

# Faith and Reason in the Middle Ages

BLHS-105-01 Spring 2017 CRN: 18328

640 Mass. Ave., C

Thursdays, 6:30-10:05 pm

*Provisional Syllabus\**

## Prof. Rebecca Reid Linford

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Office Hours: Mondays, 5:00-6:00 pm, SCS

\*If you have emergencies or an urgent need to contact me, you may text me at: 443-465-9588. Please identify yourself by name and as a class member of Spring '17.

## Purpose and Goals:

The purpose of the course is to understand and explore the relationship between faith and reason in the Middle Ages. From the time of the conversion of Constantine (and the institutionalization of the Catholic Church) and throughout the Middle Ages, theologians wrestled with the apparent contradictions between faith and reason. In this class we will examine a variety of experiences and texts relative to this issue. We will begin with the origins of the early medieval Church and how Church Fathers provided the framework (often incorporating some role for rationality) for the faith that would last through the centuries. We will also look at the Byzantine Church that evolved at the same time.

The class will then examine the period sometimes called the twelfth century Renaissance, and the founding of universities throughout Europe in the twelfth and thirteenth centuries, when the question of faith and reason was dramatically recast. The rediscovery of Aristotle—and so, the use of Aristotelian logic, grammar, physics, and metaphysics—led to the development of new methods of inquiry, categories of thought, and modes of expression. We will look at great thinkers like Anselm, Aquinas and Abelard as well as at the evolution of the scholastic movement. This period is crucial for its cross-fertilization among Muslim, Jewish, and Christian intellectuals, and we will therefore also study the works of scholars such as William of Ockham, Ibn Sina, and Maimonides. Finally the course examines the issue of authority and alternative approaches to faith and reason (e.g., mystical texts and vernacular theologies), the category of “heresy” and its ramifications (social, political, religious), and the rise of popular religious movements (Imitation of Christ; Cult of the Virgin Mary) and intellectual movements (humanism) that ultimately paved the way for the Renaissance, the Reformation, and the early modern era.

## Requirements:

- A. Papers - 40%
- B. In-class Assignment (Eco) - 10%

- A. (70%) There will be a total of **four papers** due in the course. These papers are designed to develop critical thinking and to develop analytical skills by focusing on issues discussed in class. These will be graded on Georgetown’s grading scale found below; only truly excellent work will receive the highest grades. I anticipate that there will be significant improvement in your writing from the beginning to the end of the class, so don’t be shocked if your first graded assignment seems low. You are not to use unattributed outside sources for these papers; doing so will be considered a violation of the University’s Honor Code and (if proven) will result in an F for the assignment. Moreover, papers should **respect the page limitation** spelled out in the guidelines, which will be placed in Resources and Assignments on Blackboard. Topics for a **one paragraph paper, three brief papers** (1-2 pages in length) will be based on selected primary and secondary texts. (For example, one might examine the relationship of an individual to the Church and/or to God.) **\*One research paper** (approximately 10 pages, worth 30%) will be due in the week following the last regular class session. (In other words, this is your **take-home final exam**.) The topic will be discussed later in the semester. Written work is due at the start of each class; you may submit your paper online before the start of class. Your absence will be recorded as such, but your paper will count as long as it arrives before the start time.
- B. Discussion Forum Posts, Class Group Work, and Participation (30%) Students will also be required to participate in class discussions, both in class and particularly **on the Discussion Board every week on Blackboard**. Discussions will focus on assigned reading selections of primary and secondary source documents that will be posted on Blackboard each week. Students are expected to have read all selections, and students are expected to attend every class. I recognize that emergencies may arise. Students must, however, be extremely cautious about missing class, since, through BALS policy, the second absence will result in failure of the course. The only exception to this rule is medical; for that, I will need documentation from a doctor, and I will consult with SCS administrators about what should be done. Your presence in the classroom, by itself, amounts to C work (75%, i.e., a “fair” performance). A higher grade is easily obtainable by contributing meaningfully to our discussions. This can mean asking questions as well as answering those posed by faculty and other students. The foundation of your class participation should be a careful, thoughtful reading of the texts. Much of this material will be unfamiliar, even challenging. Each class session is designed to help you understand the assignment and to think about it in new ways.
- C. Please note that it is **your responsibility to keep a copy of all graded work** (either a hard copy or on a flash drive) in case there is a discrepancy in grading.

