



Chaminade University

School of Humanities, Arts and Design

RE/HI 322 90 1

Online Asynchronous

Credits: # 3 Section: # 1 Term: Spring 2026

Course site on Canvas: <https://chaminade.instructure.com/courses/45117/settings>

Instructor Information

Instructor Name: Lilia Castle

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Phone: 808-739-4628

Office Location: Henry 206

Virtual Office:

<https://chaminade.zoom.us/j/99774638640?pwd=cRgmx41JO1jTb2yxM6HpOQKPvnseMU.1>

Virtual Office Hours: 11:00-12:00, or by an appointment

Communication

The primary form of communication is email; I will respond in 24hrs. If you would like to have an individual zoom meeting outside of the regular zoom office hours, you can arrange it by email.

School & Department Information

School of Humanities, Fine Arts and Design.

Office Location: Henry 206,

Phone: (808) 739 8340

If you have questions regarding the Religious/Philosophy Department, reach out to your instructor, or the School of Humanities, Fine Arts and Design.

Course Description & Materials

Catalog Course Description

This course integrates the perspectives of history and religion into the study of medieval Europe (ca. 500-1500 A.D.). Religious history combines insight into the nature of religious experiences and structures with a proper understanding of their political, economic, and social setting. Students will undertake a historical overview of medieval times with a dual focus on both

Church and State and their mutual influences. Consideration will be given to significant events, ideas, conditions and personalities that constitute the genesis of Europe and Christendom. Cross-listed with HI 322. This course satisfies General Education Formation in Faith requirement. Prerequisites: Any 100 or 200-level history course and any 100 or 200-level religion course.

Time Allocation

This is a three-credit course requiring 135 clock hours of student engagement per the official CUH credit policy. Students enrolled in this course are anticipated to spend 16 hours on the preparation and posting for four discussions; 60 hours on the preparation and taking of twelve quizzes; 21 hours on three group projects; 6 hours on two creative essays; 32 hours on the research and writing of the final project.

Required Materials

Bennett, Judith M., Bardsley, Sandy. *Medieval Europe*: Oxford University Press; 2020. ISBN-13:978-0190064617

Supplementary Resources/Technology Tools: Canvas will be used as a companion website to the course.

Recommended Items

Southern, R.W. *Western Society and the Church in the Middle Ages*: Penguin Books 1990. ISBN-13: 978-0140137552;

Copleston, Frederick Charles. *History of Philosophy, Medieval V.2*, 1993 (PDF)

Library: Chaminade library www.chaminade.edu/library

Canvas (<https://chaminade.instructure.com>)

Canvas is a web-based Learning Management System that will be used as a companion website to the course where you will be able to access all course materials, assignments, discussions, quizzes, and grades online, allowing you to interact with the instructor and fellow students, submit work, and track your progress throughout the course. The course is divided into Modules. On Canvas you will be able to access reading materials, Power Points, Study Guides, videos and other materials necessary for the successful completion of the assignments of each module. Through Canvas, you will submit your essays, take quizzes, and participate in class discussions. Every has a due date that you will see on Canvas, as well. Canvas contains a gradebook where you will be able to see your grades throughout the course.

Technology Assistance:

Search for help on specific topics or get tips in [Canvas Students](#)

[Live chat with Canvas Support for students](#)

Canvas Support Hotline for students: +1-833-209-6111

Watch this [video to get you started](#)

[Online tutorials](#): click on “Students” role to access tutorials

Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

PLO 1: Catholic theology, its diversity, historical development and position within the broader Christian and human traditions

RPLO 2: Engage in respectful dialogue on religious meaning in our globalized, multicultural society.

PLO 3: Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values

PLO 4: Generate a substantive project that is animated by the Marianist Charism.

Historical & Political Studies PLO:

Upon successful completion of the Program, students will:

PLO 1: Evaluate the impact and influence of historical change, continuity, and causality through chronological examinations of the past and the cause and effect that takes place in history.

PLO 2: Examine the workings of politics and governance throughout different regions, cultures and civilizations of the past.

PLO 3: Evaluate and contrast different historical and political perspectives and interpretations utilized in the process of studying the past.

PLO 4: Produce and present original historical and political research

PLO 5: Examine, interpret and explain how different civilizations, governments and cultures have viewed, approached, and acted upon, or not, the issues of service, justice and peace.

Course Learning Outcomes (CLOs)

Upon completion of RE/HI 322 90 1 course, the student will be able to:

CLO 1: Analyze the main medieval theological, philosophical and moral concepts and their perseverance in Catholic Intellectual tradition. (RPLO 1,3, GELO – Formation in Faith)

CLO 2: Describe the pivotal role of Christianity in the formation of medieval political, religious, social, economic, and artistic norms, perceptions and practices. (RPLO 1; HPLO 1; GELO-Formation in faith).

CLO 3: Explore the interaction among Christians, Jews, Muslims and people of other religions in Medieval Europe, providing the modern perspective on the necessity of interreligious dialogue in multicultural society. (RPLO 2).

