

# **HISTORY 393: MEDIEVAL CHURCH AND STATE**

## **Course Information:**

History 393-01 (CRN: 11134), Spring 2003  
MWF 11:00-11:50  
Room: 135 McIver Bldg.

## **Instructor Information:**

Dr. Richard Barton  
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**Office hours:** MWF, 10:00-10:50

## **Course Description:**

The Middle Ages encompassed their fair share of scenes of high political drama; we need only think of the German Emperor Henry IV, barefoot in the snow at Canossa, begging for forgiveness from Pope Gregory VII; the murder of Thomas Becket, archbishop of Canterbury, before the high altar, by four of King Henry II's knights; the public flogging of Henry II as penance for that very murder; the bitter argument among the Franciscan order over the question "Did Christ own the clothes he wore?"; the kidnaping of Pope Boniface VIII by agents of French King Philip IV; the deposition of King Richard II of England by his own nobles and his subsequent suspicious death; and the signing by King John of England of a famous charter (Magna Carta) limiting royal prerogatives. All of these and more are the stuff of this course.

This course is about the practice and theory of politics in the Middle Ages. We will proceed along two parallel courses: first, we will look at a series of particularly dramatic and influential political confrontations in the period between 300 and 1500 (including the Investiture Contest, the murder of Thomas Becket, the struggle between Philip the Fair and Boniface VIII, and the fierce debate on poverty); second, we will use those examples to explore the political legacy left to us by the Middle Ages. In other words, we'll want to investigate what these confrontations meant in terms of the growth of political institutions and political thought. While this is certainly not a course devoted to the history of ideas, we will take care to notice the growth of particularly medieval (and modern?) ideas concerning jurisdiction, sovereignty, the state, the body politic, social construction, and corporation theory. Since the Middle Ages witnessed a significant conflict between secular and ecclesiastical opinion on many of these issues, we will use the points of conflict between secular and religious authorities as the stepping stone for this sort of broader political analysis. No prior knowledge of the Middle Ages is necessary.

## **STUDENT LEARNING OUTCOMES:**

A student who successfully completes this class should:

- understand the development and transformation of secular political institutions (kings, assemblies)
- understand the development and decline of medieval religious institutions
- be able to explain why the medieval secular and ecclesiastical worlds clashed so frequently
- understand, in general, the methodological principles of change over time and comparison/contrast
- be able to analyze and utilize primary sources
- be able to understand and critique the work of modern scholars
- be able to produce a moderately long research project, based on analysis of original and scholarly sources

**REQUIRED BOOKS:**

1. Antony Black, *Political Thought in Europe, 1250-1450* (Cambridge: Cambridge University Press, 1992). ISBN: 052138609-8.
2. Uta-Renate Blumenthal, *The Investiture Controversy: Church and Monarchy from the Ninth to the Twelfth Century* (Philadelphia: University of Pennsylvania Press, 1982). ISBN: 0812213866
3. Susan Reynolds, *Kingdoms and Communities in Western Europe, 900-1300*, 2<sup>nd</sup> edition (Oxford: Clarendon Press, 1997). ISBN 0198731477
4. Brian Tierney, *The Crisis of Church and State, 1050-1300* (Univ. of Toronto Press, 1982). ISBN: 0802067018.
5. *Alfred the Great: Asser's Life of Alfred and Other Contemporary Sources*, ed. Simon Keynes and M. Lapidge (Penguin, 1984) ISBN: 0140444092
6. Other articles and selections from books will be available from the World Wide Web as well as in the Reserve Room of Jackson Library.

**COURSE REQUIREMENTS:**

Discussion and Attendance:	10%
Short Writing Assignments	20%
Midterm Exam (March 3):	20%
Research Project (due ):	25%
Final Exam (May 12, 8-11 AM):	25%

**1. Discussion and Attendance:** (10%)

Attendance in class and active participation in discussion are important components of learning. Indeed, most days I will not lecture but rather will merely facilitate discussion of the assigned readings and topics.

