OFFICE OF ACADEMIC AFFAIRS
COURSE APPROVAL FORM
NEW COURSE

College: AHS  Prefix/Subject Code: HY  Course Number: 480

Banner Title: Romans & Barbarians Late Antiquity
(32 Characters)  Credit Hours: 3  First Offered: Fall 2017

Full Course Name: Romans and Barbarians: The World of Late Antiquity

Instructional Method: [ ] Online  [ ] Hybrid  [X] Classroom

Prerequisites: ____________________________

Min. Grade: ____________________________

Co-requisites: ____________________________

Prerequisites with Concurrency: __________

Restrictions: ____________________________
Class, Level, Department, Program, College, etc.

Grading System: [ ] A-F  [ ] S-U

Cross-listed: 580
Cross-listed courses must provide both graduate and undergraduate syllabi.

Catalog Description: (300 Characters)
This course explores the dynamic world of Late Antiquity including political developments, social and religious transformation, and exchange patterns in the Mediterranean. It is a history of cultural interaction, continuity, and change during a formative period in western civilization.

Does this course involve multiple academic units in the originating college?  Yes [ ]  No [X]
If so, the chair of each academic unit must sign this form.

Is this course to be added to Charger Foundations?  Yes [ ]  No [ ]
If so, the Charger Foundations committee must review this form.

Does this course involve academic units external to the originating college?  Yes [ ]  No [ ]
If so, deans of all colleges involved must sign this form.

Is this a Laboratory course (stand alone or combined)?  Yes [ ]  No [ ]
If yes, indicate the number of credit hours for the lab and the number of contact hours.
Lab Hours: _____  Contact Hours: _____  Total Credit Hours: _____
Indicate the type of course and hours.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
<th>Contact Hours</th>
<th>Total Credit Hours</th>
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<tr>
<td>Studio Course</td>
<td>Studio Hours:</td>
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<tr>
<td>Clinical Course</td>
<td>Clinical Hours:</td>
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<tr>
<td>Internship</td>
<td>Internship Hrs:</td>
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<td>Study Abroad</td>
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<td>Lecture</td>
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<td>Research</td>
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<td>Special Topics</td>
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<td>Contact Hours:</td>
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<td>Dissertation</td>
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<td>Thesis</td>
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<td>Validation</td>
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<tr>
<td>Recitation</td>
<td>Recitation Hrs:</td>
<td>Contact Hours:</td>
<td>Total Credit Hours:</td>
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Compare with existing catalog offerings, with justification if apparent overlap:

There is no course covering Late Antiquity. There is some chronological overlap with 300-level surveys, HY329 Imperial Rome and HY 331 World of Middle Ages, but Late Antiquity is never the central focus. Furthermore, since the proposed course will be offered at the 400/500 level, any overlap with 300-level surveys would actually be beneficial to students (albeit not required).

Discuss demonstrated value of course. Please justify why this new course is needed.

Late Antiquity is currently the most dynamic field of ancient studies, with a lot of innovative scholarship on topics like Early Christianity, the rise of Islam, the fall of Rome, and the birth of medieval Europe. History majors as well as students in the growing Ancient & Medieval Studies program need additional 400-level classes. The only 400-level history class currently offered is a Special Topics Daily Life in Ancient Rome.

Will this course be required? Explain.

No, it is an elective.

Is this course part of a program core? Explain.

No, it is an elective.

Is this course part of a new major or minor? Explain.

Yes
Textbooks: Cameron, The Mediterranean World in Late Antiquity; Sarris, Empires of Faith; Maas, Readings in Late Antiquity

Intended Instructors: Andrei Gandila

Implications for faculty workload: Regular workload

Implications for facilities: No special facilities needed

A detailed syllabus must be attached giving an overview of topics covered, course goals and structure, grading system, and policies.

