Introduction to Historical Analysis

Research Paper Guide

Spring 2017
S&H Spring Term Research Paper

Note:-:

1) You will be graded on each daily assignment
2) The more thorough your effort is in the beginning will make your final paper easier to write and a better paper overall
3) Meet in the library until I tell you otherwise
4) If done right, you will learn the process of researching/writing a research paper, which is an integral skill for your later History classes at WFS and later classes in college.
5) This guide is meant to be a reference for constant use during this assignment.
6) The final draft of your paper will be due on the date/time as listed on Canvas

Each assignment here is due at the beginning of class on the day as listed.
You can also check Canvas if there is any confusion.

Day 1

- Come to class having read all the packet and with 4 potential topics you want to do – in order of preference. No 2 students in the same class can do the same topic

Day 2

- Complete 5 note cards

Day 3

- Gather at least one print source from the reference section of the library
- Gather at least one electronic subscription source from our library website
- Write 10 more note cards with correct form
- Make sure you save all typed work

Day 4 15 more note cards

Day 5 15 more note cards

Day 6

- Introductory paragraph including an underlined thesis statement (typed). Your thesis should basically answer your analytical question.

- In-depth outline containing all major points showing note card #'s as evidence (typed or neatly handwritten)
Day 7

- **Minimum of two full pages typed with footnotes (you should insert all your footnotes as you write)** –

Day 8: Writing Day

Day 9: Writing Day

**Day 10:** **Paper due at beginning of class** *(HAVE IT PRINTED BEFORE CLASS)*

*Reminder*- Your paper will be penalized a letter grade per day late. There is no excuse for not being done with your paper on time. You have had a lot of time to work on it.
Stories and History

Spring Term Research Paper Requirements

During the next weeks you will complete a research project on a topic related to the one of the eras that we have studied this year. The research for this paper will include both primary and secondary sources. Keep in mind that this is an analytical paper—your task is to gather information about your chosen topic and then use that information to answer a question. You must interpret and explain what you’ve learned. Simply summarizing your research is not sufficient.

The paper is due at the end of the regularly scheduled class hour on ________________ No extensions will be granted on this paper except in cases regarding medical or family emergencies.

Content requirements:

- Use at least five academic sources, of which at least one has to be a primary source (anything written within 50 years of the period of your topic).
- Two sources must be print reference sources (the text book is excluded);
- Two sources must be electronic databases (Wikipedia is never an acceptable source).
- A source must be cited in a footnote for it to count.
- You must use note cards (3x5 or 4x6)—I will be evaluating your research on a daily basis.
- Contain a developed thesis that is continuously referred to and supported with analysis throughout the paper
- The final paper must be analytical in nature—it should contain a thesis with specific support from primary sources.

Mechanics requirements:

- Approximately four pages, 12 pt. font, Times New Roman, double spaced with 1” margins.
- A title page, properly formatted, with an original title.
- Page numbers at the bottom of each page, excluding the title page.
- Each body paragraph should contain one footnote (Chicago Manual of Style).
- There should be at least ten footnotes for the entire paper.
- The final page should contain a bibliography (Chicago Manual of Style).
- You should turn in a paper copy to your teacher by the time due.
- Each paragraph should contain a topic sentence.
- Properly use block quotes.

Weighting:

- Two test grades will be given, one for content and one for form and mechanics.
Each day a student will receive a progress grade that will be placed under the Quiz/Homework section of the term grade.

High marks will be given to those papers which:

- Use more than the required minimum, of which 2 are primary.
- Discuss the bias of at least one cited primary source.
- Contain more than one footnote per paragraph, with the exception of the introductory and concluding paragraphs.
- Employ an appropriately placed block quote, properly formatted.
- The paper has in-depth analysis and is not a re-hashing of the facts.