CLO 4: Exemplify in their integrative projects the affirmation of Christian faith in one of the

areas of political, economic, social, cultural and artistic life of Medieval Europe. (RPLO 4; HIPLO 1; GELO-Formation in Faith).

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Education for Formation in Faith in RE/HI 322: In this course, students will learn about the major role Christianity played in the formation of Medieval European nations and states; Medieval culture is discussed as the first and the greatest attempt to build all institutions and intellectual, scientific, economic, and social activities upon the fundamental commitments of Christian faith, and the new Christian ideal of unity, service, justice and peace.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

CLO	1	2	3	4
GELO	Formation in Faith	Formation in Faith	Formation in Faith	Formation in Faith
MEP	1	1	4	1,2,3,4
RE PLO	1,3	1	2	4
HI PLO		2, 1		1

Course Activities

Discussions

There are four discussions in this course. Students will have to read the discussion materials and answer the questions provided by the instructor on Canvas. The detailed instructions for each discussion are in the relevant modules. Points will be deducted for the late submissions of the posts up to one letter grade.

Homework

Students are expected to read carefully their textbook and all additional materials provided on Canvas. Each module contains various types of required reading materials: book chapters, articles, excerpts from the primary sources, chronicles, medieval letters, memoirs, etc. The sites of additional resources and the texts in pdf format are located on Canvas. The images and other visual materials related to the readings of each module are also provided on Canvas.

Quizzes

There will be twelve quizzes (including midterm and final) based on the textbook, assigned reading and visual materials, power points and study guides provided on Canvas. Each quiz contains various types of questions: multiple choice, true-false, short answer, essay. Quizzes will test students' knowledge and critical skills. No late submissions on quizzes. In exceptional circumstances, an alternative assignment will be offered with the deduction of one letter grade.

Written Responses

Written responses will include reflection essays, summaries, short reports, creative writings, etc. Primary source reports ask students to analyze the excerpts of primary sources, or, one of the medieval images or art object (for example, an image from the illuminated manuscript, sculpture, fresco, architectural detail/s, etc.). The purpose of written responses is to help students to better understand reading materials, to foster their analytical abilities and 'historical mindedness'.

Individual Projects

There will be three creative projects that will revolve around the specific aspect of medieval period, such as culture, economy, life or art. A student will demonstrate his creativity, ability to research, and create a tangible product or presentation showcasing his understanding of the topic offered by the instructor. Up to one letter grade will be deducted for the submission after the due date.

Final Project

Students exemplify in his/her project the prominent role Christianity played in the formation and functioning of Medieval society and culture. (RE PLO 4. 'Generate a substantive project that is animated by the Marianist Charisma')

Medieval Time was the first and the greatest attempt to build a society upon the fundamental commitments of Christian faith. Medieval man sought to Christianize all spheres of life of the society. In this project a student will investigate one of the aspects of Medieval culture highlighting its Christian essence. The project will combine the research paper and its visual presentation. The areas of research and general requirements are provided on Canvas. Points will be deducted up to a one letter grade for the submission after the due date.

Course Policies

Attendance

This online asynchronous class, and attendance of the weekly zoom meetings is optional.

Late Work

The assignments have to be completed on time in order for the student's progress through the lessons to be properly evaluated. Your timely submissions are essential if you want to have a full credit for the course.

Points will be deducted for the late submissions of essays, discussion posts and projects up to one letter grade. No late submissions on quizzes. The only exception to this policy would be if you could prove to the campus disability office that you had medical emergency, or other medical issues that did not allow you to take a quiz on time.

Extra Credit

Extra credit is available, but only if all regular assignments have been submitted.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point. The highest incomplete grade is IB.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#).

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you

provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

Module	Theme	Info	Due Dates
1	<ul style="list-style-type: none">Personal introduction.	The Format of Discussion	Jan 12- Feb 13

Decline of Ancient Rome	<ul style="list-style-type: none"> Achievements of Ancient Rome. 	<ul style="list-style-type: none"> Test on video 	23/01
	<ul style="list-style-type: none"> Boethius. <i>Consolation of Philosophy</i> 	<ul style="list-style-type: none"> Quiz on Boethius 	30/01
2 Romans & Barbarians.	<ul style="list-style-type: none"> Germanic Tribes. Tacitus, 'The Germania' 	<ul style="list-style-type: none"> Document-based test on Tacitus, "The <i>Germania</i>". 	02/13
	<ul style="list-style-type: none"> Ch.1 in the textbook + handouts 	<ul style="list-style-type: none"> Quiz 1 	02/20
3 Rise of Christianity	Ch.2-Textbook+handouts	Quiz 2	02/27
4 Byzantine Empire	a. Ch.3 , textbook;	Quiz 3	03/06
	b. Byzantine Empire.	Test on video	03/13
5 Society & Economy	Ch. 4, textbook	Quiz 4	03/20
6 Catholic Church IX-XIII cent.	Ch. 6, textbook	Quiz 5	03/28
7 Med. Society	Medieval Lives through Sources	Creative project (Padlet).	04/05

8 Medicine & Alchemy	Imaginary Medieval Pharmacy.	Creative project (AI)	04/12
9 Medieval Economy	Christian Economy	Test	04/19
10 Warrior- Knight	Chivalry. Sacred War concept. Crusades.	Quiz	04/24
11 Medieval University	Describe Life of Medieval Student	Research project	04/26
12 Medieval Thought	Write your own ‘Medieval Letter’	Creative essay	04 /27
13 Medieval Literature	Bennet, Ch.11, 14 + additional materials	Quiz	04/27
14 Medieval Art		Project	04/25
15	Term projects due		04/29

COURSE SCHEDULE:

MODULE 1. THE FALL OF THE ROMAN EMPIRE. CHRISTIANITY.