Department Chair: Stephen Waring

Grad. Council: 

College Dean: 

Graduate Dean: 

College Curriculum Committee: 

Undergrad Curriculum Cmte: 

Charger Foundations: 

Provost: 

Acknowledgements from other units: 

Department Chair: 

College Dean: 

FALL 2017

HY 480/580 - Romans and Barbarians: The World of Late Antiquity

Dr. Andrei Gandila

Office: 402 Roberts; Email: Andrei.Gandila@uah.edu; Phone: 256-824-2572

I. Description:

Only forty years ago historians were still talking about the decline and fall of the Roman Empire and the emergence of new civilizations in its place: the early Medieval western kingdoms in Europe and the early Muslim caliphate in North Africa and the Near East. What remained of the Roman Empire was a much smaller Byzantine Greek state which inherited the Roman tradition, law and institutions. Exciting research in the past two decades has revealed a fascinating and dynamic world of Late Antiquity, a multi-cultural and diverse civilization much more vibrant and prosperous than previously envisaged. This course explores the various facets of late antique studies including political developments, social and religious transformation, economy and exchange patterns in the Mediterranean. It is a history of cultural interaction, continuity and change in one of the most important regions of human civilization. It begins as the story of the Late Roman Empire stretching on three continents and continues with a closer analysis of its arch-enemy, the Sasanian Empire in Persia, various barbarian groups in Europe, and the rise of a new formidable power, the Arab caliphate and its sweeping conquests in the East. Our journey ends with the rise of the Carolingians in Europe and the height of the Abbasid caliphate in the East. The Mediterranean world was now a very different place than the one envisioned by Constantine the Great at the founding of Constantinople in 330.

II. Objectives:

By the end of the semester students should:
• Be able to define Late Antiquity and identify its main political, social, and economic coordinates.
• Understand the role of the Mediterranean as a cultural area of contact and separation between different civilizations, cultures and religions.
• Read historical sources critically and analytically; use written and archaeological evidence to draw meaningful conclusions about the Mediterranean world in Late Antiquity.
• Understand the influence of the past on contemporary events and problems.

III. Texts:

➢ Additional readings (about 15 articles/primary sources in pdf format posted in Canvas)

**Recommended textbook for the general historical background:**


**Recommended guide for writing historical essays:**


IV. Assignments and grading:

**Grading scale:**

A+ = 97-100p
A = 93-97p
A- = 90-93p
B+ = 87-89p
B = 83-87p
B- = 80-83p
C+ = 77-79p
C = 73-77p
C- = 70-73p
D+ = 67-69p
D = 63-67p
D- = 60-63p
F = under 60p
Assignments (undergraduate):

Class Discussion 15p  
Quizzes 10p  
Source analysis 15p  
Midterm 20p  
Paper 20p  
Final 20p  
TOTAL 100p

Assignments (graduate):

Class Discussion 10p  
Quizzes 5p  
Source analysis 10p  
Midterm 20p  
Paper 35p  
Final 20p  
TOTAL 100p

B. Assignments:

1. **CLASS DISCUSSION & MOCK DEBATES**

This is a discussion-based class with many class activities including two mock debates. Students should read the assigned readings thoroughly and critically before each meeting. Significant class time will be devoted to discussion of primary sources from the sourcebook. As a consequence, unexcused absences will affect your grade.

- A (13-15p) = Always prepared, always participates, rarely absent  
- B (10-12p) = Always prepared, frequently participates, rarely absent  
- C (7-9p) = Usually prepared, rarely speaks, rarely absent  
- D (4-6p) = Often unprepared, no participation, several absences  
- F (1-3p) = Usually unprepared, no participation, frequent absences

2. **QUIZZES**

Three quizzes (multiple choice, fill in the blanks, etc.); I will drop the lowest.

3. **PRIMARY SOURCE ANALYSIS**

Three (3) primary source analysis papers. A primary source analysis is **not** a brief summary/description of the account; it is a critical analysis of its historical significance. You get to choose the sources. The papers should be 2-page long (12 font Times New Roman, 1.5 line spacing) and they need to be turned in on the week when those primary sources are assigned (see syllabus). Only one paper per week is allowed!
4. Midterm

Short answers based on the readings, lectures, and class discussion. A list of questions will be provided in Canvas/Files/Midterm.

5. Historiographic Essay/Research Project

Undergraduate: 1500 words (+/- 75 words), not including footnotes and bibliography.
Graduate: 3000 words (+/- 75 words), not including footnotes and bibliography.

Citation style: Chicago (see guide in Canvas/Files/Paper).

Historiographic essay: Students can choose any topic related to late Antique studies. Students will begin researching the topic, accumulating sufficient information from multiple secondary sources to enable them to write a historiographic essay.
Research Project: Graduate students should schedule a meeting with the instructor to discuss research topics.
More information in Canvas/Files/Paper.
A useful guide for writing historical essays:
http://history.rutgers.edu/component/content/article?id=106:writing-historical-essays-a-guide-for-undergraduates

Research calendar:

- 1-page paper progress report
- Office hours meetings: Week 9
- 10-minute class presentation
- Essay due: Hardcopy and Canvas Turnitin submission.

