

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 236
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor R. Scott Moore Phone 7-2436
(X) Writing Workshop? (If not at IUP, where? when?) IUP 5/19 and 5/20/2003
(X) Proposal for one W-course (see instructions below)
(X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
() Course Number/Title _____
() Statement concerning departmental responsibility
() Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
() Course Number/Title _____
() Proposal for this W-course (see instructions below)

SIGNATURES:

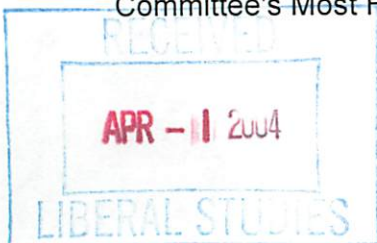
Professor(s) R. Scott Moore
Department Chairperson Gary B. ...
College Dean A. ... 4/1/04
Director of Liberal Studies ... 4/8/04

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



History 329- History of the Byzantine Empire

Indiana University of Pennsylvania, Spring 2005 Mondays, Wednesdays, and Fridays

Instructor: Dr. R. Scott Moore

Office: 214 Keith Hall

Phone Numbers: 357-2436, (357-2284) Main Office for messages

E-mail: rsmoore@iup.edu


Web page: A web site with the course information including the lecture outlines has been set up on WebCT. Please be aware that web sites can and do go down frequently and that you might not always be able to access the site and I assume no responsibility for that since these lectures are delivered in class. Please also note that these online notes are only outlines and reading them without listening to the lecture will **not** enable you to do well in the class.

Office Hours: MWF 11:30-1:30 and by appointment.

Required Texts:

 Ostrogorsky, George. *History of the Byzantine State*, reprint edition. Rutgers University Press, 1982.

 Procopius. *Secret History*. G.A. Williamson, translator. Viking, 1982.

 Online Readings. (Will be on WebCT)

Course Description: This course is an introduction to early Byzantine civilization and history, A.D. 400-1400. It traces the transformation of the ancient world and the emergence of a distinctly medieval Byzantine civilization. Its primary goal is to show how the historian works and derives conclusions about Byzantium from historical documents and other sources. In terms of subject matter, the course covers the history of the ancient Byzantine world from end of Late Antiquity to the fall of the Byzantine Empire in the fifteenth century. Throughout the course, we will focus our attention on the society in an attempt to understand how people really lived and thought in Byzantium. The course will also investigate many of the great achievements of Byzantine civilization and offer suggestions as to how the world came to be the way it is now, in the twentieth century, since many of our current institutions, ideas and conflicts were developed or influenced by the ancient Byzantines.

Course Objectives: Students will be expected:

- ① to explain the basic factual knowledge of all aspects of Byzantine history (political, social, economic, and cultural).
- ② to demonstrate sufficient knowledge of the historically significant events of Byzantine history to make valid, cogent arguments concerning their interpretation;
- ③ to analyze and discuss the issues facing scholars who study this period;
- ④ to show evidence of a synthetic understanding of the Byzantine culture, religion, and politics by assessing evidence, composing logical arguments, responding to counter arguments, incorporating a variety of disciplines and perspectives;
- ⑤ to demonstrate how an understanding of Byzantine history has special importance in today's world since it was played out in the vortex that gave rise to the current disputes between Arabs, Jews, and Christians;

Writing Summary for History 329: History of the Byzantine Empire (R. Scott Moore)

Since this is a request for a W designation for a professor, R. Scott Moore, rather than just the course, I will discuss the assignments and the philosophy behind them.

Internet Assignment – 4 pages - 5% of final grade - Students are given a short internet assignment that is designed to improve their internet information literacy skills. In addition to locating the required information on the World Wide Web, students have to present it in a logical, well ordered short paper that requires them to think critically about the value of these sources. Since so many students rely on the internet for research material, it is important to help them to learn how to analyze source material instead of unquestioningly accepting a source's validity. The assignment sheet for this exercise is attached.

Short Paper – 5 to 6 pages – 15% of final grade – Students are asked to write a short paper dealing with a topic in Byzantine history that presents a basic overview of the subject matter. They are asked to conduct independent research, both at the library and online, and construct a paper that presents a basic overview of their topic in a critical fashion. This requires them to analyze historical monographs and think critically about them in a way that many students have not yet done in their academic career. This paper is also required to be written so that it follows the general rules for the discipline (*Chicago Manual of Style* for footnotes, a properly prepared bibliography, etc.). After it is graded, the students are allowed to rewrite their paper based upon the comments I have attached to their original draft.

