

Byzantium: The First Christian Empire

HIS 380

Fall 2020

Topics in the Near and Middle East

HIS 380-01A/B

Lectures: Pre-recorded on Canvas, Sunday evening, approximately 30 min.

Discussions: Tuesdays and Thursdays, 12:30-1:15, via Zoom

Instructor: A. Asa Eger

aaeger@uncg.edu

Office: MHRA Building, Room 2113

Office Hours: by appointment, virtual Zoom meetings only

Description:

What is Late Antiquity? When does it begin? How similar or different was the Byzantine Empire from its Roman predecessor? This course will introduce students to the periods of Late Antiquity and Byzantium (337-850 C.E.) as a crucial period of history that witnessed large changes on every level of society in the transition from the classical to medieval worlds. The course will start with the Emperor Constantine and continue until the after the Age of Iconoclasm. The class will address larger topics in classical and early medieval history and question traditional views on the decline and fall of the Roman Empire, the Dark Ages, and Byzantium's relations with Islamic and 'barbarian' lands. The approach will be interdisciplinary, studying Byzantine political, socio-economic, and religious history. We will study topics in early Christianity, pilgrimage, and monasticism, urbanism, agriculture, and trade using a wide variety of primary and secondary sources, with equal emphasis on art, archaeology, and texts from the Byzantine Empire. There is no prerequisite for this course.

Student Learning Objectives:

Students will develop a broad understanding of the first five centuries of the Byzantine Empire and its transformations from the fourth to ninth centuries by focusing on its internal systems, relationship with foreign powers, religious and political developments, and cultural production including art and archaeology.

Students will also express understanding and be able to critically challenge historical assumptions of key concepts and theories that contributed to ideas of the fall of the Roman empire, the Dark Ages, and relations with Islamic lands.

Students will broaden their methodological basis for learning history through interdisciplinary approaches and global studies and implement it in writing.

Requirements:

This will be an inverted class divided in half. Lectures for the week will be posted on Sunday evening for Tuesday's class and Tuesday evening for Thursday's class. They will be approximately 35 minutes long. There will also be two 35 minute classes per week. Each class will consist of discussion of readings, questions on lectures, and other activities. Total, the lecture and discussion will be about 75 minutes. Please read the assigned materials during the week assigned and come to classes prepared with questions and observations. Viewing of lectures and attendance of classes are required, as lectures and discussions will frequently include material not covered in the assigned readings, for which you will also be responsible for on assignments.

No prerequisite is required to take this course.

Readings:

Readings for each week are given on the attached syllabus. Readings listed under the lecture mean you will have read those *in advance* for that discussion day. Weekly assignments consist of readings from selected works drawn from your texts and additional articles on e-reserve. ***Please come prepared and able to comment on the readings in class.*** In addition to the assigned readings, supplemental readings have been placed on reserve and will be useful for those wishing to explore subjects (particularly for papers) in detail.

Required text: (used and new copies available from bookstore)

Averil Cameron, *Later Roman Empire* [LRE]

Averil Cameron, *The Mediterranean World in Late Antiquity* [MW]

Peter Brown, *The World of Late Antiquity* [WLA]

Glenn Bowersock, et al. *Interpreting Late Antiquity* [ILA]

**you can also search for these books used online, if you wish*

Highly Recommended text:

Cambridge Ancient History, Vols. 13 and 14. [CAH]

Study aids, though not a requirement for the course, might be useful in understanding historical backgrounds to the course, preparing for exams, researching the final paper, and providing useful basic reference information for Islamic history and civilization. They include:

<http://web.archive.org/web/20021213220105/http://www.acs.ohio-state.edu/history/isthmia/teg/hist60701/chron.htm>

<http://www.manar-al-athar.ox.ac.uk/>

Requirements:

Class Participation: The course will be a survey and seminar on Byzantine history and archaeology and look at a variety of primary sources which we will discuss in detail. The classes are discussions based on pre-recorded lectures and readings and will only work well, naturally, with your class participation which will be graded.

Summaries: In advance of each discussion class, you will post questions and discussion points on Canvas. For one discussion class each week (twelve weeks), you will write a one sided, single spaced, summary of *each* reading for that day. Be sure to include the author and title of the work, what the author is arguing, a *brief* synopsis of the evidence used, and your own opinion of how the work relates to what we have learned in class or whether you agree/disagree with the author. One week you will be responsible to present your readings (Week 7 on Cities).

