Louis VI the Fat (France)

Louis VII (France)

Philip II Augustus (France)

Louis IX (St Louis) (France)

Philip IV (France)

**note:** you cannot work on Louis the Pious, since we will study him extensively as a class

### B. Popes and Ecclesiastics

Popes also tend to have lots of available information. The same caveats I provided for kings also prevail here. You need to choose a very small aspect of the man's pontificate for analysis and you need to formulate a clear analytical question. Here are some possibilities

Gregory I the Great (590-604)

Stephen II (752-7)

Nicholas I (858-67)

Sylvester II (Gerbert of Aurillac) (999-1003)

Alexander II (1061-1073)  
Gregory VII (1073-1085)  
Urban II (1088-1099)  
Calixtus II (1099-1118)  
Innocent II (1130-43)  
the antipope Anacletus II (1130-8)  
Eugenius III (1145-53)  
Alexander III (1159-1181)  
Innocent III (1198-1216)  
Gregory IX (1227-1241)  
Boniface VIII (1294-1303)  
John XXII (1316-1334)

Other ecclesiastics worthy of study include

Hincmar of Rheims (archbishop of Rheims, 9th c.)  
Rabanus Maurus (Archbishop of Mainz, 9th c.)  
Gerald of Aurillac (d. 909; not really a churchman but canonized anyway)  
Bruno of Cologne (archbishop of Cologne, 10th c.)  
Lanfranc of Bec/Canterbury (archbishop of Canterbury, d. 1093)  
Anselm of Bec/Canterbury (archbishop of Canterbury, d. 1109)  
Bernard of Clairvaux (abbot of Clairvaux)  
Ivo of Chartres (bishop of Chartres, 1089-1115)  
Fulbert of Chartres (bishop of Chartres, 1007-1028)  
Stephen Langton (archbishop of Canterbury, 1207-1228)

C. Authors, Theorists, and/or important treatises

These men (and a few women) are attractive because they wrote material that had lasting importance for the development of politics and political thought. You could examine an idea as it appears in their writing, or could attempt to demonstrate the impact of some aspect of their writing on their age. Lots of possibilities here ...

St Augustine of Hippo (a bit early, but still significant - 4<sup>th</sup> century theologian)  
Hincmar of Rheims (author of dozens of treatises on politics, government, religion, etc; heavily involved in divorce proceedings of Lothar II)  
Jonas of Orleans (9th-century author of treatise on ideal government)  
Humbert of Silva Candida (investiture controversy)  
John of Salisbury (important treatises on political theory, tyrants, ideal govt, etc)  
Glanvill (12th c.; compilation of English law)  
Henry Bracton (important 13th-century treatise on English laws)  
Thomas Aquinas (13th c.; great theologian; wrote on everything)  
Marsilius of Padua (most important original theorist of Middle Ages)  
Hugh the Chanter, *History of the Church of York, 1066-1127* (on conflicts of jurisdiction within church)

D. Specific Events worthy of analysis

Franco-Papal alliance (750s)  
Divorce proceedings of Lothar II and Theutberga (860s)  
Confrontation at Canossa  
Many, many other episode[s] from investiture controversy  
Excommunication of King Philip I of France  
Anselm of Canterbury versus Henry I of England  
Incident at Besançon (conflict between popes and Frederick I)  
Contested papal election of 1130 and antipope  
Becket dispute (tons of info, but must go beyond any class discussion)  
Magna Carta  
John's conflict with Innocent III  
Loss of Angevin Empire by John, 1204  
conflict between Frederick II and papacy in 1220s-1250s

#### E. Letters and Letter collections

Although perhaps not really a separate category, letters often provide a valuable window into the publicly proclaimed ideas of medieval political figures. Most letter collections were compiled by churchmen, but this doesn't mean they aren't filled with political content. Some of the most useful of such collections are:

Carolingian letters (many, in several collections of translated documents)

Letters of Gerbert of Aurillac (Pope Sylvester II) (early 11th century)

Letters of Thomas Becket (12th century)

Letters of John of Salisbury (12th century)

Letters of Lanfranc, Archbishop of Canterbury (11th century)

Letters of Pope Innocent III (d. 1216)

Letters and Poems of Fulbert of Chartres (early 11th century)

Letters of St Anselm, Archbishop of Canterbury (d.1109; investiture controversy in England)

Letters of Pope Gregory VII