**2. Short Writing Assignments** (20%)

Most weeks I will ask you to write at home either a short (1 page) response piece to the readings or several (1-2) sample identifications (as practice for the exams). There will be 10 of these assignments in total, each worth 10 points. Your aggregate grade for this part of the course will thus be the sum of the grades for the 10 assignments.

**3. Midterm Exam** (20%) March 3

The midterm will include several short-answer identifications (who, what, where, when, and why important) and one longer, synthetic essay. The goal of the longer essay will be to have you evaluate and synthesize (that is, pull together) material from the readings and discussions. You will write the essay (from a list of 2-3 questions provided by me) at home and bring it to the exam date; then, in class, you will answer the identifications.

**4. Research Project** (25% of course grade, sub-divided as is found below) (staggered due-dates; see below):

For this course each student will conduct a research project on an aspect of medieval political activity or thought. You are welcome to follow your own interests in choosing a topic for this project (see the end of the syllabus for some suggestions), with, however, one important caveat: whatever your topic, it must have an analytical question underlying it. This means that even if you choose to write on a particular person (a king, a pope, a writer, etc), your paper cannot be simply a recitation of a person's life and/or deeds, but must instead ask some question about that person or event (what was the extent of King A's powers vis a vis the church? Why did Pope X and King Y clash so violently?, What political principles are embodied in episode Z?, etc., etc.). Papers are to be 8-10 pages (typed) in length, and should ideally be based on both primary and secondary sources.

a. individual meetings with professor to discuss your general interests (week of Feb 17-21)

b. written statement of topic and preliminary analytical question. Due: March 7

c. Bibliography. Due: March 24

Bibliographies will vary by topic. Still, you should aim to combine some primary sources (ie., those written during the Middle Ages) with some secondary sources (ie., writings by modern scholars). As a rough guideline, I would think that most students ought to be able to come up with a bibliography

containing at least two (2) primary sources and at least five (5) secondary sources (including articles).

d. Source Analysis (5% of course grade) Due: April 7

You are to write a 2-3 page written analysis of one of the sources (or a selection from a source if you've found a particularly long one) you are using for your project. You may choose to analyze either a primary source or a secondary source. If you choose a primary source, you are to briefly consider author, date, and place (treat these VERY quickly) and then spend your time exploring 1) the genre of the text and how genre affects its content and 2) the significance of the text for your project. If you choose a secondary source, you should present the author's argument and then offer a critique of it (was it successful? why? what was good about the argument? how did he/she use evidence?).

e. Argument and Outline Due: April 21

Turn in a first draft of your argument/thesis paragraph along with an outline of your paper

f. Final Draft of Research Paper (20% of course grade): DUE: Monday April 28 in class

An 8-10 page, typed paper, with proper citations and an analytical argument

5. **Final Exam** (25% of course grade) Monday, May 12, 8-11 AM

The format will be identical to that of the midterm. You will prepare 2 short essays at home and then come to the exam period to write several short answers and/or identifications.

**RESPONSIBILITY CLAUSE:** You cannot pass the class if you do not fulfill all of the requirements listed above. This means that you will fail the course if you don't, for instance, write the first paper. Assignments are due on the date and at the time listed on the syllabus; if a crisis (such as illness) arises, it is **your responsibility** to contact me. If you do not contact me, late work will be awarded significant penalties. Contact may be made by phone, email, or a note left in my mailbox in the History Department (219 McIver). Note that while I provide my home phone number above, I will be annoyed if you call me at home after 9 PM.

**OTHER LEGAL STUFF:**

1. In case later consultation should prove necessary, students are asked to keep copies of all graded assignments until the end of the semester (at least).
2. **PLAGIARISM** Plagiarism is a type of cheating, and occurs when a person passes off (whether intentionally or unintentionally) someone else's words or ideas as their own. Plagiarism is a serious academic offense, which, in its most overt forms, can result in formal disciplinary action by the university. This is a notoriously thorny area for students. Many students unintentionally commit plagiarism by 'borrowing' ideas, interpretations, and/or actual words from other authors. Make sure that your words are your own, and that your interpretations are also your own. If you find yourself using someone else's words or ideas, make sure you have given him/her credit by using a footnote, endnote, or parenthetical citation.