Short Paper Assignment: You will write two short summary/reaction papers (4-6 pages). The first is about a chapter from *Cambridge Ancient History*, volume 13, the second is about a chapter from *Cambridge Ancient History*, volume 14. Papers will summarize the selected chapter and draw on your own ideas. **You should consider information from lectures and readings and incorporate outside sources.** These two papers are in lieu of a mid-term and final exam.

Final Project Assignment: The final project takes the place of a final research paper and final exam. You will design a virtual exhibition of Byzantine art on any topic of your choice within the periods covered by this course. More details will come later in the semester. You will propose a topic by Week 12 and submit it to me and present it to the class. The topic should have the title, theme, outline, and at least 4 works of art/architecture. The purpose of the assignment is for you to: 1) work with material culture as primary sources and incorporate secondary scholarship, 2) implement research skills and access resources, and 3) to develop your ability to communicate in written forms. The exhibit will include three written components and must contain at least three non-Internet references.

Extra Credit. Throughout the semester there will be several extra credit opportunities in the form of external lectures you can view virtually. After viewing the presentation, write a 3-5 page paper of 1) summary of a lecture, 2), the discussion following, and 3) your own thoughts as it relates to what we have studied in class and in readings.

Grading will be as follows:

Attendance and class participation (10%)

Summaries (10%)

Short paper 1 (25%)

Short Paper 2 (25%)

Final project proposal (5%)

Final project assignment (25%).

Attendance is mandatory and I will take attendance at the beginning of each class. You may miss three classes during the semester, after which your class participation grade will be docked 3 points for each absence. If you miss more than six classes I will drop your final grade by three

points and /or reserve the right to drop you from the course. Your viewing of pre-recorded lectures during the week are also counted as attendance. All assignments must be turned in on time; those turned in late will not receive credit. If you must miss an assignment deadline you must let me know in writing *before* the date, otherwise your grade will be deducted by 1/3 per class.

Class Rules:

Please do not come late to class as it disrupts the class for both your fellow classmates and for me. Cellular phones *must* be silenced or turned off while we are on Zoom. Please note that plagiarism (this includes copying internet text for papers), cheating, and other violations of academic integrity are serious offences and will not be tolerated in the class or anywhere else in the University.

The best way to contact me is by email. Please note that I will only check and respond to emails Monday through Friday during the work day; i.e. don't expect me to respond to an email at 2 am on a Saturday.

Academic Integrity Policy:

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. Make sure you read and understand the policy, which is available at: <http://academicintegrity.uncg.edu/complete/>

If you have any questions about any aspect of this policy, including what constitutes plagiarism, please consult the professor.

UNCG's Academic Integrity Policy defines plagiarism as "representing the words of another, as one's own in any academic exercise" (<http://academicintegrity.uncg.edu/complete/>). Plagiarism includes both 1) failure to cite sources for ideas and words you use; and 2) submitting all of parts of someone else's work as your own. Be sure to cite fully all material you use, whether you are paraphrasing or using a direct quote.

COVID-19 INFORMATION (PLEASE READ)

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- Wearing a face covering that covers both nose and mouth
- Observing social distance in the classroom
- Engaging in proper hand washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Should we return to a face to face format, we will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>

VOTING:

Public safety and democracy are both being tested at the moment. Citizens need to protect both. That said, we strongly encourage students who are registered at UNCG to vote on campus during the early voting period, which begins October 15th. Voting in person is the very best way to make sure that there are no problems with your registration and that your vote is counted in a timely fashion. Unfortunately, many absentee ballots by mail may not be counted in a timely fashion or at all this year because citizens either do not put the correct postage on the letter, do not have the correct signatures on the letter, or will be relying on a slowed down U.S. mail service.

