

# Medieval Europe, Fall 2019

## Dr. Jay Lemanski

Missouri Western State University  
College of Liberal Arts & Sciences  
Department of History & Geography

Course Number: HIS335-01

CRN: 15288

Class Meeting: Tues., & Thurs., 9:30-10:50, Popplewell 101

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Office Hours: Mon. & Wed., 10:30-12:00, Tues. & Thurs., 3:30-4:30 (or by appointment) at Popplewell 115-H

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### **DESCRIPTION & GOALS OF THE COURSE**

This course will present the narrative history of Europe from the fourth century up to the middle of the eleventh century, covering developments from the Late Roman period to the end of the Early Medieval Period. Students will learn the social structures of Europe and the constitutional developments of the period that eventually led to modern institutions. In addition, the writing projects are designed to instruct and to reinforce the intellectual tools necessary to analyze primary and secondary sources, to develop a clear thesis, and to demonstrate a thesis with clear evidentiary arguments.

### **THE BOOKS**

#### Required

1. Ganz, David, ed. *Einard and Notker the Stammerer: Two Lives of Charlemagne*. Penguin Classics. London and New York: Penguin Books, 2008. ISBN13: 978-0-140-45505-2
2. Geary, Patrick. *Readings in Medieval History*. 3<sup>rd</sup> ed. Broadview Press, 2003. ISBN: 1-55111-550-6 [ISBN13: 978-1-55111-550-4]
3. Tierney, Brian. *The Crisis of Church and State*. University of Toronto Press, 1988. ISBN: 978-0-8020-6701-2 [ISBN13: 978-0-8020-6701-2]
4. Secondary or other primary sources may be posted on Canvas

### **GRADES**

The final grade for the course will be based on the following:

- 10% Quizzes and Text Analysis Assignments
- 10% Paper I
- 30% Midterm Exam
- 20% Paper II
- 30% Final Exam

## QUIZZES

An indefinite number of quizzes will be given during the course of the class, which together with the reading summaries will be worth 10% of the course grade. Some will be map quizzes designed to familiarize students with the geography of the culture and time-period being covered. However, the instructor reserves the right to issue an unannounced quiz on a reading, if he feels the students have not been preparing for the discussions.

## TEXT ANALYSIS ASSIGNMENTS

For each of the primary and secondary readings, you will be required to write a text analysis. Each analysis paper will require you to write on one or more of the class themes. For each theme you will need to provide a quotation from the source, and write a discussion of what that quotation tells us about that theme. **They are due the day on which that text is discussed and by the time the class begins.** The analysis instructions for each source will be posted on Canvas under the "Analysis Assignments" module. Read the directions carefully. In order to submit your analysis assignment:

- Click on the assignment
- In the upper right is a gold button that says "Submit Assignment"
- Click on this
- In the "File Upload" tab click on "Browse"
- Select a file
- Then hit the "Submit Assignment" button

**Submit all assignments as either a Microsoft Word file or a pdf!!!**

## EXAMS

There are two exams for the course, a mid-term and a final exam. The final exam will not be comprehensive. Each exam will be worth 30% of the total grade. The exams will have two parts. The first will be a short-definition ID portion (worth 30% of the exam grade) that will be taken on the day of the exam. The second part is a take home essay (worth 70% of the exam grade), to be handed in on the day of the exam. The mid-term will be on **Tues., Oct. 15th**, and the final exam will be on **Thurs., Dec. 12th, 8:30-10:30**.

## THE PAPERS

There will be two papers required for this course. The first will be due **Mon., Oct. 7th, by 11:59 p.m.**, and the second on **Mon., Dec. 2nd, by 11:59 p.m.** Paper guidelines are posted on Canvas under the "Syllabi, Course Schedule, & Paper Guides" module. These essays will be based on a thesis that will address a topic based on one of the themes for the class. The body of the paper will use material from the lectures, and primary sources to support the thesis. A Turnitin link will be provided on Canvas for each of the papers under the "Syllabus, Course Schedule, & Paper Guide" module, into which you are to submit your paper. As with the text analysis assignments, these must be submitted as either a Microsoft word file or a pdf.

