

# APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Arts and Sciences Date: 31 October 2008  
Department/Division offering course: History

2. What type of change is being proposed?  Major  Minor\*  
\*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

## PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: HIS 512 Proposed prefix & number: HIS 512

4. Current Title Medieval Institutions to the Mid-10<sup>th</sup> century

Proposed Title<sup>†</sup> Carolingian Empire

<sup>†</sup>If title is longer than 24 characters, offer a sensible title of 24 characters or less: \_\_\_\_\_

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES  NO  If YES, current maximum credit hours: \_\_\_\_\_

Proposed to be repeatable? YES  NO  If YES, proposed maximum credit hours: \_\_\_\_\_

7. Current grading system:  Letter (A, B, C, etc.)  Pass/Fail

Proposed grading system:  Letter (A, B, C, etc.)  Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

( ) CLINICAL ( ) COLLOQUIUM ( ) DISCUSSION ( ) LABORATORY (x) LECTURE  
( ) INDEPEND. STUDY ( ) PRACTICUM ( ) RECITATION ( ) RESEARCH ( ) RESIDENCY  
( ) SEMINAR ( ) STUDIO ( ) OTHER – Please explain: \_\_\_\_\_

Proposed:

( ) CLINICAL ( ) COLLOQUIUM ( ) DISCUSSION ( ) LABORATORY (x) LECTURE  
( ) INDEPEND. STUDY ( ) PRACTICUM ( ) RECITATION ( ) RESEARCH ( ) RESIDENCY  
( ) SEMINAR ( ) STUDIO ( ) OTHER – Please explain: \_\_\_\_\_

9. Requested effective date (term/year): \_\_\_\_\_ Fall / 2009

10. Supplementary teaching component:  N/A  Community-Based Experience  Service Learning  Both

Proposed supplementary teaching component:  Community-Based Experience  Service Learning  Both

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11. Cross-listing:  N/A or \_\_\_\_\_ / \_\_\_\_\_  
Current Prefix & Number printed name Current Cross-listing Department Chair signature

a. Proposed - REMOVE current cross-listing:  \_\_\_\_\_ / \_\_\_\_\_  
printed name Current Cross-listing Department Chair signature

b. Proposed - ADD cross-listing: \_\_\_\_\_ / \_\_\_\_\_  
Prefix & Number printed name Proposed Cross-listing Department Chair signature

12. Current Distance Learning (DL) status:  Already approved for DL  Please Add  Please Drop  
If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.  
Internet/Web-based  Interactive Video  Extended Campus

13. Current prerequisites:  
none  
\_\_\_\_\_  
\_\_\_\_\_  
Proposed prerequisites:  
none  
\_\_\_\_\_  
\_\_\_\_\_

14. Current Bulletin description:  
A Survey of medieval political, social, economic, and ecclesiastical institutions from the fourth century to the breakup of the Carolingian Empire.  
\_\_\_\_\_  
\_\_\_\_\_  
Proposed Bulletin description:  
This course examines the reconstitution of much of the former Roman empire in the western provinces under the hegemony of the Carolingian rulers of the eighth and ninth centuries. Among the topics to be studied are the dynamical interactions between powerful ecclesiastical and secular leaders that produced a distinctive vision of a Christian empire, the relations between the Carolingian, Byzantine, and Islamic polities, the means of building royal legislative and judicial power in an environment of fragmented authority, the role of literary and artistic activity in creating a distinctive "Carolingian Civilization", the military activities that consolidated the empire, and the fragility of the imperial enterprise.  
\_\_\_\_\_  
\_\_\_\_\_

15. What has prompted this change?  
The old course description was vague and ill-distinguished from HIS 510. The new description has topical and chronological integrity, and would be a logical continuation of HIS 511, which treats the Barbarian period of the medieval west. As a 500 level, it would fit into our department's "Empires" cluster of concentrated study for graduate students, since graduate students could take it.  
\_\_\_\_\_  
\_\_\_\_\_