**SEQUENCE OF CLASSES AND READINGS**

**Unit 1: Early Medieval Rulership**

January 13: Course introduction

January 15: Roman Imperial Models: Augustus, Constantine, and Theodosius

Readings: Online text: Powers of the Emperor (<http://129.186.40.170/THOMAS/netscape/lex.htm>)

Online text: Roman law (<http://www.fordham.edu/halsall/source/corpus1.html>)

January 17: Augustine and Gelasius: Christian ideas about power and states

Readings: Tierney, *Crisis of Church and State*, 1-15

Valentinian on the powers of the Roman Church

(<http://www.fordham.edu/halsall/source/valentian1.html>)

January 20: HOLIDAY

January 22: the Papal State and the Donation of Constantine

Readings: Blumenthal, 1-63

January 24: Early Medieval Political Ideas

Readings: Black, *Political Thought*, 1-41 (intro and ‘the political community’)

January 27: Charlemagne and the Revival of Imperial Ideology

Readings: Online texts General capitulary on the missi, 802

(<http://www.fordham.edu/halsall/source/carol-missi1.html>)

Online text: Summons to military service

(<http://www.fordham.edu/halsall/source/carol-sum1.html>)

Optional on-line text: Einhard on Charlemagne’s personality

(<http://www.fordham.edu/halsall/source/einhard1.html>)

January 29: Alfred the Great: Career and Government

Readings: *Alfred the Great*, 1-48 (with maps and genealogies at pp. 59-63)

January 31: Alfred’s Legacy

Readings: *Alfred the Great*, 65-120, 163-186, 189-191, 193-194

### **UNIT 2: Church vs State, part 1: the Investiture Controversy**

February 3: Lecture the Investiture Controversy

Readings: Blumenthal, 64-133

February 5: discussion: Investiture Controversy

Readings: Tierney, *Crisis of Church and State*, 33-42, 45-52

February 7: discussion: Investiture Controversy

Readings: Tierney, *Crisis of Church and State*, 53-73, 74-76, 85-88

### **Unit 3: Law and Collective Activity**

February 10: Lecture: Traditional Law and Legal Revival in the 12<sup>th</sup> Century

Readings: Reynolds: 1-66

Online text: Dispute at Breal (<http://www.uncg.edu/~rebaron/breal-dispute.htm>)

Online texts: Disputing and Dispute Resolution (read only documents 1, 2, 4, 9 and 14 from this long selection of texts) (<http://www.uncg.edu/~rebaron/disputes-vendomois.html#2>)

February 12: Gratian and Canon Law

Readings: Tierney, *Crisis of Church and State*, 116-126 [Decretists], 97-103 (law and Roman law)

February 14: Common Law in England

Readings: Reserve Room: *English Historical Documents*, v. 2, pp. 407-410 (Assize of Clarendon) and 462-479 (Glanvill)

February 17: Fraternities and Guilds

Readings: Reynolds, 67-78, 155-218

February 19: Urban Communities

Readings: Reserve Room: Stephenson and Marcham, *Sources of English Constitutional History*, 96-101 (the Charter to Ipswich, the Record of Proceedings at Ipswich, and the Communal Oath of the Londoners), and 103 (Ordinance for the Defense of London)

February 21: Discussion: the Beauvais Dossier

Readings: On-Line Text: the Beauvais Dossier (<http://www.uncg.edu/~rebaron/beauvaisdossier.htm>)

February 24: Kingdoms

Readings: Reynolds: 250-339

Tierney, *Crisis of Church and State*, 159-164

February 26: Assemblies and Representation

Readings: Reserve Room: Stephenson and Marcham, *Sources of English Constitutional History*, 109-110 (Summons to a Great Council, 1205), 112 (Summons to a Great Council, 1213), 115-126 (Magna Carta), 139-140 (Ordinance for the Preservation of the Peace), 141-142 (writs of Summons). The Magna Carta is also available on-line, at <http://www.fordham.edu/halsall/source/mcarta.html>).

