

**HIST 535: Constitutions, Councils, and King Arthur: Europe in 1215**

**Tuesday, 7:00-9:45**

**(3 credit hours)**

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**Course description**

1215 was a seminal year in the history of Europe. Three broad trends in medieval history and culture all reached a confluence around this date: the signing of Magna Carta, the Fourth Lateran council and the crusading movement, and the writing of the Lancelot-Grail cycle. Students will examine how each of these events came to be and their effects. This will allow careful study of medieval governance and law for kings and the medieval Church, as well as the development of medieval culture and literature.

**Textbooks**

J.C. Holt, Magna Carta  
Norris Lacy, The Lancelot-Grail Reader  
Dover, Companion to the Lancelot-Grail Cycle  
Vauchez, Laity in the Middle Ages: Religious Beliefs and Devotional Practices

**Student Learner Outcomes**

Students will analyze the growth and importance of the Catholic Church, the growing power of kings, and the rise of imaginative literature in High Medieval Europe.

Students will discuss primary and secondary evidence related to the topics.

Students will create, present, and defend arguments related to the topics.

**Assessment/Requirements**

**Reports [20% of course grade; 20 points total]**

Each student will be required to lead two discussions over designated materials designated on the syllabus. The student will generate questions for his/her peers to consider, and will lead the online discussions. Students will choose readings from the list below at the beginning of the semester.

**Final Paper [60% of course grade; 60 points]**

This will be a comprehensive research/historiography paper that will allow you to engage with the materials through the prism of an analytical topic of your choice. I will expect the paper to be about fifteen pages.

### **Class Participation [20% of course grade; 20 points]**

Discussion is vitally important. Course readings are indicated on the weeks they are due on the syllabus. Blackboard will contain a folder for each week, and subfolders for each topic. **READ EVERYTHING ASSIGNED AT THE BEGINNING OF THE WEEK.** I am teaching the course on the basis that you will have read everything assigned during the week in question. The sooner you read the materials, the sooner you can participate in the discussions and prepare for the examinations.

### **Grading Scheme [100 points total]**

My grading system is designed to put you in control of your final grade. For each assignment you complete you will accumulate points. The more points you accumulate, the higher your grade becomes. You can always tell how you are doing by comparing your point total to the scale below. The only way to lose points is by missing class.

A = 90 -100   B = 80 -89   C= 70 -79      D= 60 -69    F= 59 and less

### **Disability Accommodations:**

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

### **Academic Integrity**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

### **A&M-Texarkana Email Address**

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

**Drop Policy:**

Dropping a course means a student wishes to drop an individual course but remains registered in other courses for the current semester.

Withdrawing means a student wishes to drop ALL courses they are enrolled in for the semester.

*Students who will not be attending for the semester and wish to drop ALL courses for the semester, MUST submit a drop/withdraw form to the Registrar's Office in order to officially withdraw from the university for the semester.*

For more information, see <http://www.tamut.edu/Student-Support/Registrar/Dropping.html>

<b>Drop/Withdraw deadlines for the Fall 2016 semester</b>		
<b>Session</b>	<b>Drop without a grade</b> <i>(will not be recorded on academic transcript)</i>	<b>Last day drop/withdraw</b> <i>(will be recorded on academic transcript; no refund of tuition/fees)</i>
16 week (Aug 22-Dec 8)	Wednesday, Sept. 7	Friday, Nov. 11

**Student Technical Assistance**

- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)  
Julia Allen (main contact) 903-223-3154 [julia.allen@tamut.edu](mailto:julia.allen@tamut.edu)  
Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)  
Jayson Ferguson (alternate) 903-223-3105 [jayson.ferguson@tamut.edu](mailto:jayson.ferguson@tamut.edu)

## Essay Grading

### **Thesis**

- Does the essay have a clear thesis? You should be able to summarize the main point of your essay in one or two sentences; the whole purpose of the essay is to convince the reader of that main point. Be clear about what you are trying to prove, and let your reader know.
- Is it a strong thesis? I am looking for interesting, original explanations of why things happen in history; avoid weak topics that focus on insignificant points or ones that are so obvious that they do not require detailed proof.

### **Arguments**

- Is the thesis supported by a sufficient number of logical arguments and sub-arguments? In order to convince the reader that your thesis is correct you will need to present several supporting arguments; some of those arguments may in turn require support of their own.
- Does each argument contribute directly to your thesis? An essay this brief needs to remain sharply focused on your thesis; don't wander off into other topics.

### **Evidence**

- Is each argument or sub-argument supported by convincing evidence? Remember that primary evidence is generally more convincing than secondary, and that the most convincing way to use primary evidence is to quote it directly. Be sure to *explain* all primary evidence as well.
- Is all evidence correctly quoted and cited? If you paraphrase from any source, you must give the original author credit. If you copy from any source, you must use quotation marks *and* give a brief citation, either in parentheses after the quote [(Esler, Western World, p. 9); (Tacitus in Discovering..., p. 55)] *or* in a footnote. If you quote from a source that is not among the course readings, you must also give a complete citation in a bibliography. *Note: failure to correctly cite paraphrases or quotes is plagiarism, and I will hammer for you it!*

### **Clarity/Organization**

- Is the essay clearly organized and easy to follow? Does support for your thesis proceed logically from point to point, and is each point presented in a separate paragraph? Often the only way to keep a complex structure of arguments and sub-arguments organized is to outline it first.
- Is the meaning of each sentence clear and easy to follow? *When in doubt, keep it simple!*

### **Writing Errors**

- Is the essay free from embarrassing errors in spelling and punctuation? Mistakes make you look dumb, which makes the job of convincing your reader much more difficult. In particular, watch for mistakes caused by homonyms (easily confused words) and apostrophes. *Proofread!*
- Are all sentences grammatically correct? In particular, watch for sentence fragments, comma splices, fused sentences, and subject-verb disagreement.