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
The new course has a clear focus on the eighth and ninth centuries, and clear learning objectives.  
\_\_\_\_\_  
\_\_\_\_\_

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17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus?  YES  NO  
 If YES<sup>‡</sup>, list below the programs that require this course:

<sup>‡</sup>In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

19. Is this course currently included in the University Studies Program?  Yes  No

20.  Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Abigail Firey Phone: 7-6447 Email: afire2@uky.edu

22. Signatures to report approvals:

<p><u>31 October 2008</u> DATE of Approval by Department Faculty</p>	<p><u>Jeremy Popkin</u> printed name</p>	<p><u>Jeremy D. Popkin</u> Reported by Department Chair</p>	<p>signature</p>
<p><u>12/05/08</u> DATE of Approval by College Faculty</p>	<p><u>Leonidas G. Bachas</u> printed name</p>	<p><u>[Signature]</u> Reported by College Dean</p>	<p>signature</p>
<p>*DATE of Approval by Undergraduate Council</p>	<p>/ printed name</p>	<p>Reported by Undergraduate Council Chair</p>	<p>signature</p>
<p>*DATE of Approval by Graduate Council</p>	<p>/ printed name</p>	<p>Reported by Graduate Council Chair</p>	<p>signature</p>
<p>*DATE of Approval by Health Care Colleges Council (HCCC)</p>	<p>/ printed name</p>	<p>Reported by Health Care Colleges Council Chair</p>	<p>signature</p>
<p>*DATE of Approval by Senate Council</p>	<p>Reported by Office of the Senate Council</p>		
<p>*DATE of Approval by the University Senate</p>	<p>Reported by the Office of the Senate Council</p>		

\*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

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Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

ARTS AND SCIENCES  
EDUCATIONAL POLICY COMMITTEE  
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: HIS 512

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE



7.

A&S Educational Policy Committee, Humanities Area Coordinator  
Anibal Biglieri, [biglieri@email.uky.edu](mailto:biglieri@email.uky.edu) 257-4640

Date: 12/05/08

## APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
- e. correction of typographical errors.

Rev 7/08

History 512: Carolingian Empire  
Prof. Abigail Firey  
University of Kentucky  
Office: 1741 Patterson Office Tower  
Office Hours: Wednesdays, 2.00-4.00  
email: afire2@uky.edu

**Course Description:** This course examines the reconstitution of much of the former Roman empire in the western provinces under the hegemony of the Carolingian rulers of the eighth and ninth centuries. It probes the meanings of the terms “Carolingian Renaissance” and “Carolingian Empire” as an historiographic delineation of the period, and opens a forum for investigating the nature and perception of imperial activities, both from the perspective of modern viewers and Carolingian participants. Among the topics to be studied are the dynamics of the competition and collaboration between powerful ecclesiastical and secular leaders that produced a distinctive vision of a Christian empire, the relations between the Carolingian, Byzantine, and Islamic polities, the means of building royal legislative and judicial power in an environment of fragmented authority and multiple jurisdictions, the role of literary and artistic activity in creating a distinctive “Carolingian Civilization”, the military needs and aggression attendant upon the consolidation of the empire, and the fragility of the imperial enterprise.

**Books:**

Riché, Pierre, *The Carolingians : A Family Who Forged Europe*, trans. Michael Idomir Allen. Paperback: 424 pages. (University of Pennsylvania Press, 1993). ISBN-10: 0812213424; ISBN-13: 978-0812213423.

*Carolingian Civilization: A Reader*, ed. Paul Edward Dutton (Readings in Medieval Civilizations and Cultures Series, 1). Paperback: 549 pages. (Broadview Press; 2 edition, 2004). ISBN-10: 1551114925. ISBN-13: 978-1551114927

Optional: Barbero, Alessandro, *Charlemagne: Father of a Continent*, trans. Allan Cameron. Paperback, 426 pages. (University of California Press, 2004). ISBN-10: 0520239431; ISBN-13: 978-0520239432.