## NCSS REQUIREMENTS

For those students intending to teach History and the Social Sciences at the secondary level,

please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for a teaching career. These ten thematic standards are:

1. Culture and cultural diversity
2. Time, continuity, and change
3. People, places, and environments
4. Individual development and identity
5. Individuals, groups, and institutions
6. Power, authority, and governance
7. Production, distribution, and consumption
8. Science, technology, and society
9. Global connections
10. Civil ideals and practices.

### **CLASS THEMES**

There are many facets to all cultures, and so it is helpful to study them paying attention to a small but significant number of topics or themes. The themes for the class will determine what will be emphasized in lectures, what the students will look for as they read the primary sources, and will provide the topics for the class papers and exam essays.

The themes for the course tie in with the NCSS thematic standards. The study of history is the exploration of people and the cultures they create, and how those cultures evolve and change over time. These changes are determined by the environmental and political contexts in which they develop. Consequently, all of the broader themes listed below will address thematic standards #1, 2, and 3.

#### Society & Power (Themes: 1, 2, 3, 5, 6, 10)

This theme address questions of who has power and how it should be exercised (#6). This theme will emphasize how and under what conditions notions of power change over time. Power, furthermore, is defined by the groups and institutions to which one belongs (#5). Finally, under this heading we will explore how social acceptance, influence and power are expressed by the social institutions and mores of a culture (#10). During the Middle Ages England moved toward a constitution monarchy by which power was shared between king and nobility. However, during this same period France was moving toward the absolutist government that would appear in the seventeenth century.

#### Religion: Church & State (Themes: 1, 2, 3, 5, 6, 10)

Throughout history the connection between religion and the state have been intimate. Religious concerns have been major factors in how states engage in and legitimize policies (#6). The nature of social institutions and their practices are also often impacted by religious considerations (#5 & 10). Roman religion had always been intertwined with the state. Under this theme we will explore the relationship between popes and kings, who had power over the other and the final compromise that was reached.

### Gender (Themes: 1, 2, 3, 4, 6, 10)

Notions of what it means to be male and female are perhaps the fundamental basis of personal identity (#4). One's role in society and their enfranchisement in government is intimately connected to a person's sex (#6). This theme will explore the social expectations placed on individuals because of their sex, their role in society, government and the practices that bolster and define those roles (#10). Here we will look at the expectations to which men and women were held, as well as the types of power exercised by both sexes during the Middle Ages.

### Religion: World View (Themes, 1, 2, 3, 4, 5, 10)

A significant part of how people perceive themselves and the world they live in is determined by their spiritual/religious beliefs. Often these beliefs become a major component of identity and determine how they develop as individuals (#4). Consequently, people often form groups and establish institutions within their society that reflect their beliefs and further their goals (#5).. Naturally, the host of rituals and social practices within a society are dictated by religious beliefs (#10).

### Identity (Themes: 1, 2, 3, 4, 5, 9, 10)

Individuals are multi-faceted, taking on a variety of functions, roles, beliefs and allegiances. However, people tend to put particular emphasis on one or two of these facets and chose to define who they are by them. In this way people create identities for themselves (#4). These identities are often linked to the individuals membership within certain groups/institutions in a society (#5), but are also defined by how people contrast themselves with other societies, cultures and ethnic groups (#10). How people see and define themselves often determine how they see their role in society and the global context (#9). In particular we will witness the shift of Western identity from Roman, to ethnic, to religious and finally to national identities.

## **SCHEDULE OF LECTURES AND READINGS**

For the schedule of lecture topics, class readings, assignment due dates, and text dates please consult the course assignment schedule posted on Canvas.

## **ATTENDANCE: UNIVERSITY STATEMENT**

Missouri Western State University has the expectation that students should be active participants in their course-work. Regular class attendance is considered a key element of participation and an essential part of the education experience.

