AHIS321
From Constantine to Theodora: Church and State in Late Antiquity
S1 Day 2016
Dept of Ancient History

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Disclaimer
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General Information

Unit convenor and teaching staff

Credit points
3

Prerequisites
39cp or (6cp in AHIS or AHST units at 200 level)

Corequisites

Co-badged status

Unit description
The age of Constantine was a watershed in European history; this unit traces developments in politics, religion and literature from the fourth to the mid-sixth centuries in the Eastern and Western empires. Major themes include: historiography; church/state relations; and the role of women in society. The unit also provides an introduction to study in Medieval and Byzantine history.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
2. Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
3. Work with and respond to the views of staff and other students in the unit in both oral and written form.
4. Plan, revise and submit written work according to schedule.
5. Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.
6. Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.
General Assessment Information

Criteria and Standards for Grading

Please see the statement of full criteria and standards for grading against which individual assessment tasks will be judged on the unit's iLearn web page.

Submission Method for Assessment Tasks

For internal students, tutorial papers must be submitted in the tutorial for the week in which it relates. For example, if you are submitting the tutorial paper for week 5, it must be submitted to your tutor in the tutorial for week 5. Tutorial papers will not be accepted at any other time. All tutorial papers submitted in tutorials must include a signed essay submission cover. These may be generated at the following link:

http://www.arts.mq.edu.au/current_students/undergraduate/coversheet

Papers submitted through turn-it-in by internal students will not be accepted. External students are required to submit tutorial papers through turn-it-in on the unit's iLearn web site by 5pm, Friday of the week to which the tutorial paper relates. No papers will accepted after 5pm, Friday of the relevant week.

Referencing requirements for written work

Tutorial papers must be referenced in accordance with the full version of the Essay Presentation Guide available on the Department of Ancient History website at the following address:


Tutorial papers must also include a bibliography. Footnotes/endnotes should only include references to texts, books articles, etc. They should not include discussion. Footnotes/endnotes and bibliographies do not count towards the word limit.

Successful Completion of the Unit

In order to successfully complete the unit, candidates must attempt all items of assessment and achieve an overall mark of 50% or above.

Extensions and Late Submission of Assessment Tasks

Extensions can only be granted in exceptional cases and may only be sought after consultation with the unit convenor and before the assignment is due.

As noted above, for internal students tutorial papers may only be submitted in the tutorial to which they relate. Unless there are exceptional circumstances, papers will not be accepted after the tutorial to which they relate. For external students, papers must be submitted through turn-it-in on the unit's iLearn web site by 5pm on the Friday of the week relevant to that tutorial topic. Unless there are exceptional circumstances, papers will not be accepted after 5pm, Friday.

For Disruption of Studies Policy see under Policies and Procedures.
**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td><strong>Tutorial/Discussion paper</strong></td>
<td>20%</td>
<td>By weeks 2-6</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Major Essay</strong></td>
<td>30%</td>
<td>5pm, 14 June 2016</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>30%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Tutorial/Discussion paper**

Due: **By weeks 2-6**  
Weighting: **20%**

One tutorial/discussion paper of 1,000 words based on the questions from your choice of one of the tutorial/discussion topics in the first half of the semester. The paper must be submitted in your tutorial for the relevant week. If you write the paper for week 5 (ie the week beginning Easter Monday, 28 March) you should submit it via turn-it-in by 5pm Friday of that week.

This Assessment Task relates to the following Learning Outcomes:

- Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
- Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
- Plan, revise and submit written work according to schedule.
- Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.
- Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.

**Participation**

Due: **Ongoing**  
Weighting: **20%**
Student contributions to tutorials on a weekly basis are assessed on the basis of contributions made throughout the semester.

This Assessment Task relates to the following Learning Outcomes:

• Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
• Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
• Work with and respond to the views of staff and other students in the unit in both oral and written form.
• Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.
• Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.

Major Essay

Due: 5pm, 14 June 2016
Weighting: 30%

An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows:

What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?

This Assessment Task relates to the following Learning Outcomes:

• Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
• Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
• Work with and respond to the views of staff and other students in the unit in both oral and written form.
• Plan, revise and submit written work according to schedule.
• Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.

• Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.

Quizzes
Due: Ongoing
Weighting: 30%

Online quizzes based on the material covered in the weekly lecture recordings.

This Assessment Task relates to the following Learning Outcomes:
• Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.

• Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.

Delivery and Resources

Staff Contact details
The Lecturer and Tutor for 2016 is Dr Peter Edwell. (Rm. 516, W6A, e-mail address: peter.edwell@mq.edu.au).

Consultation hours will be advised.