Themes: The Middle Ages as a period in European history. Characteristic features of the Middle Ages. The decline and the end of Roman Empire in the West. The survival of Roman Empire in the East.

Read: Bennett: Ch.1; 2; Characteristics of Medieval Time (Canvas); Boethius: excerpts from “The Consolation of Philosophy” (Canvas) & PP

Watch: the documentaries on the Roman Empire: The Republic of Rome (44 min.); The Wonders of Ancient Rome; What the Ancients Knew (Rome); Video on Boethius;

Assignment: test on the achievements of the Ancient Rome (Canvas).

MODULE 2. ‘BARBARIANS’ AND ROMANS.

Themes: The barbarian kingdoms in the West. Migration and Ethnogenesis. Huns. Attila. Celts/Gauls. Migration of the Germanic peoples; their religious beliefs, life; kinship, law. Goths. Langobards. Battle of Catalonian Fields. From Britain to England.

Read: Bennett: pp. 19-28; the excerpts from Procopius of Caesarea on the ‘barbarians’ and from the *Germania* by Tacitus.

Watch: Video on the Germanic Tribes – ‘Barbarians Against Rome’ (4 episodes) : <https://www.youtube.com/watch?v=oIPXUIHJ0IU>

Assignments:

- Test on the Characteristic features of Germanic tribes according to Tacitus, *Germania*. (document-based questions are provided on Canvas)
- Quiz 2.

MODULE 3 THE RISE OF CHRISTIANITY.

Themes: The Christian Church in the transition from antiquity to the Middle Ages. The Church and the State power. Christian Church and missionary activity in the Carolingian era. The emperor as the protector of the Church and the Christian world. The idea of Christian society (Christendom), its unifying nature, and its predominance over political and ethnic differences. The other religions of Medieval Europe: Judaism as a predecessor of Christianity. Jewish Gnosticism. Zoroastrianism, Orphism, Neoplatonism-their origins, main ideas and evolution.

Read: PowerPoint & reading materials are provided on Canvas.

Assignments:

- Project. Create a table on Religions in early Medieval Europe: Christianity, Islam, Judaism, three Heresies. Describe their origins, main features, two questions that attracted attention of both Christians and heretics and how did they answer these questions (the details of the assignment are on Canvas).

MODULE 4 BYZANTINE EMPIRE.

Themes: Culture and Education in Byzantine Empire. The influence of Greek and Roman culture on European development. Vikings in Europe.

Read: Bennett, Ch.1, 2, 3; The medieval archives on the monastic orders:

<http://www.fordham.edu/halsall/sbook1s.htm> ; Education in Byzantium:

<https://www.britannica.com/topic/education/The-Byzantine-Empire> ; *The Secret History* by

Procopius of Caesarea; *Music and Mediation* and *Man is Destitute of Natural Weapons* by St. Gregory of Nyssa.

Watch: Documentaries on Byzantine Empire and Vikings (Canvas)

Assignments:

- Analytical review on *Byzantine Empire* video.
- Quiz 3

MODULE 5. SOCIETY AND ECONOMY IN THE FRANKISH KINGDOMS

Themes: Carolingian Renaissance. Franco-Papal Alliance. Charlemagne's legacy. Vikings & Muslims.

Read: Bennett: Ch.5; Einhard, *The Life of Charlemagne*; additional reading on the Education in Western Roman Empire.

Watch: Who was Charlemagne? - <https://www.youtube.com/watch?v=8yfhG547two>
Norse Vikings and Scottish Highlanders (video on Canvas).

Assignments:

- Quiz 4;
- Discussion on Education in Western and Eastern parts of Roman Empire.

MODULE 6. THE CATHOLIC CHURCH IN THE IX-XIII CENTURIES.