February 28: Discussion: Vertical and Horizontal bonds

March 3: **MIDTERM EXAM**

**Unit 4: the Becket Dispute**

March 5: Henry II and Angevin Kingship

March 7: Henry vs. Becket

Reading: Reserve Room: *English Historical Documents*, v. 2, pp. 698-736

**DUE: Initial Statement of Topic and Argument**, March 7, in class

March 10 - March 14: Spring Break

March 17: Discussion: Becket Texts

March 19: Discussion: Becket Texts

Readings: Reserve Room: *English Historical Documents*, v. 2, pp. 736-776

**Unit 5: Rise of Political Thought**

March 21: Lecture: The Rise of Political Theory

Readings: Black, *Political Thought*, 136-161

March 24: Discussion: John of Salisbury

Readings: Reserve Room: Cary Nederman and Kate Forhan, *Medieval Political Theory - A Reader: the Quest for the Body Politic, 1100-1400* (Routledge, 1993), 26-27, 30-60

**DUE: BIBLIOGRAPHY**, March 24, in class

March 26: Discussion: Aquinas

Readings: Tierney, *Crisis of Church and State*, 165-171

**Unit 6: Problematizing the State**

March 28: The State as a Concept: Strayer's Checklist

Readings: Black, *Political Thought*, 85-92, 93-116

March 31: Discussion: Some Medieval Governmental Sources

Readings: Reserve Room: Inquest of Sheriffs (1170): *English Historical Documents*, v. 2, pp. 438-440

On-Line Text: the Collection of Scutage (<http://www.fordham.edu/halsall/source/scutage.html>)

On-Line Text: Fees for the Use of the Great Seal

(<http://www.fordham.edu/halsall/source/1199Johnfees.html>)

Reserve Room: Stephenson and Marcham, *Sources of English Constitutional History*, 104-109 (Judicial records of 1194)

April 2: Discussion: Modern Scholars: Figgis, Kern, Post, and Tierney; Cheyette

Readings: Reserve Room: Brian Tierney: *The Middle Ages: volume 2, Readings in Medieval History*, 3<sup>rd</sup> edition, pp. 245-268 (Figgis, Kern, Post, Tierney)

Reserve Room: Fredric Cheyette, "The Invention of the State," in Bede Lackner and R. Philip, eds., *Essays on Medieval Civilization* (Austin: University of Texas Press, 1978), 143-178.

**Unit 7: Church vs State, part 2: Boniface VIII versus Philip IV**

April 4: Conflict between Boniface and Philip I: Narrative and the Papal Bulls

Readings: Tierney, *Crisis of Church and State*, 172-192

April 7: Theorists Respond to the Conflict: Giles of Rome and John of Paris

Readings: Black, *Political Thought*, 42-58

Tierney, *Crisis of Church and State*, 193-200, 200-210

**DUE: SOURCE ANALYSIS**, April 7, in class

April 9: Marsilius of Padua

Readings: Black, *Political Thought*, 58-71

Reserve Room: Nederman and Forhan, *Medieval Political Theory*, 173-199

April 11: INSTRUCTOR AT CONFERENCE

**Unit 8: Disorder in the Church: Poverty and Authority in the 14<sup>th</sup> Century**

April 14: the Spiritual Franciscans

Readings: Reserve Room: Janet Coleman, "Property and Poverty," in *The Cambridge History of Medieval Political Thought, c.350-1450*, ed. J.H. Burns (Cambridge: Cambridge University Press, 1988), 607-648.

