

BYZANTINE HISTORY

The history of the Byzantine Empire from the 3rd to the 15th century

Course Description

While there are differences of opinion on when Byzantine, as opposed to Eastern Roman, history begins there is no doubt that Byzantine state and society are the result of events and developments that began in the 3rd century CE and continued to exist into the second half of the 15th century. Thus, this course will begin with a brief review of the events in the 3rd and 4th centuries that laid the foundations for the Byzantine Empire. It will continue by examining the political, cultural and religious developments that gave Byzantine society its unique characteristics. In addition, the course examines the influence of Byzantine culture on surrounding societies, their influence on Byzantium, and the changing relations between the Byzantine Empire and its neighbors. Finally, the legacy of Byzantium in different societies and cultures will be discussed.

About the Instructor

This course has been prepared by Dr. Richard Dietrich, Lecturer in History, Middle East Technical University, Ankara, Turkey. In addition to a Master's and Doctorate in History from Ankara University, he also holds a Master's in Ancient Near Eastern Languages and Literatures from Cornell University.

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Course Requirements

This course is a graduate level course and requires both extensive reading and essay writing. The grade for the course is based on five (5) short essays (5 pages or 1250 words) and a final research paper (15 pages or 5000 words). The five short essays will be based on the questions following any five units of the student's choice. Students will choose the topic of the final research paper, however it must be approved by the instructor. See the section **Format for Research Papers** at the end of the syllabus for more information.

Final grades are based on the total of the grades for the short essays (10% each) and the final research paper (50%).

Required Texts: The following works are widely available in most bookstores, libraries or online (as noted).

Gregory, Timothy E. *A History of Byzantium* (Oxford: Blackwell Publishing, 2005).

Laiou, Angeliki E. and Henry Maguire (eds.). *Byzantium: A World Civilization* (Washington, D.C.: Dumbarton Oaks, 1992).

Nicol, Donald M. *The Last Centuries of Byzantium, 1261-1453*, 2nd edition (Cambridge: Cambridge University Press, 1993).

Shepard, Jonathan (ed.). *The Cambridge History of the Byzantine Empire c. 500–1492* (Cambridge: Cambridge University Press, 2008).

Treadgold, Warren. *A History of the Byzantine State and Society* (Stanford, CA: Stanford University Press, 1997).

Unit 1 – Origins

Outline

- Introduction to Byzantine History and Study; Sources
- The Crisis of the Third Century
- The Emperor Diocletian and his Reforms
- Constantine I and his Reign

Introduction

It is important to remember that what we think of as the Byzantine Empire is, in fact, the Eastern Roman Empire which has evolved over time. However, to understand the empire that will develop into the Byzantine Empire we must look at the events in the third century which almost destroyed the Roman Empire and the response to those events. Specifically, the reforms of the emperor Diocletian in the late third – early fourth century are the starting point of a number of developments that will increasingly give the eastern part of the Roman Empire a distinct identity from the western part. Later in the fourth century the reign of the emperor Constantine I will further determine the fate of the empire as a whole and the eastern part in particular. Constantine's conversion to Christianity will give this religion the official sanction and protection necessary to spread more rapidly, overshadowing other religions

Readings

Gregory, "Introduction", pp. 1-20; Chapter 1 "The Crisis of the Third Century", pp. 21-32; Chapter 2 "The Revival under Diocletian", pp. 33-44; Chapter 3 "The Age of Constantine the Great", pp. 45-65.

Jonathan Shepard, "Introduction – Part i: Approaching Byzantium", pp. 5-20; "Introduction – Part iii: Other Routes to Byzantium", pp. 53-75; in *The Cambridge History of the Byzantine Empire c. 500–1492*.

Treadgold, Chapter One "The Refounding of the Empire, 284-337", pp. 13-51.

Speros Vryonis, "Byzantine Civilization, A World Civilization", in *Byzantium: A World Civilization*, pp. 19-35.

