This 600 Seminar will explore conceptions of gender in the Medieval Roman Empire from the 6th to the 12th centuries. Medieval ideas about proper behavior for men and women differed significantly from those of our society. Understanding the constructions of gender in the Byzantine world therefore can provide a highly illuminating contrast. Byzantine constructions of gender are particularly interesting because of the lasting influence of ancient Greek culture on medieval thought and society. Medieval authors interacted constantly and unpredictably with their classical heritage, particularly when attempting to valorize or castigate the behavior of contemporary women and men. The practice of voluntary eunuchism further complicates Byzantine conceptions of gender. Scholarly opinion is divided about whether eunuchs constituted a third gender or were a special case of maleness in Byzantium. What is clear is that correct performance of gender roles was considered as a key indicator of an individual’s virtue in Byzantine society. Therefore understanding Byzantine conceptions of gender is integral to understanding that society.

Students will learn about the process of conducting academic research in history and writing original research papers. They will complete several short writing assignments and a 17-20 page research paper.

**Assessment In Brief:**

- Class discussion 10%
- 2 Article Reviews, 10% each
- Research Paper Project 70%:
  - Research topic and question, 5%
  - Secondary Source Bibliography 5%
  - Primary Source Bibliography 5%
  - Source Analysis Essay 5%
  - Bibliographic Essay 5%
  - Draft Paper 10%
  - Presentation of Research results 5%
  - Final Research paper, 30%
Article Reviews & Presentations

You will be responsible for writing and presenting reviews of two articles in the “Article Review Option” column. Your in-class presentation should be 3-5 minutes in length and your review should be 3-5 pages long. A review & presentation should contain a) a brief executive summary of the content and argument b) an assessment of the article’s quality based on the rubrics in the Research Paper Grading Criteria.

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<tr>
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<td>1) 9/6</td>
<td>Byzantine History Introduction</td>
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<td>2) 9/13</td>
<td>Justinian &amp; Theodora / Argumentative Paragraph</td>
<td>Prokopios: The Secret History James, Liz Women, Men &amp; Eunuchs, introduction</td>
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|        |                              |                                                                                  | Tougher “Images of Effeminate Men” Ringrose, Katharine. “Eunuchs as Cultural Mediators.”
|        |                              |                                                                                  | Ringrose “Living in the Shadows.” Sideris, George "Eunuchs of Light"          |
| 5) 10/4| Psellos / Secondary Research | Psellos *Chronographia*                                                          | Papaioannou, Eustratios “Michael Psellos’ Rhetorical Gender.”
<p>|        |                              |                                                                                  | Cormack, Robin. “Women and Icons, and Women in Icons.”                         |</p>
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<tr>
<th>Week</th>
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<td>11/8</td>
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<td>11)</td>
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<td>12)</td>
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<td>13)</td>
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<td>14)</td>
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<td>Draft Peer Review</td>
<td>Draft</td>
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<td>15)</td>
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<td>Research Presentations</td>
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Research Paper Final Draft Due: **Tuesday December 18th, 12 noon.**
Bibliography of Articles for Common Readings & Article Reviews


Research Paper Grading Criteria

**Quality of Writing**

1 The introduction explains what the paper will be about and why it is worth reading.
Not at all 1 2 3 4 5 Very much

2 The organization of the paper is indicated so that the reader always knows how each section pertains to the argument.
Not at all 1 2 3 4 5 Very much

3 The prose is clear and accurate. (The sentences mean what you want them to).
Not at all 1 2 3 4 5 Very much

4 There are no errors in grammar or proofreading.
Not at all 1 2 3 4 5 Very much
5 Citations to primary and secondary material are adequate.
Not at all  1  2  3  4  5 Very much

6 The style and format of the footnotes and bibliography is correct.
Not at all  1  2  3  4  5 Very much

**Quality of Research**
7 The research presented is sufficient to support the argument. (You did enough research to prove your point).
Not at all  1  2  3  4  5 Very much

8 The paper displays a thorough understanding of the topic’s background and scholarship surrounding the issue. (You read enough to understand the topic).
Not at all  1  2  3  4  5 Very much

9 The paper displays nuanced understanding of the primary and secondary sources read. (You understood what you read).
Not at all  1  2  3  4  5 Very much

10 The paper uses the most pertinent and appropriate primary and secondary literature. (You read the right things).
Not at all  1  2  3  4  5 Very much

11 The argument is grounded in primary historical documentation.
Not at all  1  2  3  4  5 Very much

**Quality of Argumentation and Historical Thought**
12 The paper has a clear thesis that motivates the content of the paper.
Not at all  1  2  3  4  5 Very much

13 The argument of the paper is coherent and internally consistent.
Not at all  1  2  3  4  5 Very much

14 The thesis is proven by the argument of the paper. The argument is ultimately convincing.
15 The argument of the paper is the most sensible possible interpretation of the evidence. (You did not ignore other obvious explanations or evidence).

16 The paper displays historical insight and perception.

17 The paper displays creativity of thought and original ideas.

Each criterion is worth 5 points, except #7, 12, 13, and 14 which count twice because they are more important. The maximum score is 105. The following scale converts the score to a letter grade:

91-105 = A
85-90 = A-
78-84 = B+
68-77 = B
60-67 = B-
40-60 = C