Optional: Becher, Mathias. *Charlemagne*, trans. David Bachrach. Paperback, 170 pages. (Yale University Press, 2003). ISBN 978-0-300-09796-2, ISBN 978-0-300-10758-6.

Other readings are on **Reserve** in Young Library, or are on **e-Reserve** for the course. A number of additional works to be consulted for the assigned papers are also on Reserve in Young Library.

## Schedule of Classes and Assignments:

### Unit One: Beginning the Move toward Hegemony.

Week One: The eighth-century context

#### Readings:

**Context and Analysis:** Riché pp. 1-33: “Beginnings of the Carolingian Dynasty”; “Obstacles to Power”; “The Principate of Pippin II”

**Primary Sources:** e-Reserve: “Legislation of the Merovingian Kings”; “Royal Charters” from *From Roman to Merovingian Gaul, a reader*, ed. Alexander Callander Murray

Week Two: Charles Martel: Ruler or Myth?

#### Readings:

**Context and Analysis:** Riché pp. 34-50: “The ‘reign’ of Charles Martel”: “Difficult Beginnings”; “Charles and his Methods of Action”; “Charles and the Periphery of the Frankish Realm”; “Charles in Aquitaine, Provence, and Burgundy”; “The Call of Rome”; “The End of Charles’ Reign”

**Primary Sources:** e-Reserve: “The Victories of Charles Martel: the first continuator of Fredegar; the Battle of Poitiers in the Mozarabic Chronicle of 754”; “Einhard on the Last Merovingians” from *From Roman to Merovingian Gaul, a reader*, ed. Alexander Callander Murray

Week Three: Unsettled Power

#### Readings:

**Context and Analysis:** Riché, pp. 51-60: “Local Revolts”; “Re-establishment of the Merovingian Dynasty”; “Reform of the Church”; article: Keep, David, “Cultural conflicts in the mission of saint Boniface” *Studies in Church History* 18 (1982) pp. 47-57; article: Markus, Robert A., “From Caesarius to Boniface: Christianity and paganism in Gaul” in *Le Septième siècle: Changements et continuités. Actes du Colloque bilatéral franco-britannique tenu au Warburg Institute les 8-9 juillet 1988 / The Seventh Century: Change and Continuity. Proceedings of a Joint French and British Colloquium held at the Warburg Institute 8-9 July 1988*. Ed. Jacques Fontaine and J.N. Hillgarth (Studies of the Warburg Institute, 42). (London: The Warburg Institute, University of London, 1992) pp. 154-172 .

**Primary Sources:** Dutton, pp. 1-22: “Correspondence of Boniface”; “Elevation of Pepin the Short”; “Reannointing of Pepin”; “Donation of Constantine”

Week Four: Pippin III and Charlemagne

#### Readings:

**Context and Analysis:** Riché, pp. 61-95, “Pippin III and Charlemagne, Founders of Carolingian Europe, 751-814”; e-Reserve: Janet Nelson, “The Lord’s Anointed and the People’s Choice: Carolingian Royal Ritual”; Paul S. Barnwell, “Einhard, Louis the Pious and Childeric III” *Historical Research* (formerly *Bulletin of the Institute of Historical Research*) 78 (2005), pp. 129-139

**Primary Sources:** Dutton, pp. 23-55: “Pope Stephen Scolds Charlemagne and Carloman”; “Einhard’s *Life of Charlemagne*”; Pepin’s Victory over the Avars”; “Epitaphs and Eulogies”

## **First Paper Due: Hegemony: Conditions and Counterweights**

### **Unit Two: Memories of Empire**

Week Five: Crowns and Conquests

#### **Readings:**

**Context and Analysis:** Riché, pp. 96-124: “The Conquests of Charlemagne”; “The Emperor Charlemagne”; e-Reserve: Janet Nelson, “Translating Images of Authority: The Christian Emperors in the Carolingian World”