April 16: the Debate on Poverty and the Power of the Church

Readings: On-Line Text: Pope John XXII's Bull *Quum inter nonnullos* (1323)  
(<http://www.franciscan-archive.org/index2.html>; at this click on the blue menu-link 'Documents', then scroll down until you see "Quum inter nonnullos". Click on the English translation of this bull)  
Handout: Spiritual Franciscans

April 18: SPRING HOLIDAY (no class)

April 21: Ockham

Readings: Black, *Political Thought*, 71-78 (on Ockham)

**THESIS PARAGRAPH AND OUTLINE DUE: April 21**

April 23: The Great Schism

April 25: Conciliarism

Readings: Black, *Political Thought*, 169-185 (conciliarism, Cusa)  
On-Line Text: the Council of Pisa (1409) (<http://www.fordham.edu/halsall/source/1409pisa.html>)  
On-Line Text: the Decree *Sacrosancta* (1415)  
<http://www.fordham.edu/halsall/source/constance1.html>  
On-Line Texts: the Decree *Frequens* (1415)  
<http://www.fordham.edu/halsall/source/constance2.html>

**Unit 9: Disorder in the State? Or a new order?: Representative Institutions in England**

April 28: The Growth of Parliament

**DUE: Final Draft, Research Papers**, April 28 in class

April 30: the Deposition of Richard II

Readings: Black, *Political Thought*, 162-169  
Reserve Room: Carl Stephenson and Frederick G. Marcham, *Sources of English Constitutional History*, v. 1 (Harper and Row, 1972), 232-242, 250-257 [Parliamentary Rolls 1377-1398 and the Parliament of 1399]

May 2: the Wars of the Roses

May 5: Discussion: Legitimacy, Sovereignty and Faith in Late Medieval England

May 6 (Tuesday, but class meets anyway per university schedule): Medieval and Modern: a wrap-up?

May 7: READING DAY

**CITATION OF SOURCES**

For any written assignment defined as a formal writing assignment (ie., all the essays required in this course), you are expected to provide specific citations to the texts that you use in support of your paper.

What are citations?

In general: they are bookmarks for the reader, allowing him/her to return to the source you have used to make your point. They also serve as acknowledgments of the sources you have used (particularly so that your reader does not think you are passing off someone else's ideas as your own)

In practice: citations are brief statements of the author and/or title of the work you are referring to, along with a reference point (usually a page number) within that work. For example, if you wanted to make a parenthetical citation of Hollister's opinions of King John in a paper, you would include a

citation such as this .... (Hollister, p. 256).

#### Types of Citations

1. Parenthetical citations: appear in parentheses directly after the words to which they provide reference. Parenthetical citations usually include the author's last name and the number of the page to which you are referring). For example, "Juhel of Mayenne was only 20 years old or so when he founded the priory of Marmoutier in his castle keep (Barton, p. 369)." The words in quotation marks are what you've written; but since you've taken this information from another source, you need to indicate that source. Here the citation appears in parentheses to some book by Barton at p. 369. NOTE: parenthetical citations are informal; they are acceptable (sometimes) in student writing, but never appear in formal academic work.

2. Formal citations (endnotes or footnotes): this is the way that scholars cite their references. The format of a footnote is indistinguishable from that of an endnote; the only difference between them lies in where they appear on the page (footnotes at the bottom of each page; endnotes in a separate list at the end of the paper). Modern word-processing makes it childishly easy to create either sort of note; look (usually) under the 'insert' pull-down menu of your word-processor and you will find a choice for 'footnotes/endnotes'. When you create one, a superscript number will appear in the body of your text where you created the note. That number is meant to alert the reader that he or she ought now to redirect his/her eyes either to the bottom of the page (footnote) or the back of the paper (endnote) for the relevant citation. NOTE: although word-processors allow the creation of superscript note numbers as roman numerals (e.g., i, ii, v, xiii), this is to be avoided. Always make sure you are creating arabic numerals (e.g., 1, 2, 3). [see the end of the next paragraph for examples]

What appears within the foot- or endnote is also important. For a book, you ought to include all of the information you would provide in a bibliographic entry: author, title of book (underlined or italicized), and publishing information (place published, publisher, date published). If the work to which you are referring is an article, the format is slightly different: author, title of article (in quotation marks), title of journal (italicized or underlined), volume number of journal, and year of journal. Either way, you will also need to include the specific page number to which you are referring the reader. If you are citing a web-site (or on-line text), the rules are less clear. If the on-line material is clearly derived from a book, then you ought to provide all of the usual information one expects for a book, but you should add the URL and the webpage title; if the page lacks proper bibliographic information, provide whatever you can. Here is an example of a footnote to a book.<sup>1</sup> Here is an example of a citation to an article.<sup>2</sup> (note that an endnote would look the same, but would simply appear at the end of the document in a separate list). Here is an example of a citation to a web-site.<sup>3</sup> Foot or endnotes are always preferable to parenthetical citations.