**Grading:**

4 Short Papers (100 pts. each)	40%
Discussion Board & Class Work	30%
Final Project	30%

**Grading Scheme:**

A	<b>superior</b> (94-100%)
A-	(91-93%)
B+	<b>very good</b> (88-90%)
B	<b>good</b> (84-87%)
B-	(81-83%)
C+	(78-80%)
C	<b>adequate</b> (74-77%)
C-	(71-73%)
D+	(68-70%)
D	<b>poor</b> , minimum passing (64-67%)
F	<b>Failing</b> (<64%)

### Textbooks:

We will use **one main textbook** which gives a basic historical narrative of the Middle Ages and the issues pertinent to theologians and philosophers in Western Europe at that time. The textbook author runs a free website connected to the text which contains many primary and secondary source materials which we will access. **The most important textbooks are highlighted.**

1. Judith M. Bennett. **Medieval Europe: A Short History 11<sup>th</sup> edition.** McGraw Hill; ISBN 978-0-07-338550-1  
\*(Textbook Website: MedievalEuropeOnline <http://www.medievaleuropeonline.com>. This is a wonderful resource; take a few moments to get acquainted with the site by clicking on various tabs and wandering around.)
2. Richard E. Rubenstein. **Aristotle's Children: How Christians, Muslims, and Jews Rediscovered Ancient Wisdom and Illuminated the Middle Ages.** 2004. Harcourt, Inc. ISBN-13/EAN:9780156030090.
3. Edward Grant. **God and Reason in the Middle Ages.** 2001. Cambridge UP. ISBN: 9780521003377.

\*The following texts can be found online and we will use them at some point in the course:

- St. Thomas Aquinas. Summa Theologica, available online at: [http://www.documentacatholicaomnia.eu/03d/1225-1274,\\_Thomas\\_Aquinas,\\_Summa\\_Theologiae\\_%5B1%5D,\\_EN.pdf](http://www.documentacatholicaomnia.eu/03d/1225-1274,_Thomas_Aquinas,_Summa_Theologiae_%5B1%5D,_EN.pdf)
- Peter Abelard. Sic et Non (Yes and No), available online at: [http://www.historyguide.org/intellect/sic\\_et\\_non.html](http://www.historyguide.org/intellect/sic_et_non.html)
- William of Ockham. Summa Logicae, available online as a pdf at: <http://pvspade.com/Logic/docs/ockham.pdf>
- Boccaccio, Decameron, [https://www.brown.edu/Departments/Italian\\_Studies/dweb/texts/](https://www.brown.edu/Departments/Italian_Studies/dweb/texts/)
- I will provide other documents online in Resources on Blackboard as they become necessary.

**Accommodation** (*Students with Disabilities Policies*):

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu).

## **Turnitin.com**

Students acknowledge that by taking this course, all required papers may be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

## **Extreme Weather, Emergencies, and Instructional Continuity**

During inclement weather or other emergencies on a day when we are scheduled to meet, check the university's Web site or call 202-687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. The university has the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

## **Georgetown Honor System**

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown 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.*

## **Plagiarism**

In accord with university policy, all incident of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail. If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course and/or be subject to expulsion from the university.

## **Policy Accommodating Students' Religious Observances**

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

**Schedule of Classes (*Subject to change*)** \*I will be adding other readings on this schedule in the coming weeks. Currently the listed readings are only from Judith Bennett’s textbook. There will be much more!

