



CHAMINADE UNIVERSITY  
OF HONOLULU

Waialae Avenue • Honolulu, Hawaii 96816-1578

WILLIS MOORE

Sp '02  
Evening

HI/REL 32230

MEDIEVAL LIFE & THOUGHT

+++WILLIS H A MOORE, MED ----INSTRUCTOR

E-MAIL: whanoore@hawaii.rr.com

TELEPHONE: 808-521-7779

MAIL: 49 S HOTEL STREET, HONOLULU HI 96813-3108

+++CONSULTATION TIME IS BEFORE/AFTER CLASS, OR BY APPOINTMENT.

REQUIRED MATERIALS:

TEXT - - MEDIEVAL EUROPE: A SORT HISTORY, C WARREN HOLLISTER  
HISTORIC ATLAS /or/ MAP (Suggestions from Instructor)

SUPPLEMENTAL READINGS BOOKLET: MEDIEVAL PEOPLE: SOME SAINTS & SINNERS

INTRODUCTION:

"THE MIDDLE AGES" IS A TIME PERIOD BETWEEN THE END OF ROMAN RULE IN EUROPE/NORTH AFRICA, AND THE RENAISSANCE. FOR CONVENIENCE, "THE MIDDLE AGES" CAN ORIGINATE WITH ROMAN EMPEROR CONSTANTINE AND THE COUNCIL OF NICAIA 325AD. "THE MIDDLE AGES" SYMBOLICALLY END WITH THE FIRST VOYAGE OF CRISTOBAL COLON (COLUMBUS) IN 1492.

ADDITIONAL DESCRIPTION:

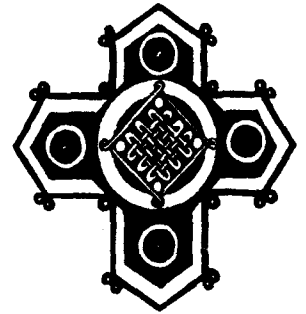
THIS COURSE INTEGRATES THE PERSPECTIVES OF HISTORY AND RELIGION INTO THE STUDY OF MEDIEVAL EUROPE. GENERALLY THIS COURSE IS THE STORY OF THE CHRISTIAN (ROMAN) CHURCH DEVELOPPING IN WESTERN EUROPE; HOWEVER SIGNIFICANT INFLUENCES FROM EASTERN (ORTHODOX) CHRISTIANITY AND ISLAM ARE ALSO INCLUDED IN "EUROPE'S STORY."

SPECIAL EMPHASIS WILL BE GIVEN TO INDIVIDUAL MEN AND WOMEN WHO SHAPED THE LIFE AND THOUGHT OF THE MIDDLE AGES....MORESO THAN STUDYING "BATTLES AND KINGS." MEDIEVAL EUROPE PRODUCED PROFOUND THOUGHT, POLITICAL STRUCTURES, AND FOUNDATIONS OF AN "OUTWARD-REACHING" EUROPE IN THE LATE 15th CENTURY.

THERE WERE MEN AND WOMEN, CHILDREN AND THE AGING, THERE WAS LOVE AND SEX, VALOUR, CORRUPTION, GREED AND GENEROUSITY IN THE LIFE OF MEDIEVAL EUROPE. STUDENTS MAY EXPECT TO SELECT A BOOK AND CONCENTRATE ON SOME SPEFICIF PERSONALITY OR TOPIC FROM "THE MIDDLE AGES."

CERTAINLY "THE MIDDLE AGES" CONTAINED "DARK TIMES," THE TERM, "DARK AGES" REALLY DOES NOT ADEQUATELY DESCRIBE 1200 YEARS OF EUROPEAN ISTORY!

# Chaminade University



HISTORY / RELIGION 322  
MEDIEVAL LIFE & THOUGHT

Willis H A Moore, M Ed., Instructor

SYLLABUS - - - page -2-

## OBJECTIVES OF THIS COURSE:

As a participant, you 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:

In class time lectures, discussions---based on the readings assignments and on your outside readings/research;

There will be films, slides, videos as appropriate and feasible;

There will be student presentations;

There will be classtimes scheduled for the HONOLULU ACADEMY OF ARTS, and for THE CATHEDRAL CHURCH OF OUR LADY OF PEACE and ST ANDREW'S CATHEDRAL.

There will be personal, and e-mail consultations throughout the class.

## CLASS ATTENDANCE AND PARTICIPATION IS REQUIRED!!

## YOUR GRADE:

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

Class attendance and participation, up to	10 points
1 or 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 OPPORTUNITIES	variable bonuses

90+	= "A"
80+	= "B"
70+	= "C"
60+	= "D"

CONSULT WITH INSTRUCTOR EARLY IF YOU HAVE EXTRA CREDIT IDEAS / or / to get extra credit ideas.



HI/REL 322

MEDIEVAL LIFE & THOUGHT

WILLIS H A MOORE, INSTRUCTOR

SYLLABUS - - - page 3

COURSE REQUIREMENTS IN DETAIL:

COME TO CLASS!

THE INSTRUCTOR WILL PREPARE CAREFULLY FOR EACH CLASS.

