

History 112 The World of Late Antiquity, 200-900 C.E.

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Office Hours are Tuesdays 1:15-2:30. If you cannot come at that time, please email me to set up an appointment.

Course Description:

This course charts the dissolution of the ancient Mediterranean world's relative cultural and political unity under the Roman Empire and the development of distinct European, Byzantine and Islamic civilizations. Particular attention will be given to the development and spread of Christianity and Islam. Students will acquire a firm foundation for further study in the history of Islamic societies and medieval European and Byzantine history.

Learning Objectives and Assessment:

Students will learn significant political narratives of the dissolution of the Roman Empire and establishment of barbarian kingdoms in the west, the development of a medieval Eastern Roman Empire and the establishment of the Abbasid Caliphate. Students will be introduced to the processes by which historians derive narratives of events from primary source material. Quizzes will assess acquisition of basic factual information. Brief writing assignments and participation in discussion sections will practice analysis of primary documents.

6 quizzes: 6.5% each (39% of total)
4 250-word writing assignments: 10.5% each (42% of total)
Discussion Participation: 19%

Quizzes are multiple-choice.

Books:

Required: *A Short History of the Middle Ages*, Barbara Rosenwein, UTP Higher Education, 2002 ISBN: 1442601043 (Abbreviated *SHMA*)

Recommended: *The Rise of Western Christendom*, Peter Brown

If you learn better by reading than by listening, you will benefit from buying and reading Peter Brown's book in addition to the required textbook.

Lecture Schedule:

Week	Lectures and Sections	Readings	Assignments & Quizzes
	NO SECTION WEEK ONE		
Week 1	9/4 Introduction to the Dark Ages	Brown 1-34	
	9/6 Roman Empire ca. 150	Brown Ch. 1	
Week 2	Section	Edward Gibbon : on line resource	
	9/11 Reforms of Diocletian, Roman Frontiers	SHMA 21-25	
	9/13 Roman Religion		
Week 3	Section	Readings on Roman Religion	
	9/18 Persecution, Martyrs and Christianity	SHMA25-40	Quiz One
	9/20 Constantine	Brown Ch. 2	
Week 4	Section	Readings on Conversion of Constantine	Paper One DUE
	9/25 Nicaea and its discontents		
	9/27 Asceticism	Brown Ch.3	
Week 5	Sections	Martyrdom of Perpetua	
	10/2 Alaric, Goths & Arians	SHMA 40-58	
	10/4 Imperial Capitals		
Week 6	Sections	Readings from Augustine	
	10/9 Huns		Quiz Two
	10/11 Clovis & the Franks	Brown Ch. 4-5	
Week 7	Sections	Readings from Gregory of Tours	Paper Two Due
	10/16 Theodoric & Ostrogothic Italy	Brown Ch.6	
	10/18 Justinian & Theodora	Brown Ch. 7	
Week 8	Sections	Readings from Procopius	
	10/23 Religious Intolerance & Diversity	Brown Ch.8	
	10/25 Christianity in Asia	SHMA 61-70; Brown Ch. 12	Quiz Three
Week 9	Sections	Readings on Eastern Asceticism	
	10/30 Persia Resurgent	Brown Ch. 9	
	11/1 Reading Day	Brown Ch. 13	
Week 10	Sections8	Readings from the Quran	
	11/6 New Religion		
	11/8 Iconoclasm	SHMA 101-108; Brown Ch.17	Quiz Four

