AHIX221

From Constantine to Justinian: Church and State in Late Antiquity

S1 OUA 2017

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Peter Edwell
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Contact via peter.edwell@mq.edu.au

OUA Co-ordinator Ancient History
Kyle Keimer
kyle.keimer@mq.edu.au

Prerequisites

Corequisites

Co-badged status

Unit description
The age of Constantine was a watershed in European and Near Eastern 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 investigation of a variety of source categories for this period. Upon completion, you will have a knowledge of the key events which occurred from the reign of Constantine to the reign of Justinian. You will also have gained an understanding of how imperial patronage of the Church changed the nature of Church and State, the most significant theological debates of this period and how these debates were harnessed by bishops and emperors for the sake of power. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-dates/

Learning Outcomes

1. Analyse and express your judgement about the history of church and state in late antiquity in written form at an intermediate 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 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 intermediate 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**

Students are required to submit essays through turn-it-in on the unit's iLearn web site by the due date.

**Referencing requirements for written work**

Short and long essays 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:


All essays must 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.

For Disruption of Studies Policy see under Policies and Procedures.

**Assessment Tasks**

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Short Essay
Due: **Week 6**
Weighting: **30%**

One short essay of 1,000 words due on Friday of week 6 at 5pm.

The question is as follows:

What is the context in which Constantine could be said to have been converted to Christianity? What differences do you note in the stories told by Lactantius and Eusebius? How might these differences be accounted for? (You will need to consider the time of writing for Lactantius and Eusebius.) In what ways did Constantine deal with the Christian Church following his conversion if we can, indeed, call it conversion? Please note: This question is the same as the discussion questions for week 3.

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 written form at an intermediate 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 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 intermediate undergraduate level.

Participation
Due: **Ongoing**
Weighting: **20%**

Contributions to online discussions during the study period on a weekly basis and are based on questions which appear in a separate PDF available on the Ilearn site. The PDF contains the weekly questions and bibliographies for the whole unit. I will open the discussions on Monday mornings and you will have until the following Sunday evening to post responses. I will post summary comments on the discussions on the Monday and open the next week of discussions.

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 written form at an intermediate 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 written form.

Plan, revise and submit written work according to schedule.

Major Essay

Due: Friday, Week 13
Weighting: 50%

A research essay of 3,000 words. The question is as follows:

What in your view are the most significant aspects of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State develop during this period?

Given the word limit of 3,000 words, it would be best to choose a maximum of 3 significant aspects. You can choose more but it may be difficult to adequately deal with them given the word limit. The word limit does not include footnotes and the bibliography.

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 written form at an intermediate 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 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 intermediate undergraduate level.

Delivery and Resources

Staff Contact details

The Lecturer and Tutor for semester 1, 2017 is Dr Peter Edwell. (Rm. 516, W6A, e-mail address: peter.edwell@mq.edu.au).

Required Unit Materials

http://unitguides.mq.edu.au/unit_offers/79788/unit_guide/print


**Recommended**


Please note: This book goes in and out of print which is why it is not a required item. It is currently available via http://www.amazon.com. You may also be able to find good second-hand copies at http://www.abebooks.com.

**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 unlikely to be sufficient.

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

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**Unit Schedule**

**Week 1**

**Lecture:** General introduction to unit and the third century background

**Discussion:** Introductory discussions only in first week

**Week 2**

**Lecture:** The Tetrarchy and the Rise to Power of Constantine.

**Discussion:** Eusebius and the Great Persecution

**Week 3**

**Lecture:** Constantine as Sole Emperor: AD 324-337

**Discussion:** Eusebius and Lactantius: The Conversion of Constantine

**Week 4**
Lecture: The Sons of Constantine: Constantius II, Constantine II and Constans

Historiography and Ammianus Marcellinus (Professor Alanna Nobbs)

