

OFFICE OF ACADEMIC AFFAIRS
COURSE APPROVAL FORM
NEW COURSE



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

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

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

Instructional Method: Online Hybrid Classroom

Cross-listed: 580

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

Prerequisites: _____

Min. Grade: _____

Co-requisites: _____

Prerequisites with Concurrency: _____

Restrictions: _____

Class, Level, Department, Program, College, etc.

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.

Grading System: A-F S-U

Does this course involve multiple academic units in the originating college? Yes No
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.

<input type="checkbox"/> Studio Course	Studio Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Clinical Course	Clinical Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Internship	Internship Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Study Abroad	Abroad Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input checked="" type="checkbox"/> Lecture	Lecture Hours: <u>3</u>	Contact Hours: <u>3</u>	Total Credit Hours: <u>3</u>
<input type="checkbox"/> Research	Research Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Special Topics	Special Topics Hrs: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Dissertation	Dissertation Hrs: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Thesis	Thesis Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Co-Op	Co-Op Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Ensemble	Ensemble Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Validation	Validation Hours: _____	Contact Hours: _____	Total Credit Hours: _____
<input type="checkbox"/> Recitation	Recitation Hours: _____	Contact Hours: _____	Total Credit Hours: _____

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.

Ar

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.

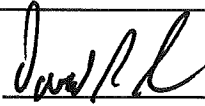
Department Chair: Stephen Waring

Digitally signed by Stephen Waring
DN: cn=Stephen Waring, o=UAH, ou=History
Department, email=waring@uah.edu, c=US
Date: 2017.01.17 13:54:10 -0600

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:

- G. Clark, *Late Antiquity: A Very Short Introduction*. Oxford, 2011.
- A. Cameron, *The Mediterranean World in Late Antiquity, 395-700 AD*. Routledge, 2012.
- P. Sarris, *Empires of Faith*. Oxford, 2011.
- M. Maas, *Readings in Late Antiquity*. Routledge 2010.
- Additional readings (about 15 articles/primary sources in pdf format posted in Canvas)

Recommended textbook for the general historical background:

- David Potter. *Ancient Rome. A New History*. New York: Thames & Hudson, 2009.

Recommended guide for writing historical essays:

- M. L. Rampolla. *A Pocket Guide to Writing in History*. 7th ed. Bedford/St. Martin's, 2012.

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:

DATE	TOPIC	READINGS
WEEK 1	Introduction. What is Late Antiquity?	Begin Clark; Cameron 1-7
	The nature of the evidence	Finish Clark; Cameron 7-10
WEEK 2	Third-century crisis	Sarris 4-17 <i>Garnsey 2001</i> (Canvas) Historia Augusta ; Martyrs St Perpetua and Felicity
WEEK 3	Labor Day	
	The Tetrarchy and its discontents	Sarris 17-33; <i>Cameron 1993_ch3</i> (Canvas) <i>Zosimus</i> (Canvas); <i>Lactantius</i> (Canvas)
WEEK 4	Constantine and his legacy	<i>Cameron 1993_ch4</i> (Canvas); Cameron 12-19 <i>Frakes 2012</i> (Canvas) Maas 59-66; 110-116;
WEEK 5	From pagan to Christian	Cameron 20-38 Cameron 58-83; 128-145 Maas 142-151; 174-192
WEEK 6	Romans, barbarians, and successor states 4th-6th c. (I): Italy; Spain; Britain	Cameron 39-57; Sarris 33-40 Sarris 97-115 Maas 56-59; 346-358
WEEK 7	Romans, barbarians, and successor states 4th-6th c. (II): Gaul, North Africa, Panonnia	<i>Vandam 1995</i> (Canvas) <i>Cameron 2008</i> (Canvas); Sarris 89-97 Maas 358-360; 371-380.
WEEK 8	Romans, barbarians, and successor states	<i>Ward-Perkins 2005</i> (Canvas); <i>Pohl 1997</i> (Canvas)

	4th-6th c. (III): Fall of Rome debate	
	Midterm review	
	MIDTERM EXAM	
WEEK 9	The Age of Justinian	<i>Lee 2008</i> (Canvas) Sarris 125-169; Cameron 104-127 <i>Procopius of Caesarea</i> (Canvas)
WEEK 10	Society and economy in the Mediterranean	Cameron 84-103 <i>Ward-Perkins 2008</i> (Canvas) Maas 20-34; 40-50
WEEK 11	Framing the Early Middle Ages	Sarris 205-225 Sutton Hoo burial Cameron 146-167 Maas 50-55; 120-131 <i>Gregory and St Benedict</i> (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; <i>Marsham 2009</i> (Canvas) Maas 387-406
WEEK 14	Rise of the Carolingians and Greek Byzantium	Sarris 329-353 <i>Louth 2010</i> (Canvas) Maas 380-386
WEEK 15	Final review	Sarris 377-379; Cameron 208-214
WEEK 16	FINAL EXAM	