

STMA 517 Medieval Church History**Spring 2014 Wednesday 5:45-8:35****Fr. Michael Raschko,**

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Office Hours: by appointment

COURSE DESCRIPTION

An overview of the history of Christianity from the Merovingian period to the dawn of the Reformation. Attention will be paid to the development of the life of the Church in its cultural context and to the development of its theological thought.

TEXTS

Joseph H. Lynch, *The Medieval Church, A Brief History*, Longman.

Carl A. Volz, *The Medieval Church, From the Dawn of the Middle Ages to the Eve of the Reformation*, Abingdon.

Norman Cantor, *Civilization of the Middle Ages*, Harper Perrenial.

Ray C. Petry, *Late Medieval Mysticism*, Westminster Press.

Eugene R. Fairweather, ed., *A Scholastic Miscellany*, McMillan Company.

Anselm, *Cur Deus Homo*,

<http://www.fordham.edu/halsall/basis/anselm-curdeus.html>

Monica Furlong, *Visions and Longings, Medieval Women Mystics*, Shambhala.

Thomas Aquinas on the nature of theology: *Summa Theologica*, Part 1, Question 1.

<http://www.newadvent.org/summa/1001.htm>

Thomas Aquinas on the Existence of God: *Summa Theologica*, Part 1, Question 2.

<http://www.newadvent.org/summa/1002.htm>

Thomas Aquinas on Grace: *Summa Theologica*, Part 1 of the Second Part (Prima Secundae), Questions 109-114.

<http://www.newadvent.org/summa/2109.htm>

<http://www.newadvent.org/summa/2110.htm>

<http://www.newadvent.org/summa/2111.htm>

<http://www.newadvent.org/summa/2112.htm>

<http://www.newadvent.org/summa/2113.htm>

<http://www.newadvent.org/summa/2114.htm>

Bonaventure, *The Mind's Road to God*

<http://www.ewtn.com/library/SOURCES/ROAD.TXT>

COURSE OUTLINE

You should read Lynch and Cantor in their entirety by the end of the quarter. Cantor gives a good overview of the Medieval period and Lynch does the same for the Church in the medieval period.

Session (April 2): The formation of the first Europe.

We will concentrate on:

Background:

Constantinople and Rome

The Emergence of Islam

Augustine

Gregory the Great

Boniface and the invasion of the Irish Monks

Charlemagne

Helpful Readings: Lynch, chapters 1-4

Cantor chapters 5-7

Volz, pages 28-58.

Session 2 (April 9): The intellectual heritage of early Europe

We will concentrate on:

The Medieval Intellectual Inheritance

Carolingian Church and Theology.

Helpful Readings: Lynch 65-96

Cantor 66-88.

Session 3 (April 16): The Collapse of the Carolingian Empire and the Emergence of New Centers of Power

We will concentrate on

The collapse of the Carolingian empire;

The emergence of the Ottonians and the Normans;

Relations with Byzantine Christianity;

The development of the papacy

Helpful readings: Lynch 97-135

Cantor 155-160, 173-183, 225-233 and 205-218.

Volz. 58-69.

Session 4 (April 23): Early Reform Movements and the Revolution of the 11th Century

We will concentrate on:

The Clunian reform

the investiture controversy.

Early Scholasticism

Helpful readings: Lynch, 108-113, 136-150

Cantor 243-279 and 305-318.

Volz, 77-91.

discussion of primary texts:

Anselm (Fairweather, 66-99)

Hildegard (Furlong 86-101)

Session 5 (April 30): The Twelfth Century

In this session we will concentrate on:

The Crusades
 The emergence of the Mendicant orders;
 The emergence of Aristotle;
 Romanesque and Gothic.

Helpful Readings: Lynch, 151-302 over the next 3 weeks
 Cantor 428-433, 357-372, and 289-303.
 Volz, 81-86.

discussion of primary texts:

Hugh of St. Victor (Fairweather, 300-318)
 Richard of St. Victor (Fairweather, 319-331)
 The Beguines and Claire (Furlong 104-147)

Session 6 (May 7): Theological developments in Scholasticism:

We will concentrate on:

Anselm, Abelard, Bernard of Clairvaux, and Peter Lombard.

