

# *Faith and Reason in the Middle Ages*

BLHS-105-01 Fall 2017 CRN: 23935

**Mondays, 6:30-10:05 pm**

***Provisional Syllabus\****

***Dr. Rebecca Reid Linford***

[linfordr@georgetown.edu](mailto:linfordr@georgetown.edu)

[beckyr\\_linford@yahoo.com](mailto:beckyr_linford@yahoo.com)

Office Hours: By appointment on Mondays, 5:00-6:15 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 Fall '17.*

## *Purpose and Goals:*

The purpose of the course is to understand and explore the relationship between faith and reason in the Middle Ages and throughout history. 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.

1. 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.
2. We will also look at the Byzantine Church that evolved at the same time, as well as the establishment of early “governments”.
3. We will study the historical context of these events and issues, including the rise of European kingdoms, the Crusades and the Black Death.
4. 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.
5. 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.
6. We will look at great thinkers like Anselm, Aquinas and Abelard as well as at the evolution of Scholasticism.
7. 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.
8. 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 (scholasticism and humanism) that ultimately paved the way for the Renaissance, the Reformation, and the Early Modern era.

## *University Requirements for this Course:*

1. To learn how to read a variety of medieval texts (monastic, scholastic, literary, devotional) on the topic of faith, reason, and religious experience.
2. To understand these difficult primary texts in historical/cultural context.
3. To deepen understanding of medieval European thought, life and culture.
4. To develop a sophisticated sense of all the main themes and sub-themes that are central to the BALS core, especially competing claims to authority, their interplay and repercussions.
5. To develop skills in analytical writing.
6. To gain an appreciation of long-standing debates about faith and reason and thereby gain further conceptual clarity when addressing contemporary debates.
7. To address issues of intellectual and religious pluralism.

Course Requirements and Grading:

1. **Attendance.** Each weekly class meeting is the equivalent of four 50-minute class hours. Missing a class *may*, and missing more than one entire class (or more than a total of four class hours) *will result in a lowering of your final grade*. Missing a third class may be grounds for failure or dismissal. Habitual tardiness will also lower your final grade. *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.
2. **Close reading of all assigned texts and active class participation** (20%). The foundation of your class participation should be a careful, thoughtful reading of the texts. Much of this material will be unfamiliar, even challenging.
3. **Written assignments on assigned topics** (35%). There will be **3 papers**: the 1<sup>st</sup> paper counts as your “First Assignment” and is due by our second class meeting; 2 other papers of 5-6 pages each. Electronic submission of papers (via Blackboard) is due before the beginning of the appropriate class meeting (6:30 p.m.). *No late assignments will be accepted.*
4. **Weekly quizzes** based on the reading and previous lecture (20%).
5. **A Final Examination on Dec. 18, 2017**, at 6:30 p.m. in our regular classroom.

*\*\*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 Scheme:

A	<b>superior</b> (94-100%)
A-	(90-93%)
B+	<b>very good</b> (88-89%)
B	<b>good</b> (84-87%)
B-	(80-83%)
C+	(78-79%)
C	<b>adequate</b> (74-77%)
C-	(70-73%)
D+	(68-69%)
D	<b>poor</b> , minimum passing (64-67%)

## F **Failing** (<64%)

### Textbooks:

We will use **two main textbooks** which give basic historical narratives of the Middle Ages and the issues pertinent to theologians and philosophers in Western Europe at that time. The first textbook author runs a free website connected to the text which contains many primary and secondary source materials which we will probably 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.medievalsouthern.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. Kevin Madigan. **Medieval Christianity: A New History.** 2015. Yale UP. ISBN 978-0-300-21677-6.
3. 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.
4. Richard Kieckhefer. **Magic in the Middle Ages 2<sup>nd</sup> Edition.** 2014; Cambridge UP. ISBN 978-1-107-43182-9 Paperback.
5. \*Hold off on purchasing the following textbook: **Philosophy in the Middle Ages 3<sup>rd</sup> Edition.** Arthur Hyman, James J. Walsh, and Thomas Williams, editors.

\*The following texts are found on line or will be placed on Blackboard Documents; we will use them at some point in the course:

- Boccaccio, Decameron. [https://www.brown.edu/Departments/Italian\\_Studies/dweb/texts/](https://www.brown.edu/Departments/Italian_Studies/dweb/texts/)
- 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 or SafeAssign:

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 and Standard of Conduct 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 either Turnitin or SafeAssign 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 is rampant among college students and professional academicians. Georgetown's Standard of Conduct states:

Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Plagiarism is the act of passing off as one's own the ideas or the writings of another. While different academic disciplines have different modes for attributing credit, all 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. 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 and information on this schedule in the coming weeks. Currently the listed readings are only from Judith Bennett's textbook. There will be much more!