Questions

1. What were the reforms of the Emperor Diocletian and how did they influence the later development of what would become the Byzantine Empire?
2. What events during the life and reign of Constantine I were critical for the shape that Byzantine society would take and why were they so important?
3. According to Vryonis what are the elements that make up the "hybrid" culture of Byzantium and in what areas are they seen?

Unit 2 – The 4th and 5th Centuries – From Constantius II to Justin I

Outline

- Barbarian Invasions – The Goths and Huns
- The Fall of the Western Roman Empire

Introduction

The fourth and fifth centuries were marked by a number of conflicts with groups, primarily Germanic tribes and the Goths in particular, that the Romans referred to as barbarians. Roman relations with these groups were complex, involving not only open conflict between them and Rome, but also peaceful commercial and political relations, and service by members of these groups in Roman armies. In this process these Germanic peoples became increasingly familiar with Roman culture and institutions, and the Romans

developed a degree of respect for them. With the appearance of the Huns from the east in the latter part of the fourth century the Romans were first confronted with the problem of Gothic refugees seeking to enter Roman territory in order to flee from the Huns. Roman mismanagement of this flood of refugees resulted in serious consequences for the empire. Shortly afterwards Rome was faced with the Hunnic raids into imperial territory. Although the threat from the Huns began to diminish in the second half of the fifth century, the western half of the empire was undergoing a rapidly increasing process of disintegration. Roman legions had withdrawn from Britain early in the century, followed shortly by the sack of Rome itself at the hands of the Visigoths. The Visigoths eventually moved on to establish an independent state in Spain. They were soon followed by the Vandals who crossed into North Africa and also established an independent state in the region that had been one of the greatest sources of grain for Rome. Military weakness, loss of territory and extreme political instability eventually resulted in the last emperor of the west being deposed and Italy coming under the control of Germanic tribes.

Readings

Gregory, Chapter 4 "The Fourth Century: Constantius II to Theodosius I", pp. 66-94; Chapter 5 "The Fifth Century", pp. 95-118.

Treadgold, Chapter Two "The State Under Strain, 337-395", pp. 52-77; Chapter Three "The Danger of Barbarization, 395-457", pp. 78-102; Chapter Four "The Formation of Byzantine Society, 284-457", pp. 103-146; Chapter Five "The Eastern Recovery, 457-518", pp. 149-173.

Questions

1. What was the impact of the Goths and other Germanic tribes both inside and outside of the Empire?
2. What methods did the Eastern Roman Empire employ in its relations with the various "barbarian" peoples in the fourth and fifth century?
3. What impact did the collapse of the Western Roman Empire have on the Eastern Roman Empire?

Unit 3 – The 6th and 7th Centuries – From Justinian I to Heraclius

Outline

- The reign of Justinian I
 - Wars of Reconquest and Expansion
 - The Plague
- The Byzantine "Dark Age"
- The reign of Heraclius
 - War with the Persians
 - The Arab Invasions

Introduction

This period saw extreme fluctuations in the fortunes of the Eastern Roman Empire. The empire was successful in ridding itself of the influence of Germanic generals in the army and began a process of recovery. However, it also was embroiled in a continuing conflict with the Persians in the east. During the reign of Justinian I the empire regained a significant part of its western territories, North Africa and Italy in particular, and the capital Constantinople gained its most famous architectural symbol, the church of St. Sophia. Yet the latter part of Justinian's reign saw the appearance of bubonic plague in Europe, which resulted in serious shortages of manpower for the army, reduced agricultural production and decreased tax revenues. It would take decades for the empire to recover, but new outbreaks of plague often erased or seriously reduced these gains. The period following

Justinian is often referred to as the “Dark Age” of Byzantium due to the very limited number of historical sources that have survived from this period. What is clear is that the territorial gains made by Justinian in the west began to erode. The long reign of the emperor Heraclius is one of almost constant warfare. The first was a desperate war of survival against the Persians, which Heraclius brought to a successful conclusion. The other was with the Muslim Arab armies that had begun their expansion out of the Arabian Peninsula following the death of the Prophet Muhammad in 632. The Byzantine defeat in the Battle of Yarmouk in 636 marked the permanent loss of Syria-Palestine to the Arabs and opened the way for further conquests in Egypt and North Africa.