Required Unit Materials
The only compulsory book for this unit is a Book of Readings which is available in the Co-op Bookshop. It is essential to purchase the Book of Readings because it contains all of the texts which form the basis of tutorial questions and discussions. Weekly tutorial questions and bibliographies are available on the unit's iLearn web page.

Important dates
Semester Commences: Monday, 29 February
Semester Break: Monday, 11 April to Friday, 22 April
Semester recommences: Monday, 25 April to Friday, 10 June
Examinations commence: Tuesday, 14 June

Scheduled lecture and tutorial times*

http://unitguides.mq.edu.au/unit_offers/60781/unit_guide/print
Unit Schedule

Table:

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<tr>
<th>Lecture</th>
<th>Class_01</th>
<th>Mon</th>
<th>12-2</th>
<th>W5C232</th>
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<tbody>
<tr>
<td>Tutorial_1</td>
<td>Class_01</td>
<td>Mon</td>
<td>2</td>
<td>W5A201</td>
</tr>
<tr>
<td>Tutorial_2</td>
<td>Class_02</td>
<td>Mon</td>
<td>3</td>
<td>W5A201</td>
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</tbody>
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* Please note: Other than the introductory lecture in week 1, lectures will be recorded only. It is very important to listen to the lectures online on a regular basis because the online quizzes (which are worth a combined total of 30% of your mark) are based directly on material from the recorded lectures. There will also be an optional weekly seminar running from 12 noon-1 pm which will cover material from the lectures in more details. The seminars will also provide the opportunity for you to ask questions and develop ideas further with regard to the essays.

Technology Used

This unit has a significant online presence. Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

The lectures for this unit will be recorded only and will be available via the Echo 360 system attached to the ilearn website. Some readings for the unit will be available on e-Reserve and iLearn; other digital resources may be placed on the iLearn site.

Unit Schedule

Week 1  Monday, 29 February
Lecture: General introduction to unit and the third century background
Tutorial/Discussion: No tutorials/discussions in first week

Week 2  Monday, 7 March
Lecture: The Tetrarchy and the Rise to Power of Constantine.
Tutorial/Discussion: Eusebius and the Great Persecution
Week 3  Monday, 14 March
Lecture: Constantine as Sole Emperor: AD 324-337
Tutorial/Discussion: Eusebius and Lactantius: The Conversion of Constantine

Week 4  Monday, 21 March
Lecture: The Sons of Constantine: Constantius II, Constantine II and Constans
Tutorial/Discussion: Athanasius, History of the Arians

Week 5  Monday, 28 March
NB: This is Easter Monday and no live tutorials will take place. Discussions for this week will still take place.
Lecture: The Emperor Julian
Historiography and Ammianus Marcellinus (Professor Alanna Nobbs)
Tutorial/Discussion: Themistius

Week 6  Monday, 4 April
Lecture: "Romanitas" and the Barbarians (Associate Professor Andrew Gillett)
The Late Roman Army
Tutorial/Discussion: Sources on the death of Julian
Mid-semester break: 11 April to 22 April

Week 7  Monday, 25 April
NB: This is Anzac Day. There will be no live tutorial but weekly discussion will still take place.
Lecture: From Valentinian to Theodosius I
Tutorial/Discussion: Ammianus Marcellinus on the Battle of Adrianople

Week 8  Monday, 2 May
Lecture: Church/State relations in the fifth century
Tutorial/Discussion: Symmachus & Ambrose: The debate on the altar of victory

Week 9  Monday, 9 May
Lecture: Rome and the church outside the Empire
Learning and Teaching Activities

Two hour lecture

Lectures will cover broader themes in relation to church and state in late antiquity. Other than the introductory lecture in week 1, lectures will be recorded only. It is very important to listen to the lectures online on a regular basis because the online quizzes (which are worth a combined total of 30% of your mark) are based directly on material from the recorded lectures. There will also be an optional weekly seminar running from 12 noon-1 pm which will cover material from the lectures in more details. The seminars will also provide the opportunity for you to ask questions and develop ideas further with regard to the essays.

Tutorial Participation

Student contributions to tutorials on a weekly basis are assessed on the basis of contributions made throughout the semester.

Written assessment

An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?
Online quizzes
Online quizzes based on the material covered in the weekly lecture recordings.

Policies and Procedures
Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**
Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

**Results**
Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in *eStudent*. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

**Student Support**
Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**Learning Skills**
Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- **Workshops**
Student Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities
Problem Solving and Research Capability
Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

• Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
• Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
• Plan, revise and submit written work according to schedule.
• Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.