1	Jan. 12	<p><b>Introduction:</b> expectations; requirements; <b>textbooks</b> &amp; website; discussion groups; questions; etc.</p> <p><b>ASSIGNMENT: Videos:</b> Hit the "Watch Videos" button at the bottom of the page for Week 1. You will find numerous YouTube videos about the origins of Christianity. Watch AT LEAST 5 videos, taking notes as you watch on the most important points (who were main personalities; what were the main topics or issues; where &amp; when did the main events take place; and WHAT IS THE MOST SIGNIFICANT POINT[S] of the documentary). Then SUMMARIZE your notes &amp; WRITE 2 sentences per video, and email them to ME at linfordr@georgetown.edu. These are due by our next class meeting (Monday, Sept. 12).</p> <p><b>DISCUSSION BOARD:</b> Please introduce yourself to me and to each other. Feel free to welcome each other, comment on similarities, offer support &amp; encouragement to each other, etc. Be sure to respect each other's privacy, &amp; remember you don't have to share anything that would make you uncomfortable. I want our "virtual" AND our "live" or campus classroom to be a SAFE SPACE where we respect each others' experiences, opinions, &amp; the right to express those opinions. Please remember that I as your professor also expect a certain level of respect and attention. :-)</p>	
2	Jan. 19	<p><b>Textbook, Ch.s 1-3:</b></p> <p>*Read Ch. 1 FIRST; then watch the first 3 videos listed at the bottom of Assignments.</p> <p>*Then read Ch.s 2-3, after which you should watch the last 5 videos listed.</p> <p>*Post to the Discussion Board.</p>	<p><b>*1<sup>st</sup> Assignment Due</b>            *Last Day to Withdraw w/full refund=Jan.  <b>*2 Sentences about at least 5 Videos are due</b>  <b>*Introduce Yourself on the Discussion Board</b>            *Last Day to Withdraw w/full refund</p>
3	Jan. 26	<p><b>*Textbook: Read Bennett, Ch.s 4-5</b></p>	

		<p>*Read Grant, <i>God &amp; Reason</i>, Introduction; Ch. 1</p> <p>*Rubenstein's <i>Aristotle's Children</i>, Ch.s 1-2</p> <p>* Post to the Discussion Board</p> <p>*<b>Reminder:</b> The instructions for the paragraph about the Hadith are given in Week 3, but it is NOT DUE until .</p> <p>*Watch the video[s] on Islam.</p>	
4	Feb. 2	<p>*<b>Textbook:</b> Bennett, Ch. 6.</p> <p>*Aristotle's Kids, Prologue (pgs. 1-11)</p> <p>*Post to Discussion Bd.</p> <p>*Watch videos on Vikings that supplement material found in Ch. 5 of the textbook:</p> <p>1. <b>Vikings, The Founders of Europe:</b> <a href="https://www.youtube.com/watch?v=jngPAIGrZJs">https://www.youtube.com/watch?v=jngPAIGrZJs</a> This is a rather strange, "elementary" style documentary (complete with numerous animated/cartoon montages, but the information is good.</p> <p>2. If you'd like to go into more depth about the Vikings, please watch <b>Full Documentary Films The Real Truth About Vikings Incredible History Channel Documentary</b> <a href="https://www.youtube.com/watch?v=nU5WmcJ537I">https://www.youtube.com/watch?v=nU5WmcJ537I</a></p> <p>3. Also, Prof. Freedman (from Yale) has a great <b>lecture on the Vikings</b> at: <a href="https://www.youtube.com/watch?v=8a9Sn6k3DCU&amp;index=22&amp;list=PL77A337915A76F660">https://www.youtube.com/watch?v=8a9Sn6k3DCU&amp;index=22&amp;list=PL77A337915A76F660</a></p> <p>As always, feel free to contact me with questions or concerns.</p>	
5	Feb. 9	<p><b>Please READ the following texts:</b></p> <p>*Main Textbook: <b>Medieval Europe</b> (Bennett). <b>Ch. 7.</b> <i>Popes and the Papacy, c. 1000-1300</i>; <b>Ch. 8.</b> <i>New Paths to God, c. 1000-1300.</i></p> <p>*<b>Aristotle's Children</b> (Rubenstein). <b>Ch. 1.</b> <i>"The Master of Those Who Know" Aristotle Rediscovered</i>; <b>Ch. 2.</b> <i>The Murder of "Lady Philosophy"-How the Ancient Wisdom Was Lost, and How It was Found Again.</i></p> <p>*<b>Please WATCH the following videos &amp; TAKE NOTES on points that YOU find MOST INTERESTING.</b> These videos are done by Prof. Ryan Reeves, who teaches at a Lutheran University, so there is additional information about how Luther and other Protestant theologians viewed Catholic dogma.</p> <p><b>Boethius and Christian Philosophy:</b> <a href="https://www.youtube.com/watch?v=R7AhBEq4Gqs&amp;list=PLRgREWf4NFWZEd86aVEpQ7B3YxXPhUEf-&amp;index=42">https://www.youtube.com/watch?v=R7AhBEq4Gqs&amp;list=PLRgREWf4NFWZEd86aVEpQ7B3YxXPhUEf-&amp;index=42</a> Don't worry about all the English history at the beginning of the video--there's a good reason he uses Elizabeth I to demonstrate the importance of the philosopher Boethius.</p> <p><b>Aristotle and Scholasticism:</b> <a href="https://www.youtube.com/watch?v=JeA7QPm8f8g&amp;index=43&amp;list=PLRgREWf4NFWZEd86aVEpQ7B3YxXPhUEf-">https://www.youtube.com/watch?v=JeA7QPm8f8g&amp;index=43&amp;list=PLRgREWf4NFWZEd86aVEpQ7B3YxXPhUEf-</a></p>	