Readings

Gregory, Chapter 6 “The Age of Justinian”, pp. 119-147; Chapter 6 “The Byzantine ‘Dark Ages’: Late Sixth and Seventh Centuries”, pp. 148-182.

Andrew Louth, Chapter 1 “Justinian and his legacy (500-600)”, pp. 99-129; Chapter 4 “Byzantium Transforming (600-700)”, pp. 221-248; in *The Cambridge History of the Byzantine Empire c. 500–1492*.

Treadgold, Chapter Six “The Reconquests and the Plague, 518-565”, pp. 174-217; Chapter Seven “The Danger of Overextension, 565-610”, pp. 218-241; Chapter Eight “A Divided Society, 457-610”, pp. 242-283; Chapter Nine “Two Fights for Survival, 610-668”, pp. 287-322.

Questions

1. What was the long-term significance of Justinian I’s reign on the Byzantine Empire?
2. What were the effects of the 6th century plague outbreaks on the Byzantine Empire?
3. How did the Emperor Heraclius manage to first stop the Persian conquests of Byzantine territory and then regain the lost territory?
4. What factors led to the Arabs being able to successfully conquer Byzantine territory in Syria, Palestine and later Egypt in the mid-7th century?

Unit 4 – The Late 7th Century and the Isaurian Dynasty

Outline

- Loss of Territory to the Arabs and the Struggle for Survival
- Changes in Byzantine Society
- The System of Themes
- Iconoclasm

Introduction

In this period the Empire underwent a number of significant developments that gave it many of the characteristics that are traditionally associated with the Byzantine, versus the Roman, Empire. Loss of territories in Syria-Palestine and North Africa left a state centered around Anatolia and the Balkans. The urban life of classical antiquity and the cities themselves took on characteristics typical of the medieval period. Latin had almost entirely disappeared and its place was taken by Greek. The impoverishment of the empire combined with the need for a large army to defend it against the almost constant Arab raids, as well as a system of defense in depth led to the establishment of the system of themes in the mid-7th century. As the empire struggled to survive against an increasingly powerful Arab enemy, it was wracked by the start of an almost century-long religious dispute over the use of icons, the Iconoclast movement.

Readings

Marie-France Auzépy, Chapter 5 "State of emergency (700-850)", in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp. 251-291.

Gregory, Chapter 8 "The Isaurian Dynasty and Iconoclasm", pp. 183-201

Treadgold, Chapter Ten "The War of Attrition", pp. 323-345; Chapter Eleven "The Passing of the Crisis, 717-780", pp. 346-370; Chapter Twelve "The Shrinking of Society, 610-780", pp. 371-413.

Questions

1. What were the effects on Byzantine society from the loss of territory to the Arabs and their constant raids in Anatolia?

2. Was was the system of themes that was developed in the second half of the 7th century? Why was it developed, what were its goals and did this system achieve them? What were the drawbacks of the system of themes as originally implemented?

3. What was iconoclasm, and what were the possible reasons for its appearance at this time? What were the arguments in support of iconoclasm and what were the arguments against it? To what degree were iconoclastic emperors able to impose this doctrine? Who were the supporters of iconoclasm and who were its main opponents?

Unit 5 – The Early Macedonian Dynasty

Outline

- Continuing Conflict of Icons
- The Mission of Cyril and Methodius
- The Beginnings of Recovery

Introduction

The iconoclast controversy continued to ebb and flow at the start of this period, but would eventually be settled in favor of the iconodules, those who supported the use of icons. It would also begin to see the slow recovery of the empire from its struggle with the Arabs. Although the Arabs would remain a powerful rival, they would no longer constitute a threat to its existence. In addition, an event whose impacts continue to the present day took place, namely the mission of Cyril and Methodius to the Slavs. Their mission to the Prince of Moravia would eventually bring most of the eastern and southern Slavs into the religious and cultural sphere of Byzantium.

Readings

Gregory, Chapter 9, "Continued Struggle over Icons", pp. 202-216; Chapter 10 "The Beginnings of the Macedonian Dynasty", pp. 217-236.