If you are registered to vote at UNCG, your plan should also include requesting an absentee ballot by mail. We encourage students to do so as there is the possibility they will be sent home before early voting begins. You can request an absentee ballot by mail and then vote in person with no penalty or problem, as long as you don't vote twice – a felony. For those already registered in North Carolina, whether in Durham or at a home address elsewhere in the state, we encourage NC voters to request an absentee ballot by mail. Here is the link that explains how to do so.

https://s3.amazonaws.com/dl.ncsbe.gov/Outreach/Absentee/FAQs_Absentee_Voting_2020_FINAL.pdf

<https://olce.uncg.edu/students/voting/>

Lecture and Reading Schedule:

Part 1: A Christianized Roman Empire? (The Fourth and Fifth Centuries)

Week 1: Introductions and Frameworks

Aug. 18. Introduction. How to Zoom in the Class. What is Late Antiquity? What is Byzantine? Concepts, Scope, Interpretations, and Geography

Aug. 20. Decline and Fall of the Roman Empire - A Rupture or a Process of Transformation? (pre-recorded lecture)

Discussion:

Secondary Sources:

Brown, WLA, pp. 7-22

Cameron, LRE, pp. 1-12, 30-46

Cameron, MW, 1-11

Cameron, "Remaking the Past," ILA 1-20

Week 2: The Age of Constantine

Aug. 25. The House of Constantine I (pre-recorded lecture)

Discussion:

Primary Sources:

Pliny the Younger, *Letters*, 10.96-97
<http://www.fordham.edu/halsall/source/pliny1.asp>

Eusebius, *Life of Constantine*, Chapters XXI-XXXII, LXI-LXIV
<http://www.fordham.edu/halsall/basis/vita-constantine.asp>

Secondary Sources:

Cameron, LRE, pp. 47-65

Cameron, MW, 12-15

S. Lieu, "From history to legend and legend to history: The medieval and Byzantine transformation of Constantine's Vita" in S. Lieu et al, *Constantine: History, Historiography, and Legend* (2002), pp. 136-176. [avail. as e-book via UNCG Library Catalog Worldcat]

[summary 1 due]

Aug. 27. The Later Constantinians and their Religious Crises (pre-recorded lecture)

Discussion:

Primary Sources

Ammianus Marcellinus, *Later Roman Empire*, Bks. 20.4-Book 23.1, 25.4, pp. 186-256, 295-298, Penguin Classics.

<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Ammian/home.html>

Julian, *Against the Galilaeans*, Book 1

http://www.tertullian.org/fathers/julian_apostate.galileans_1_text.htm

Julian, *Misopogon* [viewed partially in class]

<http://www.fordham.edu/halsall/ancient/julian-mispogon.asp>

Secondary Sources:

Cameron, LRE, 85-98

Cameron, MW, 15-16

Week 3: The Heirs of Constantine

Sept 1. Religious Trends, Receding Paganism and The Triumph of New Religious Sensitivities (pre-recorded lecture)

Discussion:

Primary Source:

First Council of Nicaea, documents and Synodal letter

<http://www.newadvent.org/fathers/3801.htm>

Secondary Sources:

Brown, World, pp. 48-95
Cameron, LRE, pp. 66-84
Cameron, MW, pp. 29-38
R. Lim, "Christian Triumph and Controversy," in ILA, pp. 196-218.

Sept 3. Religious Trends in Artistic traditions (pre-recorded lecture)

Discussion:

Primary Sources: [art and monuments viewed in class]

Secondary Sources:

R. Cormack, "Chapter 1: Rome with a Christian Face? Early Byzantine Art 330-527." In *Byzantine Art* (2000), pp. 1-37.
C. Mango, "Antique Statuary and the Byzantine Beholder," *DOP* 17 (1963), pp. 53-75
H. Saradi-Mendelovici, "Christian Attitudes toward Pagan Monuments in Late Antiquity and their Legacy in Later Byzantine Centuries," *DOP* 44 (1990), pp. 47-61.

[summary 2 due]

Week 4: Contrasting Ages in The Late 4th Century

Sept. 8. Valens and Theodosius I: Contrasting Ages (pre-recorded lecture)

Discussion:

Primary Source:

Ammianus Marcellinus, *LRE*, Books 26.6, 28.1-2, 31.1, 31.12-31.16
<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Ammian/home.html>

Codex Theodosianus: On Religion [various]
<http://www.fordham.edu/halsall/source/codex-theod1.asp>
<http://www.fordham.edu/halsall/source/theodcodeXVI.html>

Secondary Source:

Cameron, LRE, 99-112
Cameron, MW, 16-19

WATCH: Age of Empires, Byzantine Empire 0:00 to 11:00 (History Channel) on YouTube]