Themes: Rome as the center of church and religious life in Europe. Church organization. Church hierarchy. Ecclesiastical provinces. Church Court. Papacy in the IX-XII centuries. German Monarchs and Papacy. Cluniac movement. The idea of Church reform. The Church and secular powers by XI-XIII centuries. Gregorian reform, its causes and consequences. The increase of the church power by XI-XIII. **Religion in the spiritual life of a medieval person:** Religiosity the way of thinking of a medieval person. Types of religious life and religious experience. Medieval man's views on the earthly and the divine worlds. Visions and miracles. Christian rules of conduct and their implementation. Material conditions, roads and spaces, everyday life, difficulties of movement and communication. Craving for travel: wandering knights, pilgrims, merchants, vagabonds. Legends of miraculous countries. Religious hierarchy of society. Clergy: Bishop, parish priest, monk. Rules of life, celibacy. The Interpreters of Christian Faith. Condemnation of wealth. **Monastery** as a special world and the image of the future ideal society. St. Benedict and His Rule. Monastic Orders: Benedictine; Carthusians; Cistercians; Augustinians; Cluniacs; Franciscans; Dominicans. **Mystical tradition in Christianity:** Specifics of the mystical teachings of Western and Eastern Christianity. Medieval mystics Medieval ecclesiastical authors. Pagan traditions and Folk saints.

Read: Bennet, Ch.6, additional Pdf materials on Canvas.

Assignments:

- Quiz 5;
- An essay on the role of monasticism in Medieval culture (the details are on Canvas)

Watch: Life in The Middle Ages. The Monk:
https://www.youtube.com/watch?v=5IN_vNS5z8Y

MODULE 7. MEDIEVAL SOCIETY.

Themes: Towns and Commerce. Commercial revolution. The transport revolution. Progress in organization. Feudal Society. Rural Society. The Landholding Aristocracy. Medieval Castle. Urban Society. The Commercial revolution. Medieval Guild. Women in Medieval Society.

Read: Bennett: Ch.6, Ch.8; handouts on Those who work; Guilds; The Manorial System.

Watch:

City life in the middle ages - Medieval Madness :

<https://www.youtube.com/watch?v=VuvLGtZRDb&t=2s>

Medieval Castle: <https://www.youtube.com/watch?v=Hv6YI45g1y4>

Medieval guilds: medieval guilds <https://www.youtube.com/watch?v=s9UcNc8G9kw>

Assignment: Quiz 6.

MODULE 8. EXPANSION, 1000-1500. MEDIEVAL WARRIOR-KNIGHT.

Themes: Shifting centers of gravity. East meets West. The Papal idea of the defense Christian church. Sacralization of armed forces. The concept of Knightly duty. Chivalry. Warrior Saint. Catholic military orders. The Crusades. Political and religious reasons for the Crusades. The Crusader states in the East. The consequences of the Crusades. Templars, Hospitaliers, Teutonic Order.

Read: Bennett: Ch.9; The Warrior and the Knight-handouts; The rule of Templars; Anna Comnena, the Medieval Sourcebook: *Sichelgaita, Bohemond; Godfrey of Bouillon*-
<https://sourcebooks.fordham.edu/sbook1k.asp#The%20Kingdom%20of%20Jerusalem>

Watch: The ‘Epic History’(Part 1&2); “The Third Crusade”; “Top 5 Myths about the Crusades”; “Knights Templar”.

Assignments:

1. Discussion on the new concept of a Christian Warrior, a new ideal of the defense of Christ and the Military Religious Orders and the Christian states emerged during the Crusades.
2. Quiz.7
3. Essay: Compare Jewish and Muslim accounts of the actions of the Christian crusaders.

MODULE 9. MEDIEVAL ECONOMY

Themes: Medieval economy through the prism of religion. The Temple Society and the State in Medieval West. Churches, clergy and their endowments. Distribution of Church Wealth. Personal Renunciation, Communal possession, and Institutional Funds. The Chronology and the

Causes of the acquisition of Church property. Cities and trade. Medieval merchant guilds. The development of the money market and manufactory production in the centers of Mediterranean trade. The main types of 'economic behavior' of feudal lords, merchants, peasants. General trends and differences in the development of the feudal economy in Western and Eastern Europe.

Read: Wood, Ian, *The Christian Economy of the Early Medieval West: Towards a Temple Society*, 2022 (pdf on Canvas)

Assignment: Written assignment . Answer one of the questions provided below:

1. Exemplify the Christian origins and principles of Medieval economy, and the Christian views on work and earthly goods.
2. Discuss the main features of Monastic Economy.
3. Analyze St. Augustine's and Thomas Aquinas' views on the Property Ownership.
4. Outline the main ideas of the Return to Augustinian Economics.
5. Describe the development of the economy and entrepreneurship in medieval Europe.
6. Compare the key ideas of Salic Law and Riparian Law.
7. Compare the key ideas of Visigothic Code and the Edict of Ostrogothic of king Theodoric.
8. Compare the economic ideas of Jean Buridan, Nicholas Orem, and Antonio Pierozzi.
9. Create a table comparing the views of St. Augustine and Thomas Aquinas on the property ownership.

MODULE 10. MEDIEVAL UNIVERSITY AND THE BIRTH OF ACADEMIC LIBRARY.

Themes: The Great Period of the Universities Founding. Universities of Bologna, Paris, Oxford, Vienna, Heidelberg, & Aberdeen. College System. Scholars and the Monks. Preparation for the University. Seven Liberal Arts and Three Philosophies. Methods of Lecturing. Text-books. Repetitions and Disputations. Student Guilds. Relations to the City. Examinations. Doctorate. Limitations of the Rector's Powers. University Jurisdiction. "Poor Scholars". Latin. Disciplinary Regulations; Introduction of Corporal Punishment. Academic Dress, Meals, College Rooms, Amusements. Career of medieval Student.