Directions for Block quote:

- For direct quotes longer than two lines (or 25 words) use a block quote instead of quotation marks.
- As a rule, until you begin writing more sophisticated papers that analyze historiography of secondary sources, you should never directly quote secondary sources. When you do quote primary sources, never leave it hanging.
- Always be sure that the actual language of the quote lends significant support to an analytical point you make either directly before or after in the text of your paper. It’s best to do this in shorter phrases within the text although sometimes, longer sentences, or sentences juxtaposed next to each other work well in block quotes.
- Do not use quotation marks with the block quotes. The fact that you have set it up in block format denotes a quote in and of itself.
- Indent a ½ inch on each side, single space text, citation at the end
How to Avoid Plagiarism

No one expects high school students to be writing original work. At this level, teachers are asking you to learn from other scholars, think about their ideas, mix them up and “digest” them through your own brain, and present them through your own words, or using others’ direct words, with proper credit, when appropriate. Doing otherwise, is considered plagiarism, which is the greatest of academic offenses. This is how one university defines it:

Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not. ‘Someone else’s work’ means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programs and other electronic material, designs and ideas. It also includes the organization or structuring of any such material. ...

Therefore, even if you paraphrase material in your own words, you still must cite the ideas in your paper. To avoid plagiarizing through organization or structure, it’s best not to depend too heavily on just one or two sources. Mix them up. When you take notes, it’s best to read a passage, close the book or website and then rephrase it in your own words, so from the very start you are not tempted to use too many of the authors’ words.

Of course, before writing anything down, always make sure you have recorded the complete bibliographic information somewhere, at least once, so you know where the information came from.

You should try to limit your use of verbatim quotes to pithy phrases or short passages from important scholars or primary sources which support to your points. Hacker suggests that one could use direct quotes under the following circumstances:

➢ When language is especially vivid or expressive
➢ When exact wording is needed for technical accuracy
➢ When words of authors or debaters cited are key to your own analysis of them
➢ When the words of an important authority lend weight to an argument
➢ When language of a source is the topic of your analysis

Direct quotes of 30 words or less may be included in the body of the paper. Longer quotes should be set off in block quotes – indented 1/2" on each margin - without quotation marks. (see above block quote of

def. of plagiarism as example). Whenever you do use a quote, make sure you include an analytical statement of your own. Do not make the quote stand on its own.

The following is a helpful exercise which can show you exactly what is and is not appropriate paraphrasing taken from Diana Hacker’s *A Writer’s Reference*, fifth Edition.

**Original Source**

The automotive industry has not shown good judgment in designing automotive features that distract drivers. A classic example is the use of a touch-sensitive screen to replace all the controls for radios, tape/CD [MP3] players, and heating/cooling. Although an interesting technology, such devices require that the driver take his eyes off the road.  

**Plagiarism: Unacceptable Borrowing and summarizing**

Compare the following attempt which **fails to put enough of the words, order and phrases** in the writer’s own words. This would be considered plagiarism, even if he were to include a footnote with it and give credit to his sources in the actual text.

Radio show hosts Tom and Ray Magliozzi argue that the automotive industry has not demonstrated good judgment in devising car features that distract drivers. One feature is the touch-sensitive screen that replaces controls for radios, tape/CD [MP3] players, and heating/cooling. Although the technology is interesting, such devices require that a driver look away from the road.

**Acceptable Paraphrasing with citation**

The following is an acceptable way to integrate the ideas of the initial report into your own work. It captures the idea of the original, but doesn’t depend too heavily on its words or order. Again, the easiest way to achieve this is to read the source, record the bibliographic data, and then close it, and write your notes from memory, opening to check the accuracy of the information occasionally as necessary or after you have finished.

Radio show hosts Tom and Ray Magliozzi claim that motor vehicle manufacturers do not always design features with safety in mind. For example, when designers replace radio, CD players and temperature

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3 Tom Magliozzi and Ray Magliozzi, Letter to a Massachusetts senator, p. 3.
4 Tom Magliozzi and Ray Magliozzi, Letter to a Massachusetts senator, p. 3.
control knobs and panels, they were forgetting one thing: To use the panels, drivers would need to take their eyes off the road.  

Use of Note Cards

- The purpose of a note card is to help keep track of information as you do research.
- Physical note cards are valuable because you can organize them any way you want once you have completed your research.
- It’s important to have all the necessary information on each note card so you don’t have to repeat the work of finding the books and page numbers if you decide to use the information.
- A bibliographic note card should be made for each source you use containing all the necessary information for a proper citation.
- 1 source + 1 topic + 1 book + 1 side

The following is an example of note card information:

<table>
<thead>
<tr>
<th>General Topic Heading</th>
<th>Note card #</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Paraphrase or brief summary of the piece of information you think might be significant in your paper. You may end up using it, or you may not. Unless it is a primary source, try NOT to quote directly from the text. The more you put the information in your own words from the start, the more likely it will be that they remain your own words, and not plagiarized from the source.

