

This syllabus is subject to change

FOUNDATIONAL COURSE 2: RULERS AND RELIGION--TEXT AND CONTEXT

Georgetown University

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“The approach taken in the Foundational courses is primarily historical....their goal is to make the student aware of the complex historical dynamics of cultural evolution by careful analysis of selected episodes of important cultural conflict, continuity, and change, so as to identify the multiple interactions of the subject matters of traditional academic disciplines in such episodes...Such interdisciplinary inquiry is designed to produce a style of questioning that more realistically corresponds to the actual dynamics of human cultural development throughout history.” Handbook, p. 9

In this course we will focus on the relationship between text and context in Europe within a global framework. The discipline of history investigates the ways in which human society experiences change and continuity. It provides, through generations of historians, working, for the most part, in a collegial fashion, an increasingly complex context for understanding the human story. The thematic focus of the course will be on the interaction of rulers and religion, what is today called the relationship between church and state. The organization of the course is around texts and contexts between the time of the Roman Empire to the early modern period in European history as we approach the rise of religious toleration and the Enlightenment. We will begin by touching base with issues relating to language, myth and legend, some of which were examined in the fall foundational course. Throughout the course we will be looking at examples of tension relating particularly to religion and the state. We end with the Enlightenment and the emerging spirit of modernity, which will be a major theme in the next foundational course.

Thematic foci of the Readings are:

1. The role of history and legend in shaping religious and political ideas.
2. Models of empire and rulership within the pagan, Christian and Islamic worlds
3. Early Christian resistance/accommodation to empire, sacral kingship, papal monarchy and reformation

4. Recurrent points of tension with the medieval, late medieval, and early modern relations of church and state
5. Early modern wars of religion, Divine Right kingship and the rise of religious toleration

Requirements: All participants are expected to attend class regularly, to read the assignments carefully and critically, and to come to class prepared to discuss them. Written work for the course will consist of seminar presentations, brief responses to the readings and a final paper. The grade for the course is based upon evidence of critical reading of the assigned texts, discussion, in-class presentations and paper assignments. Students are expected to adhere to the Georgetown University Honor System in all course assignments.

Depending upon the size of the class, each person will be expected to give at least one and perhaps two in-class presentations on readings relevant to the assignments that week.

Based on one of the primary texts assigned for each class, each person in the class is to hand in a one-two page description of: 1) who you think is the audience for each text, and 2) what are the main purposes that the author has in mind in writing this text. We will begin this exercise with the second class, on January 15.

Finally, each student will present, at the end of the semester, a 15-20 page research paper on a topic relevant to the main themes of the course but not necessarily confined to Europe. The topic may be integrative with other courses you have had or with issues you have developed an interest in outside of academia. A guide to the paper will be mounted on Blackboard. It is also included at the end of the class schedule.

Books at the bookstore and on reserve at the library:

Virgil, Aeneid, trans. Robert Fitzgerald (Random House, Vintage Books)

Early Christian Lives, ed. C. White (Penguin Books)

Confessions of St. Augustine

Boethius, Consolation of Philosophy

Beowulf

Two Lives of Charlemagne

Song of Roland

Deeds of the Franks Across the Seas

Chronicles of the Crusades

Songs of the Cathar Wars

Dante, De Monarchia

William of Ockham, Letter to the Friars Minor

Machiavelli, The Prince

Martin Luther, Political Writings

John Locke, Treatise on Toleration

Lessing, Nathan the Wise

SCHEDULE

January 17: Ideology and Empire: Rome under Augustus
Virgil's Aeneid, books 1-6; Virgil's Fourth Eclogue (on Blackboard)
Letters of Pliny and Trajan (on Blackboard)

January 24: Saints and Martyrs
Martyrdom of St. Perpetua (on Blackboard)
Life of St. Anthony and Life of St. Hilarion in Early Christian Lives
Life of St. Macrina (on Blackboard)

January 31: A Christian Roman Empire
Edict of Milan 313 (on Blackboard)
Constantine's Oration to the Saints; readings from Eusebius of Caesarea (on Blackboard)
Confessions of St. Augustine, books 1-10
St. Augustine, City of God, book 22 (on Blackboard)
Readings from St. Ambrose (on Blackboard)

February 7: The Gothic Empire of Theoderic
Jordanes, History of the Goths
Boethius, Consolation of Philosophy