Research Paper – 13 to 15 pages – 30% of final grade – Students are asked to write a research paper about a specific question in Byzantine history. The students are required to follow specific steps in creating this project and to hand in material on at least 5 different days. I have found that by breaking the research project into carefully delineated steps with due dates spread out throughout the term results in better papers and the students are better able to understand the importance of revision to a well written research project. The first assignment requires them to turn in a short paragraph that explains what they have chosen to write on (in consultation with me) and why they chose this topic. This item is not graded. The next step is the creation of an annotated bibliography that is formatted in the manner suggested by the *Chicago Manual of Style*. This is also not graded, but allows me the opportunity to make suggestions on items for the students to consult and allows them to practice creating a properly formatted bibliography. The third step is the creation of a thesis sentence that will constitute the core argument of the paper. This is also not graded, but is a critical step in the development of the research paper and allows me to make suggestions to a student's research project before they spend too much time working and thinking in a wrong direction. The fourth step in the project is the turning in of a rough draft of the entire paper. This draft is graded and comments and suggestions are placed upon the paper. Students are allowed to submit multiple revisions until the due date for the final revision. During a class session prior to each of the five due dates, at least half of that class will be devoted to small group sessions where the students will evaluate each others' work and

provide input and suggest changes. I have attached the initial assignment sheet for this project.

Exams – The class has 2 exams, a midterm (15%) and a final exam (25%). Both exams are mainly (90%) composed of short answers and essays and most students write 2 pages for the midterm and 4 pages for the final exam. These exams are based upon study guides distributed to the students that provide them with the themes and concepts that they will be tested upon. To do well on the exams, students will need to synthesize information from class lectures, the textbook, primary source readings and classroom discussions. Students will be evaluated based upon both how accurately they construct their historical framework and how well they present a logical, well reasoned argument.

History 329 Internet Assignment - Due April 18

1. Visit the following sites:

- Reference Shelf: Evaluating Online Resources
(http://edsitement.neh.gov/reference_shelf_evaluating.asp)
- Thinking Critically about World Wide Web Resources
(<http://www.library.ucla.edu/libraries/college/help/critical/>)

2. Pick a topic from the course, such as Justinian, Icons, Monotheletism, etc. Then for this topic, I want you to find five online lists (listservs) that deal with this topic or would be a good forum for a discussion on this topic and list them. Next, find 10 internet sites that you would consider "good" web sites and 10 ones that you would consider "bad" web sites based upon the criteria provided by the websites above. For each one give the address and name and write a short paragraph about why you feel it is a bad or good site, based upon the criteria listed at the two websites. Tell me what search engine you used to find these sites and why you chose it. As a conclusion, tell me whether you feel the internet can be a valuable research tool and be sure to explain why or why not.

History 329 Final Research Paper - Due April 25

As a history student, you should look at this assignment as a practical approach to reading, thinking and writing “History.” It should help you to think about the organization of your ideas, develop a critical sense of enquiry, improve argumentation, and incorporate high standards of verification. I want you to feel confident about expressing yourself through the written word. This is important since many people communicate their ideas through writing.

Write a 13-15 page, typed, double-spaced paper on a topic of Byzantine history approved by the instructor. Explain who/what your topic is, why it is historically significant, and explain what the current historical perspective on it is. You must consult at least 10 different sources for your paper (do not use your textbook) and include a bibliography. Of these 10 sources, at least 7 have to be non-internet sources. Your paper must also be properly referenced (footnotes, endnotes, or parenthetical references). You will be graded on content and grammar (spelling, sentence construction, etc.) and your analysis. The different components (thesis, bibliography, rough draft, etc.) each have due dates listed below. At each stage, with the exception of the final draft, you will have the opportunity to rewrite the assignment if you choose to do so and you can rewrite it multiple times.

I have composed a list of basic points to keep in mind when writing these papers. For help with footnotes, endnotes and bibliographies - I recommend looking at Chicago or Turabian.

This final paper will is expected to be well written and researched with few if any basic spelling and grammatical errors. It needs to have a well established thesis that is developed throughout the paper in a sensible, logical manner.

Due Dates

- January 28, Friday - Research Paper Topic Choice Due
- February 11, Friday - Research Paper Annotated Bibliography Due
- March 4, Friday - Research Paper Thesis Sentence Due
- April 11, Monday – First Research Paper Rough Draft Due
- April 25, Monday - Research Paper Final Draft Due

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Short written paper	1	5-6 each	Yes	Yes	15%
Research Paper	1	13-15	Yes	Yes	30%
Internet Assignment	1	4	Yes	No	5%
Totals	4	22-25	NA	NA	50%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)

Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.	90%	2	15%
2.	90%	4	25%
3.			
Totals	2 @ 90%	6	40%

***Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.**

⑥ to improve both oral and written communication skills through participation in class group assignments, writing assignments and exams.