## **COURSE ATTENDANCE POLICY**

There is no attendance policy. However, attendance will be taken at the beginning of each class. Signing up for a course entails a commitment to attend the classes and do all the work required in the course. Be aware that the exams are primarily based on the material presented in class, and it is impossible to perform well in the class without consistent and regular attendance.

## GRADING SCALE

The scale used for grading will be the same one used by the Department of History.

A = 100-90      B = 89-80      C = 79-70      D = 69-60      F = 59 or below

## LATE ASSIGNMENTS

1. "On time" is defined as the beginning of class on the day an assignment is marked as due. Any time after that, the assignment will be regarded as late.
2. Assignments will **NOT** be accepted through e-mail, unless permission is given by the professor **beforehand**.
3. To hand assignments in late is NOT a right. Late work will not be accepted. It is the student's responsibility to get all assignments to me on time.

## MISSING IN-CLASS ASSIGNMENTS OR QUIZZES

Missing an in-class assignment or quiz due to an un-excused absence cannot be made up. Excused absences will for the most part be due to an athletic or a university event, for which I must receive documentation. In the case of an excused absence, it is up to the student to contact me, and arrange a time at which to make up the assignment or quiz. The assignment or quiz **MUST** be made up within a week of the original due date, after which there will be no opportunity to make up the work.

## USE OF ONLINE RESOURCES

Everything that a student needs to pass and excel in this course is provided by the lectures, the primary source readings, and the discussions of those sources. Students therefore are not to use any outside sources, especially online sources, for the completion of any assignments for this class. **If at any point I determine that you have appropriated or adopted any portion of text or idea from an Internet website or unauthorized source without proper and accurate citation, I will dismiss you from the course, submit an "F" for your course grade, and file the violation with the University.** I will be measuring your mastery of this term's lessons, materials, and information, so reliance on unacceptable outside sources, including on-line note and resource repositories, will be treated as academic dishonesty and violations of my and the university's intellectual property rights.

## MISSING EXAMS

If a student fails to take an exam when and where scheduled, the student will receive a "0" for the exam. However, if the student has contacted me before the exam, and with a valid and documented excuse has explained why he/she cannot take the exam as scheduled, then an alternate time and place for taking the exam will be arranged at my discretion. If an emergency situation arises at the time of the exam and the student is unable to contact me beforehand, he/she must provide **documentation** of both the emergency and as to why he/she was unable to contact me before the exam

## **ACADEMIC HONESTY**

The purpose of exams and papers is to share YOUR ideas, the insights that YOU have gained from the lectures and the sources you have read. Copying someone else's work without acknowledging it as their work and not your own, whether it be a fellow student, a published author, or from a website is **plagiarism**, i.e. an attempt to present someone else's ideas or observations as your own. It is a very serious academic and professional crime. Cheating on a test will result in a score of zero. Violations of academic honesty may result in a failing grade on the assignment or failure in the course. Please consult the Student Handbook for the definition of plagiarism and the procedures for dealing with breaches of academic honesty. The Handbook is available online at <http://www.missouriwestern.edu/handbook/index.pdf>.

## **GRADE APPEAL POLICY**

For details regarding the Departmental Grade Appeal Procedure see "GRADE APPEAL PROCEDURE MATERIALS" which is filed in Popplewell 115. For more details see <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/handbook.pdf>. For information about Academic Regulations and Standards Committee, go to <https://www.missouriwestern.edu/facsenate/academic-regulations/>

## **DISABILITY ACCOMMODATIONS**

Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive

## **CLASSROOM RECORDING POLICY**

The course materials that I author, including, but not limited to, PowerPoint slides, Panopto recordings, Canvas screen shots, class hand-outs, web-based and social media content, and course syllabi, are my intellectual property and are protected by copyright law. Students in the course may download and make copies of my course materials for the course student's own use. Students are not allowed to record course proceedings, publicly reproduce or distribute these materials or enable others to do so without my express written consent. Failure to comply with this direction may constitute a violation of the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University.

