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Winter 2020

HIST 320

Europe in the High Middle Ages

This course surveys the changes that swept Europe between 1000 and 1225, including the rise of towns and universities, new spiritual and artistic visions, and varieties of religious and social reform.

The course objectives are threefold: 1) to gain an understanding of core regions of Europe during the eleventh, twelfth, and early thirteenth centuries; 2) to practice reading attentively and critically, especially of primary sources from the Middle Ages; and 3) to analyze primary source texts and write logical, compelling essays that interpret them.

There is one book for purchase at the UO Bookstore: *The Letters of Abelard and Heloise* (trans. by Betty Radice); readings from it are marked by * on the schedule below. All other readings have been posted to Canvas, mostly as PDF files, sometimes as web pages (also linked directly to this syllabus). The readings emphasize primary sources in translation, but include a few scholarly articles and book chapters. Attentive reading is crucial to connecting the primary source materials to the larger issues presented in lectures. You are advised to read before class, and even review again after lecture.

Regular quizzes will assess your engagement with the readings. Quizzes might be unannounced, in-class writing assignments, but more often students will be asked to prepare answers to questions to turn in at the beginning of the next class. These will be posted as announcements on Canvas and students are expected to keep abreast of them independently.

Quizzes must be turned in at the start of class. They may be typed or handwritten, so long as they are completely legible. Please do not email your quizzes to me unless the circumstances are exceptional. They will be graded according to a simple scale: check-plus, check, or check-minus.

One or two quizzes will be assigned per week throughout the term. However, only 10 will count toward your total quiz grade. Among all those assigned, beyond 10, students may either elect to skip a quiz, take a pass for absence or illness, drop their lowest quiz grades, or some combination.

Altogether, the average grade for all 10 quizzes comprises 30% of the final course grade. In addition, two short papers (worth 20% each) and a take-home final exam (30%) provide

the opportunity to show deeper mastery of course themes and progress toward course objectives.

For the two short papers, students may choose among several topics due at different points in the quarter, but may not submit more than two (whether for extra credit or make up). You are encouraged to edit carefully and submit your best work. The basic standards by which all written work will be evaluated are those for the History Department as a whole, available [here](#). For more information about my own expectations for student writing, see [here](#). All papers are due in class on the date indicated; late papers will be penalized and after one week will not be accepted.

The take-home final exam will be comprehensive. It will consist of two parts: one asks students to analyse a passage from a primary source read during the term; the other requires them to synthesize a theme from the course lectures and write an essay in answer to an assigned question. It may be turned in—electronically, via Canvas—at any time during Finals Week. However, no exams will be accepted after 10:30 am Friday, Mar. 20 (our official exam time). More detailed instructions will be provided during Week 10 of the term.

If you have any questions about the course or an assignment, either before it is due or after it has been returned to you, please do not hesitate to contact me by email, drop by during my office hours, and/or make an appointment.

SCHEDULE

The Eleventh Century: Europeans Mobilize

Jan. 6	Introduction	
Jan. 8	Feudalism vs. Manorialism	Bouchard
Jan. 10	Monasticism	<u>Cluny foundation charter</u>
Jan. 13	<u>Peace of God Movement</u>	Selected documents
Jan. 15	<u>Norman Conquest: 1066</u>	Chronicle excerpts; <u>Bayeux Tapestry</u>
Jan. 17	Domesday Book	<u>Sample entry</u>
Jan. 20	MARTIN LUTHER KING, JR. HOLIDAY	
Jan. 22	<u>Investiture Controversy: Church Reform</u>	Reform excerpts
Jan. 24	Papacy and Empire	Letters of Gregory VII
Jan. 27	A Royalist Perspective	Life of Henry IV
Jan. 29	<u>First Crusade: 1096</u>	Urban's speech; Paper 1 due
Jan. 31	Jews in Christendom	Anonymous of Mainz

Feb. 3	The Expedition	Fulcher of Chartres
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The Twelfth Century: Revival and Renewal

Feb. 5	New Towns	
Feb. 7	New Preachers	Robert of Arbrissel
Feb. 10	New Schools	*Abelard, <i>Historia Calamitatum</i>
Feb. 12	New Law	
Feb. 14	New Lovers	Marie de France; Andreas Capellanus
Feb. 17	New Orders	Southern, 241-50, 309-18; *Heloise (93-111); Paper 2 due
Feb. 19	(cont.): Cistercians	Southern, 250-72
Feb. 21	New Spirituality	Bernard; Hildegard
Feb. 24	New Churches	Scott
Feb. 26	New Government	FitzNigel

The Early Thirteenth Century: New Problems, New Solutions

Feb. 28	Feudal Monarchy	<u>Magna Carta</u>
Mar. 2	Francis of Assisi	Thomas of Celano
Mar. 4	Heretics and Near Heretics	Little; Jacques de Vitry; Paper 3 due
Mar. 6	Dominicans	Canonization process
Mar. 9	Innocent III and Lateran IV	<u>Lateran IV</u> (Canons 1-3, 10-21, 37, 47, 51, 62-end)
Mar. 11	Universities	Baldwin
Mar. 13	Wrap-up	

Friday, Mar. 20, 10:15 a.m.	FINAL EXAM DUE
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WRITING ASSIGNMENTS

For each of the paper topics listed below, answer the question with close analysis of the primary source text, supported by specific evidence and citations from the text. (No outside research is expected or appropriate.)

Papers should be 3-4 pages long, double-spaced, printed in 12-pt. font, with 1" margins. Citations from the text may consist simply of page numbers in parentheses.

Be certain your paper has a **thesis** that specifically answers the assigned question, and that your argument is logical, coherent, and well-organized.

#1

due Jan. 27

In his letters, what claims does Gregory VII make for his authority as pope and how does he justify them?

#2

due Feb. 17

Based on your choice among the *Lais* assigned: How does Marie's understanding of the nature and obligations of love compare with Andreas'?

#3

due Mar. 4

As told by Thomas of Celano, what is the significance of clothing in Francis' life, before, during, and after his conversion?

SAMPLE

ONLY