<https://www.youtube.com/watch?v=CfeYUvXcfys>

Sept. 10: Theodosian Art (pre-recorded lecture)

Discussion:

Primary Source: [art and monuments viewed in class]

Secondary Source:

Cameron, LRE, pp. 151-169

[summary 3 due]

Week 5: Political Instability and Cultural Efflorescence in the Fifth Century

Sept. 15. Politics and Society in the Fifth Century (pre-recorded lecture)

Discussion:

Primary Source:

Codex Theodosianus (On Religion) [various]

<http://www.fordham.edu/halsall/source/codex-theod1.asp>

<http://www.fordham.edu/halsall/source/theodcodeXVI.html>

Secondary Sources:

Kaegi, "Conclusions," in *Byzantium and the Decline of Rome*, pp. 224-255
Cameron, MW, 20-38, 39-57

Goffart, "An Empire Unmade: Rome, A.D. 300-600" in *Rome's Fall and After*, pp. 33-44

Brown, WLA, 115-126, 137-148

Cameron, MW, 20-30, 39-57

WATCH: Age of Empires, Byzantine Empire (History Channel) on YouTube, 11:00-20:00

[summary 4 due]

Sept. 17. Art of the Fifth Century (pre-recorded lecture)

Discussion:

Primary Sources: [art and monuments viewed in class]

Secondary Sources:

H. Maguire, "The Cycle of Images in the Church 122-151

[Short Paper 1 due]

Part II: The Heights of Empire (The Sixth Century)

Week 6: The Age of Justinian

Sept. 22. The Age of Justinian, Internal and External Problems (pre-recorded lecture)

Discussion:

Primary Sources:

Procopius, *Secret History*, chapters 6, 8, 9, 11-19.

<http://www.fordham.edu/Halsall/basis/procop-anec.asp>

Secondary Sources:

Cameron, MWA, pp. 104-127

Brown, WLA, pp. 126-135, 150-159

A. Brown, "Justinian, Procopius, and Deception: Literary ties, imperial politics, and the archaeology of sixth-century Greece, 355-369

A. Cameron, *Circus Factions*, TBA, from 74-192

WATCH: Age of Empires, Byzantine Empire (History Channel) on YouTube, 20:00-35:20

Sept. 24. Justinianic Art (pre-recorded lecture)

Discussion:

Primary Sources [art and monuments viewed in class]

Procopius, *Buildings* [on Hagia Sophia]

<http://www.fordham.edu/Halsall/source/procop-deaed1.asp>

Secondary Sources

R. Cormack, "Chapter 2: In the Shadow of St. Sophia," *Byzantine Art*, pp. 37-74. E.

R. Ousterhout, "The Holy Space: Architecture Serves the Liturgy" in *Heaven on Earth* (1998), pp. 81-120

[summary 5 due]

Week 7: Society and the Other

Sept. 29. Social Conditions, Trends, Challenges (pre-recorded lecture)

Discussion:

Secondary Sources:

Cameron, MW, 58-83, 128-145

Brown, MWA, 22-48

S. Tougher, "Byzantine Eunuchs: An Overview, with Special Reference to Their Creation and Origin," *Women, Men and Eunuchs: Gender in Byzantium*, 168-184.

R. MacMullen, Late Roman Slavery, in *Historia: Zeitschrift für Alte Geschichte*, Bd. 36, H. 3 (3rd Qtr., 1987), pp. 359-382

[summary 6 due]

Oct 1. The Justinianic Bubonic Plague (pre-recorded lecture)

Discussion:

Primary Sources:

Procopius, selections and article

<https://www.ancient.eu/article/1536/procopius-on-the-plague-of-justinian-text-comment/>

Secondary Sources:

WATCH: choose one of two lectures online at the Princeton Center for Medieval Studies:

<https://medievalstudies.princeton.edu/2020/05/08/medieval-studies-launches-new-talk-series-on-historical-pandemics/>

<https://climatechangeandhistory.princeton.edu/justinianic-plague-app>

Week 8: The Religious Landscape: Churches, Pilgrimage, and Monasticism

Oct. 6: Sacred Spaces (pre-recorded lecture)

Discussion:

Possible: Guest Lecturer with Dr. Derek Krueger, Religious Studies (Join his ZOOM class)

WATCH - *The Voice of Hagia Sophia*

https://vimeo.com/357467398?fbclid=IwAR2wD3h7n5bvh3rMMi_QA5CfqcthBZjDI5FDEPxIRiD7wnF2QcARhSBIeVU

Oct. 8. Saints, Monks, and Pilgrims (pre-recorded lecture)

DISCUSSION:

Primary Source:

St. Daniel the Stylite, *Life* (c. 409-493), Sections 1-30.