Walter E. Kaegi, Chapter 9 "Confronting Islam: emperors versus caliphs (641-c. 850)", pp. 365-394.

Sergey A. Ivanov, Chapter 7 "Religious missions" in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp. 305-332.

Shaun Tougher, Chapter 6 "After Iconoclasm (850-886)", in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp. 292-304.

Treadgold, Chapter Thirteen "Internal Reforms, 780-842", pp. 417-445; Chapter Fourteen "External Gains, 842-912", pp. 446-470; Chapter Fifteen "The Gains Secured, 912-963", pp. 471-497.

Questions

1. What was the background to the Great Schism of 1054? What were its immediate effects and what were its long-term effects on the Byzantine Empire?

2. What was the significance of the mission of Cyril and Methodius to the prince of Moravia?

3. Who were the Paulicians and why were they a problem for the Byzantine Empire? What role did they play in the larger conflict between Byzantium and the Arabs? What eventually became of them?

Unit 6 – The Apogee

Outline

- The Reign of Basil II
- Rivalry between the Civil Bureaucracy and the Military Aristocrats
- The Seljuqs
- The Great Schism
- The Battle of Manzikert and its aftermath

Introduction

Much like the period between the reigns of Justinian I and Heraclius, the period between the late 10th century and the late 11th century would witness events that would shape the destiny of the Byzantine Empire. Building on the gains made in the 9th and 10th centuries the Emperor Basil II was able to extend the territory under Byzantine control to its greatest extent since the beginning of the Arab conquests in the 7th century. However, in the almost five decades between his death in 1025 and the Battle of Manzikert in 1071 political infighting and neglect of the army would result in defeat and the permanent loss of much of interior Anatolia to the Seljuq Turks. In addition, in 1054 the Great Schism would lead to a break between the eastern and western churches that still continues and would create strains in relations between the Byzantine Empire and the West.

Readings

Gregory, Chapter 11 "The Apogee of Byzantine Power", pp. 237-256.

D.A. Korobeinikov, Chapter 19 "Raiders and neighbours: the Turks (1040-1304)", in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp. 692-727.

Jonathan Shepard, Chapter 13 "Equilibrium to expansion (886-1025)", in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp. 493-536.

Treadgold, Chapter Sixteen "The Great Conquests, 963-1025", pp. 498-533; Chapter Seventeen "The Expansion of Society, 780-1025", pp. 534-579; Chapter Eighteen "Erratic Government, 1025-1081", pp. 583-611.

Questions

1. What were the major accomplishments of Basil II and how was he able to accomplish them?

2. Discuss the factors in Byzantine society that dramatically weakened the Byzantine Empire between 1025 and 1071 and made the defeat at Manzikert possible.

3. Discuss events in the empire between 1071 and 1081. In what way did they turn the military defeat at Manzikert into a permanent loss of most Byzantine territory in Anatolia? How did Seljuq actions in Anatolia differ from those of the Arabs?

Unit 7 – The Komnenoi and Angeloi Dynasties

Outline

- The Reign of Alexius I Komnenos
- Byzantium and the Crusades
- Culture
- The Angeloi
- Relations with the West
- Events Leading to the Fourth Crusade

Introduction

With the ascension of Alexios I Komnenos to the throne the Byzantine Empire would begin a process of recovery from the upheaval which followed the defeat at Manzikert. Alexios appealed to the Pope for help against the Seljuqs; the result was the First Crusade. Realizing that the force approaching his capital was something that far exceeded what he had expected and one with its own agenda, Alexios attempted to direct it in ways that would serve his purposes and prevent it from threatening his state. Although Alexios displayed considerable skill and talent in his handling of the Crusaders, there would be events which indicated that relations between Byzantium and the West could be difficult, as the later Crusades proved. Despite the loss of territory to the Seljuqs, the period of the 11th-12th centuries was one of intense cultural activity in a number of areas. New literary genres and styles were developed, poetry flourished, there was a revival of learning and some of the finest examples of Byzantine art were produced. However, relations with the west were often strained and the increasingly powerful mercantile Italian city-states sought ways to take advantage of Byzantine weakness. The culmination of these and other factors was the Fourth Crusade and the sack of Constantinople.