#### WHEN must you provide a citation?

1. Whenever you use an author's words directly. The author's words must appear in quotation marks in the body of your essay and the citation should appear immediately after the closed quotation mark. For instance, in the following made-up sentence I quote myself and use a parenthetical citation to a made-up work: "As the noted medieval historian, Richard Barton, once said, 'Medieval History is cool' (Barton, p. 297)."
2. Whenever you have paraphrased a source (that is, taken the gist of it and reworked it into your own words) or when you refer to an episode from a source (for example, "In the relief clause of Magna Carta, the barons demanded ...."). Because you are not using the exact words of the original text, you have some leeway

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<sup>1</sup> Mary W. Smith, *Footnoting for Fun and Profit* (Boston: Academic Press, 1980), 44.

<sup>2</sup> John Q. Doe, "How to Create Footnotes," *Journal of Scholarship* 15 (1999), 219.

<sup>3</sup> *Cartulaire de l'abbaye cardinale de la Trinité de Vendôme*, ed. Charles Métais, volume 1 (Paris: A. Picard et fils, 1893), 1:14-18. Translated from the Latin by Richard Barton and published on-line under the title "Land Tenure and Family Conflict: the Honor of Vendôme, c. 1006-1040," at <http://www.uncg.edu/~rebarton/vendome.htm>

about where you place the citation. Place it either at the end of the paragraph or immediately after the relevant portion of your paper.

3. Whenever you mention a fact or event that is not generally known. Lots of confusion can and does exist about what is and what is not 'generally well-known.' Use common sense. You don't need to cite Hollister if you state that the Battle of Hastings occurred in 1066 (this is a famous and well-known event/date). More obscure material might require a citation.

## SOME HINTS AND SUGGESTIONS FOR RESEARCH PROJECTS

### A. Kings

Kings are a common choice for research projects because there often tends to be a lot of information (both primary and secondary) on medieval rulers. If you choose to work on a king, please keep in mind that you must choose some relatively small aspect of that king's life for your study. It is impossible in 8-10 pages to do more than analyze a single episode or a single set of documents, etc. Also keep in mind that any king by himself is only the most general of topics; you will need to pose a specific analytical question about his reign (hopefully one that intersects the themes of our course). For instance, a topic such as "King Henry II's wars" is not a very good one. It is quite vague and entirely descriptive. A better, more analytical topic would be "Given the evidence of the Becket dispute, what did Henry II believe was the natural extent of a monarch's authority?"; or, perhaps better still, "How did Henry II use law and administration to strengthen the English monarchy?"

I list some potential monarchs below. I have placed an asterisk next to kings particularly important in the development of political institutions and/or ideas:

Charlemagne	*Richard II (England)
Alfred the Great (England)	*Henry IV (England)
William the Conqueror (England)	*Philip II Augustus (France)
*Henry I (England)	*Louis IX (St Louis) (France)
Stephen (England)	*Philip IV (France)
*Henry II (England)	*Charles VII (France)
*John (England)	*Louis XI (France)
*Henry III (England)	*Henry IV (Germany)
*Edward I (England)	*Frederick I Barbarossa (Germany)
*Edward III (England)	*Frederick II Stupor Mundi (Germany)

### B. Popes

Popes also tend to have lots of available information. The same caveats I provided for kings also prevail here. You need to choose a very small aspect of the man's pontificate for analysis and you need to formulate a clear analytical question. Here are some possibilities

Gregory VII (investiture)  
 Alexander III (canon law)  
 Innocent III (everything!)  
 Gregory IX (law, inquisition, conflict with Frederick II)  
 Boniface VIII (conflict with Philip IV)

### C. Authors, Theorists, and/or important treatises

These men (and a few women) are attractive because they wrote material that had lasting importance for the development of politics and political thought. You could examine an idea as it appears in their writing, or could attempt to demonstrate the impact of some aspect of their writing on their age. Lots of possibilities here ...

