

**OUTLINE OF A COURSE OF
LECTURES ON HISTORY:
ADDRESSED TO THE SENIOR CLASS
(SECOND SEMESTER, 1861) IN THE
STATE UNIVERSITY OF MICHIGAN**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649191338

Outline of a course of lectures on history: addressed to the senior class (second semester, 1861) in the State University of Michigan by Andrew D. White

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Cover @ 2017

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ANDREW D. WHITE

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White, Andrew S.

OUTLINES

OF A COURSE OF

LECTURES ON HISTORY,

ADDRESSED TO THE SENIOR CLASS,

(Second Semester, 1861.)

IN THE

STATE UNIVERSITY

OF MICHIGAN.

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DETROIT:
H. BARNES, & CO., PRINTERS,
Nos. 52 and 54 Shelby Street.
1861.

H 58.61.5

1861, June 4.

212-01

Rev. A. D. W.

(Class of 1861)

The zeal shown by my large and kind audiences of last year, in using the printed outlines as an aid in taking notes, prompts the publication of this enlarged edition.

I again urge that University lectures require that the hearers work.

These pages are prepared as helps in this work—work in noting during the lecture and in reviewing after it.

The lectures on Medieval History will be mainly, as regards phrasing, extemporaneous; those on Modern History will be delivered from manuscript.

Both notes and manuscripts of last year have had conscientious revision, and fifteen new lectures have been added.

A. D. W

OUTLINES OF LECTURES ON HISTORY.

I THE STUDY OF HISTORY.

I. OPINION OF THIS AGE.

1. Thiers' remark as to eagerness of these times in historical studies (Consul. & Empire, vol. 14.)
2. Comparison between this Century and the last, as to methods of solving State-problems and World-problems.
3. Prominence of Historical studies in the great Universities of the world.
4. Constantly recurring conversion of splendid studies in Philosophy, Politics, Natural Science, Philology, etc., into the form of History.

II. PURPOSE OF HISTORICAL STUDIES.

1. *Accumulation*—(A) of Facts and Principles—(B) of Laws. (A) Facts and Principles given by study of leading Ancient and Modern Civilizations—India, China, Persia, Greece, Mediaeval Italy, Modern England and France.

(B) Laws. The greatest law in History—The two extreme views of this law—(Millar's History and Charles Kingsley's recent inaugural.)

Illustration of the Divine current of law and purpose through History.

Proof of its reality—in the Roman downfall—in the Empire of Charlemagne—in the Crusades—in thoughts, words and works of the last century.

2. *Discipline*.—Of certain flippant charges against the discipline of Historical studies.

The true idea of Mental Discipline. (A) Discipline for Keeness and Precision of Mind. (B) Discipline for Breadth of Mind. Sure guarantee in historical studies for discipline of both kinds—especially the latter.

III. WORTH OF HISTORICAL STUDIES.

1. Their most practical use. (Quotation from Bautain.)
2. Their most noble use.
3. Effectiveness of these studies in a many-sided culture.

II.

THE BEST COURSE OF HISTORICAL STUDY.

I. TROUBLES AND DANGERS.

1. Troubles of Young men on entering this study.
2. Vagabondizing without guides.
3. Bad Guides—Delvers—Painters—Counterfeiters.
4. The Dealers in Sham-history and their utterances.
5. Effects of these on Young Students.
6. Good Guides. The Builders.
7. The two great questions, then, "*What shall I read?*" "*How shall I read it?*"

II. WHAT TO READ.

1. *Narrative History*, and its best course.
2. *Philosophy of History*, and its best course.
3. *Special History*, and some good courses.

III. HOW TO READ.

1. *Narrative History*—Necessity of close, orderly, structural study therein.

What the *dry* part of early Historical Studies is worth.

Worth of careful studies in *Geography*.* Dr. Arnold's remark—(My own experience among Western Students.)

Worth of many studies in *Chronology*. Which dates are worth learning and which are not—Grouping of events.

2. *Philosophy of History*—What spurs and what curbs are to be used.

3. *Special History*—Combination of the above methods. 4. Skill in choice of events. Protection against Woodenness. 5. Necessity of getting into the stir of History. Use of high toned Historical Romances and Novels.

IV. ON THE HEARING OF LECTURES.

1. What is to be guarded against.
2. What is to be sought.
3. Sketch of the present course of Lectures.

* The Maps frequently used during the Lectures are the Historical Wall-Maps of Bretschneider. An occasion requires the Historical Atlas of Spruner, and, for general views, that of Quin will be used.

III.

THE FALL OF THE ROMAN EMPIRE.

I. STATE OF THE EMPIRE BEFORE ITS FALL.

1. *Boundaries*—Statesmanship as well as Generalship shown in the choice of them.
2. *Geographical divisions*—Prefectures, Dioceses, Provinces.
3. *Social divisions*—Apparent confusion in divisions usually made.