Discussion: Athanasius, *History of the Arians*

Week 5
Lecture: The Emperor Julian

Discussion: Themistius

Week 6
Lecture: From Valentinian to Theodosius I

Discussion: Sources on the death of Julian

Week 7

Lecture: "Romanitas" and the Barbarians (Associate Professor Andrew Gillett)
The Late Roman Army

Discussion: Ammianus Marcellinus on the Battle of Adrianople

Week 8
Lecture: Church/State relations in the fifth century

Discussion: Symmachus & Ambrose: The debate on the altar of victory

Week 9
Lecture: Rome and the church outside the Empire

Discussion: Codex Theodosianus

Week 10
Lecture: Monasticism in Late Antiquity

Discussion: Theodoret’s *Life of Simeon Stylites*

Week 11
Weekly lectures
In most weeks there are two lectures to listen to. In some weeks, for example week 11, there is only one lecture. Week 13 is a lecture which summarises the unit. Lectures will cover broader themes in relation to church and state in late antiquity.

Online discussions
Discussions are run on a weekly basis and are based on questions which appear in a separate PDF available on the Ilearn site. The PDF contains the weekly questions and bibliographies for the whole unit.

Written assessment
A short essay of 1,000 words due on Friday of week 6 at 5pm. The question is as follows: What is the context in which Constantine could be said to have been converted to Christianity? What differences do you note in the stories told by Lactantius and Eusebius? How might these differences be accounted for? (You will need to consider the time of writing for Lactantius and Eusebius.) In what ways did Constantine deal with the Christian Church following his conversion if we can, indeed, call it conversion? Please note: This question is the same as the discussion questions for week 3.

Written assessment
A research essay of 3,000 words. The question is as follows: What in your view are the most significant aspects of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State develop during this period? Given the word limit of 3,000 words, it would be best to choose a maximum of 3 significant aspects. You can choose more but it may be difficult to adequately deal with them given the word limit. The word limit does not include footnotes and the bibliography.
Policies and Procedures

Late Submission

Unless otherwise stated, late submission of written work will result in a deduction of 10% of the mark awarded for each week or part of a week beyond the due date, or date to which an extension has been granted.

Extension Request


The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

The disruption to studies policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

Serious and unavoidable disruption

The University classifies a disruption as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

If you feel that you've been impacted by a serious and unavoidable disruption to study situation, submit an application as follows:

1. Visit Ask MQ (https://ask.mq.edu.au) and use your OneID to log in via 'Current student domestic and international'
2. Under 'Forms' select 'disruptions' and fill in your relevant details.
3. Attach supporting documents by clicking 'Add a reply', click 'browse' and navigating to the files you want to attach, then click 'submit form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Review

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.

OUA Specific Policies and Procedures

OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

Applications for Special Circumstances are to be submitted to Open Universities Australia directly:


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


Disruption to Studies Policy 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/

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.
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
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://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/](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 written form at an intermediate 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 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 intermediate undergraduate level.

Assessment tasks

• Short Essay
• Participation
• Major Essay

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 written form at an intermediate 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 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 intermediate undergraduate level.

Assessment tasks

• Short Essay
• Participation
• Major Essay
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 written form at an intermediate 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 written form.
- Plan, revise and submit written work according to schedule.
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**Assessment tasks**

- Short Essay
- Participation
- Major Essay

**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 written form at an intermediate 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.
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Assessment tasks
• Short Essay
• Participation
• Major Essay

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 written form at an intermediate 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 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 intermediate undergraduate level.

Assessment tasks
• Short Essay
• Participation
• Major Essay

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 written form at an intermediate 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 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 intermediate undergraduate level.

**Assessment tasks**

- Short Essay
- Participation
- Major Essay

**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 written form at an intermediate 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.
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**Assessment tasks**

- Short Essay
- Participation
- Major Essay

**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 written form at an intermediate 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.
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- 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 intermediate undergraduate level.

**Assessment tasks**

- Short Essay
- Participation
- Major Essay

**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 written form at an intermediate 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.
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