<table>
<thead>
<tr>
<th>Page #</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Title of Book or Source</th>
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</table>

The following is a specific example of a good note card:
Basic features of Gothic church

- Flying buttresses were used to support walls of cathedrals
- Enabled cathedrals to be built much taller and have bigger windows

Personal Thought

- Who came up with the idea?

p. 19

“Medieval Architecture”

Hint

- A shorthand for the title work as long as you remain consistent and have a bibliography card that has all the information AND the shorthand.

- If you have a number of points from one or two consecutive pages in a book, you can include them on one note card if they are all under basically the same heading. Though you should never cram information on one card.
Guidelines For Outlining

➢ Write your analytical thesis at the top.
➢ Make items at the same level of generality as parallel as possible
➢ Use sentences or phrases but keep it consistently one or the other
➢ Use the conventional system of numbers and letters for the increasing levels of specificity. Microsoft Word program will provide these automatically as either numbers or letters under the “Format,” “Bullets and Numbering” tabs ie.

I. Roman numerals for the most general divisions
   A. Upper Case Letters- for the more specific divisions
   B. 1. Arabic numerals - for points which support categories
      2. a. Lower case letters - for specific supporting facts
      b.
   C.

II. A.
   1. 2.
   B.

III. A.
    B.
    C.
    1. 2.
    3.
    a.
    b.

IV.

➢ Always use at least two subdivisions for each category, since nothing can be divided into fewer than two parts.
➢ Limit the number of major sections in the outline; if the list of Roman numerals is too long, group items into more general categories with more specific subcategories.
➢ Be willing and prepared to revise your outline as you go along.
Each of the lower case letters or Arabic numerals should correspond with at least one of your notecards. So, theoretically, you can sit down at your computer and write your whole paper just by looking at your re-organized notecards.

Thesis: The Franks developed from a loose group of Germanic tribesmen to a powerful European dynasty because of centralizing and unifying its political control.

The Merovingian Dynasty
A. Clovis (481-511 a.d.) – a barbarian at heart; converted under pressure (#6)
B. Clotilda and the conversion of the Franks (#9)
C. Christianity as a political, centralizing tool (#’s 20, 31,42)
D. the succession problems in the kingdom of the Franks
   1. the kingdom as private property vs. modern (#2)
   2. political theory (#7)
   3. the power and role of the king -- the long haired kings (# 8)
   4. the origin of the officials of state
E. The Mayors of the palace – became like Roman bureaucrats (#11)
   1. Charles Martel (the Hammer) (#18)
   2. the defeat of the Muslims at Tours (732-733 a.d.) (#19)
F. Pepin the Short and the deposition of the king of the Germans (#20)
   1. his appeal to the pope and coronation in 751 a.d.
      a. the donation of Pepin (the papal states in 756 a.d.) (#23)
      b. the significance of the his coronation by the papal legate (#24)
   2. centralized power in monarchy
G. "Rule by the power of God" (and through the church) (#27)

II. The Carolingian dynasty
A. Charlemagne (Carolus Magnus) 768-814 a.d.
   1. Life of Charlemagne by Einhard (#30)
   2. appeal from the pope and the defeat of the Lombards (43)
   3. conquest and conversion of the Saxons (# 45)
   4. wars against the Spanish Muslims: The Song of Roland (#18)
   5. coronation as Roman Emperor in 800 a.d. by the pope and its significance in political history (#31)
B. the political structure of Charlemagne's empire (#30-38)
   1. the missi dominici
   2. feudalism:
      a. lord/vassal
      b. homage
      c. investiture
      d. fief feudal obligations
e. the church and feudalism

C. the Carolingian Renaissance (#62)
   1. Alcuin (#66)
   2. Carolingian minuscule and the preservation of ancient manuscripts

III. Charlemagne’s Sons
   A. They messed it all up; showed how quickly power falls without political structure
      1. Lothar (#50)
      2. Charles the Bald (#51)
      3. Louis the German (#52)
   B. Treaty of Verdun 843 A.D. (#53)
      1. Charles the Bald and the loss of the west
      2. deposition of his successor – “Charles the Fat”
      3. the last Carolingian in the Germanies -- 911 A.D.
Stories and Histories

Research Project – Citations

Citations will be done in Chicago Manual of Style format. For more information consult the school library’s webpage on citations: http://www.woodberry.org/podium/default.aspx?t=51629.

