

OLLSCOIL NA hÉIREANN, GAILLIMH
THE NATIONAL UNIVERSITY OF IRELAND, GALWAY

3rd ARTS EXAMINATIONS 1998-9

SEMESTER 2

HISTORY

Course HI 338 - The Long Twelfth Century in Europe

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Time allowed: Two hours

Answer Question 1 and

ONE question from GROUP C and ONE question from GROUP D

Answer Three questions in total

1. Comment on ONE of the following passages from each part (for a total of two passages):

PART A: 'The Song of Roland'

- (a) The archbishop is the first to start the battle [and valiantly kills a Muslim. Then archbishop Turpin] told them what was on his mind: 'Lord barons, in God's name I beg you not to flee. So that no man of worth can sing a shameful song. It is far better for us to die fighting. We are promised this: soon we shall meet our end. But in one thing I can act as guarantor: Holy paradise is open to you: You will take your seat amongst the Innocents.' At these words the Franks rejoice.
- (b) 'O. Durendal, how fair and sacred you are! In the golden hilt there are many relics [of St Peter, St Basil, St Denis, and the Blessed Virgin]. It is not right for pagans to possess you: You must be wielded by Christians. May no coward ever have you! With you I have conquered vast lands. Charles with the hoary-white beard now holds them: They have made the emperor mighty and rich.'
- (c) Pinabel said: 'May the Lord God forbid [that I be reconciled to Charlemagne]! I want to support all my kinsmen and shall not surrender for any man alive. I should sooner die than be reproached for this.'

question 1, continued/

PART B: Letters of Abelard & Heloise

- (d) They cut off the parts of my body whereby I had committed the wrong of which they complained. Then they fled, but the two who could be caught were blinded and mutilated as I had been, one of them being the servant who had been led by greed while in my service to betray his master. . . . I felt the misery of my mutilation less than my shame and humiliation. All sorts of thoughts filled my mind--how brightly my reputation had shone, and how easily in an evil moment it had been dimmed; how just a judgement of God had struck me in the parts of the body with which I had sinned, and how just a reprisal had been taken by the very man I had myself betrayed.
- (e) [Alberic sought me out and attacked me.] I said at once I would offer an explanation on this point. 'We take no account of rational explanation,' he answered, 'nor of your interpretation: we recognize only the words of authority.' 'Turn the page,' I said, 'and you will find the authority.' There was a copy of [my] book at hand. By God's will I found what I wanted at once: a sentence headed 'Augustine. *On the Trinity*. Book One'.
- (f) But you kept silent about most of my arguments for preferring love to wedlock and freedom to chains. God is my witness that if Augustus, Emperor of the whole world, thought fit to honour me with marriage and conferred all the earth on me to possess for ever, it would be dearer and more honourable to me to be called not his Empress but your whore. A woman should realize that if she marries a rich man more readily than a poor one, she is offering herself for sale.

GROUP C

2. To what extent were the main aims of the supporters of the 'papal reform movement' achieved in practice by the end of the twelfth century?
3. Assess the main factors motivating people to convert to a 'fully religious' life on earth, ca. 1050-1200.
4. To what extent were crusaders in the period ca. 1096-1150 part of a more generalised movement of reform and renewal in religious life and institutions?

Group C continued/

5. Discuss the most important values of aristocrats and how they influenced twelfth-century society as a whole.
6. Assess the most important consequences of the sacramentalisation of marriage over the course of the twelfth century.

GROUP D

7. Assess the most significant cultural and intellectual consequences of the growth of towns in the period ca. 1050-1200.
8. Assess the definitions of 'humanism' that are most fitting in understanding intellectual and cultural developments of the twelfth century.
9. Discuss the most significant developments in educational methods, educational institutions, and subjects studied in the twelfth century.
10. What were the most important developments in, and consequences of, legal studies in the twelfth century?
11. How were the powers of kings and other lay princes defined and justified in the twelfth century?