Read: Blockmans: Ch.8, Bennet, Ch.7, reading materials on Canvas.

Assignment: Discussion on Medieval University(the details are on Canvas).

MIDTERM

MODULE 11. MEDIEVAL THOUGHT.

Themes: Christian foundations and characteristic features of Medieval philosophy: Theocentrism, Authoritarianism, Traditionalism, Didacticism. Christian revelation and ancient Greek philosophy. Apologetics, Patristics and Scholasticism. Medieval philosophy on: the existence and the nature of God, Creation, man as the image and likeness of God, nature, essence and existence; faith and reason; soul and body; free will. The key figures of medieval philosophy: Augustine (Faith, Certainty, Divine Illumination, Time, Evil, Free Will, Foreknowledge, Morality, Two Cities.); Aquinas (Twofold Truth. Proofs for God. Morality and

Natural Law). Abelard (Why God became Man); Anselm (Ontological Argument); St. Bonaventure (Reconciliation of Theology and Philosophy); Ockham (Nominalism, the Razor); Scotus: (Divine Illumination); Meister Eckhart (Sermons). Islamic and Jewish philosophy: Avicenna; Averroes; Maimonides.

Read:

Augustine, *Confessions* VI, chaps. 1-5; Aquinas, *Summa Contra Gentiles* I, Ch. 3-6; *Summa Contra Gentiles* I, Ch.13-18; 28-36; *Summa Contra Gentiles II*, Ch.15-21 52-54.

<https://www.documentacatholicaomnia.eu/03d/0354->

[0430_Augustinus_Confessionum_Libri_Tredecim-Pusey_Transaltion_EN.pdf](https://www.documentacatholicaomnia.eu/03d/0354-0430_Augustinus_Confessionum_Libri_Tredecim-Pusey_Transaltion_EN.pdf)

Aquinas:

[https://files.ecatholic.com/15471/documents/2016/10/St.%20Thomas%20Aquinas-](https://files.ecatholic.com/15471/documents/2016/10/St.%20Thomas%20Aquinas-The%20Summa%20Contra%20Gentiles.pdf?t=1477680511000)

[The%20Summa%20Contra%20Gentiles.pdf?t=1477680511000](https://files.ecatholic.com/15471/documents/2016/10/St.%20Thomas%20Aquinas-The%20Summa%20Contra%20Gentiles.pdf?t=1477680511000)

Abelard, *The Source of Moral Worth*:

http://individual.utoronto.ca/pking/articles/Abelard_on_Ethics.pdf

Anselm, *Why God became Man*. (Canvas)

Assignments:

I. Discussion on Medieval philosophy.

Questions for the discussion:

1. What are the premises of Anselm's explanation of why God became man?
2. What is sin, according to Anselm?
3. What are Abelard's ideas on Moral worth?
4. What are Aquinas' proofs of the existence of God?
5. What are the main features of Medieval philosophy?
6. Discuss the following Augustine's questions on Free Will: How it is manifest that God exists?
7. Whether free will to be counted among the good things?

II. Quiz on Medieval Philosophy. Study questions are provided on Canvas.

MODULE 12. MEDIEVAL LITERATURE.

Themes: The role of Christianity in the development of Medieval literature. Spiritual discoveries. Mysticism. Medieval literary Canon and Genres. Christian Literature: The Lives of Saints. Rules. Treaties. Didactic Works. Chronicles. Sermons. Medieval Drama: Liturgical Drama; Mystery and Miracle Plays. Chivalric literature: Medieval chivalric romance. Andrey Chaplain's on courtly love. Tristan and Iseult. Arthurian cycle; the Symbolism of Holy Grail and the Round Table. Mythological and heroic poems: Scandinavian epics, the Song of Nibelungs. Christian and pagan motifs in Beowulf. Geoffrey Chaucer's "The Canterbury Tales" and their role in the formation of English national identity. The religious and heroic aspects of the Song of Roland. The "golden age of chivalry" in "Sir Gawain and the Green Knight". Troubadours; Trouvères; and Minnesingers. The genres of troubadours' songs. Urban Medieval Literature: fabliau, satirical epic, allegorical epic. Dante Alighieri: The Divine Comedy. Manuscripts and books: production & preservation.

Read: Blockmans, Ch. 8; Bennett: Ch. 11; The Song of Roland: <http://omacl.org/Roland/> ;
Dante Alighieri: <http://www.onlineliterature.com/dante/inferno/1/>
Medieval Art of Letter- article (Canvas)

Watch: <https://www.youtube.com/watch?v=tUYXGB8Uk4M>

Assignments:

I. Discussion on Medieval Literature.

Questions:

1. What are the main images, episodes, and religious and heroic aspects of the Song of Roland?
2. Identify mythological and historical motifs in Beowulf.
3. Provide two-examples of Christian symbolism in Dante's Divine Comedy.
4. Discuss the cultural projection of "Golden Age of Chivalry" into modern time.