**Primary Sources:** Dutton, pp. 56-65: “Equestrian Statue of Theoderic”; “Lateran Palace of Pope Leo III”; Charlemagne and Pope Leo”

Week Six: Exercising Power

#### **Readings:**

**Context and Analysis:** Riché, pp.125-140: “Political Structures of the Empire”; “Obstacles to the Unity of the Empire”; “Regionalization of Power”; “Charlemagne, the Frankish Chief”; “Charlemagne and the Frankish Nobility”; “The Death of Charlemagne”; e-Reserve: Janet Nelson, “Making Ends Meet: Wealth and Poverty in the Carolingian Church”

**Primary Sources:** Dutton, pp. 65-99: “Capitularies”; “Exhortation to the Faithful”; “Iconodule Controversy in Francia”; “Theodulf’s Mosaic of the Ark”

Week Seven: Imperial Culture or Cultural Imperialism?

#### **Readings:**

**Context and Analysis:** e-Reserve: excerpts from Laurence Nees, *A Tainted Mantle: Hercules and the classical tradition at the Carolingian Court* (University of Pennsylvania Press, 1991)

**Primary Sources:** Dutton, pp. 100-145: “Theodulf and the Antique Vase”; “Six Short Poems by Theodulf”; “Theodulf of Orléans: Precepts for Priests in his Diocese”; “Letters of Alcuin”; “Five poems of Alcuin”; “Alcuin’s Dialogue with Young Prince Pepin”

## **Second Paper Due: Carolingian Concepts of Imperial Government**

### **Unit Three: Empire, the Next Generation**

Week Eight: What Happens When the Emperor Dies?

#### **Readings:**

**Context and Analysis:** Riché, pp. 141-159: “The Beginning of a Promising Reign”; “The Network of Rival Factions”; “The Revolt of 830”; “The Great Rebellion of 833 and its Failure”; “The End of the Reign of Louis the Pious”

**Primary Sources:** Dutton, pp. 155-175, 199- 206, 229, 252-273, 291-294: “Lament on Charlemagne’s Death”; “Thegan’s *Life of Louis*”; “The *Ordinatio Imperii* of 817”; “The Vision of the Poor Woman of Laon”; “Louis’s Public Penance in 822”; “A Royal Judgment of Pepin in 828”; “The Emperor Louis’s Palace at Ingelheim”; “Freculf dedicates his book to the Empress



Judith”; “The Astronomer’s Account of the Rebellions”; “The Final Days and Death of Louis the Pious”

Week Nine: Civil War

**Readings:**

**Context and Analysis:** Riché, pp.160-178: “Prelude and Circumstances”; “Negotiations”; “The Treaty of Verdun and its Terms”; “The Defense of the Notion of Unity”; “Kings and their Kingdoms”

**Primary Sources:** Dutton, pp. 295-345: “Nithard’s History”; “Engelbert at the Battle of Fontenoy”; “The Treaty of Verdun”; “Dhuoda’s Advice to her Son”

Week Ten: Reflecting Upon The Times

**Readings:**

**Context and Analysis:** e-Reserve article: Airlie, Stuart, “ ‘Sad stories of the death of kings’: narrative patterns and structures of authority in Regino of Prüm’s Chronicle” in *Narrative and History in the Early Medieval West*, Ed. Elizabeth M. Tyler and Ross Balzaretta (Studies in the Early Middle Ages 16; Turnhout, 2006) pp. 105-165

**Primary Sources:** Dutton, pp. 345-385: “The Annals of Xanten for the years 844 to 862”; “Audradus Modicus and his Book of Revelations”; “Gottschalk and the Predestination Controversy”; “Popular and Learned Belief: Two Specimens”; “The Epitaphs of Ermengard and Lothar”; Sedulius Scottus’ *On Christian Rulers*