Footnotes

Examples—first citation

1 Author’s first and last name, *Title of book* (Place of publication: Publishing company, Year of publication), Page number.

2 Writer’s first and last name, “Title of Article,” *Name of Journal* Vol.# (Year published): Page number of referenced material.

Examples—subsequent citations

1 Last name, *Abbreviated Title*, Page number.

2 Last name, “Title of Article”, Page number.

Remember:

1. To insert a footnote in Microsoft Word select: select “References” tab, then “Insert Footnote”. Make sure that the “Number format” is set to Arabic numerals (1,2,3, etc.).
2. If you refer to the same work three or more times consecutively in the same footer, simply put: *Ibid.*, Page number.
Bibliography

For a regular book:

Author’s last name, Author’s first name. Title of book. Place of publication: Publishing company, Year of publication.

For a journal article:

Author’s last name, Author’s first name. “Title of Article.” Title of Journal Vol.# (Year of publication): Page numbers of whole article.

Remember:

1. All lines after the first line should be indented ½ inch (five spaces). In Microsoft Word, highlight the desired text, right click and select “Paragraph…” . In the new window, under the “Indentation” category, select “Special” and “Hanging”.
2. There should be one line between each entry. In Microsoft Word, highlight the desired text, right click, and select “Paragraph…” . In the new window, under the “Spacing” category, select “After:” and “12 pt”.
3. Sources should be listed in alphabetical order by author. In Microsoft Word, under “Home” and the “Paragraph” category, click on the “A” button. Then click on “text” and “ascending”.
4. DO NOT number or ‘bullet point’ your citations.
FOOTNOTE GUIDELINES – Bottom of each page

In academic writing, scholars use footnotes to credit other scholars whose ideas they draw from in constructing their own arguments and analysis. Since you are just high school students, you are not expected to come up with your own ideas. However, you are expected to properly acknowledge all your sources. You do this within the body of your text, through footnotes which you place at the end of the sentence or series of sentences related to the information you are borrowing from the other author.

1. Footnotes can easily be inserted using your Word program.
2. After the period which end the sentence you wish to cite, go to the toolbar References → Insert Footnote
3. The program will automatically number the footnote in the text and then kick down to the end of the page.
4. Each footnote should be listed in the order of use within your paper.
5. Unlike the bibliography, you must include page numbers for each footnote.
6. To follow the correct form required for this paper, you will need to tab the number before you begin typing your footnote information.
7. Type the information in the correct form provided, making sure to italicize titles of the books and include the correct periods, parentheses and commas. If your information carries on to a second line. *** The first line of each footnote should be indented. The Word program will not do this for you automatically. You must mouse-click to the left of the number in the footnote and then hit Ctrl. Tab to indent your first line of each entry.
8. Each entry will automatically be single-spaced.
9. Although it sounds picky, you must follow this form exactly (including periods for the end of each entry.)
10. A full guide for footnotes for all kinds of sources may be found on our library website at http://www.woodberry.org/podium/default.aspx?t=51629

Example Template
BIBLIOGRAPHY GUIDELINES – Separate page at the end of paper

The Bibliography page is a separate page at the end of every academic paper which lists all the sources that you consulted during your research. Even if you didn’t actually cite them in the body of your final text, you should include them if you took notes on them. They have still shaped your understanding of the topic. The entries are listed by the last name of the authors because that is the most relevant information to other scholars as they look at the reliability and legitimacy of your paper.