YOU RECEIVE ONE "POINT" FOR CLASS ATTENDANCE---ENTIRE CLASSTIME!

THE MAP TEST:

HISTORY DOES **NOT** HAPPEN IN A VACUUM---IT HAPPENS SOMEWHERE.

YOU WILL BE GIVEN A LIST OF PLACES (MOSTLY IN EUROPE) TO FIND ON A MAP AT HOME. THE TEST(S) WILL CONSIST OF A LIST TAKEN FROM THE HANDOUT LIST: YOU WILL LOCATE 25 PLACES ON A MAP OF EUROPE PROVIDED BY THE INSTRUCTOR.

THIS IS WORTH 5 POINTS

A BIOGRAPHICAL REPORT: --- WORTH 20 POINTS

YOU ARE TO PREPARE A 4-6 PAGE WRITTEN REPORT ABOUT ONE OF THE FOLK FOUND IN **MEDIEVAL PEOPLE**, OR FROM SOME OTHER COURCES. ONE HALF OF YOUR PAPER SHOULD DISCUSS THE IMPACTS OF THIS PERSON; ONE HALF WILL GIVE THE FACTS OF THIS PERSON'S LIFE. YOU SHOULD THINK THROUGH THE QUESTION, " WHO WAS THIS PERSON AND WHY SHOULD WE CARE?"

PLEASE PLAN TO SHARE YOUR REPORT WITH THE CLASS.

ANNOTATED BOOK REPORT: ---WORTH 20 POINTS

YOU MUST CHOOSE AND READ A BOOK OTHER THAN THE TEXT(S). YOU MUST READ THIS BOOK, 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, CRITICISE OR RELATE TO SOME THINGS YOU HAVE LEARNED IN THIS COURSE.

PLEASE PLAN TO SHARE YOUR REPORT WITH THE CLASS.

BOTH EXAMINATIONS WILL BE THE "ESSAY TYPE---"

YOU SHOULD 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: ALL WORK, REPORTS, EXTRA CREDIT, ETC MUST BE TURNED IN AT THE LAST CLASS....THERE ARE NO "LATE" PROVISIONS.



SEPTEMBER 2001 - - INTERIM TERM

- SESSION #1: INTRODUCTIONS, SCHEDULE, ASSIGNMENTS, SYLLABUS  
LECTURE! THE WORLD IN 200 A.D.  
TEXT CHAPTER 1
- SESSION #2: LECTURE & DISCUSSION ON TEXT, CHAPTERS 2 & 3,  
BIOGRAPHICAL REPORT SUBJECT DUE
- SESSION #2A SPECIAL, EXTRA, MAKE-UP CLASS  
SUNDAY TOUR OF CATHEDRALS:  
OUR LADY OF PEACE, ROMAN CO-CATHEDRAL  
ST ANDREW'S CATHEDRAL (ANGLICAN)--GOTHIC SPLENDOR
- SESSION #3 LECTURE & DISCUSSION ON TEXT, CHAPTERS 4 & 5  
CHOOSE YOUR BOOK BY TODAY
- SESSION #4 AT HOME: YOU SHOULD READ TEXT CHAPTERS 6 & 7,  
READ YOUR CHOSEN BOOK  
WORK ON BIOGRAPHY REPORT (FINISH?)
- SESSION #5 BRIEF REVIEW OF CHAPTERS 6 & 7  
MIDTERM EXAMINATION COVERING CHAPTERS 1-7  
\*\*\*\*CLASS WILL CONVENE One-Half Hour later than schedule
- SESSION #6 LECTURE & DISCUSSION ON TEXT, CHAPTERS 8 & 9  
BIOGRAPHICAL REPORTS IN CLASS
- SESSION #7 READ TEXT CHAPTERS 10 & 11  
SPECIAL IN-CLASS OPPORTUNITY
- SESSION #8 LECTURE & DISCUSSION ON TEXT, CHAPTERS 12 & 13  
BIOGRAPHICAL REPORT & BOOK REPORTS IN CLASS
- SESSION #9 LECTURE & DISCUSSION ON TEXT, CHAPTERS 14 & 15  
BIOGRAPHICAL REPORTS AND BOOK REPORTS IN CLASS
- SESSION #10 MAP QUIZ  
FINAL EXAMINATION....COVERS ENTIRE TEXT

**YOU ARE ENTITLED TO 40 HOURS OF CLASSTIME/INSTRUCTOR TIME!**

EXPECT CLASSES TO START ON TIME AND FILL THE SCHEDULED LENGTH;  
EXPECT ONE "EXTRA OPPORTUNITY" TO HOLD CLASS IN DOWNTOWN HONOLULU  
VISITING TWO CATHEDRALS:  
EXPECT ONE "EXTRA OPPORTUNITY" TO HOLD CLASS AT THE HONOLULU  
ACADEMY OF ARTS, TO SEE MEDIEVAL ART.

INSTRUCTOR'S E-MAIL IS: whanoore@hawaii.rr.com----USE IT!

**THANK YOU FOR TAKING THIS CLASS!!**

**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.**