**Unit Four: Empire and Economy**

Week Eleven: Charles the Bald, Emperor and Patron

**Readings:**

**Context and Analysis:** Riché, pp. 179-205: “The Ambitions of Charles the Bald”; “Charles the Bald, Emperor (876)”; “The End of the Reign of Charles the Bald”; e-Reserve: Janet Nelson, “‘Not Bishops’ Bailiffs but Lords of the Earth’: Charles the Bald and the problem of Sovereignty”

**Primary Sources:** Dutton, pp. 452-455, 468-487, 498-503: “Ratramnus and the Dog-headed Humans”; “The Wandering Monks of St.-Philibert”; “The Monk Bernard’s Journey to Jerusalem”; “A judicial dispute in the Loire Valley”; “A Charter of Immunity from Charles the Bald”; “St. Remi’s Protection of People and Property”; “The Coronation of Charles the Bald as King of Lotharingia”; “Eriugena’s *Periphyseon*”; “Wulfadus’ Library”; “Wulfadus Goes to Court”; “Charles the Bald grants a Benefice”; “The Capitulary of Quierzy, 877”; “The Death of Charles the Bald”

Week Twelve: “Civilization”: Wealth and Culture

**Readings:**

**Context and Analysis:** Riché, pp. 312-349: “The Principles: Marriage, Work, Fair Prices, Usury”; “Economic Developments”; “Educational Policies”; “The Court as the Center of Learning”; “Kings and Books”; “Artistic Treasures”; “The Carolingian Kings as Builders”

**Primary Sources:** Dutton, pp. 394-451: “The Susannah Crystal of King Lothar”; “Otfrid of Weissenburg on Old High German”; “Anskar and his Mission to Scandinavia”; “Letters of

Lupus of Ferrieres”; on-line images, Utrecht Psalter:  
vitrine.library.uu.nl/wwwroot/en/texts/Hs32.htm

Week Thirteen: “The Powerful Suffer Powerfully”

**Readings:**

**Context and Analysis:** Riché, pp. 207-238: “Pope John VIII in Search of an Emperor”; “The Reign of Charles the Fat, or Illusions Dispelled”; “The Election of Regional Kings”; “The Rulers of the Italian Kingdom”; “The Kingdoms of Middle Gaul”; “The German Kingdom”; “The Kingdom of Western Francia

**Primary Sources:** Dutton, pp. 505-534, 537-539: “The Annals of St.-Vaast for the Years 882-886”; “The Song of Louis: *Ludwigslied*”; “Abbo’s Account of the Siege of Paris by the Northmen”; Hincmar of Rheims’s *On the Governance of the Palace*”; “Notker the Stammerer Addresses Charles the Fat”; “The Vision of Charles the Fat”

Week Fourteen: Seen from other Perspectives

**Readings:**

**Context and Analysis:** Ann Christys, “How can I trust you, since you are a Christian and I am a Moor?” The multiple identities of the Chronicle of Pseudo-Isidore” in *Texts and Identities in the Early Middle Ages*. Ed. Richard Corradini, Rob Meens, Christina Pössel and Philip Shaw (Forschungen zur Geschichte des Mittelalters 12 / Denkschriften der Österreichischen Akademie der Wissenschaften: Philosophisch-Historische Klasse, 344; Wien: Österreichische Akademie der Wissenschaften, 2006) pp. 359-372; David Thomas, “Early Muslim responses to Christianity” in

*Christians at the Heart of Islamic Rule: Church Life and Scholarship in Abbasid Iraq*. Ed. David Thomas (The History of Christian-Muslim Relations; Leiden, 2003) pp. 231-254; Janina M. Safran, “Identity and differentiation in ninth-century al-Andalus” *Speculum: A Journal of Medieval Studies* 76 (2001) pp. 573-598; Jonathan Shepard, “Emperors and expansionism: from Rome to Middle Byzantium” in *Medieval Frontiers: Concepts and Practices*, Ed. David Abulafia and Nora Berend (Aldershot: Ashgate, 2002) pp. 55-82; idem, “Byzantine relations with the outside world in the ninth century: an introduction” in *Byzantium in the Ninth Century: Dead or Alive? Papers from the Thirtieth Spring Symposium of Byzantine Studies, Birmingham, March 1996*. Ed. Leslie Brubaker (Society for the Promotion of Byzantine Studies Publications, 5; Aldershot: Ashgate, 1998) pp. 167-180.

