

History 112: Church & State in the Middle Ages Trinity College, Fall Term, 2001

Information

T - Th 11:20 – 12:35, Austin Art Ctr. 320
Dr. Nathaniel L. Taylor
OH: Tuesdays & Thursdays by arrangement

ntaylor@post.harvard.edu
Seabury 12E, ext. 2285
home (401) 435-6020

Course Objective

Though often perceived as antithetical social constructs, and legally separated in the current U.S. constitution, church and state evolved in tandem in the Western tradition throughout the Middle Ages—indeed, the gradual separation of Church and State underlay some of the most disruptive conflicts of the High Middle Ages. This course will provide a survey of medieval European political and social history from the age of Charlemagne to the fifteenth century—the crucial period of the creation of the Western 'state' and the (Catholic) Church. The course will focus on the development of the Western concepts and practices of government created by the popes, kings and queens in the Middle Ages. No prior college-level coursework in premodern history, religion or political science is required.

Books available for purchase

C. Warren Hollister, *Medieval Europe: a Short History*, (8th ed., McGraw-Hill, 1998).
Brian Tierney, *Crisis of Church & State, 1050-1350* (M.A.R.T., orig. pub. 1964)
Joseph Strayer, *On the Medieval Origins of the Modern State* (Princeton, 1970).
Geoffrey Barraclough, *The Medieval Papacy* (Norton, 1979).
T. S. Eliot, *Murder in the Cathedral* (4th ed., HBJ, 1938).

Additional Readings

Additional primary texts (in translation) will be distributed in class, though many will be drawn from Paul Halsall's on-line *Internet Medieval Sourcebook* <<http://www.fordham.edu/halsall/sbook.html>>. These readings are required, and form the basis for discussions and written assignments. Some readings will be made available on **reserve**.

Requirements

Everyone must have an e-mail account and monitor it; e-mail will be used for course-related notes *and submitting written assignments*. In addition to regular brief written responses (submitted by e-mail in advance of relevant discussions), there will be three formal graded papers, including two short papers and a term paper (10 pp.) at the end of term. Participation comprises timely submission of thoughtful, on-topic responses **and** active engagement in discussions. There will be one mid-term exam (October 25), and a final exam on December 17.

Grade components (tentative)

Participation / responses	20%
Short graded papers	15%
Midterm exam	15%
Term Paper	20%
Final Exam	30%

Schedule of Meetings and Readings*

I. Jesus, Augustus & Charlemagne (Early Medieval Foundations)

Tue., Sep 4: Introduction

Thu., Sep 6: Medieval conceptions of space and time (read: Raoul Glaber's account of the Year 1000: <<http://www.fordham.edu/halsall/source/glaber-1000.html>>; begin Hollister, Barraclough)

Tue., Sep 11: The Roman and (Judaeo-) Christian heritage (H 1-3).

Thu., Sep 13: The Germanic peoples (H 4; *Beowulf* excerpt; Germanic laws)

Tue., Sep 18: The Church (B 13-37; T 7-15; *Rule of Saint Benedict*)

Thu., Sep 22: Charlemagne (H 5-6; T 16-23; *Life of Charlemagne*)

Tue., Sep 25: Carolingian Empire & Church (B 39-61; Capitularies, Plan of Saint-Gall)

Thu., Sep 27: Civil War and Invasions (H 7; Nithard; chronicles re: Vikings)

II. New States & Church Reform

Tue., Oct 2: 'Feudal Society' (H 8; S 3-15; Fulbert of Chartres)

Thu., Oct 4: the Peace and Truce of God (Peace & Truce texts)

First Essay due October 4 (Charles the Good)

Tue., Oct 9: **no class: Trinity Days (Columbus Day)**

Thu., Oct 11: The new monarchies: foundation (H 9-10; S 15-36; chronicles)

Tue., Oct 16: Empire, Papacy and Reform (B 63-93; H 11; monastic documents)

Thu., Oct 18: The Investiture Conflict (H 12; T 31-95)

Tue., Oct 23: review

Thu., Oct 25: **Midterm Exam**

Tue., Oct 30: Papal Monarchy (B 94-117; *Murder in the Cathedral*; T 97-149)

Thu., Nov 1: Law and Government: England & France (H 13, S 36-56; law texts & writs)

Tue., Nov 6: Magna Carta (*Magna Carta* text & commentaries; H 13)

Second Essay due November 6 (Becket & Magna Carta)

* This text is a draft. Revisions will be distributed throughout term as topics, readings and dates change.