II. Creative assignment : Write your 'Medieval' Letter

MODULE 13. MEDIEVAL ART.

Themes: Historical, theological, and iconographic approaches to the study of Medieval art. Dogmatic, and liturgical foundations of Christian art. The Bible and the Fathers of the Church on the religious art. The symbolic language of Medieval art. The expression of Christian ideas in church architecture and art. Liturgy as a Synthesis of Arts. The Old and the New Testaments in Christian Art. Iconography of Christ and the Virgin Mary. The Christian concepts of beauty. The forms of Christian art: architecture, sculpture, painting (frescoes, icons), mosaics, mural, stained glass, illuminated manuscripts, sewing, embroidery, vestments, carving, vessels, metalwork.

Medieval Art of the Western Europe: Early Architecture and Monumental Painting of Transcaucasia. (IV-V centuries). Early Christian Art of Rome, Naples, Milan and Ravenna: forms and monumental decor of Church architecture; dogmatic and narrative images of mosaics and frescoes; arts and crafts in Italy. (VI-IX centuries).

Carolingian 'Renaissance': painting and medieval miniature (Palatine, Reims, Metz, Tours and Saint-Denis school). New types of manuscripts. Copying of ancient texts. Carolingian Illuminated manuscripts.

Ottonian Art: Sculpture: Reliquary Statues; Reliefs of the Temple Doors; Illuminated manuscripts of the Ottonian Renaissance: new types of manuscripts: evangeliary.

Romanesque art. Romanesque architecture, sculpture, monumental painting, Romanesque. Miniatures.

Gothic style. France as the birthplace of the Gothic style. The elements and features of Gothic architecture, Gothic sculpture. Judaism and Fine Arts: Ancient Synagogues: the history of discoveries and interpretations.

Read:

Snyder, James. *Medieval Art*. Prentice Hall: 1989 (pdf)

Stoddard, Wittney: *Art and Architecture in Medieval France*. Westview Press: 1972. (pdf)

Ferguson, G. *Signs & Symbols in Christian art*. (e-pub)

<https://archive.org/details/signssymbolsinch0000unse/page/n1/mode/2up>

Ottonian Art (pdf): https://www.metmuseum.org/toah/hd/oton/hd_oton.htm

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“The Formation of Visigothic Spain,” in *The Art of Medieval Spain, A.D. 500-1200*, ed. (New York: Metropolitan Museum of Art, 1993), (pdf) & online:

https://books.google.ge/books?id=WdXQnaME1gMC&pg=PR7&dq=the+art+of+medieval+spain&redir_esc=y#v=onepage&q=the%20art%20of%20medieval%20spain&f=false

Moreno-Martín, F.J. Visigoths, Crowns, Crosses, and The Construction of Spain. (pdf)

file:///Users/liliacastle/Desktop/mdv1%20art%20img%20artcls/Visigoths_Crowns_Crosses_and_the_Constru.pdf

Decoding Romanesque Architecture:

<https://www.kaarwan.com/blog/architecture/romanesque-architecture-arches-columns-portals?id=512>

Watch:

Making manuscripts:

<https://www.youtube.com/watch?v=nuNfdHNTv9o>

Lindau Gospel: <https://www.themorgan.org/collection/lindau-gospels>

Medieval & Renaissance Manuscripts (on the Internet in Morgan Library and Museum):

<https://www.themorgan.org/collection/medieval-and-renaissance-manuscripts>

Gallica, an online catalogue of digitized manuscripts:

<https://gallica.bnf.fr/ark:/12148/btv1b6000718s/fl.planchecontact>

Gothic Architecture:

https://www.exploring-castles.com/castle_designs/characteristics_gothic_architecture/

Illuminated manuscripts:

<https://www.nga.gov/conservation/paper/manuscript-project.html#:~:text=Illuminated%20manuscripts%20are%20hand%2Dwritten,monasteries%20as%20their%20earliest%20creators.>

Assignment: Create a PowerPoint project on one of the following topics:

1. Identify and compare the seven elements of Gothic and Romanesque style of the cathedrals provided in the power point on Canvas.
2. Compare Gothic Church, Mosque, and Synagogue focusing on their common and distinguishing features. (The images are on Canvas)
3. Describe a liturgy as a synthesis of the arts.
4. Discuss the role of signs, images and symbols in Medieval art.
5. Explain, why is the church painting called "The Bible in colors"?
6. Exemplify Old and/or New Testament in the art of Medieval churches.
7. Symbolic and allegorical portrayal of Christ the Savior in Christian art;
8. Explain the iconographic representation of Virgin Mary;
9. The depiction of the Biblical events in icons.

MODULE 14. MEDIEVAL SCIENCE & MEDICINE.

Doctors, Diseases. Black Death. Alchemy. The Methods of Prosecution

Read: The Black Death in Decameron by Boccaccio; Chronicles: The Hammer of Witches; Witches; Innocent VIII: Bull. (Canvas)

Watch: Life in the Middle Ages. The Doctor (Canvas)
Assignment: Discussion on Medieval .