February 14: Values of a newly-Christianized Warrior Society
Beowulf: An Illustrated Edition, trans. Seamus Heaney
Liber Historiae Francorum (on Blackboard)
Excerpts from Gregory of Tours, History of the Franks (on Blackboard)

February 21: Charlemagne's Empire: History and Legend
Einhard's Life of Charlemagne in Two Lives of Charlemagne
Donation of Constantine (on Blackboard)
Song of Roland

February 28: The Ideal Ruler in a Muslim Context
Nizam al-Mulk's Book on Government (on reserve in the library; excerpts on Blackboard)
Religion and state in East Asia (guest presentation by Ariel Glucklich)

March 7: **Spring Break**

March 14: The rise of Papal Monarchy
Selected Letters of Pope Gregory VII (on Blackboard)
Life of Pope Gregory VII by Paul Bernried (on Blackboard)
Materials on Innocent III (on Blackboard)

March 21: The Crusades
Urban II's call for Crusades (on Blackboard)
Deeds of the Franks Across the Sea
Bernard of Clairvaux, On the New Knighthood (on Blackboard)
Chronicles of the Crusades

March 28: Franciscans and Dominicans
Writings of St. Francis (on Blackboard)
Bonaventure's Life of St. Francis of Assisi (on Blackboard)

April 4: Heresy and Inquisition
Song of the Cathar Wars
Margarete Porete, Mirror of a Simple Soul (on Blackboard)

April 11: Critiques of Papal Monarchy
Documents related to Boniface VIII's Unam Sanctam (on Blackboard)
Dante's De Monarchia
William Ockham's Letter to the Friars Minor

April 18: Renaissance and Reformation
Machiavelli's The Prince
Machiavelli, Exhortation to Penitence (on Blackboard)
Luther, Selected Political Writings

April 25: The Rise of Toleration
Locke's Letter on Toleration
Lessing, Nathan the Wise

Dates for presentation of research paper topics to the class: May 2 and perhaps an additional date if needed.

Final paper due: Friday May 12, 2017, by email at the end of the day; N.B. If you would like me to read a draft, please send it to me by Wednesday, May 10, at the end of the

day. However long it takes me to return the draft, you have additional days for handing in the final paper.

GUIDELINES FOR THE RESEARCH PAPER

A final paper is due Friday May 8. In determining a topic for your paper, please develop a question or questions around some of the values within the texts and contexts that we are studying. Keep in mind the thematic foci of the reading listed on page 1 of your syllabus. The topic may be integrative with other courses you have had.

Examples of the kinds of questions you might ask include:

1. How did Christian values affect attitudes toward the Roman Empire? This might include research on scriptural reference to governing authorities; it might focus on early martyrs and saints and their relationships with rulers and with the empire; it might focus on the Roman empire's attitude toward Christians; it might focus on the empire after it became officially Christian; Constantine's beliefs and actions in the wake of his conversion; St. Ambrose's interactions and attitude toward the ruling powers; St. Augustine's views on the evolution of the state, and so forth.
2. How did warrior values intersect with Christian values in the early Middle Ages? This might focus on the Goths, the Franks, the Carolingians, Charlemagne, Beowulf, etc.
3. Examining texts that function as mirrors of princes, what are the values that shape an ideal prince? An illegitimate ruler?
4. What values did the Church project in support of the Crusades? In support of papal monarchy vis-à-vis the emperor?
5. How did the values of St. Francis compare or clash with papal claims to power in the thirteenth century?
6. What are some of the factors that led to religious toleration in early modern Europe? What role did religion play, for example, in the religious wars in sixteenth-century France, between England Spain, the Thirty Years War, etc.?
7. What is the context for understanding the values displayed in Machiavelli's *The Prince*? Martin Luther's political writings? John Locke's various treatises on toleration or Lessing's *Nathan the Wise*?

These are sample questions. As the syllabus notes, you do not have to necessarily confine your research paper to Europe, or you may want to develop a paper that relates to issues you have developed an interest in outside of academia. By mid-March, after spring break, I will start asking you for your topic and work with you on a bibliography.

Nota Bene: If you would like to submit a draft of your paper by May 6, I will return it with comments. However long it takes me to return the draft, you have additional days for handing in the final paper.

Academic Standards: MALS and DLS students are responsible for upholding the Georgetown University Honor System and adhering to the academic standards included in the Honor Code Pledge stated below:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Disability Notice: If you believe you have a disability, you should contact the Academic Resource Center—Suite 335, Leavey Center (arc@georgetown.edu)—for further information. This office is responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.