Read: Volz chapter 6.

discussion of primary texts:

Abelard (Fairweather, 276-299)
 Bernard (Petry, 54-78)
 Heloise (Furlong 53-67)

Session 7 (May 14): Thomas Aquinas.

discussion of primary texts

Read: Aquinas, On the Nature of Theology (Summa Theologica, Part 1, Question 1)

On the Existence of God (Summa Theologica, Part 1, Question 2)

Session 8 (May 21): Thomas Aquinas and Bonaventure

discussion of primary texts:

Aquinas, On Grace (Questions 109-114)
 Bonaventure: The Mind's Road to God.

Session 9 (May 28): The Late Medieval Breakdown

In this session we will concentrate on:

Avignon,
 The Great Western Schism,
 Conciliarism,
 Nominalism.

Helpful Readings: Lynch, pp. 303-345 over the next 2 weeks
 Cantor, 84-393, 475-540
 Volz, chapters 8 and 9

discussion of primary texts:

Scotus (Fairweather, 428-436)
Ockham (Fairweather 437-442)
Eckhart (Petry, 177-207)
Catherine (Petry 270-284)

Session 10 (June 4): The Renaissance and the Dawn of the Reformation

In this session we will concentrate on

Late medieval mysticism;

Renaissance

Pre-Reformation developments.

Helpful Readings: Cantor 540-566

Volz chapter 10.

discussion of primary texts:

German Theology (Petry, 327-350)

Julian, (Furlong, 189-246)

CLASS ASSIGNMENTS

1. Completion of all reading assignments.
2. Class participation.
3. Pick a topic (person, place, event, etc.) from the medieval period of Church history on whom you would like to do a bit of research. On the basis of that research write a 1500 page essay on that topic. Be sure to set the topic in its historical setting and discuss the contribution it made to its age. Due at the 6th class session.
4. Pick a second topic and do the same. Due at the 10th class session.
5. Be careful what you consider research. Wikipedia and the like may be fine for dates and places but I would not consider it a solid source.
6. Form for the papers:
 - Papers are to be double spaced, paginated, and handed in without a cover.
 - Simply staple the paper in the upper left hand corner.
 - Use footnotes (not endnotes) and a bibliography
 - Follow the general guidelines for written material for the School of Theology and Ministry;
 - Always keep a copy of your paper.

Some keys to writing a good paper:

- 1) advance a thesis – a basic point – that is easily identifiable, plausible, novel, compelling, insightful, and crystal clear [see Part One, Chapter 2 of *Simon and Schuster Handbook for Writers*];
- 2) display a structure or organization of materials that is solid, evident, understandable, and appropriate to your thesis – in particular, transitions from point to point must be smooth, each paragraph must have its own topic sentence, and all paragraphs must somehow advance your thesis [see Part One, Chapter 3 of *Simon and Schuster Handbook for Writers*];
- 3) make use of appropriate evidence to support your points – do not just make assertions, but offer your reader reasons why s/he should accept your assertions and, thereby, embrace your thesis (such evidence may come from other texts and artifacts, judiciously selected, as well as your own experience, carefully articulated) [see Part One, Chapters 4 and 5 of *Simon and Schuster Handbook for Writers*];
- 4) reflect sound argumentation – all ideas should flow together smoothly, you might anticipate and answer counterarguments to your thesis, as well as making novel connections to other experiences and ideas [see Part One, Chapters 4 and 5 of *Simon and Schuster Handbook for Writers*];
- 5) demonstrate good mechanics – sentence structure, grammar, punctuation, style of citation of sources, and spelling [see Parts Two through Five of *Simon and Schuster Handbook for Writers*, as needed, and make consistent use of one of the three style guides (MLA, APA, or Chicago) provided in Part Five, Chapters 34-36].

GRADING:

First paper: 45%

Second Paper: 45%

Class participation: 10%

Class participation includes attendance at every class.