Readings

Michael Angold, Chapter 16 "Belle époque or crisis? (1025-1118)", in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp. 583-626.

Gregory, Chapter 12 "The Komnenoi", pp. 257-281.

Paul Magdalino, Chapter 17 "The Empire of the Komnenoi (1118-1204)", in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp. 627-663.

Treadgold, Chapter Nineteen "Improvised Reconstruction, 1081-1143", pp. 612-637; Chapter Twenty "Diminishing Security, 1143-1204", pp. 638-666; Chapter Twenty-One "A Restless Society, 1025-1204", pp. 667-706.

Questions

1. How did Alexios I Komnenos respond to the First Crusade and how did he attempt to use it to his benefit? Was he successful or not (give examples)? What led to a souring of relations between Byzantium and the Crusaders?

2. What were the cultural achievements and developments of Byzantium in this period?

3. Discuss the events leading up to the Fourth Crusade and then the reasons for the crusade being diverted from its original objective after it had begun. What were the motives of the Venetians, Crusaders and the various Byzantine parties involved?

Unit 8 – The Fourth Crusade and its Aftermath

Outline

- The Sack of Constantinople
- The Latin Kingdom
- The Empire of Nicaea, the Empire of Trebizond and the Despotate of Epirus
- Restoration

Introduction

The sack of Constantinople was another turning point in the history of the Byzantine Empire. The political unity of the empire had been shattered by the Crusaders and its capital, Constantinople, was now the seat of the Latin Kingdom of Constantinople with a Catholic patriarch. However, the Byzantines would resist and shortly there were three centers of Byzantine power: Epirus, Nicaea and Trabizond. Being the most distant from the capital, Trabizond would only a minor role in the attempts to retake the Constantinople and

restore the empire. In the years between 1204 and 1261 a complex series of events with a constantly changing cast of players would all attempt to take Constantinople from the Crusaders and make themselves emperor. However, it would Nicaea and its rulers who would survive and succeed in re-establishing the Byzantine Empire in its capital under the Palaiologoi Dynasty.

Readings

Michael Angold, Chapter 20a "After the Fourth Crusade: The Greek Rump States and the Recovery of Byzantium" in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp.731-758.

Gregory, Chapter 13 "The Aftermath of the Fourth Crusade", pp. 282-297.

David Jacoby, Chapter 20b "After the Fourth Crusade: The Latin Empire of Constantinople and the Frankish States", in *The Cambridge History of the Byzantine Empire c. 500–1492*, pp. 759-778.

Nicol, Chapter 1 "The Byzantine Empire after the Fourth Crusade", pp. 1-18; Chapter 2 "The Empire in exile and its restoration", pp. 19-37.

Treadgold, Chapter Twenty-Two "The Successor States, 1204-1261", pp. 709-734.

Questions

1. What were the effects of the sack of Constantinople in 1204 on Byzantium politically, socially and culturally?

2. How was the Empire of Nicaea able to not only survive but even grow in the period between 1204 – 1261 despite being located between the the Latin Kingdom of Constantinople and the Seljuq state?

3. What were the factors that prevented the Latins from being able to establish a strong state after their conquest of Constantinople?

Unit 9 – The Palaiologoi and the End of the Byzantine Empire

Outline

- Efforts at Restoration
- The Rise of the Ottomans
- Civil War
- Mistra
- Relations with the West
- Timur and the Battle of Ankara
- End of the Empire
- The Legacy of the Byzantine Empire

Introduction

The last centuries of the Byzantine Empire, 1261-1453, coincide with the reign of Palaiologoi. Although Michael VIII Palaiologoi was able to not only re-establish the empire, by the time of his death he had also managed to regain almost all of the territory that had been under Byzantine control prior to the Fourth Crusade. However, the empire in the late 13th century was financially and militarily weaker than it had been at the beginning of the century and would be wracked by civil war in the 14th century. Several emperors sought to gain help from the west, generally by promising to reunite the churches. However, such promises proved impossible to deliver – an emperor might accept the authority of the Pope, and select a Patriarch who was likewise willing to accept papal authority, but it always proved impossible to make the majority of Orthodox believers, clergy and monks accept such a decision.