Thu., Nov 8: The 'Commercial Revolution' (business charters; condemnations of usury)

Tue., Nov 13: The Gothic Age: Statecraft & Religion (H 15; T 159-192, 200-203)

III. Later Medieval Government & Religion

Thu., Nov 15: The Age of the Black Death (H 16; Boccaccio's account of the plague)

Tue., Nov 20: The Babylonian Captivity (B 140-164; critical poems & documents)

Thu., Nov 22: ***Thanksgiving***

Tue., Nov 27: The Hundred Years' War (genealogies, battles, Joan of Arc documents)

Thu., Nov 29: Later Medieval Government (S 89-III; St. Catherine of Siena letters)

Tue., Dec 4: Renaissance Church and State (B 164-196)

Thu., Dec 6: *Review*

Final Essay Due (date to be set)

Mon., Dec 17 at 3:00 pm: **FINAL EXAM**

History 112: Church & State in the Middle Ages
First Graded Essay: reading a medieval narrative
(The Murder of Charles the Good)

On March 2, 1127, Count Charles ‘the Good’ of Flanders was murdered in church in his city of Bruges. Galbert, a notary of that city, wrote a detailed narrative of the murder, events leading up to it, and its aftermath. There is a long excerpt from the beginning of the work in Patrick Geary, *Sources in Medieval History*, vol. 2: *Later Middle Ages*, 2d ed. (Broadview, 1998), no. 7, pp. 63-73; this excerpt will be handed out in class at the second or third meeting.

You will already have seen one significant biographical portrait of a medieval ruler (Einhard’s *Life of Charlemagne*). Galbert writes at length about his subject—the count—as both a ruler and a victim. There is splendid detail on the crime, the perpetrators and their motives, which are entwined in broader and divisive issues of social change and the imposition of authority in the county. Write a succinct essay (of 1000 words, or about 5 pages) exploring Galbert’s perspective on the count, the murder, and the murderers.

While your essay **must** be rhetorically constructed around a **single thesis question of your own crafting**, you may find it useful **in preparing the essay** to consider some or all of the following questions: How does Galbert describe and praise the count? What did the count do for his county? What was the social position of the murderers? What did they have in common? While considering the victim and murderers, do not neglect the writer. What techniques of writing does Galbert use to color the account? What are his motives in the account?



(Count Charles—Karolus comes Flandrum—in a 12th-century miniature)

History 112: Church & State in the Middle Ages

Second Graded Essay: Magna Carta

Magna Carta is one of the great milestones, of medieval central government—though it is often misinterpreted as an early guarantee of personal and individual freedom for all subjects. First, read the charter carefully. (the e-version is best, at:

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

Next, write a succinct essay (of 1000 words, or about 5 pages), exploring the **Magna Carta**. Consider some or all of the following elements:

What sort of compromise does the charter represent? Identify the innovations of King John's government which are being limited or rolled back in the charter? Who benefits from these limits or reversals? (Consider both the common man, and the barons who negotiated the charter). How do the king's watchdogs enforce the charter? Finally, what do the presence or absence of some clauses in the subsequent versions (see introduction to the e-text) tell about the fate of the negotiations in the charter?

Feel free to use Hollister's account of Magna Carta as background, but keep your observations grounded in the charter. From Magna Carta and the origins of *parliament* we will go on to survey later-medieval church and state in the final meetings. There will be one other short graded essay before the final examination on December 17.

Due: **Monday, November 13.**



History 112: Church & State in the Middle Ages
Final Graded Essay: from medieval to Renaissance leadership

In the final readings (Pope Pius II; Macchiavelli's *Prince*, Lorenzo de' Medici's advice to his cardinal son) we have representative testimony on leadership, both in Church and State, at the close of the Middle Ages—more properly, at the height of what has been called the Italian Renaissance.

How have the ideal and the reality of leadership (in Church and State) changed between earlier generations in the Middle Ages, and the Renaissance? Read these texts between the lines. How do popes think and act? How do princes think and act? Compare the Renaissance texts to earlier material on leadership in Church and/or State—the rhetoric of the Investiture Controversy; the Magna Carta of King John; Galbert's praise of Count Charles the Good; Saint Benedict's rules for a good abbot or bishop; or even Einhard's biography of Charlemagne. What has changed? If things have changed, what are the implications for the relationship of Church to State? What elements have remained the same from the earliest to the latest sources?

Write a succinct essay (of 1000 words, or about 5 pages), considering the evidence of the Renaissance texts in light of contrast with earlier material, thinking on the questions above. Focus on the Renaissance texts (which are rich in possibilities) and choose one or two earlier ones to use by comparison. As before, don't just follow the questions in the previous paragraph like a laundry list, but craft an essay around a thesis or argument of your own creation. Cite the texts by page number, at least (I am aware you don't have bibliographical information for all the handouts).

Due: **Monday, December 10** (by **e-mail submission**).