## **DISCLOSURE OF CLASS CONTENT**

In the pursuit of history this class will be discussing a number of issues that some may find uncomfortable or even slightly upsetting, including but not limited to: politics, sexuality, and religion. As the instructor it is not for me to promote or denigrate any particular view of these topics, but simply to present how various cultures approach these issues. Nevertheless, the views and practices of the cultures we are studying may clash with a student's own personal values. Also be aware that discussion of such topic can occur outside the classroom and in office

consultations with me. Having been informed of this, however, know that by remaining in this class the student has hereby given acknowledgment that the discussion of these topics is part of the course, and that he/she is a willing participant.

### **EXPECTATIONS**

1. Students will be in class on time. Arriving late and coming into the classroom in the middle of the lecture is distracting.
2. Respect for views not one's own. Because we will be examining the different ways that people have and still do understand the universe, students are expected to tolerate all religious and political viewpoints. No racial, sexual, political or religious slurs will be tolerated. It is expected that the comments and observations of participants will be respectfully received.
3. Cell-phones. As a matter of courtesy students are expected to turn off their cell phones, or at the very least turn the ringer to vibrate before coming to class. Also cell-phones are not to be in use during class. It is disrespectful to the instructor and distracting to your fellow students.

### **NOTE ON HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (<https://www.missouriwestern.edu/studentaffairs/wp.../handbook.pdf>) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: <https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

## **INCLEMENT WEATHER AND ILLNESS POLICY**

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The e-mail will contain instructions for what you are to do in lieu of coming to class that day.

## **GENERAL STUDIES REQUIREMENTS FOR BACHELOR DEGREES**

General Education at Missouri Western State University consists of a common core of curriculum offerings necessary to equip students for successful and fulfilled lives as educated and active citizens. The required general education curriculum consists of a broad range of courses that assures that all baccalaureate-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world. Students completing courses in the general education program will be provided the opportunity to acquire knowledge and skills to:

1. Write and speak clearly and effectively
2. Think critically and reason analytically
3. Locate, organize, evaluate, and synthesize information from print and electronic sources;
4. Understand and appreciate moral values and ethical choices
5. Gain a greater awareness of the present by understanding other cultures and times.
6. Understand and enjoy aesthetic experiences and share in related activities
7. Develop an understanding of fundamental mathematical concepts and their applications.
8. Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience;
9. Understand and appreciate the means of gaining and maintaining mental and physical health.

The knowledge and skill areas #1, 2, 3, & 5 will be emphasized in this course.

## **UNIVERSITY, DEPARTMENT, AND COURSE POLICIES**

Students should review the Course Policies document for the relevant university, departmental, and course policies for attendance, classroom behavior, academic honesty, student disabilities, harrassment/discrimination/misconduct, make-up exams, and classroom recording.



## Medieval Europe (HIS 335) Lecture and Reading Schedule

Numbers in square brackets indicate the NCSS themes. The following schedule must be understood as flexible; minor changes due to falling slightly behind schedule are to be expected. Major changes in the schedule will be announced in class and posted on Moodle.

### Week 1 (Aug. 26th - Aug. 30th)

T (Aug. 27th)

Introduction

The Papers

The Middle Ages: An Overview [1, 2, 3, 5, 6, 10]

Th (Aug. 29th)

The Roman Empire: Diocletian [1, 2, 3, 5, 6, 10]

The Roman Empire: Constantine [1, 2, 3, 5, 6, 10]

The Roman Empire after Constantine [1, 2, 3, 5, 6, 10]

### Week 2 (Sept. 2nd - Sept. 6th)

T (Sept. 3<sup>rd</sup>)

**Late Empire Map Quiz**

How to Write a Thesis

The Roman Empire and Christianity [1, 2, 3, 5, 6, 10]

Christian Heresy in the 3rd-5th Centuries [1, 2, 3, 4, 5, 10]

Th (Sept. 5th)

Discussion of Tierney, *Church and State*, Ch. 1, pp. 7-15 [1, 2, 3, 5, 6, 10]

The Great Migration: Huns & Visigoths [1, 2, 3, 5, 6, 10]

The Great Migration: Ostrogoths & Burgundians [1, 2, 3, 5, 6, 10]