Three divisions by Bancroft. Six by Sismondi. Reconciliation of these two systems of social division.

4. *Cities*—Roman and Provincial—Corrupt but Brilliant civilization therein. (Personal observations among remains of Roman cities in France and Italy).

5. *Rural Districts*—Blackness and foulness of civilization therein.

6. *The Leading Causes of this blackness, foulness and decline.* Confusion of these causes by different writers. How they may be disentangled, grouped and stated.

7. *The greatest Cause*—Agreement of all good authorities, Guizot, Montesquieu, Sismondi, Schlosser, Gibbon, Bancroft, Alison, on this point, though they differ as to other causes.

8. *Forced Labor as opposed to Free Labor*—Point of most intense blackness. Convergence and divergence of evils—Reduction of all the causes generally assigned, mainly to one. Absence of all idea of *Civil Liberty*.

* II. THE BARRIANS.

1. The principal races.
2. Dealing of each with the Empire.
3. Courses taken in Migrations.

III. THE INVASION AND ITS EFFECTS.

1. Immediate effects.
2. Remote effects. How that which seemed a fall of our race backward is now seen to be a great stride forward.
3. *Foundation laid in European Character for Individual Liberty.*

* The Physical Wall-Maps, on which the homes and migrations of the great races are pointed out, are those of Von Sydow.

IV.

THE FEUDAL SYSTEM.

I. ORIGIN.

1. Necessity of searching Barbarian and Romano-Gallic Societies for principles from which Feudalism sprang.
2. Search in Barbarian Society. Clanship. Two modes of distributing booty.
3. Search in Romano-Gallic Society. Nature of the new booty.
4. The Invasion in Gaul. Application of old double system of booty distribution to the distribution of land and serfs.
5. Hence the different tenures—Beneficiary—Allodial—Tributary.
6. Classes of men determined by these tenures. (A) Freemen, (B) Fideles or Vassals, (C) Freedmen, (D) Serfs.

II. PROGRESS.

1. Under Clovis and the Merovingians.
2. Under Charlemagne and the Carolingians.
3. Under Hugh Capet and the Capetians.
4. Explanation of Guizot's remark as to the utter chaos of this period.
5. General statement of the logical growth of feudal ideas.
6. Chronological limits.

III. FULL DEVELOPMENT.

1. Developed Feudalism in France, Germany, etc.
- (2. Of the Countries where Feudalism was *not* developed.)
3. Developed Feudalism as introduced into England at the Norman Conquest, [1066.]
4. Relation of Suzerain to Vassal—Homage—Oath of Fealty—Investiture—Rights and duties of Suzerain. Rights and duties of Vassals. (Quotations from De Barante's, *Ducs de Bourgogne*.)
5. Relations of Vassal to Vassal—Peerage—Right to Justice—Judicial Combat—Private War.
6. The Castle—Quotation from *Monteil, Histoire des Français*, etc. Personal observations of remaining Castles.
7. The Serfs (and Villainage)—Sufferings by War—by exactions—by famine.

IV. EFFECTS.

1. On Society, (and on Serfs.)
2. On Feudal lords.
3. General statement of the effects of Feudalism on civilization.

V.

THE CRUSADES.

I. REMOTE CAUSES.

1. Pilgrimages (Quotation from the "Faery Queene.")
2. New Opposition to Pilgrims. The Seljuks.
3. Preparation of the minds of the People for Crusades.
4. " " Nobles "
5. The two Causes named by Guizot.
6. General idea of approaching end of the world.

II. IMMEDIATE CAUSES.

1. Peter the Hermit and his preaching.
2. Urban II. at Placentia and at Clermont, [1095.]
[Machiavelli's theory of the Papal Crusading Policy.]

III. CHRONICLE OF THE CRUSADES.

First Crusade: 1. Walter, Gottschalk and Peter with the People. 2. Godfrey and others with the Nobles. 3. Policy of the Emperors at Constantinople. 4. Crusaders at Nice, Dorylæum, Antioch, Edessa. 5. Taking of Jerusalem, [1099.]

Second Crusade: St. Bernard. Conrad III. Louis VII. Loss of Jerusalem.

Third Crusade: Fred. Barbarossa. Philip Augustus. Richard. Taking of Acre. Treaties.

Fourth Crusade: New route sought. Baldwin of Flanders and Dandolo. Affairs in Constantinople, Latin Empire.

Fifth Crusade: Andrew of Hungary. John of Brienne and Hugh of Lusignan.

Sixth Crusade: Frederic II.

Seventh Crusade: St. Louis at Damietta.

Eighth Crusade: St. Louis before Tunis. His death. End of Crusades and of Christian power in the East, [1291.]

IV. EFFECTS.

1. As summed up by Voltaire and Gibbon.
2. By Robertson.
3. By Sir J. Stephen.
4. By Michaud.
5. By Guizot.
6. Striking idea of the effect of Crusades in deepening European Religion and Religious Art, put forth by Mrs. Jameson.