Unit Five: Remembering Charlemagne

Week Fifteen:

**Readings:**

**Context and Analysis:** Donald A. Bullough, “Recycling Charlemagne in the fifteenth century, north and south” *Early Medieval Europe* 12:4, (2003), 389-397; Judith Weiss, “Emperors and antichrists: reflections of empire in insular narrative, 1130-1250” in *The Matter of Identity in Medieval Romance*. Ed. Phillipa Hardman (Cambridge: D.S. Brewer, 2002) pp. 87-102; Amy G. Remensnyder, “Topographies of memory: center and periphery in high medieval France” in *Medieval Concepts of the Past: Ritual, Memory, Historiography*. Ed. Gerd Althoff, Johannes

Fried and Patrick J. Geary (Publications of the German Historical Institute; Washington, D.C. , 2002) pp. 193-214; Matthew Gabriele, "Otto III, Charlemagne, and Pentecost A.D. 1000: a reconsideration using diplomatic evidence" in *The Year 1000: Religious and Social Response to the Turning of the Millennium*. Ed. Michael Frassetto. (New York: Palgrave, 2002) pp. 111-132; Ganz, David, "Charlemagne in Hell" *Florilegium* 17 (2000), pp. 175-194.

**Final Paper (in lieu of Final Exam): Costs, Consequences, and Nostalgia: the Later Carolingian Empire**

Assignments and Protocols:

There will be **four short papers**, of about five pages in length. The topics of these papers relate to the units of the course. In each unit, we shall study and discuss together primary sources; using those primary source as evidence for some portion of your discussion, address the assigned topic. There are a number of relevant books on Reserve in the Young Library. You are welcome to use them, or other books or articles you may find, to assist you in preparing your papers. You are not required to use them, unless you are a graduate student enrolled in the course under the 650 number. Papers should have a coherent and developed argument, and all assertions should be supported with evidence (whether from the primary source or from suitable, scholarly secondary sources). **The source and location of the evidence should be indicated with appropriate citations.** Within these general constraints, you are encouraged to select specific issues that interest or intrigue you. Each paper will count for 20% of the final grade. With my permission, papers (except for the last one) may be rewritten and resubmitted for a better grade.

**Thursday discussion preparation:** This will count for 20% of the final grade, all of which may be forfeited if three discussions are not prepared or are missed. To obtain credit for Thursday discussion, please submit in writing some intelligent observations and questions (three or four will suffice; you will probably fill half a page or a page with them). The format need not be formal, as long as your ideas and questions are reasonably clear. To prepare for Thursday discussion, think about how the information that seems crucial to Berman's argument, what seems odd or puzzling, what seems particularly useful for illuminating the topics we're investigating, and so forth. Note: such preparation will also be useful as you write your papers. Both written preparation and oral participation are required to obtain this portion of the grade.

**Summary of Grading Scheme:**

1st Paper: 20%  
2nd Paper: 20%  
3rd Paper: 20%  
4th Paper: 20%  
Participation: 20%

A= 90 or above; B = 80 or above; C= 60 or above; D = 50 or above; 49 or below: failing grade.

All papers must be submitted to me typed (word-processed), on paper. Email or e-attachments will not be accepted for credit. Thursday discussion preparation should also be typed, and prepared in advance of class. Work submitted past deadline is liable to penalty (half a letter grade for each day past deadline). Papers are to be placed in my History Department mailbox (not under the door of my office! Terrible things happen to them if you do!); the office closes at 4.30 p.m. Allow two weeks before enquiring about the progress of marking.