<http://www.fordham.edu/Halsall/basis/dan-stylite.asp>

Apa Abraham, *Typika*, Seventh Century, pp. 55-58.

<http://www.doaks.org/resources/publications/doaks-online-publications/byzantine-monastic-foundation-documents/typ007.pdf/view>

Secondary Sources:

Brown, WLA, 96-112

- Brown, *The Rise and Function of the Holy Man in Late Antiquity*, pp. 103-152
B. Caseau, "Sacred Landscapes" in *ILA*, pp. 21-59
A. M. Talbot, *Women's Space in Byzantine Monasteries*, 113-127.
S. Coleman and J. Elsner, "The Pilgrim's Progress: Art, architecture and ritual Movement in Sinai, 73-89

[summary 7 due]

Week 9: The Empire by 600

Oct. 13. *The Others, Frontiers, Ethnic Identity, and Barbarians, Byzantine Fortifications, Limes Arabicus* (pre-recorded lecture)

Discussion:

Primary Sources:

Ammianus Marcellinus, *The Later Roman Empire*, Book 31.2-31.9, pp. 410-427, Penguin Classics, <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Ammian/home.html>

Secondary Sources:

Cameron, *LRE*, 133-150
Geary, "Barbarians and Ethnicity," in *ILA*, pp. 107-129
Goffart, "The Theme of "The Barbarian Invasions," in *Late Antique and Modern Historiography in Goffart, Rome's Fall and After*, 11-33

Oct. 15. *The Deteriorating Situation in the Late Sixth Century and East-West Differences* (pre-recorded lecture)

Discussion:

Primary Sources:

The History of Theophylact Simocatta, trans. by M. and M. Whitby
The History of Menander the Guardsman, trans. by R. C Blockley
Evagrius Scholastikos

Secondary Sources:

Brown, *WLA*, pp. 160-188
Liebeschuetz, "The Historians' Post-Mortem," *Barbarians and Bishops*, 236-52
W. Goffart, "An Empire Unmade," in W. Goffart, *Rome's Fall and After* 33-?
Kaegi, *Byzantine Military Unrest*, 64-119, esp. 89-119.

[summary 8 due]

Week 10: Cities and Urban Experiences

Oct. 20. *Constantinople* (pre-recorded lecture)

Discussion:

Primary Sources: [arts and monuments viewed in class and TBA]

Secondary Sources:

Cameron, MW, 146-167.

Cameron, LRE, pp. 170-186

Brown, WLA, pp. 137-149

Kelly, "Empire Building," in ILA, pp. 170-195

Liebeschuetz, *The Decline and Fall of the Roman City*, 1-11, 400-416.

Debate btw. Liebeschuetz, in L. Lavan, *Recent Research on Late Antique Urbanism* vol. 42 (2001) JRA SS.

S. Bassett, "The Antiquities in the Hippodrome of Constantinople" 87-96

S. Bassett, *The Urban Image of Late Antique Constantinople*, Chapter 1

J. Crow, "The Infrastructures of a Great City: Earth, walls, and water in *Late Antique Constantinople*, 251-285.

Oct. 22: Late Antique Cities in Transition (pre-recorded lecture)

Discussion (**short presentations on individual readings**)

Secondary Sources

Chapters from L. Zavagno, *Cities in Transition*

Chapters from *Cities of Late Antiquity in Asia Minor*

W. Liebeschuetz, *The End of the Ancient City*, 1-48

C. Foss, *Ephesus After Antiquity: A Late Antique, Byzantine, and Turkish City*, 46-95

S. Provost, *City Walls in Late Antique Macedonia: The Case of Phillippi*, 123-136

J. Crow, *Fortifications and Urbanism in Late Antiquity* pp. 89-106

W. Bowden and J. Mitchell, *The Palace at Butrint*, pp. 455-76.

L. Lavan, *Recent Research in Late Antique Urbanism*, 9-26.

[summary 9 due]

