GENERAL GUIDELINES

For studying
i) Find a quiet place to study where you will not be distracted; cut off connection to the Internet;

ii) Work from the general themes for each section to the specific content;

iii) Be an “active studier” (if that is the right word): jotting down skeletal notes as you work through the material, drawing graphs, and so on; and

iv) Rather than merely trying to reread all the textbooks and documents word for word, start first with this study guide, your lecture notes, and the reading guidelines to help you focus your thoughts. Work with the themes first, and then move to the detail. Think too of the connections between different elements in the course.

For the exam itself
i) Please write double-spaced (it does not have to be beautiful prose, but try to use a formal essay-writing style);

ii) Please try to write in readable script;

iii) Read over the exam and instructions carefully before writing anything;

iv) Before beginning to write one of the essays, prepare an outline and think about what you will write (be sure to keep everything relevant and to answer the question);

v) For the essay questions, be sure to include a thesis statement in the introduction;

vi) Vague and excessively general answers are highly discouraged; try to be as specific as possible (you do not need to know every single fact in the textbooks, but you do need enough specific material and evidence to form an argument; avoid generalities! Think of your role as that of a lawyer trying to make an argument before a court, an argument that has to be convincing and based on solid evidence);

vii) Make sure that everything in your answer is relevant;

viii) Pace yourself and keep track of the time so that you do not spend too much time on one answer at the expense of the other answers (you will need to write quickly); and

ix) Remember to define terms wherever necessary (e.g. “iconoclasm”).
REQUIRED MATERIALS
i) Course Textbooks


The Lectures
I provided nuance, qualification, and some further details in the lectures, while highlighting salient features of the readings. You will not be tested on the content of these lectures specifically. However, using the lectures in your essay will enhance your answer.
If you had to miss a lecture or two, feel free to borrow my lecture notes. All the reading guidelines are on the course website. I will be holding regular office hours right through the exam period.

THE STRUCTURE OF THE EXAM

Part A: Primary Historical Documents
This section will test your knowledge of the documents noted below. The questions that I choose for the exam will generally be ones that we specifically discussed in class. You will be given a choice of four out of eight (rather than three out of six) and so spend about ten minutes on each one (write about two pages double-spaced for each one). Again, the reading guidelines will be your best guide.

i) From the Rosenwein reader
DOCUMENT 1.1 THE EDICT OF MILAN
DOCUMENT 1.2. THE THEODOSIAN CODE
DOCUMENTS ON HERESY AND ORTHODOXY (DOCS. 1.4 TO 1.5)
DOCUMENTS ON SAINTLY MODELS (DOCS. 1.8 TO 1.12)

DOC. 2.1: BYZANTINE VILLAGE LIFE AND THE EDUCATION OF A SAINT: THE LIFE OF ST. THEODORE OF SYKEON (7TH CENTURY)
DOC. 2.2: THE ARGUMENT FOR ICONS: JOHN OF DAMASCUS, *ON HOLY IMAGES* (C. 730 OR EARLY 750S)

DOC. 2.3: THE ICONOCLAST ARGUMENT: THE SYNOD OF 754

DOC. 2.7: UMAYYAD DIPLOMACY: *THE TREATY OF TUDMIR* (713)

DOC. 2.8: TAXATION: *A TAX DEMAND IN EGYPT* (710)

DOC. 2.13: REFORMING THE CONTINENTAL CHURCH: *LETTERS TO BONIFACE* (723-726). ORIGINAL IN LATIN


DOC. 3.5: HADITH: AL-BUKHARI, *ON FASTING* (9TH CENTURY)

DOC. 3.7: THE MINORITY—THAT IS, CHRISTIAN, VIEW: *CHRONICLE OF ALBELDA*, C. 883


DOC. 3.11: CHARLEMAGNE AS ROMAN EMPEROR: EINHARD, *LIFE OF CHARLEMAGNE* (825-826?)


DOC. 4.2: THE POWERFUL IN THE BYZANTINE COUNTRYSIDE: ROMANUS LECAPENUS, *NOVEL* (934)

DOC. 4.3: DONATING TO CLUNY: CLUNY’S *FOUNDATION CHARTER* (910) AND VARIOUS CHARTERS OF DONATION (10TH-11TH C.)

DOC. 4.7: MILITARY LIFE: CONSTANTINE VII PORPHYROGENITUS, *MILITARY ADVICE TO HIS SON* (950-958)


DOC. 4.15: KIEVAN RUS: *THE RUSSIAN PRIMARY CHRONICLE* (C. 1113)


Parts B and C: Essays

You will be given a choice of three essay questions for each section. Answer one essay question from each section. Spend about fifty minutes on each essay and write about 4-7 double-spaced pages (2-3 pages would not be sufficient to answer an essay question, not at this level anyway). You will be surprised by how much you can write in fifty minutes, but be sure to keep everything relevant. Everything that you have read for this course (textbooks, primary documents) as well as the lecture notes can be pertinent here, but be sure to maintain a good focus.

Each question will revolve around the central themes in the course. Use the course outline for a bird’s eye view of the course (the seven separate parts) as well as the reading guidelines that I mounted on the course website.

Some of the major, overarching themes and issues in this course:

1. Cultural transmission
2. The interaction between different peoples (what constitutes an “ethnic identity”?)
3. The relationship between the spiritual and the physical
4. Understanding the Middle Ages and anchoring them in their proper historical context (i.e. examining the medieval period in its own terms)
5. The shift from an oral culture to a written culture
6. The emergence of kingdoms in Western Europe
7. Gender and the role and status of women
8. Relations between church and state
9. The fascinating intermingling of Christian and pagan
10. The relationship between the “three heirs of Roman Civilization”
11. The survival of classical antiquity in the Middle Ages (and its transformation)

Here are some general issues to consider, for each of the seven parts in the course:

Part One: The Legacy of the Roman World
-the features of classical antiquity that are relevant to the Middle Ages
-the crisis of the Third Century
-the early growth of Christianity and its eventual adoption as the state religion of the Roman Empire
- the co-mingling of peoples in the later phase of Late Antiquity
- the growth of monasticism, hagiography, Christian orthodoxy, the papacy
- the City of God/the City of Man

Part Two: The Three “Heirs” of Classical Civilization
- the Byzantine world and the struggle over icons
- the emergence of Islam: a “people of the Book”; connections with Judaism; tolerance of subjected peoples; the concept of the caliph
- the emergence of fledgling kingdoms in the West
- the amalgam of different peoples in the West
- the “silent rebellion” of the monasteries

Part Three: The Crystallization of Sibling Civilizations
- the stabilization of the Byzantine Empire after the iconoclast controversy; growth and cultural lowering
- the growing rift between Byzantine civilization and the West; the emergence of feudalism in the West
- the move from the Umayyad to the Abbasid caliphs in the Muslim world; connections with the classical civilization (the Greek classical world); the different world of Al-Andalus
- the “First Europe” under Charlemagne; the Carolingian Renaissance and its connection with the classical past
- the medieval slave trade

Part Four: Europe Awakens, 900-1050
- political fragmentation but survival in the Byzantine world
- the rise of regionalism in the Muslim world; cultural vitality and diversity
- the interaction among the three “heirs”
- the continued dissemination of Christianity
- political consolidation and stabilization in the West, after the invasions (Vikings, Arabs, Magyars)

Part Five: A Focus on Beowulf and Anglo-Saxon Culture
- Beowulf
  -- the connection with the Scandinavian past
  -- intermingling of Christian and pagan
  -- the relationship with the historical context
  -- the role of women in the epic (comparisons with the Judith document)
  -- a critique of the pre-Christian warrior culture?