		<p><b>Anselm on God: the Ontological</b>  <b>Argument:</b> <a href="https://www.youtube.com/watch?v=hnL9x7DmLVo">https://www.youtube.com/watch?v=hnL9x7DmLVo</a></p>	
6	Feb. 16	<p><b>First: Watch the following videos on YouTube: 1) The Varangian Rus 1/3</b> <a href="https://www.youtube.com/watch?v=X4_r-IySNKM">https://www.youtube.com/watch?v=X4_r-IySNKM</a> <b>2) The Varangian Rus 2/3</b> <a href="https://www.youtube.com/watch?v=E6T9zVFhxkE">https://www.youtube.com/watch?v=E6T9zVFhxkE</a> <b>3) The Varangian Rus 3/3</b> <a href="https://www.youtube.com/watch?v=C06pP0rCvMs">https://www.youtube.com/watch?v=C06pP0rCvMs</a></p> <p><b>Second:</b> Read some background information (some by Prof. Charles Evans) on the Early Kievan state found in the first attachment. Feel free to look at any other information about the early Kievan Rus' either online or in the textbook or other sources.</p> <p><b>Third:</b> Read some excerpts from The Russian Primary Chronicle in the attachments.</p> <p><b>Fourth:</b> Then please <i>write a 1.5-2 page paper</i> that answers the question: <i>What information can one discover about early Russian society from the Primary Chronicle excerpt?</i> ONLY USE THE EXCERPT AS YOUR EVIDENTIARY SOURCE. In other words, I want you to have the background information necessary to understand the question and the excerpt, but I only want YOUR ANALYSIS of the EXCERPT to use as evidence for your analysis. You may put line numbers next to every 5th line of the excerpt for help in citing your evidence. Please write your essay double spaced, 10-12 point font (such as Times New Roman), 1-inch margins, and with your name, class name, and date in the TOP LEFT-HAND CORNER SINGLE SPACED.</p> <p><b>Hints:</b> I am not asking you to rehash the stories from the Chronicle excerpts. Rather I want you to analyze and understand such things as when &amp; where the excerpt was written, and by whom? Ask what was the intended purpose of the Chronicle? Look for clues in between the lines of the excerpt. (For example, I don't want to read about the sons of Noah settling in different areas of the Rus' unless it helps explain why that information would be useful to the author for its intended audience.)  Please feel free to send me a draft of your paper so I can give you feedback before you submit your final copy. Please send it to <a href="mailto:linfordr@georgetown.edu">linfordr@georgetown.edu</a>.</p>	
7	Feb. 23	<p>Please watch the following lectures on YouTube (the last 3 are by Prof. Ryan Reeves):</p> <ol style="list-style-type: none"> <li>1. Famous Love Stories: The Letters of Abelard and Heloise: <a href="https://www.youtube.com/watch?v=0NY75SqBrDo">https://www.youtube.com/watch?v=0NY75SqBrDo</a></li> <li>2. Abelard on the Trinity: <a href="https://www.youtube.com/watch?v=MF_fOYbLVY4">https://www.youtube.com/watch?v=MF_fOYbLVY4</a></li> <li>3. Abelard on the Cross: <a href="https://www.youtube.com/watch?v=bMTrYPruYh4">https://www.youtube.com/watch?v=bMTrYPruYh4</a></li> <li>4. Bernard of Clairvaux: <a href="https://www.youtube.com/watch?v=0zCUMgCTAF">https://www.youtube.com/watch?v=0zCUMgCTAF</a></li> </ol> <p>Please read the following excerpt from Abelard's <i>Sic et Non</i> [Yes and No]: <a href="http://www.historyguide.org/intellect/sic_et_non.html">http://www.historyguide.org/intellect/sic_et_non.html</a></p>	
8	Mar. 2	<p>Read Bennett's Textbook, Chapters 9-10.</p>	
9	Mar. 16	<p>Main Textbook/Bennett: Please read Ch. 11.  Edward Grant's <u>God and Reason in the Middle Ages</u>, Ch.s 4 and 5.</p> <p>Please watch Prof. Ryan Reeves' lecture on the Great Schism, also known as the Investiture Controversy: <a href="https://www.youtube.com/watch?v=Q_s9Rcsg5UI">https://www.youtube.com/watch?v=Q_s9Rcsg5UI</a>  And his lecture on knighthood and chivalry: <a href="https://www.youtube.com/watch?v=Z_ypna0s2II&amp;index=31&amp;list=PLRgREWf4NFWZEd86aVEpQ7B3YxXPhUEf-">https://www.youtube.com/watch?v=Z_ypna0s2II&amp;index=31&amp;list=PLRgREWf4NFWZEd86aVEpQ7B3YxXPhUEf-</a></p>	