Week 11	Sections	Readings from Theophanes	Paper Three Due
	11/13 Arab conquests & Umayyads	SHMA 70-75;	
	11/15 Franks, Lombards & Popes	SHMA 75-100; Brown Ch. 10 & 11	
Week 12	Sections	Lombard Law, Burgundian Law	
	11/20 Emperor Irene	Brown 14, 15 & 16	
	11/22 THANKSGIVING VACATION		
Week 13	Sections	St. Philaratos the Merciful	
	11/27 Abbasid Revolution	SHMA 108-117	
	11/29 Charlemagne & Carolingian Empire	SHMA 118-137; Brown Ch. 18 & 19	Quiz 5
Week 14	Sections	Einhard's Life of Charlemagne	Paper Four Due
	12/4 House of Wisdom & Abbasid Caliphate		
	12/6 Boris and competitive conversion	SHMA 152-174	
Week 15	Sections	Photios' Letter to Boris	
	12/11 Western Fragmentation	SHMA 177-218; Brown Ch.20	
	12/13 Continuities and Divergences		Quiz 6

Grading Criteria

Participation Grading Criteria:

- A These students always have read and understood all of the reading assignment. They always make interesting comments about the readings that help the class understand the material better. Their comments are clearly presented, to the point, and based on careful reading of the material.
- A- These students have always read all of the assignment; except for very occasional lapses due to midterms or other life-trauma. Even then they have read part of the assignment. They make comments that are to the point and move the discussion forward.
- B+ These students have always read the assignment, although they may have had difficulty understanding it. They occasionally make comments that are to the point and move the discussion forward.
- B These students have usually read most of the assignment. They say things in class, from time to time, that are pertinent to the discussion.
- B- These students have usually read at least some of the assignment. They rarely volunteer comments in class but can speak sensibly about the reading when called upon.
- C There is no evidence that these students have read the assignment. Either they cannot participate in the discussion, or their comments are not based on the assigned readings. These students can participate when they have been given the opportunity to read in class and think about a specific question.
- D: These students will not say anything in class and cannot answer simple questions about the readings.
- F: These students do not come to class regularly. They do not bring the book or say anything when they do show up.

Short Writing Assignment Grading Criteria

Characteristics of an **A** paper:

- It has a clear, well-articulated answer to the question in the assignment
- It amply fulfills the instructions of the paper assignment.
- It displays careful reading of the source material.
- It displays considered thought about the material.
- All claims are supported by citations of the textual evidence.
- It has excellent English grammar and usage
- It has no proofreading errors.

Characteristics of a **B** paper:

- It answers the question in the assignment
- It follows the instructions of the paper assignment.
- It indicates reading of the source material.
- It displays thought about the material.
- Claims are supported by textual evidence.
- It uses correct English grammar and usage.
- It may have some errors in proof-reading.

Characteristics of a **C** paper:

- The answer to the question is unclear.
- The writing is unclear.
- It does not follow the instructions.
- It displays cursory reading or misunderstanding of the material.
- It does not display significant thought about the material.
- It contains unnecessary digressions or vacuous generalizations.
- Claims are not supported by the textual evidence cited.
- It has not been proofread.
- It contains errors in grammar or usage.

Characteristics of a **D** paper:

- It does not fulfill the assignment.
- It does not answer the question.
- It lacks thought.
- It shows that the source material has not been read.
- It contains errors in grammar or usage or inadequate proofreading.
- Claims are unsubstantiated.

Characteristics of an **F** paper:

- It has worse examples of the D paper problems.
- It is gobbledygook.

Class Policies

Dr. Neville's Patent-Pending Draconian Late Paper Policy

Writing assignments are due at the beginning of class. No extensions will be given. Taking extra time with your papers is unfair. As with all tasks in life, do the best job you can with the time you have. Do not hand in your assignments late. Do not even think about handing in your assignments late.

As the flesh is weak, the following procedures are in place in order to deal with the unlikely event of a late paper. No assignment handed in late will receive a grade higher than C. The following scale applies:

1 Day late: A becomes C, A- = C-, B+ = D+, B = D, B- = D-, C = F

2 Days Late: A becomes C-, A- = D+, B+ = D, B = D-, B- = F

3 Days Late: A becomes D+, A- = D, B+ = D-, B = F

4 Days Late: A becomes D, A- = D-, B+ = F

5 Days Late: A becomes D-, A- = F

No papers more than five days late will be read.