Course Description: The period between 1000 and 1400 CE is often known as the High Middle Ages. It was an era of increasing political centralization under Christian monarchs and local nobility; new artistic, architectural, and literary movements; and exciting philosophical and intellectual trends, including the rise of the university we know today. These centuries also witnessed a series of aggressive, often violent, and quite influential moves by the papacy and states across Christendom to assert a Christian identity and Christian rule in an ever-widening sphere of influence. This push towards unified Christianization included the Crusades in the Levant; missions and military incursions in northern Europe; and increasing persecution, massacre, and expulsion of Jews, Muslims, and so-called heretics inside Christian Europe. This course will survey the major events of the High Middle Ages in both Mediterranean and northern European contexts, emphasizing political, social, cultural, religious, and intellectual trends of the period.

Reading: One of the primary goals of this class is to improve your close reading and critical analysis skills. As such, you will be asked to read a significant amount of text, takes notes on important themes, words, and passages as you read, and to come to class prepared to discuss it. For each class you will be asked to read a secondary source for background, and a set of primary sources. Our main textbook is: Norman Cantor, The Civilization of the Middle Ages, which you can purchase at the Beaver Store or online. Other readings are posted on Canvas. Note: You MUST print out these readings and bring them to class IN HARD COPY.

Assignments:
Here are the due dates and methods of assessment in this class:

- 1/14: Quiz 1 at the beginning of class
- 1/21: One-page response paper due in hard copy at the beginning of class
- 2/2: Midterm primary source paper (3-4 pages) due in hard copy at the beginning of class
- 2/11: Quiz 2 at the beginning of class
- 2/22: Online discussion forum post + 2 responses due by 8 pm
- 3/1: Thesis statement + outline + bibliography due in hard copy at the beginning of class
- 3/9: 3 Questions/Comments on the Decameron due through Canvas by 8 pm
• 3/14: Final paper due in hard copy at the SHPR office (322 Milam)

Grading:
Your final grade will be calculated according to the following rubric:
• Quiz 1 (10%)
• Response Paper (10%)
• Midterm Paper (15%)
• Quiz 2 (13%)
• Online Discussion Forum (6%)
• 3 Questions/Comments on the Decameron (4%)
• Thesis statement + outline + bibliography (7%)
• Final Paper (20%)
• Participation (15%)

Numeric scores relate to letter grades in the following manner:
97-100 = A+; 93-96 = A; 90-92 = A-; 87-89 = B+ etc.

*Policy on Late Papers:* Late papers will be marked down one grade (for example, from an A- to a B+) for each day they are late past the specified deadline. If you think you are going to have a problem turning in a paper on time, consult with me as soon as possible about a deadline extension.

Attendance Policy:
I do not take attendance. However, as responsible adults, you are expected to attend every lecture unless you have an extremely good reason for missing (i.e., health emergencies and religious holidays). **You must let me know in advance if you will not be in class.** Not everything you need to know for this class is available in the assigned readings; you must listen to lecture in order to get all of the key concepts. In addition, we work together to create an atmosphere which enables exciting and thoughtful discussion—a group analysis of primary sources will take place during almost every lecture. Therefore, you must attend, you must come prepared to discuss the readings, and you must actively and respectfully engage in discussion with me and, just as importantly, with your classmates. Attendance and participation (which are inextricably linked, in my book) are worth 15% of your grade, but showing up in body AND mind will also facilitate better papers as well as better exam and quiz grades.

Technology Policy:
To create a safe environment for learning together, **cell phones** must be shut off during class. If your phone rings, I reserve the right to pick it up and speak to whomever is calling you. Texting, IM, Facebook, or other personal electronic communications are not allowed during class. **In general, laptops are strongly discouraged in this class; they stifle discussion.** Recent studies show that note-taking on a computer is also less effective for student learning.¹ Grab a notebook and a pen and put away ESPN/Etsy/Cakewrecks.com for a few hours: your brain and your grade will greatly benefit from it.

Accommodations: Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting me prior to or during the first week of the term to discuss accommodations. I am happy to work

with you as we attempt to find solutions which meet your needs within the needs of this course environment. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at (541) 737-4098.

**Ethics Policy:**
Student conduct is governed by the university’s policies in the Office of Student Conduct. Information and Regulations are located at [http://oregonstate.edu/studentconduct/offenses-0](http://oregonstate.edu/studentconduct/offenses-0).

It should be obvious that all work turned in or written on exams must be your own, thought up and developed by you. All ideas which come from a primary or secondary source must be properly footnoted (you should use Chicago Style). Feel free to utilize Wikipedia for your own clarification (“When did Innocent III die?”), but do not quote from it or cite it as a source. If you are confused about the rules related to citations, paraphrasing, and plagiarism, don’t hesitate to come talk to me! **Plagiarism in any form will be treated with the utmost seriousness, and reported.** *Do not forget: even if cheating would work (which it won’t!), it is still disgusting and shameful.*

A final note: I am available to you to discuss ideas, review confusing course material, or help you improve within you wider academic goals. I want to get to know you. Do come to my office hours, or if you cannot make the scheduled time slot, email me and we can find a separate time to meet.