MODULE 15. LATE MEDIEVAL SOCIETY.

Religious life. Population, economy and society. War, famine and pestilence. Social contrasts and social conflicts. The consolidation of states. The types of states. Driving forces in the formation of states. The medieval roots of modern culture. Religious responses to laity.

Read: Reading materials are provided on Canvas.

The Term Project due.

Attachment 1.

RE/HI 322 FINAL PROJECT.

Students exemplify in his/her project the prominent role Christianity played in the formation and functioning of Medieval society and culture. (linked to **RE PLO 4.** ‘Generate a substantive project that is animated by the Marianist Charisma’)

Description: Medieval Time was the first and the greatest attempt to build a society upon the fundamental commitments of Christian faith. Medieval man sought to Christianize all spheres of life of the society. **In this project a student will investigate one of the aspects of Medieval culture highlighting its Christian essence.** The project will combine the research paper and its visual presentation. The areas of research and general requirements are provided on Canvas.

PROJECT ASSESSMENT RUBRIC for GELO ‘FORMATION IN FAITH’

The following standards will be applied to assess the research paper & its presentation.

Research Paper Requirements					
Standards	5 Exemplary	3 Satisfactory	1 Emerging	Weight	Total Score
Introduction	Clearly states the goal of the research; Provides the overview of the literature used in the research; describes the structure of the paper.	Identifies but not clearly states the Goal of the research; Provides the overview of the literature used in	Not clearly states the Goal of the research; Does not provide an overview of the literature or the	X2	

		the research; does not describe the structure of the paper.	structure of the paper		
Main part	Communicates superior grasp of the topic of the research & presents the relevant material in clear, structured and thoughtful way	Communicates a good grasp of the topic of the research & presents relevant material in not well-structured way.	Shows inadequate understanding of the topic; uses poor logic presenting material irrelevant to the topic.	X2	
Conclusion	Summarizes the main ideas; draws conclusions; explains the significance of the topic	Summarizes the main ideas, but does not clearly explain the significance of the topic	Poorly summarizes the topic discussed; does not explain the significance of the topic	X 1	
Citation of the sources	Consistently provides high-quality, credible, relevant sources while accurately using citation standards.	Consistently provides citations using the relevant but not always credible sources.	Uses sources But does not provide citations.	X 1	
Christian essence & characteristic features	Explains the Christian essence of Medieval cultural phenomenon presented in the paper.	Christian essence of Medieval cultural phenomenon is mentioned, but not elaborated.	Christian essence of Medieval cultural phenomenon is not mentioned.	X2	
Mechanics and documentation	Is free or almost free of errors of grammar, spelling, and writing mechanics.	Has some errors, but they don't distract from the meaning of the content.	Has errors that obscure the meaning of the content.	X 1	
Visualization of the presentation (PowerPoint and video)					
The use of media; the quality of visual resources	Contains required amount of good quality slides from medieval sources; contains relevant documentary, and 2	Contains required amount of good quality slides & relevant documentary, but does not contain the	Slides are distorted and poorly selected; does not contain a documentary &	X1	

	min. own video about the research.	own video about the research.	does not contain the own video		
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General Requirements for the written part of the project:

1. At least Five Sources
2. 1300 min - 1500 words (4 - 5 pages), double spaced, 10 pt.
3. Footnotes, Works Cited Page, bibliography.
4. Cover Page - Name, Class, Teacher, Time, Title.
5. Paper should have an introduction, a major part, and a conclusion.
6. In the introduction student has to describe the goal of his/her research and the sources used (describe in one –two sentences the ideas or facts taken from each source)

Some of the topics for the projects:

1. Christianization of the Medieval Europe
2. Medieval Heresies and Heretics.
3. Christian Ideal in a Daily Life of a Monk in the Middle Ages.
4. Sacralization of Royal Power.
5. Christian Burial Customs in Medieval Europe.
6. Search for the Miracle: The Perception of the Miraculous in the Medieval West.
7. Christian Pilgrimage in Medieval Europe.
8. Medieval Journeys to the Holy Land.
9. Church chronicles as a source of geographical knowledge.
10. Christian Crafts in the Middle Ages.
11. Light and color in Western Christian art
12. The role of the music in Catholic Christian service.
13. Decorative and applied art of the XI-XIV centuries.

14. Liturgical Drama in the Middle Ages.
15. Christianity and Books in the Middle Ages
16. The Role of Christianity in Medieval Medicine.
17. The Medieval Art of Letter Writing.
18. Time and Space in the Medieval World View.
19. Western European iconography in one of the themes of Medieval Art:
Annunciation. - Christ. -Mother of God. -Feast of the Transfiguration. - Ascension. - Pentecost. - Last Supper. - Resurrection of Lazarus. - Baptism. -Assumption of Virgin Mary.
20. *The Entry of the Lord into Jerusalem* in frescoes, miniatures and sculpture of Medieval Europe.
21. *The Holy Trinity* in Christian Art of Western Europe.
22. The Theme of the *Entombment* in Christian Art of Western Europe.
23. Western European iconography of the *Crucifixion*.
24. *The Last Judgment* in Romanesque and Gothic art.
25. Christian symbols in Medieval heraldry
26. Christian features of Medieval City in the Images of Medieval Art.
27. The particular features of the Illuminated manuscripts of the Carolingian era
28. The Representation of Medieval Hunting in the Illuminated Manuscript *Le livre de chasse*
29. Biblical foundations of Christian art: Temple as an image of the world.
30. The role of mosaics and frescoes in the decoration of Christian temple.

