



**SYLLABUS FOR HISTORY 322<sup>10</sup> / RELIGION 322: medieval life & thought**

**WILLIS H A MOORE, M ED., INSTRUCTOR**

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**OFFICE TIME AND CONSULTATION: APPOINTMENT, USUALLY BEFORE OR AFTER CLASS. YOU MAY TELEPHONE ANYTIME!!!**

**REQUIRED MATERIALS:**

**TEXT: MEDIEVAL EUROPE: A SHORT HISTORY, C WARREN HOLLISTER  
HISTORIC ATLAS, OR MATERIALS PROVIDED BY INSTRUCTOR**

**OPTIONAL MATERIALS:**

**MEDIEVAL EUROPE: A SHORT SOURCEBOOK, MCGRAW-HILL, 1992  
MEDIEVAL PEOPLE, EILEEN POWER**

**COURSE DESCRIPTION:**

THE MIDDLE AGES CAN BE CALLED "THE DARK AGES", "A HICCUP," AND A VARIETY OF OTHER NAMES---GENERALLY BEGINNING ABOUT 300A.D. AND ENDING IN 1492---THE FIRST VOYAGE WESTWARD BY COLUMBUS. WHILE THERE IS NO STARTING POINT/EVENT/PERSONALITY, COLUMBUS IS THE SYMBOLIC END OF THE MEDIEVAL/MIDDLE AGES.....WHICH WERE FOLLOWED BY THE REFORMATION, COUNTER-REFORMATION, AGE OF EXPLORATION, AND PRE-MODERN EUROPE.

THIS COURSE INTEGRATES THE PERSPECTIVES OF HISTORY AND RELIGION INTO THE STUDY OF MEDIEVAL EUROPE. MORE SPECIFICALLY, RELIGIOUS HISTORY COMBINES INSIGHT INTO THE NATURE OF RELIGIOUS STRUCTURES (AND STRICTURES!), AND EXPERIENCES WITH THE UNDERSTANDING OF POLITICAL, ECONOMIC, AND SOCIAL IMPACTS.

THIS COURSE WILL FOCUS ON INDIVIDUALS AND THEIR RELATIONSHIPS TO THEIR CHANGING SOCIO-RELIGIOUS POLITICAL SCENES.

WHILE ROOTED FIRMLY IN ANTECEDENT CIVILIZATIONS OF GREECE AND ROME, MEDIEVAL EUROPE DEVELOPED INTO ITS OWN IDENTITIES AND DIRECTIONS. THE PERSONALITIES OF MEDIEVAL EUROPE LAID THE GROUNDWORK ON WHICH THE ECONOMIC AND POLITICAL IMPACT OF EUROPE OVER THE REST OF THE WORLD WOULD BE BASED. IT IS ALSO IMPORTANT TO AKNOWLEDGE THE "EASTERN ORTHODOX/BYZANTINE" CIVILIZATION, THE MUSLIMS, AND THE OTTOMAN TURKS IN HELPING TO FORM PRE-MODERN EUROPE.

BY THE END OF THE MEDIEVAL PERIOD, EUROPE WAS POISED FOR A MAJOR RELIGIOUS UPHEAVAL IN THE FORM OF PROTESTANTISM AND THE COUNTER-REFORMATION IN THE CHURCH OF ROME. THIS DYNAMIC TENSION PROVIDED IMPETUS FOR SCIENTIFIC AND HUMANISTIC DEVELOPMENTS IN EUROPE WHICH OCCURRED NOWHERE ELSE ON EARTH!

OBJECTIVES OF THIS COURSE:

The student will be able to demonstrate an ability to

1. explain socio-religious developments and turning points of MEDIEVAL EUROPE;
2. overcome nationalistic, ethnocentric, political, or religious biases in favor of a global view of Medieval Europe;
3. analyze the lives of individual personalities, using biography, videos, autobiographies and other primary sources;
4. evaluate the significance of individuals by examining their reputation during their lifetime and after their death.

THE COURSE WILL INVOLVE:

Lectures with discussion and questions format, based on the readings assignments and on additional, outside reading;  
Films, slides, videos as appropriate and feasible;  
Student presentations.

CLASS ATTENDANCE IS REQUIRED:

ROLL will be taken at each meeting of the class.  
Instructor is aware of and will be helpful in dealing with illness, TAD, work, or other conflicts. If you know you cannot attend class, TELEPHONE IN ADVANCE; if you missed class due to last-minute circumstances, TELEPHONE ASAP to discuss.

YOUR GRADE:

Based on 100 points, you will earn your grade as follows:

Class attendance & Participation	10 points
1/2 map quiz(zes)	5-10 points
BIOGRAPHICAL REPORT	20 points
ANNOTATED BOOK REPORT	20 points
MID TERM EXAMINATION---essay type	20 points
FINAL EXAMINATION---essay type	25 points
OPTIONAL, EXTRA CREDIT: Videos, paper, project	up to 20 points
TOTAL:	120 points

90+ = "A"

80+ = "B"

70+ = "C"

60+ = "D"

59 or below is a failing grade

Consult with instructor early if you have extra credit ideas / or / to get his extra-credit ideas.