Week 11: Trade and the Countryside

Oct. 27. Economy, trade, markets, merchants (pre-recorded lecture)

Discussion:

Primary Sources: [viewed in class]

Procopius [*on the silk industry*]

<http://www.fordham.edu/Halsall/source/550byzsilk.asp>

Online Catalogue of Byzantine Coins

<https://www.doaks.org/research/byzantine/scholarly-activities/people-and-power-in-byzantium>

Secondary Sources:

Cameron, LRE, pp. 113-132
Cameron, MW, 84-103
M. Mango, "Byzantine trade: local, regional, interregional, and international, 3-14
B. Pitarakis, "Daily Life at the Marketplace in Late Antiquity and Byzantium, 399-426
D. Jacoby, Silk Economics and Cross Cultural Artistic Interaction, Byzantium, the
Muslim World, and the Christian World

[Short Paper 2 due]

Oct. 29. The Transformation of the Late Antique to Medieval Rural Landscape (pre-recorded lecture)

Discussion:

Secondary Sources:

Henry Maguire, "The Good Life," in ILA, pp. 238-257
Yizhar Hirschfeld, Habitat, in ILA, pp. 258-272
G. Tate, The Syrian Countryside during the Roman Era, pp. 55-71

[summary 10 due]

****EXTRA CREDIT:** Webinar: Friday, October 30 at 2pm: Dumbarton Oaks, "Rethinking Byzantine Masculinities"

Part III: From Late Antiquity to Byzantine (Seventh-Ninth Centuries)

Week 12: The End of Antiquity? Apologetics and Conquest

Nov 3. Seventh-Century Conceptual Shocks and Apocalypticism. Apologies and Polemics (pre-recorded lecture)

Discussion:

Primary Sources:

Hoyland, R. *Seeing Islam as Others Saw It*. Excerpts on Apocalypse and Apologetics.

Secondary Sources:

Cameron, MW, pp. 168-190

[Final Project Proposal due including: title, theme, outline, at least 4 works of art/architecture due; 5 Minute Presentations of proposals to class]

Nov 5. Islamic Conquests in the Seventh and the Frontier to Ninth Centuries (pre-recorded lecture)

Discussion:

Primary Sources:

Theophilus of Edessa's *Chronicle*. R. Hoyland, trans., Section 2

Secondary Sources:

Cameron, MW, pp. 191-207

Kennedy, Islam, in ILA, pp. 219-237

Brown, WLA, pp. 189-203

[summary 11 due]

**EXTRA CREDIT: People and Power in Byzantium, November 5-6. Dumbarton Oaks Colloquium.*

<https://www.doaks.org/research/byzantine/scholarly-activities/people-and-power-in-byzantium>

Week 13: Byzantium and Islam: Perceptions, Influences, Assumptions

Nov. 10 Constantine VII and Iconoclasm (pre-recorded lecture)

Discussion:

Primary Sources:

Iconoclast Council of Constantinople, 754

<http://www.fordham.edu/Halsall/source/icono-cncl754.asp>

John of Damascus, *On Holy Images*, c. 730

<http://www.fordham.edu/Halsall/source/johndam-icons.asp>

Secondary Sources:

R. Cormack, *Writing in Gold. Byzantine Society and its Icons*, Chapter 3

L. Brubaker, *Icons and Iconomachy*, 323-337

A. Kartsonis, *The Responding Icon*, 58-80

Schick, R.

Nov. 12. Muslim Impressions of Byzantium (pre-recorded lecture)

Discussion:

Secondary Sources:

N. Abu el Cheikh, *Byzantium Viewed by the Arabs*, Chapter 2.

G. Fowden, "Varieties of Religious Communities," in ILA, pp. 82-106

[summary 12 due]

**EXTRA CREDIT: November 13th 2020, Columns of Constantinople conference. 10:15 AM (EST)-3:00 PM. View one paper presentation (or more!). University of Freiburg, Germany.*

Week 14: Individual Meetings

Nov. 17. Individual Meetings for Final Projects

Nov. 19. **NO CLASS: Instructor at Conference**

Week 15: CLASS INSTRUCTION OVER – THANKSGIVING

Week 16: PRESENTATIONS

Dec. 3 Final Presentations of Projects

[Final Projects due]