### Week 3 (Sept. 9th - Sept. 13th)

T (Sept. 10th)

Discussion of *Theodosian Code* (Geary, pp. 1-24) [1, 2, 3, 5, 6, 10]

How to Write a Thesis Paper

Th (Sept. 12th)

Discussion of Jordanes, *History of the Goths* (Geary, pp. 69-96) [1, 2, 3, 5, 6, 10]

Discussion of Jordanes, *History of the Goths* (Geary, pp. 69-96) [1, 2, 3, 5, 6, 10]

The Great Migration: Franks [1, 2, 3, 5, 6, 10]

### Week 4 (Sept. 16th - Sept. 20th)

**Topic and Thesis for Paper 1 due by Mon., Sept. 16<sup>th</sup>, at 11:59 p.m.**

T (Sept. 17<sup>th</sup>)

**Merovingian & Carolingian Map Quiz**

The Merovingians 481-751, Part I: 481-623 [1, 2, 3, 5, 6, 10]

The Merovingians 481-751, Part II: 623-751 [1, 2, 3, 5, 6, 10]

Th (Sept. 19th)

Discussion of Salic Law (Geary, pp. 105-111) [1, 2, 3, 5, 6, 10]

Discussion of Letters to Clovis (Geary, pp. 112-113) [1, 2, 3, 5, 6, 10]

Week 5 (Sept. 23rd - Sept. 27th)

T (Sept. 24th)

Early Papacy [1, 2, 3, 4, 5, 10]

Discussion of Gregory of Tours, *Histories* §§27-43 (Geary, pp. 117-125) [1, 2, 3, 5, 6, 10]

The Rise of Monasticism [1, 2, 3, 4, 5, 10]

Th (Sept. 26th)

**Convocation: NO CLASS**

Week 6 (Sept. 30th - Oct. 4th)

**Primary Source and Topic for Second Paper, Due Mon., Sept. 30<sup>th</sup>, 11:59 p.m.**

T (Oct. 1st)

Italy: The Lombards [1, 2, 3, 5, 6, 10]

Islam: The Life of Mohammad & the Qur'an [1, 2, 3, 4, 5, 6, 10]

Islam: Basic Beliefs [1, 2, 3, 4, 5, 6, 10]

Th (Oct. 3rd)

Islam: Early Islamic Kingdoms [1, 2, 3, 5, 6, 10]

The Carolingians 571-987, Part I: 751-814 [1, 2, 3, 5, 6, 10]

The Carolingians 571-987, Part II: 814-884 [1, 2, 3, 5, 6, 10]

Week 7 (Oct. 7th - Oct. 11th)

T (Oct. 8<sup>th</sup>)

**Paper One Due by Mon., Oct. 7<sup>th</sup>, 11:59 p.m.**

Paper Progress Update

Discussion of Einhard, *Life of Charlemagne* [1, 2, 3, 5, 6, 10]

Th (Oct. 10th)

Discussion of Tienrey, *Church and State*, pp. 16-23 [1, 2, 3, 5, 6, 10]

Carolingian Agriculture [1, 2, 3, 5, 6, 10]

Review for Mid-Term

Week 8 (Oct. 14th - Oct. 18th)

T (Oct. 15th)

**In-Class Portion of Mid-Term Exam**

**Take-Home Exam Due**

Discussion of *De Villis* (Geary, pp. 257-262) [1, 2, 3, 5, 6, 10]

Carolingian Society & Renaissance [1, 2, 3, 5, 6, 10]

Th (Oct. 17<sup>th</sup>)

**Anglo-Saxon England Map Quiz**

Discussion of Dhuoda, *Liber manualis* (Geary, pp. 267-279) [1, 2, 3, 4, 6, 10]

Anglo-Saxons: The Early Saxon Period, 400-650 [1, 2, 3, 5, 6, 10]

Week 9 (Oct. 21st - Oct. 25th)

T (Oct. 22nd)

Anglo-Saxons: The Middle Saxon Period, 650-850 [1, 2, 3, 5, 6, 10]