Class Schedule and Reading Assignments

- Week 1 - Introduction, The Age of Constantine the Great, Ostrogorsky 1-21.
- Week 2 - The 4th Century, Ostrogorsky 22-50 and 51-67.
- Week 3 - The 5th Century, Ostrogorsky 68-86.
- Friday - Research Paper Topic Choice Due
- Week 4 - The Age of Justinian, Procopius, *Secret History*.
- Week 5 - Collapse of the Early Byzantine Synthesis, Medieval Sourcebook: *The Institutes*, 535 CE (<http://www.fordham.edu/halsall/basis/535institutes.html>).
- Friday - Research Paper Annotated Bibliography Due
- Week 6 - Heraclius and the Rise of Islam, Ostrogorsky 87-146.
- Week 7 - The Dark Ages, Medieval Sourcebook: *Circus Factions in Egypt* (<http://www.fordham.edu/halsall/source/nikiu1.html>)
- Friday - Short Paper Due
- Week 8 - Iconoclasm, Ostrogorsky 147-209.
- Friday - Midterm Exam and Research Paper Thesis Sentence Due

No Class - Spring Break

- Week 9 - Early Empire, Medieval Sourcebook: *The Farmer's Law*, (<http://www.fordham.edu/halsall/source/farmerslaw.html>).
- Week 10 - Byzantium in the 9th Century, Ostrogorsky 210-315.
- Week 11 - Michael III and the Mission to the Slavs, Ostrogorsky 316-350.
- Week 12 - Life in the 10th and 11th Centuries, Ostrogorsky 351-417.
- Week 13 - Alexios Komnenos and the 1st Crusade, Ostrogorsky 418-465.
- Week 14 - **Monday - Internet Assignment Due**
- The Fourth Crusade, Ostrogorsky 466-522.
- Friday - Research Paper due by the end of class

Final Exam TBA

N.B. All readings should be completed by the day for which they are assigned.

Student Responsibilities: All students are expected to keep up with their readings, to attend class regularly, and to participate in class discussions. It is important to read the assignments on time and to be prepared to discuss them in class. Students are expected to attend classes

regularly. Every class period missed after the first 3, (number 4 and on), will result in an automatic 5% deduction from your final class grade.

Grading: Missed exams cannot be made up unless cleared with me **prior** to the test. Written assignments turned in late will be penalized 1 letter grade per day. All assignments must be completed in a timely manner to receive a grade for the course. The final grade will be based upon a midterm, an in class presentation, a short (5-7 pages) written assignment, an internet assignment, a research paper (13-15 pages), a final exam, and class participation (attendance, homework, and discussions in class) using the following scale:

- | | |
|--|-----------------|
| ❖ Internet Assignment – 5% | A - 90 to 100 % |
| ❖ Class Attendance/Participation – 10% | B - 80 to 89 % |
| ❖ Short Written Assignments – 15% | C - 70 to 79 % |
| ❖ Midterm Exam - 15% | D - 60 to 69 % |
| ❖ Final Research Paper – 30% | F – below 59 % |
| ❖ Final - 25% | |

The date for the internet assignment is:

 Week 14

The date for the short written assignment is:

 Week 7

The date that the research paper is due:


 Week 14


The dates for the examinations are as follows:

 Midterm Exam – Week 8

 Final Examination - TBA

Grades in this class are not mechanically curved. Everyone can get an A and everyone can fail.

*Please be courteous to the instructor and your classmates by **not**: talking in class, doing work for other courses in class, listening to music, letting your cell phone ring, habitually coming to class late, or being disrespectful to others. Repeated disruptive behavior can result in the lowering of your participation grade.

 All students should be aware that any type of academic dishonesty (cheating, plagiarism, et cetera) is a grave offense and can result in serious penalties, including dismissal from the University. All work in this course must be your own, and dishonesty of any kind will not be tolerated. The university's academic integrity policy will be observed faithfully. Please be sure you are familiar with this policy, which is described in the undergraduate catalog and on the IUP website.

Bibliography for Byzantine History (History 329)

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Indiana University of Pennsylvania
The Liberal Studies Program

certifies that

R. Scott Moore

has participated in the *IUP Writing Workshop*
with facilitator Dr. Robert Yagelski

May 19 and 20, 2003



Mary E. Sadler

Mary E. Sadler
Director
Liberal Studies