

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST533

Late Antiquity and Byzantium

3 credit hours

16-week format

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description (Catalog)

This course covers the period from the eighth century B.C. colonization of the Mediterranean and the founding of the seaport, Byzantium, in 667 B.C. through the First and Second Golden Ages, to the fall of Constantinople in 1453 to the Ottoman Turks. We will study great Byzantine leaders such as Constantine the Great, the spread of Christianity throughout the Roman Empire, the recapture of Constantinople from the crusaders, and the impact of Byzantine culture on Western history.

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Course Scope

The course of Byzantine history, from the founding of the eastern empire in the fourth century, to its fall to the Ottoman Turks in the mid-fifteenth century, encompasses the history of the eastern half of the Mediterranean basin and its surrounding peoples and political entities. The Byzantine Empire had a profound influence on her neighbors as well as being a willing recipient of outside influences when such were deemed important by her emperors. The Empire was a bastion of Christianity, a trading center of worldwide importance, a center of learning, and a major military power for many centuries. This course examines the Byzantine Empire, what made the Empire great, and the causes of its decline and eventual destruction.

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Course Objectives

By the end of the term, students should be able to:

1. Analyze the causes of the separation of the eastern and western empires and, later, churches
2. Discuss the development of Byzantine social and economic policies and evaluate their effect on the empire
3. Assess the role that the emperors played in Byzantine theology
4. Appraise the developing role of the west in the empire's affairs over time
5. Consider the incursions of the various enemies of the Byzantines and their long-term consequences
6. Discern the causes of the final fall of the empire.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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Course Materials

Required Course Textbooks

Bury, J.B. History of the Later Roman Empire. Available online at LacusCurtius.
<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/secondary/BURLAT/home.html>

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Davis, Leo Donald. *The First Seven Ecumenical Councils (325-787): Their History and Theology*. Michael Glazier, 1983.

Lieu, Samuel N. and Dominic Montserrat. *From Constantine to Julian: A Sourcebook*. Routledge, 1996. (Available in the Ebrary of the online library.)

Ostrogorsky, George. *History of the Byzantine State*. Rutgers, 1969.

Southern, Pat. *Roman Empire from Severus to Constantine*. Routledge, 2001. (Available at AMU's online library's Ebrary and only used in the first few weeks of class.)

Optional Resources (Recommended)

- Runciman, Steven. *The Byzantine Theocracy*. Cambridge U.P., 1977.
- _____. *The Fall of Constantinople 1453*. Cambridge U.P., 1965.
- _____. *The First Crusade*. 3rd ed. Cambridge U.P., 2005.
- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended*.
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

WEB-BASED READINGS

- Bury, J.B. *History of the Later Roman Empire*. Available online at LacusCurtius.
<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/secondary/BURLAT/home.html>
- Southern, Pat. *Roman Empire from Severus to Constantine*. Routledge, 2001. (Available at AMU's online library and only used in first week or so of class.)

Other online sources may be made available as appropriate throughout the term.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

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Evaluation Procedures

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1. Weekly work: Each Monday, no later than 9 a.m. APUS time, a new announcement will be posted in our classroom, outlining the material to be covered that week. All students are expected to check in a timely manner to read the announcement. Faculty reserves the right to adjust the reading schedule as seems appropriate and may add material which is not noted specifically in the schedule below.

2. Forums: All students are expected to participate every week in the discussion sections. Every week you should post at least one response to each discussion thread, read all of the other students' posts, and reply to at least two other students' posts. The discussion forums are not for long recitations of facts: rather, they are the place for your unique viewpoints and opinions. Try to tie your analysis into the week's readings in a direct way, such as by citing a key phrase that provoked your thoughts. Participation in discussions will be graded at the end of the term. To encourage your spontaneity in the discussion forums, you will not be graded on your grammar or spelling.

3. Essay exams: The essay exams give students a chance to show that they have learned the material. They are also a chance for students to practice their writing and reasoning skills on broader topics than those covered in the weekly discussions. No reading outside that assigned in class is required or expected. I will be looking for a clear knowledge of the facts as well as your own interpretation. Please include full citations for all sources used in your discussion.

4. Research paper: No later than the second week of class, each student must choose a topic for an in-depth research paper. Your preliminary research topic proposal must be cleared with Dr. Ciralo in the Questions & Comments discussion area of the classroom. Please feel free to post or email me if you are trying to decide between more than one paper topic, or need assistance with your proposal. The paper will be no shorter than 15 text pages and will include proper notes and bibliography according to the Chicago style. (If you do not know how to do this, go to the [MSOE Documentation and Style Guide](#) for graduate students; read pp. 2-4 with particular care, please! Or check the tutorial in the Online Library or ask Dr. Ciralo.)

In all your formal written work, including the two exams and the paper, I am most interested in your ability to synthesize the material and express your own views and opinions. I do also expect proper grammar, punctuation, and spelling, and citations, when applicable. If you feel you are weak in any of these areas, please do not hesitate to contact me for supplementary materials.

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| Forum Postings | 25% of the final grade |
| Midterm Exam | 20% |
| Research Topic Proposal | 5% |
| Final Research Paper | 30% |
| Final Exam | 20% |

Late or Missing Work: If you have a problem with any of the deadlines given here and in the course schedule, it is your responsibility to contact me *before* the assignment is due. Once contacted, you will find that I have a fairly liberal policy on late work as long as such a policy is not detrimental to your completion of the course.