1. Bibliography entries should be written in alphabetical order of author’s last names.
2. If the information continues onto a second line, the second line should be indented five spaces (tab), creating a “hanging indent” on the first line. (This is the opposite of the footnote form.) hit Ctrl. Tab at the beginning of the second line.
3. If the information continues onto a second line, the entry should be single-spaced.
4. DO NOT number each entry.
5. DO NOT include page numbers in the bibliography.
6. Between each entry you should have double spaces.
7. Make sure that you pay close attention to including all the correct commas, colons and periods.
8. Italicize titles of book. Everything else should be in regular font.
9. Be sure to include all the books and sources you used in your paper.
10. The bibliography should be a separate page, the last, of your paper.
11. A full guide for footnotes for all kinds of sources may be found on our library website at http://www.woodberry.org/podium/default.aspx?t=51629

SAMPLE BIBLIOGRAPY - Template

For Books

1 Author’s first and last name, comma Title of book in italics (Place of publication: colon, Publishing company, comma Date of publication), comma AND end parenthesis Page number. Period


Author’s last name, comma Author’s first name. period Title of book. italics, period. Place of publication: colon Publishing company, comma Date of publication. period.

For Journal Article

Author’s last name, comma Author’s first name. period “Title of article.” in quotation marks Title of magazine or journal, in italics Day Month and Year of issue, comma Page number. Period.

For website

Name of person or group who created the page. period Title of the page. Period. Year that page was created/updated. period [Online]. Period. Available: Web page URL; accessed Day Month and Year. Period.

Bibliography


Stories and Histories

Research Paper, 2017
All sub-sets are not equally weighted

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>MECHANICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly stated thesis</td>
<td>Page length (4-6 pages)</td>
</tr>
<tr>
<td>Well-developed factual support</td>
<td>Proper font and margins (1&quot;)</td>
</tr>
<tr>
<td>Insightful analysis</td>
<td>Title page</td>
</tr>
<tr>
<td>Good organization</td>
<td>Page numbers (bottom)</td>
</tr>
<tr>
<td>Appropriate interpretation of information</td>
<td>Footnotes (ten total)(1 per paragraph)</td>
</tr>
<tr>
<td>Fitting use of quotations</td>
<td>Bibliography (proper format)</td>
</tr>
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<td>Topic sentences</td>
</tr>
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<td>One primary source</td>
<td>Proper citation formatting</td>
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<tr>
<td>Two print reference sources</td>
<td>Proper file format</td>
</tr>
<tr>
<td>Two e-subscription sources</td>
<td>Proper formatting of block quotes</td>
</tr>
</tbody>
</table>

Content sub-total

<table>
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</thead>
<tbody>
<tr>
<td>Seven sources (two primary)</td>
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<tr>
<td>Nuanced thesis, sustained argument</td>
</tr>
<tr>
<td>Direct reference to bias of primary source</td>
</tr>
<tr>
<td>Multiple footnotes/paragraph</td>
</tr>
<tr>
<td>Block quote</td>
</tr>
</tbody>
</table>

Mechanics sub-total

Name __________________________
Topic __________________________
Possible Stories and Histories Research Topics – Spring 2017

**Greece**

- How was the Greek hoplite army of the 5th century different than the Persian Imperial force?
- Evaluate the veracity of Pericles’ *Funeral Oration*. From the perspective of history, how accurate were Pericles’ claims?
- Analyze the strengths and weaknesses of the Athenian polis from the point of view of:
  - a Spartan soldier
  - a Melian merchant
  - an Athenian potter
- Why did the polis of Sparta cease to be a relevant power after 370 even though it had defeated Athens in the Peloponnesian Wars?
- What role did epics like Homer’s Iliad and Odyssey play in Greek Society?
- Does *time* relate to Odysseus in Homer’s *Odyssey*? Why or why not?
- How does Greek Tragedy reflect the attitudes of Athens and Thebes in the Peloponnesian War?
- Explain Socrates’ logic in his trial oration. How does this relate to Ephialtes’ and Pericles’ reforms?
- Compare Plutarch’s *Life of Pericles* to his *Life of Lysander*. How does his description of each man and his achievements differ?
- Read the Oedipus Rex Cycle. How do the Delphi themes of “Know thyself” and “Nothing in excess” apply here?
- According to Aeschylus, what happens to Agamemnon after he returns from Troy? What themes or terms from our reader does he demonstrate and how?
- According to Sophocles, how does Ajax die? Is this consistent with his character from Homer’s *Iliad*? Why or why not?
Compare Aristophanes’ depiction of Socrates with that of Plato’s. What do these works tell us about his reception in the city of Athens?