Another challenge facing the Palaiologoi was the instability in Anatolia following the decline of Seljuq power in the second half of the 13th century. In wake of the Seljuqs a

number of small emirates would emerge, each seeking to enlarge its territory at the expense of Byzantium. Of these it would be the state founded by Osman Gazi in Bithynia that would emerge to become the greatest threat to the Byzantines. As the Ottomans expanded their territory through the 13th century, first in western Anatolian and then in the Balkans, it seemed that nothing would be able to stop the Ottomans from taking Constantinople at the start of the 15th century. However, when Timur entered Ottoman lands from the east as part of his program of conquest, and then defeated the Ottomans at the Battle of Ankara in 1402, the Byzantine Empire was given brief respite. For a number of years the Ottomans would be occupied with internal power struggles and regaining lost territories, but they would eventually turn their attention back to Constantinople. Sultan Mehmet I the Conqueror was determined to take the city, and did so on 29 May 1453. The last Byzantine state, the Empire of Trebizond would survive only slightly longer, falling in 1461.

However, the end of the Byzantine Empire did not spell an end to its legacy and influence. Slavs, western Europeans, and Muslims all continued the empire's heritage in different ways, and continue to do so to the present.

Readings

Gregory, Chapter 14 "The Beginnings of Decline", pp. 298-324; Chapter 15 "The End of the Empire", pp. 325-339; Chapter 16 "Byzantium after the Fall of the City", pp. 340-358.

Angeliki E. Laiou, "Byzantium and the West", in *Byzantium: A World Civilization*, pp. 61-79.

Nicol, Part III "The mortal illness of Byzantium: the age of civil wars 1321-54", pp. 149-250; Part IV "Byzantium as a vassal of the Turks: the last hundred years – 1354-1453", pp. 251-412.

Dmitri Obolensky, "Byzantium and the Slavic World", in *Byzantium: A World Civilization*, pp. 37-47.

Irfan Shahīd, "Byzantium and the Islamic World", in *Byzantium: A World Civilization*, pp. 49-60.

Treadgold, Chapter Twenty-Three "The Restored Empire, 1261-1328", pp. 735-759; Chapter Twenty-Four "The Breakdown, 1328-1391", pp. 760-783; Chapter Twenty-Five "The End of Byzantine Independence, 1391-1461", pp. 784-803; Chapter Twenty-Six "The Separation of Society from State, 1204-1461", pp. 804-844.

Questions

1. Discuss the relationship between the Byzantine Orthodox Church and the Roman Catholic Church between 1261 – 1453. In particular, what factors prevented a true reunion of the churches?

2. What were the reasons that the restored Byzantine Empire was unable to regain its former position as a powerful state and was eventually conquered by the Ottomans?

3. Discuss the legacy of Byzantium in general, and how its legacy differs among western Europe, the Slavs and the Islamic world in particular.

Unit 10 - Submission of Final Papers

Completion and submission of the final research papers.

Format for Research Papers

1. Minimum 5000 words or 15 pages in length.

2. Typed, double-spaced, 12 point Times New Roman or Palantino font; pages must be numbered.

3. A full bibliography at the end of the paper should be included. The bibliography should include a minimum of five (5) entries not including the class books.
4. Notes (endnotes or footnotes) indicating the sources used must be included. The following formats for notes are preferred:

Book:

Author/Editor, *Title* (Place of publication, publisher [optional], year), p(p).

Example:

Elton L. Daniel, *The History of Iran* (London: Greenwood Press, 2001), p.4.

Chapter in a Book:

Author, "Title of Chapter", in Editor (ed.), *Title* (Place of publication, publisher [optional], year), p(p).

