This syllabus is subject to change

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

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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.

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.

Books at the bookstore and on reserve at the library:

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 8:  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 15: 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 22: A Christian Roman Empire
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)

January 29: The Gothic Empire of Theoderic
Jordanes, History of the Goths
Boethius, Consolation of Philosophy

February 5: Values of a newly-Christianized Warrior Society
Liber Historiae Francorum (on Blackboard)
Excerpts from Gregory of Tours, History of the Franks (on Blackboard)

February 12: 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 19: The Ideal Ruler in a Muslim Context
Nizam al-Mulk’s Book on Government (on reserve in the library; excerpts on Blackboard)

February 26: 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 5: 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 19: Franciscans and Dominicans
*Writings of St. Francis* (on Blackboard)
*Bonaventure’s Life of St. Francis of Assisi* (on Blackboard)

March 26: Heresy and Inquisition
*Song of the Cathar Wars*
*Margarete Porete, Mirror of a Simple Soul* (on Blackboard)

April 9: Critiques of Papal Monarchy
*Documents related to Boniface VIII’s Unam Sanctam*
*Dante’s De Monarchia*
*William Ockham’s Letter to the Friars Minor*

April 16: Renaissance and Reformation
*Machiavelli’s The Prince*
*Machiavelli, Exhortation to Penitence* (on Blackboard)
*Luther, Selected Political Writings*

April 23: The Rise of Toleration
*Locke’s Letter on Toleration*
*Lessing, Nathan the Wise*

Final paper due: Friday May 8, 2015, 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 6, 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.
**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](mailto: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.