**Class and Reading Schedule:**

**Unit I: Europe Evolving, 1000-1100**

**Week 1**
- **T 1/5** Introduction: Christendom in the High Middle Ages
- **Th 1/7** Church Reform: New Monasticism, Papal Power, and the Investiture Controversy
  - Today’s Reading:
    - Cantor, 243-249, 265-276
    - Bernard of Clairvaux (Canvas)
    - Sources on the Investiture Controversy (Canvas)

**Unit II: The Twelfth-Century Renaissance**

**Week 2**
- **T 1/12** Political Changes: Kings and Lords, Conquests and Violence
  - Today’s Reading:
    - “The Deeds of Louis the Fat” (Canvas)
- **Th 1/14** The City, the University, and the Intellectual Renaissance
  - **In class today: Map and ID quiz**
  - Today’s Reading:
    - Cantor, 305-306, 318-324, 330-339
    - Selections from the Letters of Abelard and Heloise (Canvas)
    - The Archpoet, “The Confession of Golias” (Canvas)

**Week 3**
- **T 1/19** A Courtly Renaissance
  - Today’s Reading:
- Cantor, 346-356
- Selection from Chretien de Troyes’ *Lancelot* (Canvas)

- Th 1/21 The Crusades and the Crusader States
  - Due in hard copy at the beginning of class: Response paper
  - Reading for Today:
    - Cantor, 289-299
    - “Two Views of Life in the Crusader States” (Canvas)
    - Anonymous of Mainz on the Slaughter of the Jews (Canvas)

**Unit III: Dealing with Difference, Inside and Outside of Christendom**

Week 4
- T 1/26 Jews and Muslims in High Medieval Christendom: Intellectual Streams and Social Realities
  - Reading for Today:
    - Cantor, 357-372
    - Rashi: Communal Affairs in Troyes, France (Canvas)
    - Averroes and Maimonides (Canvas)

- Th 1/28 NO CLASS: WORK ON MIDTERM PAPER

Week 5: Two Approaches to Religious Difference and Diversity
- T 2/2 Sicily (1068-1268): Science, Classics, and Art between Worlds
  - Due today in hard copy at the beginning of class: Midterm Paper
  - Today’s Reading:
    - Selection from Al-Idrisi’s Geography (Canvas)

- Th 2/4 The Reconquista in Spain
  - Reading for Today:
    - Cantor, 509-512
    - *The Song of the Cid*, canto 1 (Canvas)

Week 6: The Age of Pope Innocent III
- T 2/9 The Fourth Lateran Council (1215), Heresy, and the Mendicant Orders
  - Today’s Reading:
    - Cantor, 383(bottom)-393, 417-433.
    - Canons of the Fourth Lateran Council (Canvas)
    - The Testament of St. Francis (Canvas)

- Th 2/11 The Eastern Mediterranean and the Fourth Crusade Debate
  - In class today: Quiz 2
  - Today’s Reading:
    - Cantor, 299-303
    - “Three Views on the Sack of Constantinople, 1204” (Canvas)

**Unit IV: The North and Wider Europe**

Week 7
• T 2/16 Intertwined Fates: England and France to 1400
  o Today’s Reading:
    ▪ Cantor, 409-415, 451-455
    ▪ Roger of Wendover: Runneymede, 1215 (Canvas)
    ▪ The Magna Carta (Canvas)

• Th 2/18 Guest lecture by Dr. Alexander Brondarbit: “By the Grace of God: The Sanctity of English Kingship in the Middle Ages, 1215-1400.”

Week 8: Expanding Christendom Northward
***BY MONDAY NIGHT 2/22 AT 8 PM: Online discussion forum: (1) Write a one-paragraph explanation of your final paper topic. (2) Comment on at least TWO of your classmates’ paragraphs.

• T 2/23 Scandinavia and Iceland
  o Today’s Reading:
    ▪ Jordan, ch. 16, pp. 243-249 (Canvas)
    ▪ Selection from Njal’s Saga (Canvas)

• Th 2/25 Baltic World and Central Europe
  o Today’s Reading:
    ▪ Jordan, ch. 16, pp. 249-258 (Canvas)
    ▪ The Chronicle of Henry of Livonia, 25-82 (Canvas)

Unit V: Towards the Early Modern World

Week 9
• T 3/1 The Plague and Late Medieval Crises
  o Due in hard copy at the beginning of class today: In one page, submit a thesis statement and basic outline for your final paper. On a second page, submit a bibliography (Follow Chicago Manual of Style very carefully. Citation guide can be found here: http://www.chicagomanualofstyle.org/tools_citationguide.html).
  o Today’s Reading:
    ▪ Cantor, 475-487
    ▪ Giovanni Boccaccio, Introduction to The Decameron (Canvas)
    ▪ Plague Ordinances of Pistoia (Canvas)

• Th 3/3 Law and Justice in the High Middle Ages (Seminar Day)
  o Today’s Reading:
    ▪ Aquinas on Homicide and Vengeance (Canvas)
    ▪ Usatges of Barcelona (Canvas)

Week 10
• T 3/8 NO CLASS (Dr. Lauer at a conference)

• ***W 3/9 By 8 pm, submit through Canvas: 3 literarily/historically relevant questions or observations about the Decameron reading.
• Th 3/10 The Early Renaissance in Italy
  ○ Today’s Reading:
    ▪ Cantor, 540-550
    ▪ Boccaccio, The Decameron, selections from day one and day six (Canvas)
    ▪ Petrarch, Selected Poems (Canvas)

***FINAL PAPER DUE Monday 3/14 by 5 pm: Due IN HARD COPY in the SHPR office AND THROUGH CANVAS.

STUDENT LEARNING OUTCOMES
1. Identify key events, persons, and ideas that shaped western Europe from 1000-1400 CE.
2. Examine the causes and effects of Christendom’s political and religious expansion in this period.
3. Contextualize new Latin Christian trends and movements, including the Gregorian Reform, monastic reform, lay piety, religious homogenization, rising anti-Judaism, and the Crusades, in their wider historical and social settings.
4. Analyze primary sources from the High Middle Ages to understand the perspectives, assumptions, and biases of authors who wrote them.
5. Explain the role of gender—both the roles of men and women and conceptions of masculinity and femininity—in high medieval texts and contexts.