



# AHIX221

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

S2 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

[peter.edwell@mq.edu.au](mailto:peter.edwell@mq.edu.au)

Contact via [peter.edwell@mq.edu.au](mailto:peter.edwell@mq.edu.au)

OUA Co-ordinator Ancient History

Kyle Keimer

[kyle.keimer@mq.edu.au](mailto: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](http://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

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 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.

## 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:

<https://www.mq.edu.au/public/download/?id=292059>

A PDF version of this document is also available on the unit iLearn page.

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

Name	Weighting	Hurdle	Due
<a href="#"><u>Short Essay</u></a>	30%	No	Week 6

Name	Weighting	Hurdle	Due
<u>Participation</u>	20%	No	Ongoing
<u>Major Essay</u>	50%	No	Friday, Week 13

## 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.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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 elements of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State develop and change during this period?

Given the word limit of 3,000 words, it would be best to choose a maximum of 3 significant elements. 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.

On successful completion you will be able to:

- 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 2, 2017 is Dr Peter Edwell. (Rm. 516, W6A, e-mail address: [peter.edwell@mq.edu.au](mailto:peter.edwell@mq.edu.au)).

## Required Unit Materials

Ammianus Marcellinus, *The Later Roman Empire*, AD 354-378, Penguin. **ISBN:** 9780140444063

Averil Cameron, *The Mediterranean World in Late Antiquity*, 2nd edition, Routledge, 2011. **ISBN:** 9780415579612

## Recommended

Averil Cameron, *The Later Roman Empire*, Fontana, 1993. **ISBN:** 9780674511941

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

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.

# 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**

**Lecture:** Anastasius to Justinian

**Discussion:** Pseudo-Joshua the Stylite

## **Week 12**

**Lecture:** Empresses, Church and State

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

## **Week 13**

**Lecture:** Unit Summary

**Discussion:** No discussion scheduled for this week

# **Learning and Teaching Activities**

## **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 elements of the relationship between Church and State from the fourth to the sixth centuries AD? How did the relationship between Church and State develop and change during this period? Given the word limit of 3,000 words, it would be best to choose a maximum of 3 significant elements. 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 - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

#### **Special Consideration Policy and Procedure** **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. 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

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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](#).

## 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 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.
- 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

## 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.
- 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

## 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.

- 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

## **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.
- 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

## 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

## **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.
- 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