Example:

Lazard, G. "The New Persian Language", in R.N. Frye (ed.), *The Cambridge History of Iran, Vol. IV: The Period from the Arab Invasion to the Saljuqs* (Cambridge, 1975), pp. 595-632.

Article:

Author, "Title of Article", *Name of Journal*, volume, number (date), p(p).

Example:

Otto J. Maenchen-Helfen, "Germanic and Hunnic Names of Iranian Origin", *Oriens*, vol. 10, no. 2 (1957), pp. 280-283.

Late submission penalty

A written assignment and final paper submitted later than the assigned date, without serious reasons for delay and without prior notification of the instructor about possible delay, will be graded $\frac{3}{4}$ of its real "weight".

Recommended / Optional Readings

Cavallo, Guglielmo (ed.). *The Byzantines* (Chicago: The University of Chicago Press, 1992).

James, Liz (ed.). *A Companion to Byzantium* (Oxford: Blackwell Publishing, 2010).

Kaegi, Walter E. *Byzantium and the Early Arab Conquests* (Cambridge: Cambridge University Press, 1992).

Kazhdan, Alexander P., Mary Alice Talbot et al (eds.). *The Oxford Dictionary of Byzantium*

Mango, Cyril. *Byzantium: The Empire of the New Rome* (London: Phoenix Giant, 1980).

Obolensky, Dmitri. *The Byzantine Commonwealth: Eastern Europe 500-1453* (New York: Phoenix, 1971).

Ostrogorsky, George. *History of the Byzantine State* (New Brunswick, NJ: Rutgers University Press, 1969).

Stephenson, Paul. *Byzantium's Balkan Frontier: A Political Study of the Northern Balkans, 900-1204* (Cambridge: Cambridge University Press, 2004).

Treadgold, Warren. *A History of the Byzantine State and Society* (Stanford, CA: Stanford University Press, 1997).

Vasiliev, A.A. *History of the Byzantine Empire, 324-1453*, 2 volumes (Madison, WI: The University of Wisconsin Press, 1952).

Venning, Timothy (ed.). *A Chronology of the Byzantine Empire* (New York: Palgrave Macmillan, 2006).

Vryonis, Speros, Jr. *The Decline of Medieval Hellenism in Asian Minor and the Process of Islamization from the Eleventh through the Fifteenth Century* (Berkeley: The University of California Press, 1971).

Syllabus

Learning Outcomes:

By the end of this course, students should be able to do the following:

1. Discuss the major developments and texts found in the subject of the course.
2. Identify unique theoretical underpinnings and influential thinkers in the course topic.
3. Analyze the relationship between historical texts and the particular social, cultural, and biographical contexts of their production.
4. Research and critically evaluate historical, social, cultural, or biographical criticism relevant to the analysis of specific events.
5. Use secondary sources and close reading skills to produce a substantive critical essay relating a one or more specific historical texts to the economic, social, cultural, or biographical contexts of its production.
6. Demonstrate a balanced perspective and a deepened understanding of the cultures, times, people, and situations that produce these works.
7. Write coherent historical arguments that explore the relationships of various concepts and texts, and which provide a clear synthesis.

Course Goals:

1. To provide students with a broad perspective of approaches to world history and an understanding of the various ways in which they manifest themselves and to assess students' ability to express their perspectives through exams and essays.
2. To provide students with a deeper understanding of diverse historical and interdisciplinary traditions the course focus and to express this deepened understanding in written tests and a critical essay.
3. To provide an overview of historical analysis and interpretation methods and help students apply these skills in writing essay examinations and a critical essay.
4. To read widely and critically in a variety of historiographic and historical texts and to demonstrate the depth and breadth of this reading in essay examinations and a critical essay.
5. To do library research on a particular trend, event, concept, an individual theorist, or an issue in the area of history studies and to write a critical essay which incorporates this research.