A SHORT BIBLIOGRAPHY

Norman F. Cantor, *The Civilization of the Middle Ages* (New York: Harper Perennial, 1993).

Norman F. Cantor, *Inventing the Middle Ages* (New York: Quill, William Morrow, 1991).

G. R. Evans, *The Medieval Theologians, An Introduction to Theology in the Medieval Period* (Malden Massachusetts: Blackwell Publishers, 2001).

David Knowles, *The Evolution of Medieval Thought* (New York: Vintage Books, 1962).

Joseph Pieper, *Scholasticism: Personalities and Problems of Medieval Philosophy* (New York: McGraw-Hill, 1964).

Frederick Copleston, S.J., *A History of Philosophy, Volume 2: Mediaeval Philosophy* (New York: Doubleday Image Books, 1962).

R.W. Southern, *Western Society and the Church in the Middle Ages* (Harmondsworth, Middlesex: Penguin Books, 1970).

Jaroslav Pelikan, *The Growth of Medieval Theology* (Chicago: University of Chicago Press, 1978)

David Knowles with Dimitri Obolensky, *The Christian Centuries, Volume 2: The Middle Ages* (New York: Paulist Press, 1969).

Giulio D'Onofrio, *History of Theology, Volume II: The Middle Ages* (Collegeville: Liturgical Press, 2008).

From SEATTLE UNIVERSITY'S ACADEMIC HONESTY POLICY**Introduction**

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy.¹

Standards of Conduct

Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes:

A. Committing Plagiarism

Plagiarism is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one's own work. Examples of plagiarism include but are not limited to copying, paraphrasing, summarizing, or borrowing ideas, phrases, sentences, paragraphs, or an entire paper from another person's work without proper reference and/or acknowledgement. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Note that plagiarism can be said to have occurred without any affirmative showing that a student's use of another's work was intentional.

B. Cheating on Exams and Other Assignments

Cheating is acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course.

Examples of cheating include but are not limited to:

- Copying another person's work during an examination;
- Allowing another person to copy one's work;
- Using unauthorized materials during an examination;
- Obtaining test materials before they are administered;
- Having someone take an exam in one's place; and
- Taking an exam for someone else.

It is the responsibility of the student to consult with the faculty member concerning what constitutes permissible collaboration.

SCORING RUBRIC TEMPLATE

Introduction	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> Explains the issue/topic to be addressed Helps reader understand the nature of the issue—reader understands what is at stake States your purpose and provides a map or blueprint forecasting the structure of your paper 	Meets all criteria at high level; clearly presents problem	Meets some criteria; uneven or has some lapses in development	Meets few criteria; fails to orient reader to problem
Presentation of the History	30 27 24	21 18 15 12	9 6 3 0
<ul style="list-style-type: none"> Gives the reader a clear understanding of the historical events and the persons involved in those events Uses appropriate primary and secondary historical sources; treats them with fairness and balance 	Meets all criteria at high level; clear, balanced, accurate	Meets some criteria; uneven; some lapses in clarity balance, or accuracy	Meets few criteria; often unclear, undeveloped, inaccurate
Presentation of the Historical Context	30 27 24	21 18 15 12	9 6 3 0
<ul style="list-style-type: none"> Sets the events and persons in the larger context of the period of history Shows how the events/persons move history forward: gives the reader a sense of what is developing historically 	Meets all criteria at high level; clear, strong development, good sense of complexity	Meets some criteria; uneven or has some lapses in clarity or development; less complex	Meets few criteria; often unclear or undeveloped, or too superficial or thin
Overall Clarity of Organization	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> Has a well-organized, easy-to-follow structure Has effective paragraphing; each paragraph develops one idea clearly Connects paragraphs to one another in a logical and understandable way with effective transitions Is unified around a central thesis and develops that thesis clearly in all its parts 	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
Effective Sentence Style and Mechanics	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> Is well-edited without errors in grammar, punctuation, usage, or spelling Has a clear, concise, readable style Properly formats, punctuates, and cites quotations, paraphrases, and summaries of other authors' ideas. 	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria