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A SYLLABUS OF MEDIEVAL AND MODERN HISTORY, FIRST QUARTER

HISTORY 1a

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FOREWORD

In compiling this syllabus for my college classes in Medieval and Modern History in the Kirksville State Normal School, I have made a special effort to set clearly before the student just what he is expected to do in the preparation of his lessons and to indicate the lines along which the class room discussions will be conducted. I have therefore departed from the plan usually followed in printed syllabi and have given the student something more than lists of prescribed and optional readings and of topics that will be discussed in the class room. For one thing I have tried by way of a brief historical statement to give him some idea of what constitutes the historical setting of each lesson or to suggest to him how it is connected with the preceding lessons or possibly with those that are to follow. Furthermore I have tried to indicate what in my judgment is the fundamental historical problem that underlies the lesson as a whole or that constitutes its culmination.

The successful study of any field of history depends upon whether the student has comprehended its great problems and has found their solution. He may learn a great many facts and may be able to answer a great many questions about a certain subject in history, but unless he understands the historical significance of that subject, his knowledge is of little real value. In order therefore that the student may be guided in his efforts to the best advantage, I have followed up the list of topics for discussion with a question that states what to me is the historical problem of the lesson. Ordinarily the discussion of a given lesson will follow the lines suggested in the list of topics, culminating with a consideration of the problem; but oftentimes the problem will be raised right at the beginning of the discussion and all that is vital in the way of facts that have been gathered by the students from the study they have made of the assignments, will be brought to bear upon the problem in the attempt to discover its solution. Historical study involves something more than good memory. It demands close and consistent thinking. But most people do not realize that fact, and in order that those who take this course may form the habit of doing something more than just trying to remember what "the book says," the historical problem of each lesson is definitely stated, and the discussions will always be conducted with that problem in view.

The books referred to in the prescribed and optional lists of references are all to be found in the library of this institution. There are numerous duplicate copies of those in the lists of prescribed readings so that the students will have no difficulty in getting the required work done. It is hoped that the interest aroused in the work done in the class will lead to considerable reading on the part of all the students in the books in the optional lists. Very few references are given to source books. Experience has taught me to use, as a rule, the material in the source books in the class room in connection with the discussion of the lesson. In doing that I have found that it could be made to

throw further light upon what the student has already learned from his reading in the secondary works, while on the other hand attempts to have him use this material in the preparation of the lesson have more often proved confusing than helpful.

The maps that are to be made by the students will help to fix definitely certain facts in historical geography that are indispensable to successful historical study. The students will do well to consult such atlases as those by Dow, Shepherd, Muir, Reich, Gardiner and Droysen, all of which are in the library. They will also find many good maps in the books of reference they are sent to from time to time.

The syllabi for the second and third quarters of this course will be issued during the current year.

E. M. Violette.

Sept. 10, 1918.

Lesson I.

THE ROMAN EMPIRE

Introduction—We cannot begin our study of the Middle Ages without first knowing something of the great Roman Empire. Starting as a small city state in the center of the Italy in the eighth century B. C., Rome grew and developed until she became a great empire completely encircling the Mediterranean Sea. Within her borders was developed a great civilization which had its direct influence upon the peoples who brought about her overthrow in the fourth and fifth centuries and which in certain of its phases has continued to influence mankind down to the present day. It is assumed that all in this course have had a course in Ancient History of either high school or college rank and that nothing more than a brief survey of the Roman Empire is needed to recall the more salient facts in the development of that Empire.

Prescribed Reading—Thorndike, History of Medieval Europe, 19-39. Emerton, Introduction to the Middle Ages, 1-10.

Topics for Discussion—The three geographical sections of the Roman Empire; the city-state; the rise of the imperial government; the army, law, architecture, and economic and social conditions of the Roman Empire.

Problem—What were the chief contributions of the Romans to the civilization of the world?

Map Work—Make a map of the Roman Empire showing its boundaries at their greatest extent. Be able to answer the geographical questions in Thorndike, page 39.

Optional Reading—Adams, Civilization during the Middle Ages, ch. i and ii. Sheppard, Fall of Rome, ch. i.

Lesson II.

THE BARBARIAN WORLD

Introduction—During the last four or five centuries of the Roman Empire a new race of people called Teutons gathered along the Rhine and the Danube frontiers. These people had made their way towards the Empire from the far north. They were very inferior to the Romans in civilization and to the Romans they were barbarians. From the time when these people first began to appear along the frontiers there were more or less continuous conflicts between them and the Romans, and occasionally they actually invaded the Empire. It was not however until the latter part of the fourth century that they were able to break down the resistance which they had been meeting from the Romans and to effect a permanent settlement within the Empire in large national groups. This success on the part of the Teutons is one of the most significant facts in history. It marks the entrance of a new people into the arena of world affairs, and although they were barbarians they had the future of western European civilization in their keeping. Since that is the case, it is well that we should acquaint ourselves with these people in their native habi-

tat and see what they were like before they came as invaders and conquerors into the Roman Empire.

Prescribed Reading—THORNDIKE, 40-58; EMERTON, 12-21.

Topics for Discussion—The personal appearance, the mode of life, the religion, the family, the social classes, the governmental institutions, and the administration of justice of the early Teutons. The conversion of the Goths to Christianity. The Huns. The causes of migrations of the Teutons.

Problem—What were the chief characteristics of the early Teutons as compared with the Romans.

Optional Reading—ADAMS, Civilization during the Middle Ages, ch. v. BEMONT AND MONOD, Medieval Europe, 21-32. GUMMERE, Germanic Origins. HODGKINS, Dynasty of Theodosius, 55-72.

Lesson III.

DECLINE OF THE ROMAN EMPIRE

Introduction—The overthrow of the Roman Empire was due not so much to the barbarian invasions as to the internal decay within the Empire itself. Had it not become the prey of certain afflictions that grew up from within, the Empire would have been able to ward off indefinitely the attacks of the barbarians. Because of this fact we need to make a study of the conditions that prevailed in the Empire during the third and fourth centuries in order that we may see what was responsible for the decline of the Empire and how that decline manifested itself.

Prescribed Reading—THORNDIKE, 60-74; ROBINSON, Western Europe, 8-24.

Topics for Discussion—Causes of the decline of the Roman Empire. Ways in which the decline manifested itself. Efforts of Diocletian and Constantine to save the Empire from collapse. Effects of the spread of Christianity upon the Empire.

Problem—Wherein were the reforms of Diocletian and Constantine inadequate?

Map Work—Make a map of the Roman Empire showing the prefectures and the dioceses about 400 A. D.

Optional Reading—DILL, Roman Society in the Last Century of the Western Empire, bk. iii. HODGKIN, Italy and her Invaders, vol. ii, ch. ix. BRYCE, Holy Roman Empire, ch. ii. BURY, History of the Later Roman Empire, vol. i, bk. i, ch. iii & iv. FLETCHER, Making of Western Europe, vol. i, ch. i. SHEPPARD, Fall of Rome, ch. ii.

Lesson IV.

THE BARBARIAN INVASIONS

Introduction—The long impending disaster which had been threatening the Roman Empire finally happened in 375 A. D. when the Visigoths crossed

the frontier along the lower Danube and settled in the region just to the south. For nearly 200 years thereafter various barbarian nations poured over the Rhine and the Danube and roamed about the Empire with a tendency to move towards the west and the south. Very few found homes for themselves in the eastern part of the Empire.

Prescribed Reading—THORNDIKE, 75-94; EMERTON, 22-34, 41-47.

Topics for Discussion—Location of the various barbarian tribes named in this assignment just before they broke across the frontier. Lines of their migration thru the Empire, with special emphasis on the line of the Visigoths. Places of permanent settlement of the barbarians. Significance of the battles of Adrianople and of Chalons. Significance of the conquest of Italy by Odoacer in 476.

Problem—What were the causes of the migration of the barbarians? Why did they move westward and southward as a rule?

Map Work—Draw a map showing the location of the barbarians just before they began their migrations into the Empire. Draw another showing their location within the Empire after they had found permanent homes for themselves.

Optional Reading—FLETCHER, Making of Western Europe, vol. i, ch. ii. DILL, Roman Society in the Last Century of the Western Empire, bk. iv, ch. i. Cambridge Medieval History, vol. i, ch. vii-xi, xiv. HODGKIN, Dynasty of Theodosius, ch. iii-vii.

Lesson V.

THE FRANKS TO 638 A. D.

Introduction—Of all the barbarians that crossed the Rhine and the Danube and found new homes for themselves in the Roman Empire, the most important were the Franks. They had a long future before them while the Visigoths, the Ostrogoths, the Vandals and the Burgundians as separate nations and peoples soon vanished. For that reason it is desirable that we should study the early history of the Franks a little more in detail than we were able to do in our last lesson.

Prescribed Reading—EMERTON, 62-72; ADAMS, 135-42.

Topics for Discussion—Territorial expansion of the Frankish Kingdom under Clovis. Difference between the conquests of the Franks and those of other barbarian nations. Significance of the conversion of the Franks to Christianity. The rise of the Do-nothing Kings and of the Mayor of the Palace.

Problem—In what ways did the Franks in their early history lay the foundation for their future greatness.

Map Work—Draw a map showing the expansion of the Frankish Kingdom under Clovis. Write on the map the name of each new territorial acquisition and place under the name the date of acquisition.

Optional Reading—Cambridge Medieval History, vol. i, 292-303. OMAN, Dark Ages, ch. iv, x. SERGEANT, History of the Franks, ch. viii-xiv. KITCHIN, History of France, vol. i, 67-98.

Lesson VI.

THE GERMAN KINGDOMS OF THE WEST

Introduction—Now that we have traced the movements of the principal barbarian tribes that crossed the Rhine and the Danube frontiers during the fourth to the sixth centuries and have seen them establish themselves in separate kingdoms within the Roman Empire, we may take a glance at them in their new homes to see how they lived and managed their affairs.

Prescribed Reading—THORNDIKE, 117-126; EMERTON, 73-91.

Topics for Discussion—Population, language, governmental organization and judicial procedure of the Teutons. (Give particular attention to the means of proof used by the Teutons in their courts, viz. compurgation, ordeal, and wager of battle.) Leges Barbarorum and Leges Romanae Barbarorum. Economic and social conditions, art and literature of the Teutons.

Problem—What changes took place in the institutions of the barbarians as the result of their migrations and of the adaptation of certain Roman institutions to their own uses?

Optional Reading—MUNRO and SELLERY, Medieval Civilization, 50-59. LEA, Superstition and Force. NEILSON, Trial by Combat. THAYER, Evidence at the Common Law, ch. i. FORSYTH, History of Trial by Jury, ch. iii. (The last four books deal with the methods of judicial procedure among the Teutons.)

Lesson VII.

JUSTINIAN

Introduction—So far our attention has been largely directed towards affairs in the Western Roman Empire. Only occasionally during our study of medieval history shall we turn our attention to the Eastern Roman Empire, and then only when certain conditions arise there as to make a knowledge of those conditions necessary to a clear understanding of the development of western Europe. In the sixth century there arose an Emperor in the Eastern Empire whose influence upon his own and subsequent times has been very great. This was Justinian. Whether he was personally a very capable man or not, his reign marks an epoch in the history of Europe in the middle ages. We shall not have time however to do much more than touch upon two or three phases of his reign.

Prescribed Reading—THORNDIKE, 128-53.

Topics for Discussion—Character of Justinian and Theodora. Efforts to establish his absolute power in the State and the Church. Reconquests in the Western Empire. Attempts to hold back the barbarians along the fron-

tiers of the Eastern Empire. Patronage of art and architecture. Struggle between Justinian's successors and the Persians. (The codification of the Roman Law will be dealt with in the next lesson in full).

Problem—Show how Justinian's reign was a period of reaction against the barbarian invasions of the two preceding centuries.

Map Work—Draw a map showing the extent of Justinian's Empire at the beginning and at the close of his reign.

Optional Reading—Oman, Dark Ages, ch. v, vi. Cambridge Medieval History, vol. ii, ch. i, ii. Bury, History of the Later Roman Empire, vol. i, bk. iv. Fletcher, Making of Western Europe, vol. i, ch. iv. Munro and Sellery, Medieval Civilization, 87-113. Dudden, Gregory the Great, vol. i, 58-68, 199-211. Oman, Byzantine Empire, ch. vi-viii.

Lesson VIII.

THE CODIFICATION OF THE ROMAN LAW UNDER JUSTINIAN

Introduction—That which has given Justinian an enduring place in history was his codification of the Roman Law. He found that, save for the efforts of Emperor Theodosius in the fifth century to codify the imperial constitutions or ordinances, nothing had been done to systematize the vast body of Roman Law that had been growing and developing for centuries. Inasmuch as Justinian succeeded in putting the whole body of Roman Law into permanent and consistent form, and inasmuch as Roman Law as it touches our modern life does so thru Justinian's codification, we must not fail to make some sort of a study of his great work.

Prescribed Reading—Hadley, Introduction to Roman Law, ch. i, iii. (The class should examine the three volume set of the Corpus Juris Civilis in the library while they are preparing this lesson. Although the entire work is in Latin and Greek, the editorial notes and explanations being also in Latin, a casual examination of the work by the students will be of benefit even though they do not read Latin or Greek.)

Topics for Discussion—The form and the content of the four parts of the Corpus Juris Civilis of Justinian: the Code; the Digest; the Institutes; and the Novels. The Gregorian and the Hermogenian Codes of the fourth century and the Theodosian Code of the fifth century. The jurisconsults: their functions and their authority in the evolution of the Roman Law. The relations between the writings of the jurisconsults and the Digest.

Problem—Of what importance were the jurisconsults in the development of Roman Law? Why has the Digest been of greater influence upon the modern world than the other parts of the Corpus Juris Civilis.

Optional Reading—Morey, Outlines of Roman Law, 116-31, 154-63. Cambridge Medieval History, vol. ii, ch. iii. Bury, History of the Later Roman Empire, vol. i, bk. iv, ch. iii. Sohm, Institutes of Roman Law. 36-135.

Lesson IX

MOHAMMED AND THE MOHAMMEDAN EMPIRE

Introduction—In the seventh century a new religion arose in Arabia that was destined to produce great changes in western Europe and to come to a great clash of arms with Christianity for the control of the West. The founder of this new religion was Mohammed and his religion was called Islam. But Mohammed was more than a founder of a religion. He was the builder of a state, and in the course of a hundred years after his death, his successors built up a great empire that stretched from the Indus on the east to the Atlantic ocean on the west. Syria, North Africa and Spain, nearly half of the territory that had been included in the old Roman Empire, were made parts of this Mohammedan Empire. At one time it looked as though Gaul (France) would likewise be added to their Empire. There are very few movements in history more remarkable than the rise of this vast Mohammedan Empire.

Prescribed Reading—THORNDIKE, 172-91; THATCHER and SCHWILL, 336-369.

Topics for Discussion—Arabia and the Arabs before Mohammed's time. Early life of Mohammed. The Hegira, 622. The conquest of Mecca. The spread of the Mohammedan Empire after Mohammed's death. Dissolution of the Mohammedan Empire after 755. Arabic Civilization.

Problem—Explain the rapid spread of the Mohammedan religion and the rapid growth of the Mohammedan Empire. Where would you rather have lived in the eighth century, France or Spain? Give reasons for your answer.

Map Work—Draw a map showing the territorial expansion of the Mohammedan Empire, inserting dates of acquisition of the various parts. Locate Mecca, Medina, Bagdad, Cordova.

Optional Reading—Cambridge Medieval History, vol. ii, ch. x-xii. FLETCHER, Making of Western Europe, vol. i, 192-212. MUNRO and SELLERY, Medieval Civilization, 224-39. MARGOLIOUTH, Mohammed and the Rise of Islam. MARGOLIOUTH, article on Mohammed in the Encyclopedia Brittanica, vol. xvii. AMEER ALI, Islam, ch. ii, iii. STOBART, Islam and its Founder. MACDONALD, Aspects of Islam, ch. ii. CARLYLE, Heroes and Hero Worship, ch. ii. OMAN, Byzantine Empire, ch. xii-xiv.

Lesson X.

THE MOHAMMEDAN RELIGION

Introduction—Mohammedanism is the religion of a considerable portion of the world's population of today. It can be understood only thru the pages of its bible, the Koran. Here are revealed the life and teachings of Mohammed. It is not possible for us to read very extensively in the Koran in this course, but we should read enough to get acquainted with its style and with some of the characteristic doctrines of Mohammed.

Prescribed Reading—MENZIES' History of Religion, 213-39. Preliminary Discourse in Sales' edition of the Koran, 40-50. Portions of the Koran.

Topics for Discussion—The authorship of the Koran, the history of its composition and the arrangement of its various parts. Mohammed's conception of heaven and hell or his views of Jesus or of any of the Hebrew prophets. (Consult the index of the Koran and read the passages referred to on these subjects.) Some of the cardinal doctrines of Mohammedanism.

Problem—How far does Mohammedanism reveal traces of Christianity and Jewish influences?

Optional Reading—AMEER ALI, Islam, ch. i. MARGOLIOUTH, article on the Koran in the Encyclopedia Brittanica, vol. xv. SMITH, The Bible and Islam. MACDONALD, Aspects of Islam, ch. ii, iv.

Lesson XI.

KARL MARTEL AND PEPIN LE BREF

Introduction—That the Arabs did not overrun western Europe completely is due largely to the Franks. Under the leadership of Karl Martel the Franks defeated the Arabs at Tours in 732 and thereafter pressed them back out of France into Spain. Karl's official position in the Frankish Kingdom was that of Mayor of the Palace. His son and successor, Pepin le Bref, raised himself from the position of Mayor of the Palace to that of King. These things make these two men historically significant and for that reason we shall devote a lesson to their consideration.

Prescribed Reading—THORNDIKE, 192-98; EMERTON, 115-34, 150-69.

Topics for Discussion—The rise of the Mayor of the Palace to political power. The struggle between the Mayors of Neustria and Austrasia. The union of the Frankish kingdom under Karl Martel, Mayor of Austrasia. The battle of Tours, 732. Karl Martel and the Lombards. The relations between the Frankish government and the papacy. The assumption of the royal title by Mayor Pepin. Pepin and the Lombards. The Donation of Pepin.

Problems—(1) Suppose the battle of Tours had been a victory for the Arabs; what would have been the effect of that victory on the development of Christianity? (2) Why did Pepin seek the advice of the Pope concerning the assumption of the royal title, and why did the Pope give a favorable reply? (Note the maintenance of good relations between the Church and the Franks since the days of Clovis.)

Optional Reading—Cambridge Medieval History, vol. ii, ch. xii and xviii. FLETCHER, Making of Western Europe, vol. i, 213-34. Sergeant, FRANKS, ch. xiv, xv. CUTTS, Charlemagne, ch. xi. MOMBERT, Charles the Great, bk. i, ch. i, ii. OMAN, Dark Ages, ch. xv, xvii, xix. MUNRO and SELLERY, Medieval Civilization, 60-86. CREASY, Fifteen Decisive Battles, chapter on Tours. HODGKIN, Charles the Great, ch. ii-iv. KITCHIN, History of France, vol. i, 99-118.

Lesson XII.

CHARLEMAGNE AS KING OF THE FRANKS

Introduction—The Franks reached the zenith of their history in the time of Charlemagne, the son of Pepin le Bref. Under him a vast empire was built up and great advance was made in civilization. So influential was he in his own times, he stood out more prominently throughout the middle ages than any other character in all that period. We shall therefore devote two lessons to him, the first one to him as King of the Franks, and the second to him as Emperor.

Prescribed Reading—THORNDIKE, 198-206; EMERTON, 181-205; BEMONT and MONOD, Medieval Europe, 192-203.

Topics for Discussion—Joint rule of Charles and Carloman. Accession of Charles as sole King. Wars with the Lombards and the Saxons. Institutions of the central government; royal officials and assemblies. Institutions of the local government: counts and missi. Royal legislation. Judicial institutions and procedure.

Problem—In early days the government of the Franks, like that of other Teutonic peoples, was democratic in character. By the time of Charlemagne it had become an absolute monarchy. What brought about the change?

Optional Reading—DAVIS, Charlemagne, ch. iii-vii. CUTTS, Charlemagne, ch. xiv-xix. MOMBERT, Charles the Great, bk. ii. SERGEANT, Franks, ch. xvi, xvii. OMAN, Dark Ages, ch. xx, xxi. FLETCHER, Making of Western Europe, ch. vii. HODGKIN, Charles the Great, ch. v-x. Cambridge Medieval History, vol. ii, ch. xix. KITCHIN, History of France, vol. i, 118-52.

Lesson XIII.

CHARLEMAGNE AS EMPEROR

Introduction—On Christmas Day, 800 at Rome Charlemagne was crowned Emperor by the Pope. By that time his work as the builder of an empire was practically completed and the act of the Pope in crowning him was only a public recognition of what Charles had already done towards making his authority imperial.

Prescribed Reading—THORNDIKE, 206-13; BRYCE, Holy Roman Empire, ch. v.

Topics for Discussion—Events leading up to the imperial coronation. The attitude of Charles towards the coronation. The results of the coronation as regards the power and the position of Charles and the power and the position of the Pope. The Carolingian Renaissance.

Problem—What is the real significance of the imperial coronation?

Optional Reading—DAVIS, Charlemagne, ch. viii, ix. WEST, Alcuin, ch. iii.

Lesson XIV.

THE DISSOLUTION OF THE EMPIRE OF CHARLEMAGNE

Introduction—Within less than one hundred years after the death of Charlemagne his Empire had been completely dissolved. In the breaking up of this Empire we are able to perceive dimly the foreshadowing of certain great medieval and modern nations in western Europe.

Prescribed Reading—ROBINSON, 92-103; EMERTON, Medieval Europe, 8-18.

Topics for Discussion—Charles' scheme for dividing the Empire. Louis Pious' schemes of division. The Strassburg Oaths. The Treaty of Verdun, 843, and the Treaty of Mersen, 870. The deposition of Charles the Fat. Causes of the dissolution of the Carolingian Empire.

Problem—What explanation is there for the differentiation of the French and the Germans that begins to show itself during the ninth century?

Optional Reading—FLETCHER, Making of Western Europe, vol. i, ch. viii. OMAN, Dark Ages, ch. xxiii-xxv. SERGEANT, Franks, ch. xxi. KITCHIN, History of France, vol. i, 153-70.

Lesson XV.

THE SETTLEMENT OF THE ANGLO-SAXONS IN BRITAIN

Introduction—We have just completed our study of the rise and development of the Franks down to the dissolution of the Carolingian Empire. We have now to follow the fortunes of another group of Teutonic peoples who went by the name of Anglo-Saxons. Like the Franks they had a long future before them, but in another part of Europe. They migrated from the continent to Britain during the fifth to the seventh centuries and laid there the foundations for the present England. In this lesson and the next we shall try to trace the development of the history of the Anglo-Saxons down to the close of the tenth century.

Prescribed Reading—CHEYNEY, Short History of England, 36-57.

Topics for Discussion—Migration of the Anglo-Saxons to Britain. The spread of the Anglo-Saxons into the interior of Britain and the displacement of the native Celtic population of Britain. The conversion of the Anglo-Saxons to Christianity. The contest between the Roman and the Celtic forms of Christianity in Britain. The formation of the Heptarchy.

Problem—In what ways did the conquests of the Anglo-Saxons differ from those of the Franks and other Teutonic nations?

Map Work—Draw a map of England about 800 A. D. showing the boundaries of the heptarchic kingdoms.

Optional Reading—OMAN, England before the Norman Conquest, bk. iii. HODGKIN, History of England from Earliest Times to the Norman Conquest, ch. vi-xiv. HUNT, History of the English Church from its Foundation to the Norman Conquest, ch. ii-viii. RAMSAY, Foundations of England, vol. i, ch. ix-xiii. BEARD, Introduction to English Historians, 1-29. GREEN, Short History of England, 1-44.

Lesson XVI.

THE CONFLICT BETWEEN THE ANGLO-SAXONS AND THE DANES

Introduction—In the eighth century the Anglo-Saxons began to be attacked by another group of Teutonic peoples called the Danes. During the ninth century the Danes conquered large parts of Northeast England and bade fair to get it all. That they did not do so was largely due to Alfred the Great. By careful management he was able to drive the Danes out of his kingdom of Wessex and to keep them out. In time his successors reconquered what the Danes had taken from the Anglo-Saxons and added it to the kingdom of Wessex. The central figure in this period of Anglo-Danish conflict is Alfred the Great.

Prescribed Reading—Cheyney, 59-83.

Topics for Discussion—Danish invasions of England during the latter part of the eighth and the early part of the ninth centuries. The formation of the Danelaw and the Treaty of Wedmore. The reforms of Alfred the Great. The reconquest of the Danelaw and its incorporation in Wessex. Social and economic conditions in England in the tenth century. The institutions of the central government of England in the tenth century: king and witan. The institutions of the local government: the officers and the assemblies of the shires and the hundreds.

Problem—Show how in saving Wessex from being overrun by the Danes, Alfred saved England for Anglo-Saxon rule.

Map Work—Draw a map showing the boundaries of the Danelaw, Wessex and the other parts of England in the latter part of the ninth century.

Optional Reading—Oman, England before the Norman Conquest, ch. xix-xxiv. Hodgkin, History of England from Earliest Times to the Norman Conquest, ch. xv-xix. Hunt, History of the English Church from its Foundations to the Norman Conquest, ch. xii-xv. Ramsay, Foundations of England, vol. i, ch. xix-xvii. Beard, Introduction to English Historians, 30-38. Green, Short History of the English People, 44-62. Hughes, Alfred the Great. Plummer, Alfred the Great. Pauli, Alfred the Great.

Lesson XVII.

ORGANIZATION OF THE ROMAN CATHOLIC CHURCH OF TODAY

Introduction—In the study that we have been making of the migrations of the Teutonic peoples and the founding of different Teutonic kingdoms in western Europe, we have had occasional glimpses of the Church. We have so far paid no particular attention to it, preferring to deal with it separately as a matter of convenience at a later time. It is now necessary for us to give it some consideration, but before we take up the early history of the Church, it is advisable for us to learn something about the Roman Catholic Church as it is today. There are two reasons for doing this. In the first place it is quite

necessary to get ourselves correctly informed about certain of the present day Catholic institutions, practices and doctrines. Because of the long time rivalry and bitter hostility between Catholics and Protestants, they entertain some very erroneous notions about each other. As students of history we need to get ourselves set straight on the institutions, practices and doctrines of the Catholic Church of today before we begin to make a study of its history. In the second place by making a study of the Catholic Church as it is at present in advance of a study of its growth and development from earliest times, we are able to formulate for ourselves a very important historical problem, namely how did the Catholic Church come to be what it is today. The rise and development of the Church is one of the most significant movements in all history. If we are to appreciate the significance of its origin and growth, we ought to know something first about it at the present time. With that knowledge in our possession we are in a position to trace intelligently the steps by which the Catholic Church has come to be what it is today.

Prescribed Reading—SHADLER, Beauties of the Catholic Church, 443-74. The Catholic Encyclopedia, the Encyclopedia Britannica and the New International Encyclopedia on the topics named below. The Cosmopolitan for September, 1903, and the Independent for August 31, 1914 contain good articles on the method of electing popes.

Topics for Discussion—Pope: place of residence, method of election, functions, infallibility. Cardinals: number, names of American cardinals, method of appointment, functions. Archbishops, bishops and parish priests: method of appointment and functions.

Problem—What form of government does the Catholic Church have today, monarchical, oligarchical or republican?

Optional Reading—The references given above are all that are available on the subject.

Lesson XVIII.

ORGANIZATION OF THE EARLY CHURCH

Introduction—Now that we have outlined briefly the organization of the Roman Catholic Church of today, we are in a position to turn to the early history of the Church and begin our study of its growth and development. We shall cover the first nine centuries of its history in the next few lessons. At intervals in this course we shall resume our study of the Church so that by the close of the year's work we shall have covered the entire history of the Church in certain of its phases at least. Our chief purpose in all of our study of the Church in this course will be to get a historical explanation of how the Church has come to be what it is today, or in other words to trace its growth and development from earliest times to the present, noting particularly the changes in its institutions.

We shall begin our study of the early history of the Church by dealing with its organization during the first three or four centuries. The Church at

that time had an organization which differed very widely from that of today, and yet the germs of the most important institutions of the Church of today lay in the organization of that early time. For that reason a very clear notion of the organization of the early Church is very desirable.

Prescribed Reading—EMERTON, Introduction to the Middle Ages, 93-102; FLICK, Rise of the Medieval Church, 52-65, 71-87; THATCHER and SCHWILL, 230-232.

Topics for Discussion—Roman persecutions of the Christians. The Edict of Milan, 313. Officers of the early local churches: deacons, elders, and bishops. Petrine theory: arguments for and against. Rise of the hierarchy of diocesan bishops, archbishops and patriarchs. Division of the Church into Eastern and Western Churches.

Problem—The Church began with independent local congregations that were democratic in the organization. How was the Church transformed in its organization so that each congregation came to be controlled by a single head and the local congregations became subordinate to a hierarchy of ecclesiastical officials?

Optional Reading—Cambridge Medieval History, vol. i, ch. vi. HATCH, Organization of the Early Christian Church. SABATIER, Religions of Authority, bk. i, ch. i-iv. ALLEN, Christian Institutions, ch. i-viii. GWATKIN, Early Church History to 313, vol. i ch. xiii. BARTLETT, Apostolic Age, bk. iv, ch. ii. WATERMAN, Post-Apostolic Age, ch. iii-iv. RENAN, Influence of the Institutions, Thought and Culture of Rome on Christianity and the Development of the Catholic Church. RAINY, Ancient Catholic Church, ch. ii, xiv, xix.

Lesson XIX.

EARLY DEVELOPMENT OF THE SPIRITUAL POWER OF THE POPE

Introduction—We saw in the preceding lesson how the Church began with independent local congregations and how, as it grew and spread, these local congregations were brought under the control of a hierarchy of officials composed of bishops, archbishops and patriarchs. In the course of time there was evolved out of this hierarchy one single head for the entire church in the West. This single head was the Pope. Originally the Pope was nothing more than the bishop of a local church at Rome. How he rose above all ranks of officials to become the head of the church in the West is one of the most s gnificant and interesting topics in medieval history. We can trace the rise of the Pope along two lines, spiritual and temporal or ecclesiastical and civil. In the present lesson we shall follow the development along the first of these lines down to about the middle of the eighth century.

Preseribed Reading—THATCHER and SCHWILL, 232-42; FLICK, 148-94

Topics for Discussion—Factors in the development of the spiritua power of the Pope: the political and the geographical position of Rome; the barbarian invasions; the orthodoxy of the bishops of Rome; appeals to

the bishops of Rome; the Petrine theory; decrees of Church councils; missionary activity of the bishops of Rome; the removal of the capital of the Empire to Constantinople; the decrees of the Emperors.

Problem—How did the Bishop of Rome come to be the head of the Church in the West? According to Catholic doctrine, how essential to the realization of this outcome were the various factors that have been discussed aside from the Petrine theory?

Optional Reading—KRUEGER, The Papacy, the Idea and its Exponents, ch. i-iv. SABATIER, Religions of Authority, bk. i, ch. v. BARRY, The Papal Monarchy, ch. i-iii. DUDDEN. Gregory the Great, vols. i, ii.

Lesson XX.

EARLY DEVELOPMENT OF THE TEMPORAL POWER OF THE POPE

Introduction—In addition to becoming the spiritual or ecclesiastical head of the Church in the West, the Bishop of Rome also became the head of a state which lay in central Italy. This power which the Pope exercised as head of a state we call temporal or civil. This power he continued to exercise until 1870 when it was taken away from him by the present kingdom of Italy which had come into existence only a short time before that. How the Pope came into the possession of this temporal power is the subject of this lesson.

Prescribed Reading—THATCHER and SCHWILL, 242-50; ADAMS, 106-29.

Topics for Discussion—Factors in the development of the temporal power of the Pope: acquisition of civil authority in Rome; gifts of land; contests between the bishops of Rome and the emperors at Constantinople; alliances between the Pope and Pepin le Bref; the papal coronation of emperors.

Problem—How did the Bishop of Rome come to be the head of a state in Italy?

Optional Reading—DUDDEN, Gregory the Great, vols. i, ii. Cambridge Medieval History, vol. ii, ch. xxii.

Lesson XXI.

THE PONTIFICATE OF NICHOLAS I.

Introduction—So far we have had little to say about individual popes. The names of several have been mentioned in what we have read and if time had been sufficient we ought to have given some attention to certain of them. For example Leo I, Gregory I and one or two others should have been dealt with in detail. But we did not have time to study them and had to let them pass. However we have come to one of the popes whose part was so important in the making of the papacy that we must give him some special study. This is Nicholas I (858-67). In his time certain great issues arose which were all important in their bearing upon the future development of the papacy. That institution was facing a crisis such as had not arisen in the previous history of the Church. Fortunately for the papacy Nicholas I was in the chair

of St. Peter and to him was due largely the fact that the day was saved for that institution. How he accomplished that result, we shall now see.

Prescribed Reading—EMERTON, Medieval Europe, 42-76, omitting 53-62 if necessary.

Topics for Discussion—The three fold position of the Pope by the opening of the ninth century, and the difficulties of the Pope in holding such a position. The controversy between Nicholas and Photius; the controversy between Nicholas and Lothair; the controversy between Nicholas and Hincmar.

Problem—Show how Nicholas was contending for the maintenance of a universal church and how he was combatting the notion of national churches. Contrast clearly the differences between a universal church and national churches.

Optional Reading—BARRY, Papal Monarchy, ch. ix. GREGOROVIOUS, Rome in the Middle Ages, vol. iii, 120-55.

Lesson XXII.

THE PSEUDO-ISODOREAN DECRETALS

Introduction—One of the most effective weaponsw hich Nicholas I used in defeating his greatest antagonist, the Archbishop of Rheims, were the Pseudo-Isidorean Decretals. As the word suggests they were forgeries, at least the most significant parts were spurious. In order that we may understand how they were made use of by Nicholas in his contest with Hincmar, we must know something of their history and their contents. When we have done that, we can easily see how they proved a very effective weapon in the hands of a very energetic and ambitious Pope.

Prescribed Reading—EMERTON, 76-82; Flick, 326-41. (While preparing this lesson the students should examine HINSCHIUS, Decretales Pseudo-Isidorianae. This volume contains the Pseudo-Isidorean Decretals in their original Latin form. Although the students may not be able to read any of it, a mere handling of the document will be of some value. That will at least give a sense of its actual reality.)

Topics for Discussion—Early collections of church decretals. Time, place and authorship of the Pseudo-Isidorean Decretals. The forged element in these Decretals, the motives of the forgers, and the use made of the forgeries by Nicholas.

Optional Reading—There is nothing available beyond what is mentioned above.

Lesson XXIII.

MEDIEVAL MONASTERIES

Introduction—Frequent allusions have been made to monks and monasteries in the reading that we have been doing on the early history of the Church. It is now time that we should make some study of the monastic system. We

shall have time for only two lessons upon this subject. The first will be directed towards the life of the monks in a typical monastery. We need to acquaint ourselves with the kinds of buildings they lived in, the way in which they occupied their time, and the monastic officials, rules and regulations.

Prescribed Reading—Harding, Story of the Middle Ages, 195-206 or Nida, Dawn of American History, 87-97; Thatcher and McNeal, Source Book for Medieval History, 432-85 or Henderson, Documents Illustrative of the Middle Ages, 274-314. (These last two references give the Benedictine Rule, the first in large part, the second in full.)

Topics for Discussion—The plan of a monastery. (See plan of the monastery of St. Gall in Emerton, 554 or Shepherd, Atlas, 101.) The uses to which the different buildings were put. Monastic officials and their duties and functions. The daily life of the monks.

Problem—How did the monk in his daily life fulfill the vows taken on entering a monastery?

Optional Reading—Jessopp, Coming of the Friars, ch. iii. Blair, The Rule of St. Benedict.

Lesson XXIV.

THE RISE OF MONASTICISM

Introduction—It has been deemed best to get acquainted first with a typical monastery before undertaking to account for the rise of the monastic system itself. Although not every one was urged to enter a monastery, yet the Church held that the monastic life was the highest possible form of life for one to live. The monastic idea was not inherent in the Christian religion. It was developed from sources that were largely extraneous. Just how Christian monasticism arose and what fruits it bore, will occupy our time in this lesson.

Prescribed Reading—Thatcher and Schwill, 318-28; Emerton, Introduction to the Middle Ages, 135-49.

Topics—Factors in the rise of monasticism in the Christian Church: misinterpretation of some of Jesus' doctrines; the notion of matter as the seat of evil; undue emphasis on self control; worldliness in the Church. The Benedictine Rule. Good and evil results of monasticism.

Problem—How did monasticism arise and what effect did it have upon the life of the times in which it flourished?

Optional Reading—Harnack, Monasticism, Its Ideals and History, Wishart, Monks and Monasticism, ch. i-iii, ix. Cambridge Medieval History, vol. i, ch. xviii. Taylor, Classical Heritage of the Middle Ages, ch. vii. Lea, History of Sacerdotal Celibacy, ch. vii.

Lesson XXV.