Course Content:

1. Historical events and texts that have been designated as being produced within the category of the course topic.
2. Discussion of the theoretical, social, cultural and biographical contexts in which those works were produced.
3. Historical movements in various periods.
4. Discussion of the historical issues and questions related to theoretical, social, cultural, and biographical approaches to the study of the course topic.
5. Key ideas about how to evaluate and interpret historical events, texts, and approaches.
6. Criticism and reflection upon political and economic systems as reflected in literature.
7. Discussion of the relevance of course readings to the understanding of contemporary global issues.
8. Critical analysis and interpretation of history.

9. Conducting scholarly research on and off-line.

Course Outline:

For the detailed course outline, please see the study guide.

Course Readings:

The course readings for this course will be available through the Online Library, which will provide students access to selected journal articles, book chapters, and reference materials.

Course Preparedness:

This course is a history course which requires analysis, research, and writing. It assumes the mastery of prerequisite college-level skills in spelling, grammar, punctuation, paragraphing, and essay writing. It also assumes the ability to read and analyze literary texts. This course provides instruction in history and does not address remedial writing issues at the sentence, paragraph, or essay level. The California Department of Education "English-Language Arts Content Standards for California Public Schools" offers context for understanding the standard for writing at the college level. Students who do not meet the standards outlined in the "English-Language Arts Content Standards" will not pass this course.

In short, this course assumes that students already "write with a command of standard English conventions, write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument, and use clear research questions and creative and critical research strategies" (California Standards, Grades Nine and Ten). This course focuses on texts and analysis and requires college-level writing skills that exceed those required at the secondary level.

Course Workload:

In accordance with accreditation standards, requires approximately two hours of outside work for every contact hour. For a 3-hour course, there are 48 contact hours, plus a minimum of 96 hours outside work. For a sixteen-week course, students can expect to devote a minimum of 6 hours of independent study per week in order to complete the coursework.

Grading Factors:**Discussion Board (20%)**

The Discussion Board provides the learner a place to respond to questions on the topic and to exchange ideas, reactions and analyses of the texts. Discussion questions concentrate on ideas, themes, and characters in literary works. There will be one question per week. Discussion Board questions will be responded to by all learners in the course and will be evaluated by the instructor. The Discussion Board is not available for OCW courses.

Journal (20%)

Your journal consists of your responses to questions in the Study Guide. These questions require you to reflect on the material and to write a one to two-paragraph response. At the end of the course, you will gather together all of your Study Guide responses and will turn

them in as a final portfolio.

Essay (20%)

You will write an essay on one of the topics provided to you by your instructor in which you apply a critical paradigm from theorists or issues raised by the Study Guide questions. You should start your paper with a succinct thesis statement, describe the critical paradigm and the text(s) being analyzed. Be sure to cite critical passages to demonstrate support for your argument.

Length: 1,000—1,500 words. Essay topics will be assigned by the instructor and will reflect material covered in the Study Guide and the readings.

Exam (40%)

Students must complete the assignments, submit them, and take the proctored exam.

Definition of Grades:

Graduate Courses

- A** Outstanding Achievement
- B** Commendable Achievement
- C** Marginal Achievement
- D** Unsatisfactory *
- F** Failing *

* Students receiving this grade in a course that is required for his/her degree program must repeat the course.

- I Incomplete** A grade given at the discretion of the instructor when a student who has completed **at least two-thirds of the course class sessions** and is unable to complete the requirements of the course because of uncontrollable and unforeseen circumstances. The student must convey these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the "Incomplete" to the student in writing. A copy must also be placed on file with the Office of the Registrar until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not assigned when the only way the student could make up the work would be to attend a major portion of the class when next offered.

An "I" that is not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

- W Withdrawal** Signifies that a student has withdrawn from a course after beginning the third class session. **Students who wish to withdraw must notify their admissions advisor before the beginning of the sixth class session in the case of graduate courses, or before the seventh class session in the case of undergraduate courses.** Instructors are not authorized to issue a "W" grade.

Plagiarism:

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Ethics:

Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

Technology:

Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

Diversity:

Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

Civility:

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- There are to be no offensive comments, language, or gestures

Students with Disabilities:

Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

Writing Across the Curriculum:

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the

paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers.

Online Library:

Our Online Library supports academic rigor and student academic success by providing access to scholarly books and journals electronically.