10	Mar. 23	Ch. 9: <i>Conquests, Crusades, and Persecutions, c. 1100-1300</i> Conquests & Territorial Expansion; Crusades; Persecutions	
11	Mar. 30	Please read the following:  Bennett, <b>Textbook</b> , Ch. 11 & 12. Rubenstein, <i>Aristotle's Children</i> , Ch.s 7-8.	
12	Apr. 6	*Reading brief excerpts from Boccaccio's <i>Decameron</i> (See Assignments)  *Watching a documentary about the Black Death	
13	Apr. 20		
14	Apr. 27	LAST CLASS MEETING! Ch. 13  <b>STUDY DAYS BEGIN May 4!!!</b>	
	May 11	<b><i>FINAL EXAM !!!!!!!</i></b> PLEASE TURN IN YOUR 10-Pg PAPER BY THE BEGINNING OF CLASS There will also be a supplemental activity that is part of the Final Exam	

### Some Final Thoughts:

- A HUGE REMINDER THAT THIS **SYLLABUS IS SUBJECT TO CHANGE** AT THE DISCRETION OF THE PROFESSOR!
- **Remember:** Before you leave to come to class, **ALWAYS CHECK YOUR GEORGETOWN E-MAIL, Blackboard Announcements, & the University's Alert System** in case of university closings or important messages from your professor!
- *I AM SOOOO THRILLED TO HAVE THE OPPORTUNITY TO WORK WITH YOU THIS SEMESTER! I'm here to help you succeed, and I'll do all in my power to ensure you have a great experience at this wonderful institution.*