THE MANORIAL SYSTEM

Introduction—We have traced the political and religious history of western Europe down to the tenth century. By that time society in western Europe was fast becoming feudalized. Feudalism at that time and in that part of the world was essentially a peculiar system of land holding in which some men were lords and other were vassals. The unit in this system of land holding when fully developed was the manor. As we can scarcely appreciate the feudal system without knowing something first of the manor, we shall give our attention to that subject at once.

Prescribed Reading—Cheyney, Social and Industrial History of England, 31-52; Tickner, Social and Industrial History of England, 10-24.

Topics for Discussion—The village, the three fields and the strips of land, the meadows, the waste and the lord's demesne of the manor. The manorial lord and the different classes of manorial tenants. The obligations of the lords to the manorial tenants and the obligations of the manorial tenants to their lords. The manorial courts.

Problem—The medieval manor was virtually a large farm owned by a lord. Wherein did it differ from a large typical American farm?

Map Work—Draw a plan of a manor, showing the village, the three fields and the strips into which they were divided, the lord's demesne and the other parts of the manor.

Optional Reading—Seignobos, Feudal Regime, ch. i. Ashley, English Economic History, vol. i, bk. i, ch. i. Vinogradoff, Villainage in England. Vinogradoff, Growth of the Manor. Forrest, Development of Western Civilization, ch. iii.

Lesson XXVI.

THE FEUDAL SYSTEM

Introduction—Now that we have obtained some idea of the manor, we are ready to deal with the feudal system. Ordinarily the lord of the manor was a vassal to some feudal lord for his manor. As a vassal he owed certain obligations to his feudal lord for the manor which he held of him. In some respects these obligations were similar to those of a manorial dependent to his manorial lord; in other respects they were dissimilar. It is important to understand these similarities and dissimilarities, especially the latter. Moreover it is very essential that the two classes, vassals and manorial tenants, should be kept very clearly distinguished from one another. They are by no means identical and the terms used for them are not synonymous. If this fact is kept in mind a great deal of confusion will be avoided.

Prescribed Reading—Robinson, 104-119; Munro and Sellery, Medieval Civilization, 159-70.

Topics for Discussion—Fief, vassals and subvassals, homage, the obligations of a lord to his vassal and of a vassal to his lord, and the complexity of the feudal system.

Problem—In what way is the term "system" a misnomer as applied to feudalism.

Optional Reading—SEIGNOBOS, Feudal Regime, ch. ii and iii.

Lesson XXVII.

ORIGINS OF MANORIALISM AND FEUDALISM

Introduction—We have so far been concerned with the fully developed manorial and feudal systems. But we should not leave the subject without undertaking to find out how they came into existence. We shall find that the origins of these systems lay far back of the time when they brought forth. Some were Roman and some Teutonic in character. The prolonged insecurity brought about by the barbarian invasions and the final dissolution of the Carolingian Empire constitute the environment which made possible the rise and development of the manorial and the feudal systems out of the practices and institutions that prevailed among the later Romans and the early Teutons.

Prescribed Reading—THORNDIKE, 232-246; ADAMS ch. ix. (The reference in Thorndike reviews some of the things that have already been studied but it contains also some new matter.)

Topics for Discussion—Patrocinium, precarium, comitatus, transformation of public duties into private rights, immunities.

Problem—What were the conditions that made possible the rise and development of the manorial and the feudal systems?

Optional Reading—EMERTON, Introduction to the Middle Ages, 236-53.

Lesson XXVIII.

FEUDAL WARFARE

Introduction—Feudal society was characterized by continual discord and warfare. This condition gave rise to certain methods of attack and of defense that were peculiar to the time. The armed knight on horseback and the castle were the most important means of attack and of defense that were developed during the feudal period. In time various efforts were made to check this constant warfare with more or less of success. The most important of these efforts were the Peace of God and the Truce of God.

Prescribed Reading—THORNDIKE, 246-53; MUNRO AND SELLERY, 171-87; EMERTON, Medieval Europe, 568-71.

Topics for Discussion—The medieval castle: plan and arrangement; life within and about. Methods of Medieval warfare. Peace of God. Truce of God. Chivalry. Knighthood.

Problem—What means would an attacking force use to compel the surrender of a typical castle?

Map Work—Draw a plan of a typical castle, naming the different parts.

Optional Reading—Oman, Art of War in the Middle Ages. Traill, Social England, in loco in volumes i and ii. Each chapter in this work contains a section on warfare.

Lesson XXIX.

FEUDAL FRANCE DURING THE NINTH AND TENTH CENTURIES

Introduction—In our study of feudalism we have seen that the political weakness of the state was largely responsible for the rise and growth of that system. Had the state been strong, men would not have become related to each other as lords and vassals. But because it was weak, there seemed to be nothing else for them to do except to resort to the feudal system. We are now ready to see how feudalism, as it grew and developed, tended to dissolve the already weakened state which had given it birth and to put authority into the hands of local feudal lords. We are able to see this transition most clearly in the western part of the Empire of Charlemagne which after the breaking up of that Empire came to be known as the Kingdom of the West Franks or still later the Kingdom of France. Here we are able to trace the decline of the central government thru the ninth and tenth centuries and the growth of the power of the vassals of the king. These vassals in time became the great dukes and counts of the country and were practically independent of the king. Notwithstanding this independence on the part of the dukes and counts, they did not think of doing away with the kingship. Indeed they elected one of their own number, Hugh Capet, as king in 987. However they did not recognize him as having any more power than his predecessors. The kingship of France had become thoroughly feudalized and as far as they were concerned they considered him as a mere figure head in the state. How things came to be what they were in France during the ninth and tenth centuries, is our task in this lesson.

Prescribed Reading—Thorndike, 256-61. Emerton, 400-20.

Topics for Discussion—The important feudal areas in France. The election of Eudes or Odo as king in 887. The settlement of Normandy by the Norse. The election of Hugh Capet as king in 987. The double character of the Capetian monarchy: (1) the king as suzerain; (2) the king as sovereign. The royal domain and its growth under Henry I. The subjugation of the barons of Francia or the royal domain by Louis VI.

Problem—How did feudalism bring about the decline of royal power in France during the ninth and tenth centuries?

Optional Reading—Tout, Empire and Papacy, ch. iii. Kitchin, History of France, vol. i, 162-267. Masson, Medieval France, ch. i, iii.

Lesson XXX.

FEUDAL ENGLAND OF THE TENTH AND ELEVENTH CENTURIES

Introduction—We brought the history of England up to the close of the tenth century when we were last dealing with that country. We saw how by that time the Anglo-Saxon heptarchy had given way to a single kingdom. But that kingdom was politically very weak as was shown during the renewed Danish invasions in the eleventh century. The Danes under Canute established their rule over all England, but their rule lasted for only a short time when it was succeeded by a period of Anglo-Saxon rule under Edward the Confessor. But although England was nominally united into one kingdom, it was still a very weak kingdom. It was rapidly disintegrating into seven or eight earldoms which resembled the feudal principalities of France that arose during the ninth and tenth centuries. However this tendency towards disintegration was completely checked by the Norman Conquest. From that time on England has remained politically united and in that respect has differed very materially from other states in western Europe. Political unification in France came several centuries later than it did in England, and that of Germany and of Italy was not acquired until the nineteenth century.

Prescribed Reading—Thorndike, 275-79; Cheyney, Short History of England, 85-113.

Topics for Discussion—Renewed Danish invasions of the later tenth and eleventh centuries. The reign of Canute. The reign of Edward the Confessor. The claims of William of Normandy to the throne of England. The battle of Hastings, 1066. The conquest of England by William I. after 1066. English feudal system under Norman rule. The Doomsday Survey.