31. Christian art and Holy Scripture: church painting as a "The Bible in colors".
32. Romanesque and Gothic styles in the art of Western Europe: Comparative analysis.
33. The religious symbolism of decorative and applied arts: Vestments, sewing, church vessels, etc.

34. Life and Customs of Medieval Merchants; Christian Attitude Toward Trade and Merchants.
35. Change and continuity in the types of Medieval Towns and Commerce.
36. Christian and Muslim Merchants in the Middle Ages.
37. Marco Polo and his "*Book of Wonders of the World*"

38. Gender History of Medieval European Society: Theoretical Aspects
39. The position of a Medieval woman according to medieval legal documents (barbaric 'truths', city statutes, state legal acts and regulations).
40. Gender relations in the Medieval West: love, marriage, and family.
41. The social and legal status of women in the Medieval West.
42. The status and position of women in Byzantium
43. The life of a noble woman in the Medieval Europe.
44. Eleanor of Aquitaine: 'the rebel on the throne'.
45. The image of Joan of Arc through the eyes of contemporaries and historians.
46. The image of Joan of Arc in literature and art
47. Women's upbringing and education in the Middle Ages

48. War in medieval Europe: The Knightly Art of Battle; War and Society; the Reflection of War in Medieval Chronicles.
49. Change and continuity in Medieval Military and Defense Systems
50. The Christian essence of the Knightly ethos and Medieval Chivalry
51. Charlemagne's unification of Europe by promoting education and Christianization of his subjects.
52. The First Crusade as it depicted in the *Alexiad* by Anna Comnena.
53. The Fourth Crusade through the eyes of its Participants.
54. Interreligious interaction during the Crusades.

55. Wandering as a way of life in Medieval Culture.
56. Medieval pilgrimage in *The Canterbury Tales* by Geoffrey Chaucer.
57. The image of the Mongol in the Chronicles and Diaries of the Catholic missions of the XIII century.
58. Shipbuilders and shipbuilding of the Northern Europe in the early Middle Ages.
59. Traditions of hospitality among the Germanic and Celtic people.
60. Jewish culture in Medieval Europe.
61. Culinary practices and Eating habits of the Middle Ages. The ritual food.
62. Games and Entertainment of Medieval Townspeople.
63. Poverty and Welfare in the Medieval West.

Attachment 2.

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Malleus Maleficarum of Heinrich Kramer and James Sprenger, Tr. by Rev. Montague Summers. *The Rule of Saint Benedict*. The Hours of Catharine of Cleves. Ed. George Brasiller, N.Y. 1967
 Iamblichus *On the Mysteries of The Egyptians, Chaldeans And Assyrians*

Thomas Sir Malory. *Le Morte d'Arthur*. 2003 (also, on: <http://www.sacred-texts.com/neu/mart/index.htm>)
 Aberth, John. *The First Horseman*, Prentice Hall, New Jersey, 2007
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 Cook, William R. and Herzman, Ronald B., *The Medieval World View*. Oxford University Press, 2004.
 Le Goff, Jacques, *The Medieval World*. Collins and Brown, 1990
 Oakley, Francis, *The Medieval Experience*. University of Toronto, 1988.
Oxford Illustrated History of Medieval Europe, Ed. By George Holmes, Oxford University Press, 1988
The History of the Church: From Christ to Constantine. Tr. by G.A. Williamson, with introduction by Andrew Louth. Penguin Classics:1993.
Medieval Memories: Men, Women and the Past, 700-1300, Ed. By Elizabeth van Houts, 2001
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Medieval Reader, Ed. by Norman F. Cantor, Harper Collins Publishers,1994
 Phillips, Jonathan. *The Crusades, 1095-1197*. Pearson Education, 2002
 Pearsall, Derek. *Gothic Europe 1200-1450*. Pearson Education, 2001
 Markale, Jean. *The Celts*. Inner Traditions International, 1978
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Wickham, Chris. Medieval Europe: Yale University Press, 2016.
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Medieval Economy:

Wood, Ian. *The Christian Economy of the Early Medieval West: Towards a Temple Society*. Punctum Books; 2022. (pdf).

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Medieval Philosophy, Ed. By John F. Wippel and Allan B. Wolter. Collier Macmillan Publishers, London, N.Y., 1969
 Meister Eckhart. *Selected Writings*. Penguin Books, 1994
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R.W. Southern. *St Anselm and his Biographer*

M.J. Charlesworth. *St Anselm's Proslogion*

Abelard:

D. Luscombe. *Peter Abelard*

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