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Plagiarism: It is my policy to check any work submitted in class for plagiarism if such is warranted (my decision). Any work that is plagiarized will be returned to the student with a grade of 0. The definition of plagiarism includes but is not limited to turning in formal work (reports and paper) without notes of some type! I reserve the right to allow any student caught plagiarizing a second chance; however, if it is clear that a student has deliberately and with full intent plagiarized, no second chance will be given.

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Weekly Course Outline

Please see the [Student Handbook](#) to reference the University's grading scale

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| <u>Week</u> | <u>Topic</u> | <u>Learning Objectives</u> | <u>Readings</u> | <u>Assignment</u> |
|-------------|--------------------------------------|---|---|---|
| 1 | Background Diocletian | Analyze the factors that led up to the establishment of a separate eastern empire in Constantinople. Addresses Course Objective #1. | Davis, pp. 11-27 Ostrogorsky, start Chapter 1 Southern, pp. 134-168 | Post an answer to the question(s) in the Week 1 Discussion. |
| 2 | Constantine I | Explore the political, military and religious impact of Constantine. Addresses Course Objectives #2 and #3. | Davis, pp. 27-80 Southern, 169-181 Ostrogorsky, more Chapter 1 | Post an answer to the question(s) in the Week 2 Discussion. Propose a research topic in the Questions and Comments area. |
| 3 | Constantine's successors to 379 A.D. | Explain the early development of the Byzantine Empire and the Church. Addresses Course Objective #2. | Ostrogorsky, more Chapter 1 Lieu and Montserrat, Chapters 4 and 5 | Same instruction as in previous weeks. |
| 4 | Theodosius and his | | Davis, Chapters 3-5 | Same instruction as |

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| | successors to 527 | Appraise the strengthening hold of Christianity on the Empire; the role of the west, the east and the barbarian groups. Addresses Course Objectives #1 and #4. | Ostrogorsky, still Chapter 1 Bury, Chapters 5-14 as appropriate. Much has to do with history solely in the west, so you can skip those bits if you want to. | in previous weeks. |
| 5 | Justinian: the end of the west His successors to 610 | Weigh the further development of the early Church and the end of the west. Addresses Course Objective #4. | Davis, Chapter 6 Ostrogorsky and this week, he finally finishes Chapter 1! Bury, Chapter 15 on as appropriate. | Same instruction as in previous weeks. |
| 6 | Heraclius and his successors to 717 | Critique the theme system and the further progress of the Christian religion. Addresses Course Objectives #2 and #3. | Davis, Chapter 7 Ostrogorsky, Chapter 2 and the first bit of Chapter 3 | Submit your Research Proposal assignment no later than midnight on Sunday. |
| 7 | Constantine V through end of Amorian Dynasty in 867 | Summarize the political, economic and religious developments of the period. Addresses Course Objectives #2 and #3. | Davis, Chapters 8-9 Ostrogorsky, Chapter 3 | Same instruction as in previous weeks. |
| 8 | Midterm exam | By answering an essay question, the student can show his or her grasp of the material covered in class so far. | All readings assigned so far this term will be covered. | The midterm exam will be made available in Assignments no later than 9 a.m., AMU time, on Monday. Your answer to ONE question is due no later than midnight on Sunday. |
| 9 | The Macedonian Dynasty | | Ostrogorsky, Chapter 4 | Same instruction as |

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| | | Deduce the military, social, economic and religious changes during the Macedonian Dynasty. Addresses Course Objectives #2 and #3. | | in previous weeks. |
| 10 | Ducas Dynasty | Measure the deteriorating conditions of the Byzantine Empire that led to the Seljuk takeover of Anatolia. Addresses Course Objective #5. | Ostrogorsky, Chapter 5 and Chapter 6, pt. 1 | Same instruction as in previous weeks. |
| 11 | The First Crusade and Alexius I | Prioritize the political, religious and economic factors that led to the First Crusade. Also discern its impact on the Byzantine Empire. Addresses Course Objectives #5 and #6. | TBA | Same instruction as in previous weeks. |
| 12 | Second and Third Crusades | Break down the political, religious, and economic issues between the east and the west that led to the Fourth Crusade. Addresses Course Objectives #5 and #6. | Ostrogorsky, Chapter 6, pts. 2-4 | Same instruction as in previous weeks. |
| 13 | The Fourth Crusade and the Latin Empire and its downfall | Profile the various political groups that survived the Crusader takeover of Constantinople in | Ostrogorsky, Chapter 7 | Same instruction as in previous weeks. |

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| | | 1204. Course Objectives #5 and #6. | | |
| 14 | The Decline of the Byzantine Empire | Critique the worsening conditions that made it inevitable that the Byzantine Empire would fall. Addresses Course Objectives #5 and #6. | Ostrogorsky, Chapter 8 | Same instruction as in previous weeks. Your paper is due no later than midnight on Sunday. |
| 15 | The Fall of Constantinople | Justify the political, religious and economic issues that made the fall of the city inevitable. Addresses Course Objective #6. | TBA | Same instruction as in previous weeks. |
| 16 | Final exam | By answering an essay question, the student can show his or her cumulative grasp of the material covered in class. | All readings assigned so far this term will be covered. | The final exam will be made available in Assignments no later than 9 a.m. on Monday. Your answer to ONE question is due no later than midnight that following Sunday. |

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

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Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

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Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

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- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

All of our texts have good bibliographies. For appropriate sources for your research paper and further reading, please check there or contact me.

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