Problem—What progress had feudalism made in England before the Norman Conquest? How did the Norman kings prevent feudalism from dissolving the power of the king in England as it had done in France?

Optional Reading—Oman, England before the Norman Conquest, ch. xxvi-xxviii, and Davis, England under the Normans and Angevins, ch. i, ii. Hodgkin, History of England from Earliest Times to the Norman Conquest, ch. xxi-xxvi, and Adams, History of England from the Norman Conquest to the Death of John, ch. i-iii. Ramsay, Foundations of England, vol. i, ch. xx-xxxi; vol. ii, ch. i-ix. Beard, Introduction to English Historians, 38-46, 61-95. Green, Short History of England, 63-87.

Lesson XXXI.

THE HOLY ROMAN EMPIRE (GERMANY AND ITALY) DURING THE NINTH AND TENTH CENTURIES

Introduction—The tendency towards dissolution appeared in the ninth and tenth centuries in the kingdom of the East Franks (Germany) as well as in that of the West Franks (France). The only difference is that Germany did not fall apart into as many divisions as did France during this period. In

time, however, the political disintegration of Germany as the result of feudalism went much further than it ever did in France. One of the great reasons for this is to be found in the fact that the kings of Germany after the middle of the tenth century sought to establish their rule in Italy. In their efforts to do that they gave the feudal barons of Germany a chance to develop their own power at home and in time these barons succeeded in transforming Germany into a great number of practically independent feudal principalities.

Prescribed Reading—THORNDIKE, 256-65; ROBINSON, 148-54; BRYCE, ch. vi.

Topics for Discussion—The appearance of stem duchies in Germany. The election of Henry I as king of Germany. The coronation of Otto I as king. The final defeat of the Magyars. The Italian expeditions of Otto I. The coronation of Otto as Emperor of the Holy Roman Empire. The political condition of Germany by the time of Henry III.

Problem—How did the German kings in attempting to establish the Holy Roman Empire give the barons of Germany a chance to develop their power and lessen that of the kings of Germany.

Optional Reading—TOUT, Empire and Papacy, ch. i and ii; FLICK, Rise of Medieval Church, ch. xvii.

Lesson XXXII.

THE THEORY OF THE HOLY ROMAN EMPIRE

Introduction—The Holy Roman Empire is one of the most astounding political institutions of all time. It may be said to have been founded by Charlemagne and to have been restored by Otto I. in 962. It lasted until 1806. But what makes it so remarkable is the theory upon which it was based and the difference between that theory and reality. It is interesting also because of the origins from which the theory arose.

Prescribed Reading—BRYCE, Holy Roman Empire, ch. vii.

Topics for Discussion—The medieval ideas of world religion and world empire. The functions of the Pope and the Emperor in the Holy Roman Empire, and their relation to each other.

Problem—How did the theory of the Holy Roman Empire arise and how did it differ from actual reality.

Optional Reading—FISHER, Medieval Empire, vol. i, ch. i.

Lesson XXXIII.

EVILS IN THE CHURCH IN THE TENTH CENTURY

Introduction—In the course of time Pope and Emperor, coordinate heads of the Holy Roman Empire though they were, became engaged in a deadly conflict with each other. The occasion for that conflict grew out of a movement for reform in the Church. The Church was afflicted with certain evils, and the attempt to eradicate them revealed very clearly what a strong

influence the emperors, kings and barons had as feudal lords over the Church. The Pope sought to eliminate the influence and control of these laymen over the Church, and in his efforts to accomplish that end he met with the vigorous opposition of the Emperor. But before we make any study of this struggle between the Pope and the Emperor, we need to find out something about the evils that were afflicting the Church. In getting this information we shall build up for ourselves the historical background of the famous investiture contest that wa waged between Pope and Emperor during the eleventh and twelfth centuries.

Prescribed Reading—THORNDIKE, 280-85; ROBINSON, 153-63.

Topics for Discussion—Simony, marriage of the clergy and lay investiture.

Problem—In what way did these three evils of the Church arise as the result of the feudalization of the property of the Church? Why was the Church opposed to these evils and what remedies did it propose?

Optional Reading—MUNRO and SELLERY, Medieval Civilization, 137-58.

Lesson XXXIV.

PROGRESS OF REFORM IN THE CHURCH DURING THE EARLY ELEVENTH CENTURY

Introduction—Attempts were made during the first half of the eleventh century by the Emperors to improve the condition of the Church and to remove some of these evils that were afflicting it. This is particularly true of Henry II (1002-24) and of Henry III. (1039-56). We shall have time, however, to deal only with the efforts of Henry III. He was especially interested in straightening out matters pertaining to the papacy. He found that it was suffering badly from simony. His solution for the situation was to revive the practice of Otto I and Otto III and appoint the popes himself instead of having them elected by the poliical factions at Rome. This system of imperial appointments worked fairly well for the Emperor appointed good popes. But in the course of time the popes began to consider that imperial appointments and the elections by political factions at Rome were both wrong and injurious to the best interests of the papacy. They objected to the control that laymen were exercising over the papacy. As a remedy for this condition one of the popes developed a plan of papal elections that would take the selection of the pope out of the hands of the laymen altogether. In the course of time this method of electing popes became the fixed and established method and is used to this day.

Prescribed Reading—THATCHER and SCHWILL, 253-59; EMERTON, 194-219.

Topics for Discussion—The decline of the papacy after Nicholas I. and the control of the papacy by Roman political factions. The contest between three papal claimants in the eleventh century. The Synod of Sutri.

The appointment of Leo IX by Henry III. The Church Councils of Leo IX at Rheims, Mainz and Rome. The founding of the College of Cardinals by Nicholas II in 1059.

Problems—(1) Suppose Leo IX had proposed to put down lay investiture. Would Henry III have supported him? Give reasons for your answer. (2) In what way was the College of Cardinals a plan to remove lay control and interference in the affairs of the papacy?

Optional Reading—TOUT, Empire and Papacy, ch. v. BARRY, Papal Monarchy, ch. x-xii. VINCENT, Age of Hildebrand, ch. ii-v. STEPHENS, Hildebrand and His Times, ch. i-v.

Lesson XXXV.

THE INVESTITURE CONTEST

Introduction—Now hat the papacy had set its own house in order and had attempted to rid itself of all forms of lay control, it turned all of its energy towards ridding the Church as a whole of the same thing. This is particularly true of Gregory VII. He sought to remove the control which lay men were exercising over bishops as their feudal lords. He therefore attacked all three evils of the Church, especially simony and lay investiture. His chief opponent was the Emperor, Henry IV. No other contest in the eleventh century was as bitter as this one. The struggle went on between Pope and Emperor after both Henry and Gregory had passed away and was not settled until 1122.

Prescribed Reading—THORNDIKE, 286-92; THATCHER and SCHWILL, 257-76. The letters that passed between Henry and Gregory and also other documents on the Investiture Contest may be found in THATCHER and MCNEAL, Source Book for Medieval History, 146-66.

Topics for Discussion—The outbreak of the struggle between Henry IV and Gregory VII. Allies of Henry and Gregory. The Oppenheim Agreement. The meeting of the Pope and the Emperor at Canossa, 1076. The proposals of 1111. The terms of the Concordat of Worms, 1122.

Problem—Which side won the victory in this contest? Give full reasons for your answer.

Optional Reading—EMERTON, Medieval Europe, 219-69. STEPHENS, Hildebrand and his Times, ch. vi-xvii. VINCENT, Age of Hildebrand, ch. vii-xv. BARRY, Papal Monarchy, ch. xiii-xv. TOUT, Empire and Papacy, ch. vi. GREGOROVIOUS, Rome in the Middle Ages, vol. iv, bk. vii, ch. v-vii.