6. Final Exam

1200-word take-home essay. A list of topics will be provided in in Canvas/Files/Final.

V. Class policies and procedures:

Paper format guidelines: Double-spaced, 12-size font Times New Roman. Double-indent and single-space block quotations. One inch margins all around. For citation use footnotes (rather than endnotes), Chicago style (see above).

Paper drafts. Students are encouraged to submit early drafts of major assignments. I will provide feedback and suggestions to improve the paper.
Avoid late papers. There's a penalty of half a letter grade for each day after missing the deadline.

Avoid being late for exams. Regardless of your excuse (e.g. studied late and overslept, birthday party last night, could not find parking) you will not be given extra-time to finish the exam.

Make up exams. The option is available with a valid written excuse presented before the exam date.
Classroom policies. Be courteous to others. Silence your cell phones. Please don't text during class and don't play with your Smartphone! Do not use your laptop for activities other than taking notes (e.g. Facebook, Twitter, email, favorite sports newspaper, etc.).

Plagiarism. Academic dishonesty of any type (cheating, plagiarism) will not be tolerated.

"UAH is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (7.III.A). The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service, as well as additional information about the company, are described at lib.uah.edu/turnitin."

VI. Tentative schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Introduction. What is Late Antiquity?</td>
<td>Begin Clark; Cameron 1-7</td>
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<td></td>
<td>The nature of the evidence</td>
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<td>WEEK 2</td>
<td>Third-century crisis</td>
<td>Sarris 4-17&lt;br&gt;Garnsey 2001 (Canvas)&lt;br&gt;Historia Augusta&lt;br&gt;Martyrs St Perpetua and Felicity</td>
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<tr>
<td></td>
<td>Labor Day</td>
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<td>WEEK 3</td>
<td>The Tetrarchy and its discontents</td>
<td>Sarris 17-33&lt;br&gt;Cameron 1993_ch3 (Canvas)&lt;br&gt;Zosimus (Canvas); Lactantius (Canvas)</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>Constantine and his legacy</td>
<td>Cameron 1993_ch4 (Canvas); Cameron 12-19&lt;br&gt;Frakes 2012 (Canvas)&lt;br&gt;Maas 59-66; 110-116;</td>
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<tr>
<td>WEEK 5</td>
<td>From pagan to Christian</td>
<td>Cameron 20-38&lt;br&gt;Cameron 58-83; 128-145&lt;br&gt;Maas 142-151; 174-192</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Romans, barbarians, and successor states 4th-6th c. (I): Italy; Spain; Britain</td>
<td>Cameron 39-57; Sarris 33-40&lt;br&gt;Sarris 97-115&lt;br&gt;Maas 56-59; 346-358</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Romans, barbarians, and successor states</td>
<td>Ward-Perkins 2005 (Canvas); Pohl 1997 (Canvas)</td>
</tr>
</tbody>
</table>
| WEEK 9 | The Age of Justinian | Lee 2008 (Canvas)  
|        |                     | Sarris 125-169; Cameron 104-127  
|        |                     | Procopius of Caesarea (Canvas) |
| WEEK 10 | Society and economy in the Mediterranean | Cameron 84-103  
|         |                     | Ward-Perkins 2008 (Canvas)  
|         |                     | Maas 20-34; 40-50 |
| WEEK 11 | Framing the Early Middle Ages | Sarris 205-225  
|         |                     | Sutton Hoo burial  
|         |                     | Cameron 145-167  
|         |                     | Maas 50-55; 120-131  
|         |                     | Gregory and St Benedict (Canvas) |
| WEEK 12 | The end of the Roman Mediterranean | Sarris 226-258  
|         |                     | Cameron 168-190  
|         |                     | Sasanian Persia  
|         |                     | Maas 307-310; 327-344  
|         |                     | Procopius on Mediterranean Plague |
| WEEK 13 | Rise of Islam | Sarris 258-274; Cameron 191-207  
|         |                     | Sarris 317-329; Marsham 2009 (Canvas)  
|         |                     | Maas 387-406 |
| WEEK 14 | Rise of the Carolingians and Greek Byzantium | Sarris 329-353  
|         |                     | Louth 2010 (Canvas)  
|         |                     | Maas 380-386 |
| WEEK 15 | Final review | Sarris 377-379; Cameron 208-214 |
| WEEK 16 | | |