



# AHIS321

## From Constantine to Theodora: Church and State in Late Antiquity

S1 External 2016

*Dept of Ancient History*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Unit Schedule</u></a>	7
<a href="#"><u>Learning and Teaching Activities</u></a>	9
<a href="#"><u>Policies and Procedures</u></a>	10
<a href="#"><u>Graduate Capabilities</u></a>	11
<a href="#"><u>Changes since First Published</u></a>	20

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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 <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

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.

## 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](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 be 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:

[http://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_ancient\\_history/current\\_students/program\\_information/](http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_ancient_history/current_students/program_information/)

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

Name	Weighting	Due
<a href="#">Tutorial/Discussion Paper</a>	20%	By week 6
<a href="#">Participation</a>	20%	Ongoing
<a href="#">Major Essay</a>	30%	5pm, 14 June 2016
<a href="#">Quizzes</a>	30%	Ongoing

### Tutorial/Discussion Paper

Due: **By week 6**

Weighting: **20%**

One tutorial 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 via turn-it-in by 5pm Friday in the relevant week.

On successful completion you will be able to:

- 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%**

External student contributions to online discussions on a weekly basis are assessed on the basis of contributions throughout the semester.

On successful completion you will be able to:

- 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 research essay based on the material covered for the whole semester. 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?**

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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](mailto: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\*

Lecture	Class_01	Mon	12-2	W5C232
Tutorial_1	Class_01	Mon	2	W5A201

	Tutorial_2		Class_02	Mon	3	W5A201

\* 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. For internal students, 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 short and major essay. For external students a live weekly chat room will run through the iLearn site which will provide similar opportunities to discuss material from the lectures and to discuss the short and major essay. The times for the live chat will be advised.

### 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

**Tutorial/Discussion:** Codex Theodosianus



**Week 10      Monday, 16 May**

**Lecture:**                      The Development of Monasticism in Late Antiquity

**Tutorial/Discussion:**      Theodoret's *Life of Simeon Stylites*

**Week 11      Monday, 23 May**

**Lecture:**                      The Emperor Justinian

**Tutorial/Discussion:**      Pseudo-Joshua the Stylite

**Week 12      Monday, 30 May**

**Lecture:**                      Empresses, Church and State

**Tutorial/Discussion:**      Procopius & Malalas: The Nika Riots and Theodora

**Week 13      Monday, 6 June**

**Lecture:**                      Unit Summary

**Tutorial/Discussion:**      **No tutorials or discussions**

## **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.

### Online discussions

Discussions are run on a weekly basis. Discussion questions are the same as internal tutorial questions.

### Written assessment

An essay of 2,000 words due by 5pm, 14 June 2016. 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:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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/>

## 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](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and 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.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

### 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**

- Discussions are run on a weekly basis. Discussion questions are the same as internal tutorial questions.
- An essay of 2,000 words due by 5pm, 14 June 2016. 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?

## **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.
- 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

- An essay of 2,000 words due by 5pm, 14 June 2016. 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.

## 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

- 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.

- An essay of 2,000 words due by 5pm, 14 June 2016. 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?

## 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.

- Discussions are run on a weekly basis. Discussion questions are the same as internal tutorial questions.
- An essay of 2,000 words due by 5pm, 14 June 2016. 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.
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### Assessment tasks

- Tutorial/Discussion Paper
- Participation

- Major Essay
- Quizzes

## **Learning and teaching activities**

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- Discussions are run on a weekly basis. Discussion questions are the same as internal tutorial questions.
- An essay of 2,000 words due by 5pm, 14 June 2016. 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.

## **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.
- Discussions are run on a weekly basis. Discussion questions are the same as internal tutorial questions.
- An essay of 2,000 words due by 5pm, 14 June 2016. 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**

- Discussions are run on a weekly basis. Discussion questions are the same as internal tutorial questions.
- An essay of 2,000 words due by 5pm, 14 June 2016. 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.

## **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.
- 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**

- Discussions are run on a weekly basis. Discussion questions are the same as internal tutorial questions.
- An essay of 2,000 words due by 5pm, 14 June 2016. 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

- Discussions are run on a weekly basis. Discussion questions are the same as internal tutorial questions.
- An essay of 2,000 words due by 5pm, 14 June 2016. 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

Date	Description
22/02/2016	Change to essay questions.