## COURSE OUTLINE/READING SCHEDULE

### UNIT I: MAGNA CARTA

#### **August 23**

I(1)--Expectations of Law and Government: Cooperation and Tensions –“prince et pays”

Common Reading:

Renard the Fox (Blackboard)

Baldwin, Hollister, “The Rise of Administrative Kingship” (Blackboard)

#### **August 30**

I(2)--Expectations of Law and Government: Cooperation and Tensions –“prince et pays”

Common Reading:

J.C. Holt, Magna Carta, pp. chapters 1-4

Reports:

--W.L. Warren on Henry II and common law, using his biography of Henry

--John Baldwin, The Government of Philip Augustus on the king and his men and justice and Finance- Chapters 2, 3, 6, 7, and 10 [Moss Library DC90.B35]

#### **September 6**

I(3) The Charter—Law, Sovereignty and Control

Common Reading:

J.C. Holt, Magna Carta, chapters 5-7

Reports:

--Helmholz, “Magna Carta and the Ius Commune” (Blackboard)

--Raoul Van Caenegem, The Birth of Common Law on the unique nature of Common Law (Blackboard)

#### **September 13**

I(4) The Charter—Law, Sovereignty and Control

Common Reading:

J.C. Holt, Magna Carta, chapters 8-11

Reports:

--Maddicott, “Magna Carta and the Local Community” (Blackboard)

## UNIT II: FOURTH LATERAN COUNCIL

### **September 20**

II (1)--Gregorian Reform and Lay Piety: Clerical Ordo, Papal Leadership, Lay Expectations  
Common Reading:

HEJ Cowdrey, Pope Gregory VII (1998), 683-97. (Blackboard)  
John Benton, ed, Self and Society [autobiography of Guibert of Nogent] Book I (Blackboard)

Reports:

--Giles Constable, "The structure of medieval society according to the dictators of the twelfth century", in Law, church, and society : essays in honor of Stephan Kuttner (Blackboard)

--Tierney, "The Reign of Innocent III", in The Crisis of Church and State 1050-1300 (Blackboard)

### **September 27**

II (2)--Gregorian Reform and Lay Piety: Clerical Ordo, Papal Leadership, Lay Expectations  
Common Reading:

Andre Vauchez, Laiety in the Middle Ages (1993) 1-72, 85-127.

Reports:

-- R. Moore, The Origins of European Dissent on relevant sections (Blackboard)

### **October 4**

II (3) The Lateran Council: Elaborating a Lay Theology as a Second Phase of Reform  
Common Reading:

--David Crouch, "Troubled Deathbeds," Albion 24 (2002) (Blackboard)

Reports:

--Norman Tanner, "Pastoral Care: the fourth Lateran Council of 1215" in C.R.Evans, ed, A History of Pastoral Care (2000), 112-125. (Blackboard)

--Alexander Murray, "Confession Before 1215" (Blackboard)

### **October 11**

II (4) The Lateran Council: Elaborating a Lay Theology as a Second Phase of Reform  
Common Reading:

Vauchez, 231-271

Reports:

- Tyerman, God's War on the 4<sup>th</sup> crusade and Albigensian crusades (Blackboard)
- Kaeuper, Holy Warriors on knightly piety and independence (Blackboard)
- Aristocratic response in France: John Baldwin on change in romance: "From the Ordeal to Confession," in Biller and Minnis, Handling Sin. (Blackboard)

### **UNIT III: VULGATE CYCLE OF ARTHURIAN ROMANCE**

**October 18**

#### III (1)-The Romance Tradition as the Historian's Evidence

Common Reading:

- Lancelot-Grail Reader, "History of the Holy Grail and the Story of Merlin", 3-92

Reports:

- Richard Barber, "Chivalry, Cistercianism, and the Grail", from Companion to Lancelot-Grail Cycle (2003)
- Elspeth Kennedy, "The Making of the *Lancelot-Grail Cycle*", from Companion to Lancelot-Grail Cycle (2003)
- R.W. Kaeuper, "The Societal Role of Chivalry in Romance," Cambridge Companion to Medieval Romance, ed. Roberta Krueger (2000) 97-114. (Blackboard)

**October 25**

#### III (2)-The Romance Tradition as the Historian's Evidence

Common Reading:

- Lancelot-Grail Reader, "Lancelot I-III", 94-180

Reports:

- Richard Traschler, "A Question of Time: Romance and History" from Companion to Lancelot-Grail Cycle (2003)
- Fanni Bogdanow, "The *Vulgate Cycle* and the *Post-Vulgate Roman de Graal*," from Companion to Lancelot-Grail Cycle (2003)

**November 1**

#### III (3)- Vulgate Cycle Themes: Chivalry, Love, Piety, in Tension

Common Reading:

- Lancelot-Grail Reader, "Lancelot IV-VI", 180-303

**November 8**

III (4)- Vulgate Cycle Themes: Chivalry, Love, Piety, in Tension  
Common Reading:

Lancelot-Grail Reader, "Quest for the Holy Grail, Death of Arthur", 305-401

**November 15**

WORK ON FINAL PAPER

**November 22**

DRAFT OF FINAL PAPER DUE

**November 29**

PRESENTATIONS ON FINAL PROJECTS

**FINAL PAPERS DUE DECEMBER 7**