Lesson XXXVI.

THE STRUGGLE BETWEEN THE KINGS OF ENGLAND AND THE ARCHBISHOPS OF CANTERBURY

Introduction—The contests between the Pope and the Emperor which we have just been studying were matched by contests in England between the kings and the archbishops of Canterbury. There were two such contests

in England. The first was between Henry I and Anselm over the question of investiture. It was very similar to this one between Henry IV and Gregory VII, and it terminated similarly. The second was between Henry II and Thomas a Becket. This was over the question of the jurisdiction of the Church courts. We cannot appreciate nowadays the immense influence which the Church exerted in medieval times in civil matters because the Church now has no great courts to which men are compelled to make answer. In the time of Henry II of England, however, the church courts had grown to be so powerful as to induce him to attempt to curb them. How he undertook to do that and what the outcome of his efforts were, we shall see in this lesson.

Prescribed Reading—THORNDIKE, 292-99; CHEYNEY, Short History of England, 107-8, 113-24, 156-66.

Topics for Discussion—Demands of the Pope upon William I. Contest between Henry I and Anselm over lay investiture and the outcome. Extensive jurisdiction of the Church courts under Henry II. Contest between Henry II and Becket and the outcome.

Problem—How had the Church courts of England grown to be so powerful and why did Henry II object so strongly to them having so much power?

Optional Reading—DAVIS, England under the Normans and Angevins, ch. iv, vi. ADAMS, History of England from the Norman Conquest to the Death of John, ch. vi, vii, xii, xiii. RAMSAY, Foundations of England, vol. ii, ch. xvi, xvii; RAMSAY, Angevin Empire, ch. iii-vi. BEARD, Introduction to English Historians, 96-109. STEPHENS, History of the English Church from the Norman Conquest to the Accession of Edward I, ch. v-x. GREEN, Henry II., ch. v-vii.

Lesson XXXVII.

EXPANSION OF CHRISTENDOM PRIOR TO THE TWELFTH CENTURY

Introduction—We have followed the history of France, Germany and England down to the opening of the twelfth century, dealing chiefly with the way in which the kings of these countries handled the problem of feudalism. We have also traced the rise of the papacy and its relations to these countries. We must now turn to the great military movement which involved all of Christian Europe from the close of the eleventh century to the close of the thirteenth century. This movement was called the Crusades and was directed against the Mohammedans, especially those in Asia Minor and Syria. We saw sometime ago how the Arabs immediately after the death of Mohammed built up a great empire that stretched from the Indus to the Pyrenees and how a great civilization was developed within this empire. We saw also how this empire fell apart into numerous states after the middle of the eighth century, and how the Turks, another Mohammedan race, began to make their way westward from central Asia about the middle of the eleventh century and to establish themselves in Syria and Asia Minor. It was against

these Turks that Christian Europe began in the latter part of the eleventh century the great military expeditions which we call the Crusades. But before we take up these expeditions we need to know something about the expansion of Christendom in Europe during the tenth to the twelfth centuries, and also to take a hasty survey of the conditions as they existed in the Eastern or the Byzantine Empire at the close of the eleventh century. These subjects constitute the historical background of the Crusades and are therefore made the object of our study in this lesson.

Prescribed Reading—THORNDIKE, 301-10; MUNRO, 95-104.

Topics for Discussion—Expansion of Christian Europe during the tenth to the twelfth centuries: The Normans in southern Italy and Sicily; the growth of Christian states in Spain; German conquests on the east and north east; growth of Christian Hungary. The Eastern Empire; the city of Constantinople; the services of the Byzantine Empire to western European civilization: the administrative and military systems of the Byzantine Empire; the barbarian invasions of the seventh to the tenth centuries; the expansion of the Byzantine Empire in the eleventh century; the conquests of the Seljuk Turks.

Problem—How far did the religious element enter into the motives that led to the expansion of Christian Europe during the period under consideration?

Optional Reading—OMAN, Byzantine Empire, ch. xii-xx. COX, Crusades, ch. i. TOUT, Empire and Papacy ch. vii. MUNRO and SELLERY, Medieval Civilization, 212-223.

Lesson XXXVIII.

THE FIRST CRUSADE

Introduction—Now that we have seen what constitutes the immediate historical background of the Crusades, we shall devote a lesson to the first of these great military expeditions.

Prescribed Reading—THORNDIKE, 310-20; ARCHER AND KINGSFORD, The Crusades, 26-40.

Topics for Discussion—The Council of Clermont and the declaration of a Crusade by Pope Urban II. The preaching of Peter the Hermit. Preparations for a Crusade. The leaders. The lines of march of the different crusading armies to Constantinople. Relations between the crusading leaders and Emperor Alexius. The march from Constantinople to Jerusalem. The capture of Jerusalem. The founding of Christian states in Palestine.

Problem—Why were the Crusaders so long in reaching Constantinople after the declaration of a crusade at the Council of Clermont?

Map Work—Draw a map showing the lines of march of the first Crusades.

Optional Reading—COX, Crusades, ch. ii-iii. MICHAUD, Crusades, vol. i, bks. i-iv. TOUT, Empire and Papacy, ch. viii. ARCHER AND KINGSFORD, Crusades, ch. ii-x. CONDER, Latin Kingdom of Jerusalem, ch. i-iv.

Lesson XXXIX.

THE SECOND TO THE LAST CRUSADES

Introduction—Time is not sufficient in this course to enable us to study each of the different Crusades as we have studied the first. We shall have to be content with a hasty survey of all the rest in this one lesson. In addition to the various events in these remaining Crusades we shall also give a little attention to the founding of the Military Orders which were the most important by-product of the Crusades.

Prescribed Reading—Emerton, 374-88; Archer and Kingsford, 169-87.

Topics for Discussion—Second Crusade: occasion, leaders, lines of march, results. Third Crusade: occasion, leaders, lines of march, results. Fourth Crusade: motives for this crusade, Venetian-Frankish alliance, capture of Constantinople. Fifth Crusade: relations between Frederick II. and the Pope; outcome. Sixth Crusade: attacks of Louis IX. of France upon Egypt and Tunis; outcome. The Children's Crusade. Military Orders: the formation of Hospitallers, Templars and Teutonic Knights; their system of government; the differences between the various orders; the work accomplished by them.

Problem—Why were the later Crusades directed against Egypt and Tunis instead of Syria?

Map Work—Draw a map showing the lines of march of the second, third and fourth Crusades.

Optional Reading—Cox, Crusade, ch. v-xv. Michaud, Crusades, in loco in the three volumes. Archer and Kingsford, Crusades, ch. xiii-xxvii. Tout, Empire and Papacy, ch. xiii-xxvii. Gray, Children's Crusade. Conder, Latin Kingdom of Jerusalem, ch. v, viii, x, xii.

Lesson XL.

CAUSES AND RESULTS OF THE CRUSADES

Introduction—Now that we have taken a survey of the events of the Crusades, we shall close our study by developing the causes and the results of these great military movements.

Prescribed Reading—Adams, ch. xi; Munro and Sellery, 248-56.

Topics for Discussion—Causes of the Crusades: love of adventure; ideas of theocracy as seen in the development of the papacy; asceticism. Results: social, intellectual, commercial, and political.

Problem—In what ways was western European civilization modified by the Crusades?

Optional Reading—Archer and Kingsford, Crusades, ch. xxviii. Flick, Rise of the Medieval Church, ch. xx. Conder, Latin Kingdom of Jerusalem, 414-28.