Assessment tasks

• Tutorial/Discussion paper
Participation

Major Essay

Quizzes

Learning and teaching activities

Lectures will cover broader themes in relation to church and state in late antiquity. Other than the introductory lecture in week 1, lectures will be recorded only. It is very important to listen to the lectures online on a regular basis because the online quizzes (which are worth a combined total of 30% of your mark) are based directly on material from the recorded lectures. There will also be an optional weekly seminar running from 12 noon-1 pm which will cover material from the lectures in more details. The seminars will also provide the opportunity for you to ask questions and develop ideas further with regard to the essays.

Student contributions to tutorials on a weekly basis are assessed on the basis of contributions made throughout the semester.

An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
- Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
- Plan, revise and submit written work according to schedule.
• Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.
• Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.

Assessment tasks
• Tutorial/Discussion paper
• Participation
• Major Essay
• Quizzes

Learning and teaching activities
• Student contributions to tutorials on a weekly basis are assessed on the basis of contributions made throughout the semester.
• An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?
• Online quizzes based on the material covered in the weekly lecture recordings.

Capable of Professional and Personal Judgement and Initiative
We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes
• Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
• Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
• Plan, revise and submit written work according to schedule.
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• Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.

Assessment tasks
• Tutorial/Discussion paper
• Participation
• Major Essay
• Quizzes

Learning and teaching activities
• An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?
• Online quizzes based on the material covered in the weekly lecture recordings.

Discipline Specific Knowledge and Skills
Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes
• Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
• Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
• Work with and respond to the views of staff and other students in the unit in both oral and written form.
• Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.

• Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.

Assessment tasks

• Tutorial/Discussion paper
• Participation
• Major Essay
• Quizzes

Learning and teaching activities

• Lectures will cover broader themes in relation to church and state in late antiquity. Other than the introductory lecture in week 1, lectures will be recorded only. It is very important to listen to the lectures online on a regular basis because the online quizzes (which are worth a combined total of 30% of your mark) are based directly on material from the recorded lectures. There will also be an optional weekly seminar running from 12 noon-1 pm which will cover material from the lectures in more details. The seminars will also provide the opportunity for you to ask questions and develop ideas further with regard to the essays.

• Student contributions to tutorials on a weekly basis are assessed on the basis of contributions made throughout the semester.

• An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?

• Online quizzes based on the material covered in the weekly lecture recordings.

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:
Learning outcomes

• Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
• Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
• Work with and respond to the views of staff and other students in the unit in both oral and written form.
• Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.

Assessment tasks

• Tutorial/Discussion paper
• Participation
• Major Essay
• Quizzes

Learning and teaching activities

• Lectures will cover broader themes in relation to church and state in late antiquity. Other than the introductory lecture in week 1, lectures will be recorded only. It is very important to listen to the lectures online on a regular basis because the online quizzes (which are worth a combined total of 30% of your mark) are based directly on material from the recorded lectures. There will also be an optional weekly seminar running from 12 noon-1 pm which will cover material from the lectures in more details. The seminars will also provide the opportunity for you to ask questions and develop ideas further with regard to the essays.
• Student contributions to tutorials on a weekly basis are assessed on the basis of contributions made throughout the semester.
• An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?
• Online quizzes based on the material covered in the weekly lecture recordings.
Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcomes**

- Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
- Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
- Draw together and judge pre-selected and self-located evidence to provide an analysis of an important aspect of the history of church and state in late antiquity at an advanced undergraduate level.

**Assessment tasks**

- Tutorial/Discussion paper
- Participation
- Major Essay
- Quizzes

**Learning and teaching activities**

- Student contributions to tutorials on a weekly basis are assessed on the basis of contributions made throughout the semester.
- An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should
have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
- Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
- Plan, revise and submit written work according to schedule.
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**Assessment tasks**

- Tutorial/Discussion paper
- Participation
- Major Essay
- Quizzes

**Learning and teaching activities**

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- An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?

**Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:
Learning outcomes

- Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
- Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.

Assessment tasks

- Tutorial/Discussion paper
- Participation
- Major Essay
- Quizzes

Learning and teaching activities

- Student contributions to tutorials on a weekly basis are assessed on the basis of contributions made throughout the semester.
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Analyse and express your judgement about the history of church and state in late antiquity in oral and written form at an advanced undergraduate level.
- Interpret written and archaeological evidence with appreciation and understanding of their context and modern interpretations of them with a greater emphasis on analysis than description.
- Demonstrate both specific and overall knowledge of church and state in late antiquity under exam conditions at a mature undergraduate level.
Assessment tasks

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- Participation
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- An overall interpretative essay based on the material covered over the semester. The word limit is 2,000 words excluding references. The question is as follows: What are the important features of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State change during this period?

Changes since First Published

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<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>22/02/2016</td>
<td>Change to essay questions.</td>
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