Humbert of Silva Candida (investiture controversy)

Glanvill (English law)  
 Henry Bracton (important treatise on English laws)  
 John of Salisbury (political ideas, tyrants)  
 Sir John Fortescue (15<sup>th</sup> century English theorist, compared England to France)  
 Dante (wrote a book on monarchy; also his famous Divine Comedy)  
 Thomas Aquinas (great theologian; wrote on everything)  
 St Augustine of Hippo (a bit early, but still significant - 4<sup>th</sup> century theologian)  
 Marsilius of Padua (most important original theorist of Middle Ages)  
 William of Ockham (political theorist)  
 Giles of Rome (Aegidius Colonna) (political theorist)  
 John of Paris (political theorist)  
 Christine of Pizan (only female political theorist of M.A.)  
 Peter Olivi (spiritual franciscan)  
 Nicholas of Cusa (Cusanus) (political theorist)  
 Hugh the Chanter, *History of the Church of York, 1066-1127* (on conflicts of jurisdiction within church)  
 the Dialogue of the Exchequer (treatise on English royal finance)  
 Law codes from any country and every period  
 the Customs of Beauvais (vast compilation, c.1280, of regional French law and custom)  
*The Etablissements of St Louis* (law/customs from western France, 13<sup>th</sup> century)  
 judicial duels and/or ordeals

#### d. Specific Events worthy of analysis

Confrontation at Canossa (or other episode[s] from investiture controversy)  
 Incident at Besancon (conflict between popes and Frederick I)  
 Becket dispute (tons of info!)  
 Magna Carta  
 John's conflict with Innocent III  
 Loss of Angevin Empire by John, 1204  
 Barons' War in England (1260s-1270s, barons fought king to retain influence)  
 Deposition of Edward II (1327)  
 Deposition of Richard II (1399)  
 Deposition of Henry VI (1461)  
 Usurpation of Richard III (1483)  
 Joan of Arc's role in politics  
 Joan of Arc's trial  
 Avignon papacy  
 Great schism  
 conciliar movement (or any one council)  
 some of the specific English parliaments of the 14<sup>th</sup> century (for example, 1377)  
 a comparative examination of parliaments over 14<sup>th</sup> and 15<sup>th</sup> centuries in England  
 Peasants' Revolt of 1381  
 Revolution of Cola di Rienzo (in Rome, 1340s)  
 Ciompi revolt (1378)  
 Patarini (urban revolts of 11<sup>th</sup> century)  
 Communal revolts (esp. Vezelay and Bruges, for which there is much evidence; 11<sup>th</sup>- 12<sup>th</sup> centuries)  
 specific matters of law and custom (marriage, divorce, lordship, wardship, etc.)

#### d. Letters and Letter collections

Although perhaps not really a separate category, letters often provide a valuable window into the publicly proclaimed ideas of medieval political figures. Most letter collections were compiled by churchmen, but this doesn't mean they aren't filled with political content. Some of the most useful of such collections are:

Letters of Thomas Becket (12<sup>th</sup> century)

Letters of John of Salisbury (12<sup>th</sup> century)

Letters of Lanfranc, Archbishop of Canterbury (11<sup>th</sup> century)

Letters of Pope Innocent III (d. 1216)

Letters and Poems of Fulbert of Chartres (early 11<sup>th</sup> century)

Letters of St Anselm, Archbishop of Canterbury (d.1109; investiture controversy in England)

Letters of Pope Gregory VII

the Paston Letters (secular aristocratic letters from 15<sup>th</sup> century)