HISTORY & RELIGION 322  
MEDIEVAL LIFE & THOUGHT  
SYLLABUS - - -

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ASSIGNMENTS:

- WEEK/SESSION #1 INTRODUCTIONS, SCHEDULE, ASSIGNMENTS, SYLLABUS,  
"THE WORLD IN 300A.D."  
CHAPTER 1
- WEEK/SESSION #2 LECTURE & DISCUSSION ON TEXT, CHAPTERS 2& 3  
CHECK ON BIOGRAPHICAL REPORT CHOICES;
- WEEK/SESSION #3 LECTURE & DISCUSSION ON TEXT, CHAPTERS 4 & 5  
ANYONE WITH BIO REPORT READY?
- WEEK/SESSION #4 LECTURE & DISCUSSION ON TEXT, CHAPTERS 6 & 7  
BIOGRAPHY REPORTS?
- WEEK/SESSION #5 MID-TERM EXAMINATION: ESSAY TYPE
- WEEK/SESSION #6 LECTURE & DISCUSSION ON TEXT CHAPTERS 8 & 9  
BIOGRAPHY REPORTS TO CLASS  
BOOK CHOSEN.....ANY READY TO REPORT?
- WEEK/SESSION #7 LECTURE & DISCUSSION ON TEXT CHAPTERS 10 & 11  
BIOGRAPHY & BOOK REVIEWS  
MAP QUIZ
- WEEK/SESSION #8 LECTURE & DISCUSSION ON TEXT CHAPTERS 12 & 13  
BIOGRAPHY & BOOK REVIEWS
- WEEK/SESSION #9 LECTURE & DISCUSSION ON TEXT CHAPTERS 14 & 15  
BIOGRAPHY & BOOK REVIEWS
- WEEK/SESSION #10 LECTURE & DISCUSSION ON TEXT CHAPTER 16  
FINAL EXAMINATION  
ALL WORK DUE AT THIS CLASS!!!

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#### PROCEDURES:

The assignment in the syllabus is your assignment for the start of class that week. Class participation, comments, agreements and disagreements are encouraged: your opinions and information are critical to the value of this class for all concerned!

#### THE MAP TEST(S)

From list(s) provided you earlier, you will be asked to locate major rivers, features, cities, etc., on an outline map of Europe. The goal of the map test(s) is that you know geographic features of Europe.

#### THE BIOGRAPHICAL REPORT

4-6 Pages written about one of the folk found in MEDIEVAL PEOPLE, or from some other source. Half your paper should give the facts of this person's life and the other half of your paper should discuss the impacts of this person---i.e. why talk about this person at all?

#### THE ANNOTATED BOOK REPORT

You must choose a book other than the texts, read it, then write 5-7 pages of annotated book review. Use 2-3 pages to discuss the book, summarize it, and use 3-5 pages to critique the book, criticize or relate to some aspects you have learned.

HOPEFULLY BOTH OF THE ABOVE WILL BE SHARED WITH CLASS ORALLY.

EXAMINATIONS will be the essay type - - -

discuss..., comment..., support or disagree... with questions asked or statements given. From a list of such questions and statements, you will be allowed to choose the number to be answered.

NOTA BENE!! Owing to CHAMINADE UNIVERSITY'S REQUIREMENTS FOR GRADE REPORTS, all work must be completed by the end of classtime on Session #10. There can be NO GRACE period.

## SOME IDEAS TO KEEP IN MIND:

In a survey course an effort is made to cover human activities and achievements spanning a number of centuries and/or areas. This course takes various "snapshot" looks at dozens of diverse cultures and forces affecting 21st Century life.

**YOUR JOB IS TO TRY TO SEE "FORESTS" AND NOT JUST COUNT "THE TREES!"**

**AS YOU TRY TO SEE "FORESTS", INSTEAD OF TREES, CONSIDER:**

--Humans are now, and have been, making adjustments to or modifying their geographic environment for many centuries. Humans alone possess the abilities to make significant modifications to their environments; and they have been doing so more and more rapidly during the 20th Century.

--The way humans subsist, earn their living, had/has a direct impact on life and culture. Food gatherers and hunters had lifestyles quite different from later food growers and animal husbanders, and still later, commercial and industrial peoples.

--People began to evolve social-economic-religious "class structures" in early neolithic times. In some cultures there was/is mobility in class (status) and in other cultures there was/is little or no mobility from one class to another.

--The question of who "rules" (governs) within a culture or society is a constant issue. Competition for a ruling role is sometimes between ambitious individuals, and at other times between groups or classes.

--There is evidence that during peaceful times the "wealthy" rule or control societies; but in times of internal or external crises, the rule falls to the military. Dismantling "arbitrary" rule after a time of crisis is/has been a major problem; there is reluctance to give up power.

--In a broad sense, cultures, societies, and states follow a scenario: rise, plateau of success and achievement, then decline. Why this is so is debateable: where are we now?

--A portion of what cultures, societies, and states accomplish does not "die" with them; rather it is passed on as heritage or precedent for subsequent cultures and states.

--Most cultures, societies, states are an amalgamation of synthesis of their own immediate environment circumstances and of borrowing from the past. Past achievement and ideas were transferred by military conquest, commercial activity, and religious movements.

**WHEN YOU FINISH READING A CHAPTER IN THE TEXT(S), OR A BOOK, "BACK OFFF" AND ASK YOURSELF, "WHAT IS THE BIG PICTURE HERE?" THE MIDTERM AND FINAL EXAMINATIONS WILL SEEK TO ASCERTAIN TO WHAT EXTENT YOU HAVE "THE BIG PICTURE"---Facts you can find as needed.**