## COURSE SCHEDULE

1	Aug. 30	<p><b>INTRODUCTION:</b> expectations; requirements; <b>textbooks</b> &amp; website; discussion groups; questions; etc.</p> <p><b>ASSIGNMENT: Videos:</b> Find the links for the documentary videos in the Assignment Section of Blackboard. Hit the "Watch Videos" links in <b>Assignment 1</b> on Blackboard. You will find numerous YouTube videos about the origins of Christianity. Watch AT LEAST the main/first video, <i>From Jesus to Christ</i>, taking notes as you watch of the main elements (who were the main personalities; what were the main topics or issues; where &amp; when did the main events take place; and WHAT IS/ARE THE MOST SIGNIFICANT POINT[S] of the documentary). Then SUMMARIZE your notes &amp; TYPE ONE PARAGRAPH on the appropriate submission area in Assignments, including also your <b>favorite/least favorite parts of the video</b>, and submit them via Assignments on Blackboard. <b>These paragraphs are due NEXT CLASS MEETING, Sept. 11.</b></p>	<p>*Since class usually meets on Mondays, Georgetown has opted for a different system, where the 1<sup>st</sup> class meeting is held on the WED. of the First Week of classes. *NO CLASS on Sept. 4!!!</p>
2	Sept. 11	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b> <b>READ:</b> 1. Bennett's <i>Medieval Europe, A Short History</i>, Chapters 1-3. 2. Madigan, <i>Medieval Christianity</i>, Chapter 1.</p> <p><b>CHECK ANNOUNCEMENTS:</b> for QUIZ TERMS (for next week's quiz, QUIZ 1)</p>	<p>*1<sup>st</sup> Assignment Due-1 Paragraph *Last Day to Withdraw w/full refund=Sept. ?</p>
3	Sept 18	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b> <b>READ:</b> 1. Bennett, <i>Medieval Europe</i>, Chapters 4-5 2. Rubenstein, <i>Aristotle's Children</i>, Chapters 1-2 3. Madigan, <i>Medieval Christianity</i>, Chapter 2.</p> <p><b>CHECK ANNOUNCEMENTS</b> for Quiz Terms (for next week's quiz, QUIZ 2) *OPTIONAL: Watch a video documentary on Islam.</p>	QUIZ 1
4	Sept. 25	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b> <b>READ:</b> 1. Bennett, <i>Medieval Europe</i>, Chapter 6. 2. Rubenstein, <i>Aristotle's Children</i>, Prologue (pgs. 1-11) (Yes, thanks, I know it's out of order.) 3. Madigan, <i>Medieval Christianity</i>, Chapters 3-4.</p> <p><b>CHECK ANNOUNCEMENTS</b> for Quiz Terms (for next week's quiz, QUIZ 3)</p> <p><b>*YOU CAN WATCH one of the videos on Vikings</b> that supplement material found in Ch. 5 of the textbook:</p> <p>1. If you 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>2. 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>	QUIZ 2
5	Oct. 2	<p><b>THINGS YOU MUST DO FOR NEXT WEEK</b></p>	QUIZ 3

		<p><b>READ:</b> 1. Bennett, <i>Medieval Europe</i>, Chapter 7, <i>Popes and the Papacy</i>, c. 1000-1300; Chapter 8, <i>New Paths to God</i>, c. 1000-1300.  2. Rubenstein, <i>Aristotle's Children</i>, Ch. 1. "The Master of Those Who Know" <i>Aristotle Rediscovered</i>; Ch. 2. <i>The Murder of "Lady Philosophy"-How the Ancient Wisdom Was Lost, and How It was Found Again</i>.</p> <p><b>CHECK ANNOUNCEMENTS</b> for Quiz Terms for next week's QUIZ 4.</p> <p><b>WATCH</b> the following videos &amp; <b>TAKE NOTES</b> on points that YOU find MOST INTERESTING. 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>Aristotle and Scholasticism: <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 Argument:</b> <a href="https://www.youtube.com/watch?v=hnL9x7DmLVo">https://www.youtube.com/watch?v=hnL9x7DmLVo</a></p>	
6	Oct. 16	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b>  <b>First:</b> WATCH the following videos on YouTube: 1) The Varangian Rus 1/3 <a href="https://www.youtube.com/watch?v=X4_r-IySNKM">https://www.youtube.com/watch?v=X4_r-IySNKM</a> 2) The Varangian Rus 2/3 <a href="https://www.youtube.com/watch?v=E6T9zVFhxE">https://www.youtube.com/watch?v=E6T9zVFhxE</a> 3) The Varangian Rus 3/3 <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 <i>excerpts</i> from <i>The Russian Primary Chronicle</i> in the attachments.</p> <p><b>Fourth:</b> Write a 1.5-2 page paper 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.)</p>	QUIZ 4