How did the Greek Army fight during the Trojan War? Tactically, how was this different than Greek battle strategy during the wars against Persia?

What was the Battle of Salamis? How did it impact the Persian Wars?

Evaluate the impact the *agoge* had on Spartan society. How was this different than the Athenian upbringing? What impact did this difference have on the eventual Peloponnesian War?

Explain how the Parthenon was constructed. Was it different than other Athenian structures? What made the Parthenon an architectural masterpiece during its time?

Some military historians have said that the Spartan shield, the *aspis*, was the one of the most significant military adaptation in the ancient battlefield. Why?

During the 5th century, Sparta had distinguished itself as the primer military power in the Greek World. However, in 371BC, the Spartans lost a devastating battle at Leuctra against their fellow Greeks. What happened? Explain how and why the once dominant Spartan army were defeated.

How did the Olympic Games influence the Greek World?

Rome

Why did the Gracchi brothers break with the *mos majorum* in such a dramatic way?

What affect did the *Cursus Honorum* have on Roman political society? Ultimately, did it serve as a stabilizing or destabilizing force for the Republic?

In establishing the Lex Hortensia in 284 BC, Plebeians had theoretically gained victory in the “Struggle of the Orders.” In fact, to what degree was this true?

Analyze the impact of Marius and Sulla’s rule of Rome. On balance, were their collective actions positive or negative for the SPQR? Why?

Assess the effects of Latifundiae for the Roman Republic.

How did Julius Caesar rise to prominence during a time of political instability? Why wasn’t he able to avoid the assassination he knew was coming?

How and why was subsidizing public works and “bread and circuses” so important to Caesar and all the emperors to in ruling Rome?

What were effects of institutional slavery on Roman citizens by the 1st c. AD?
● Rome was at its greatest extent around 200 AD. How thoroughly did it actually control the periphery of its empire? At what point did imperial expansion become a liability rather than an asset?

● Augustus claimed to be reinstating the Roman Republic yet insisted upon naming a family member as heir. To what extent did Augustus’s structural reforms actually benefit Rome in the long run?

● 476 AD is the year given for the end of the Roman Empire. Did the Empire “fall” or was it “transformed?”

● Compare Plutarch’s *Life of Caesar* to his *Life of Pompey*. How does his description of each man and his achievements differ?

**The French Revolution and Napoleon**

● What were the major causes of the French Revolution? Were short-term or long-term factors more significant for producing the revolution?

● Select one of Napoleon’s major battles or campaigns. Why was it so significant to the course and outcome of his reign?

● Did the French Revolution confirm or contradict the main political trends of the eighteenth century?

● To what extent were Enlightenment ideas responsible for and apparent in the reforms of the French Revolution?

● How did the French Revolution affect the rest of Europe? Why were some governments threatened by it?

● Explain why Napoleon ultimately failed -- what major weaknesses brought his attempt to create a European-wide empire to an end?

● Although a French king was restored to the throne in 1815, in what ways had the revolution and Napoleon permanently changed French society and state?

● Napoleon was a master of propaganda. How did the self-image he sought to project change during the course of his rule and after 1815?*

● In judging his impact on Europe, is Napoleon best characterized as a liberator or an exploiter?*

● Many historians have described Napoleon as a dictator. Is this the best description of his rule?

**Other Topics:**
From Greece to Rome:

- Was there more continuity or change between the Classical and Hellenistic periods of Greek civilization?
- How did Alexander the Great become so dominant?
- How and why does Hellenistic Art differ from Classical Art?
- Who had a greater impact: Pericles or Alexander the Great? Formulate your response around the following three topics:
  - Politics
  - Military
  - Culture

From Rome to the French Revolution

- Why did Christianity spread so quickly through the Roman Empire?
- Why were the Vikings so dominant in Europe during the 10th century?
- How did Genghis Khan’s conquests change the western world?
- Why were European Jews persecuted in the Middle Ages?
- How did Charlemagne’s “Carolingian Renaissance” have such an important influence in early Medieval society?
- How did the Black Death of the 14th century create massive upheaval in medieval society?
- How and why did universities become dominant centers of learning during the High Middle Ages?
- How and why did the Muslims dominate the intellectual and cultural landscape of the Middle Ages?