Discussion of Bede, *Ecclesiastic History* (Geary, pp. 182-194) [1, 2, 3, 5, 6, 10]

Th (Oct. 24th)

Discussion of Fonthill Letter (Geary, pp. 199-200) [1, 2, 3, 5, 6, 10]

Discussion of Asser, *Life of King Alfred* (Geary, pp. 200-208) [1, 2, 3, 5, 6, 10]

Week 10 (Oct. 28th - Nov. 1st)

T (Oct. 29th)

Anglo-Saxons: The Late Saxon Period, 850-1016 [1, 2, 3, 5, 6, 10]

The Vikings: England, Ireland, & France [1, 2, 3, 5, 6, 10]

The Vikings, Eastern Europe & the Atlantic [1, 2, 3, 5, 6, 10]

Th (Oct. 31<sup>st</sup>)

**French Counties & Duchies Map Quiz**

West Francia, 884-898 [1, 2, 3, 5, 6, 10]

West Francia, 898-987 [1, 2, 3, 5, 6, 10]

East Francia: The Pre-Ottonians [1, 2, 3, 5, 6, 10]

Week 11 (Nov. 4th - Nov. 8th)

**Bibliography & Sources Presented During Office Hours**

T (Nov. 5<sup>th</sup>)

**Germany Map Quiz**

East Francia: The Ottonians, 919-1024 [1, 2, 3, 5, 6, 10]

Discussion of Luidbrand, *Chronicle of Otto's Reign* (Geary, pp. 501-507) [1, 2, 3, 5, 6, 10]

Th (Nov. 7th)

Italy: The Normans [1, 2, 3, 5, 6, 10]

Economic Revival of the High Middle Ages: Trade [1, 2, 3, 5, 6, 10]

Economic Revival of the High Middle Ages: Cities & Agriculture [1, 2, 3, 5, 6, 10]

Week 12 (Nov. 11th - Nov. 15th)

T (Nov. 12th)

11th-Century England: Before the Norman Conquest, 1016-1066 [1, 2, 3, 5, 6, 10]

11th-Century England: After the Norman Conquest, 1066 [1, 2, 3, 5, 6, 10]

Capetian France, 987-1328: Political Landscape [1, 2, 3, 5, 6, 10]

Th (Nov. 14th)

Discussion of *Domesday Book* (Geary, pp. 616-622) [1, 2, 3, 5, 6, 10]

Capetian France, 987-1328: Early Kings, 966-1108 [1, 2, 3, 5, 6, 10]

Week 13 (Nov. 18th - Nov. 22nd)

T (Nov. 19th)

The Church Vulnerable [1, 2, 3, 4, 5, 10]

Cluny & Monastic Reform, 10th Century [1, 2, 3, 4, 5, 10]

Monasticism & The Church in the 11th Century [1, 2, 3, 4, 5, 10]

Th (Nov. 21st)

Discussion of Cluniac Charters (Geary, pp. 280-286) [1, 2, 3, 4, 5, 10]

The Rise of the Papacy [1, 2, 3, 4, 5, 10]

Week 14 (Nov. 25th - Nov. 29th)

T (Nov. 26th)

**Fall Break: NO CLASS**

Th (Nov. 28th)

**Fall Break: NO CLASS**

Week 15 (Dec. 2nd - Dec. 6th)

**Paper Two Due by Mon., Dec. 2<sup>nd</sup>, 11:59 p.m.**

T (Dec. 3rd)

Discussion of Papers

Th (Dec. 5th)

Discussion of Tierney, *Church & State*, Ch. 3, pp. 24-32 [1, 2, 3, 5, 6, 10]

The Holy Roman Empire: Last Ottonian Kings, 996-1024 [1, 2, 3, 5, 6, 10]

The Holy Roman Empire: The Salian Kings, 1024-1137 [1, 2, 3, 5, 6, 10]

Finals Week (Dec. 9th - Dec. 13th)

Th (Dec. 12<sup>th</sup>)

**8:30-10:30: FINAL EXAM**