		<b>CHECK ANNOUNCEMENTS</b> for next week's QUIZ 5	
7	Oct. 23	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b></p> <p><b>WATCH</b> 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><b>READ</b> the following excerpt from Abelard's <i>Sic et Non [Yes and No]</i>: <a href="http://www.historyguide.org/intellect/sic_et_non.html">http://www.historyguide.org/intellect/sic_et_non.html</a></p> <p><b>CHECK ANNOUNCEMENTS</b> for next week's QUIZ 6</p>	<p>2<sup>nd</sup> PAPER ON RUS' IS DUE BY 6:30 PM ON BLACKBOARD!</p> <p>QUIZ 5</p>
8	Oct. 30	<p><b>THINGS YOU MUST DO FOR NEXT CLASS MEETING:</b></p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. Bennett, <i>Medieval Europe</i>, Chapters 9-10.</li> <li>2. Rubenstein, <i>Aristotle's Children</i>, Chapters 3-5</li> <li>3. Madigan, <i>Medieval Christianity</i>, Chapter 5.</li> </ol> <p><b>CHECK ANNOUNCEMENTS</b> for next week's QUIZ 7</p>	<p>NO QUIZ Halloween Class!</p>
9	Nov. 6	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b></p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. Bennett, <i>Medieval Europe</i>, Chapter 11.</li> <li>2. Madigan, <i>Medieval Christianity</i>.</li> <li>3. Rubenstein, <i>Aristotle's Children</i>, Chapter 6</li> </ol> <p><b>WATCH</b> 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></p> <p>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> <p><b>CHECK ANNOUNCEMENTS</b> for next week's QUIZ 8</p>	<p>QUIZ 6</p>
10	Nov. 13	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b></p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. Bennett, <i>Medieval Europe</i>, Chapter 12.</li> <li>2. Madigan, <i>Medieval Christianity</i>, Chapters 6-8.</li> <li>3. Rubenstein, <i>Aristotle's Children</i>, Chapter 7</li> </ol> <p><b>CHECK ANNOUNCEMENTS</b> for next week's QUIZ 9</p>	<p>QUIZ 7</p>
11	Nov. 20	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b></p>	<p>3<sup>rd</sup> Paper Due on Anselm</p> <p>QUIZ 8</p>

		<p><b>READ:</b> 1. Bennett, <i>Medieval Europe</i>, Chapter</p> <p>2. Rubenstein, <i>Aristotle's Children</i>, Ch. 8.</p> <p>3. Madigan, <i>Medieval Christianity</i>, Ch. ?</p> <p><b>CHECK ANNOUNCEMENTS</b> for next week's QUIZ 10</p>	
12	Nov. 27	<p><b>THINGS YOU MUST DO FOR NEXT WEEK:</b></p> <p><b>READ:</b> 1. Bennett, <i>Medieval Europe</i>, Chapter 14.</p> <p>2. Madigan, <i>Medieval Christianity</i>, Ch.s</p> <p><b>WATCH</b> a documentary about the Black Death  <a href="https://www.youtube.com/watch?v=D9kTzSN-dbg">https://www.youtube.com/watch?v=D9kTzSN-dbg</a></p>	QUIZ 9
13	Dec. 4	<p><b>LAST CLASS MEETING!</b></p> <p>DETAILS on Reading, Quizzes, FORTHCOMING!!!!</p>	QUIZ 10
14	Dec. 18	<p><b>FINAL EXAM!!!</b></p> <p><b>You will receive a study guide well in advance of the exam.</b></p> <p><b>*Exam will be held at our regular day/time/place as our regular classes.</b></p>	

**\*Important Notice:** Because we only have 13 class meetings, we are required to have an extra meeting in order to complete the required number of hours for the course. Instead of conducting class in the usual manner, we have opted to go on “field trips” as a class together to such places as the National Archives (to see a copy of Magna Carta and other documents), the National Gallery, and the National Cathedral. Please keep this in mind and we’ll take a vote on the day/time/place during the first class meeting.

**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.*