All submitted work is to be in standard English (elegant and nuanced prose is even better, but please do not pad or overreach your capacities). Grading will take into account clarity, correctness of style, and effectiveness of prose in conveying ideas. Papers flawed in grammar or spelling will be returned unmarked.

Originality is imperative: I am not looking for summaries or regurgitation of the material we study, but analysis of its implications and engaged argumentation. On the other hand, I do not expect expertise in the field; just bring your intellects to bear on the issues as best you can.

Please keep a dossier of all work that you do for this class. This dossier should contain both your own copy of all submitted work and also work I return to you with comments, as well as all hand-outs and supplementary bibliographies. We may have occasion to consult this dossier together as we plan and develop your work, and I may request it at the end of the term to assist me in evaluating your performance in the course.

Attendance is required; see me to plead your case in the event of absence caused by incapacitating injury or

illness, or death in the immediate family. (Be prepared with compelling written documentation from an unimpeachable source; consult the University policies for detailed discussion of this issue). Absences will inevitably result in weakening your understanding of the material and the subject, and will thus take a toll in your performance in the course. In addition, four unexcused absences will result in a loss of 20% of the grade. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

1) serious illness; 2) illness or death of family member; 3) University-related trips; 4) major religious holidays; 5) other circumstances deemed "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in

writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Should you have any questions, ever, regarding proper citation of sources in your work, please ask me (visit, telephone, email, accost between classes) or raise the question in class. Proper acknowledgement of intellectual indebtedness will be regarded as a sign of strength, not weakness. Recall that plagiarism includes not only direct quotation of words not your own, but also uncredited ideas; paraphrase does not exempt you from acknowledging the source. Footnotes are our friends! A nice, short summary of how and why to cite sources may be found at <http://www.indiana.edu/altergc/e104/citewww.html>. Failure to acknowledge sources (this includes ideas proposed by peers, information found on the Web, and so forth) will be treated in accordance with the university policy on academic offenses. A summary of the policy may be found at the Ombud web site, <http://www.uky.edu/Ombud>. The entire set of relevant Senate Rules can be found at: <http://www.uky.edu/USC/New/SenateRulesMain.htm> (you can also access them via UK's main Web site, <http://www.uky.edu>, select the Site Index, choose the letter "S" and then select "Student Rights and Responsibilities." Once there look under item "Student Conduct.")

Should it appear that a significant number of persons in the class are failing to grasp the material sufficiently, there may be diagnostic quizzes. In the event that a quiz seems advisable, the date and the material to be mastered will be announced, and appropriate adjustments to the grading scheme will be made in consultation with the class.

Graduate students taking this course will be required to write a 20 page research paper based upon close study of a primary source selected in consultation with the instructor. This paper will, naturally,

incorporate relevant scholarly research and have a suitably rich bibliography. For graduate students, the grading scheme is as follows:

1st paper: 10%

2nd paper: 10%

3rd paper: 10%

4th paper: 10%

Participation: 10%

Research paper: 50%

A= 90 or above; B= 80 or above; C=70 or above; 69 or below: failing grade

### **Learning Outcomes:**

After taking this course, students will be able to

- Define the “Carolingian Renaissance” and identify its main features
- Describe the religious, political, and cultural characteristics of this period
- Discuss the relation between territorial expansion and cultural development
- Discuss the nature of empire in this period and the strengths and weaknesses of the empire
- Describe the major military campaigns of Carolingian rulers and their impact on empire-building
- Analyze relations between Carolingians and Byzantine and Islamic powers
- Analyze reasons for the end of Carolingian power
- Describe a variety of later interpretations of Charlemagne and the Carolingian Empire, both medieval and modern
- Analyze complex primary sources drawn from a number of genres from the Carolingian period
- Provide nuanced interpretations that integrate analyses of primary and secondary source materials