



AHIX220

The Decline and Fall of the Roman Empire

S1 OUA 2019

Dept of Ancient History

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Disclaimer

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General Information

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Prerequisites

Corequisites

Co-badged status

Unit description

Learn about a key period of history, the late fourth to the late sixth centuries CE, often known as the Fall of Rome. This period represents the transition from the ancient world to the medieval period; as well as representing the 'end' of Antiquity, it is regarded as the period of the 'origin' of many European states. You will focus on the dynamics of imperial rule, the so-called barbarian invasions, and the establishment of the first western European states. You will also explore the use of historical documents as evidence not only for events but for society and beliefs, through reading texts written at the time that include political speeches and holy biographies.

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:

Knowledge of the historical period and its modern study: Students should gain a broad understanding of major historical developments in the western half of the Mediterranean and Europe from the late fourth to late sixth centuries; acquire a fundamental body of knowledge of key concepts, events, and figures of the period; gain a broad understanding of historiographic debates and constructs concerning the 'Fall of Rome,'

'barbarian invasion,' and related historiographic themes; and gain a detailed understanding of a particular historical issue or event examined in the student's Research Essay.

Understanding of historical materials: students should develop skills in analysing and discussing different types of documents, in order to identify their technical or genre-based aspects, to understand different types of discourses, and to extract data from them.

Disciplinary research skills: students should develop skills at identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources. Communication skills: Students should develop their oral and written communication skills, with particular

Communication skills: Students should develop their oral and written communication skills, with particular emphasis on the abilities to discuss complex material in public, to reflect on research and organise one's ideas, and to comprehend alternative views and respond to them profitably; and on the ability to construct sustained arguments in writing, supported by clear logic and detailed research.

General Assessment Information

Submission of Written Assignments:

Submission of Historical Genre Study, research Essay, and Exam: These written assignments are to be submitted through TurnItIn via the iLearn unit website.

Late Submission Penalty:

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.

Extensions: Barring genuine emergencies, extensions will not be granted without a valid and documented reason (e.g. medical certificate, counsellor statement), and should be sought in advance of the due date, not retrospectively. Bear in mind that all written assessment (document studies and essays) should be begun long before the due date; generally, an extension can't be given because of a problem which arises a day or two before the due date. If it is necessary to request an extension, please contact the lecturer well before the due date. Where an extension is granted, proof of work already undertaken may be required. Generally extensions will be made on a day-for-day basis (i.e. a medical certificate for three days will be basis for three days' extension).

Assignment tasks handed in early will be marked and returned with other papers (i.e. not before the due date).

Length policy: Essays exceeding or falling short of the specified word lengths will attract a penalty: divergences of more than 10% will attract a penalty of 10%.

Special Consideration Policy: see under **Policies and Procedures**.

Passing the unit: To pass this unit, students must achieve a mark of 50 or above.

Important Note on Final Marks: Please note, with respect to the marks you receive for work during the session, that the marks given are indicative only; final marks will be determined after moderation. See further the note on **Results** in the Policies and Procedures section below.

Please see under "Policies and Procedures" for policies on plagiarism.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|-----------------------|
| <u>Historical Genre Study</u> | 30% | No | Week 7 Monday 8 April |
| <u>Research Essay</u> | 30% | No | Week 11 Friday 24 May |
| <u>Examination</u> | 30% | No | Week 13 Sunday 9 June |
| <u>Discussion participation</u> | 10% | No | Throughout Weeks 1-13 |

Historical Genre Study

Due: **Week 7 Monday 8 April**

Weighting: **30%**

For full description, see iLearn site for the unit under "Assessment: Assessment 1: Historical Genre Study"

On successful completion you will be able to:

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- Understanding of historical materials: students should develop skills in analysing and discussing different types of documents, in order to identify their technical or genre-

based aspects, to understand different types of discourses, and to extract data from them.

- **Disciplinary research skills:** students should develop skills at identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources. **Communication skills:** Students should develop their oral and written communication skills, with particular
- **Communication skills:** Students should develop their oral and written communication skills, with particular emphasis on the abilities to discuss complex material in public, to reflect on research and organise one's ideas, and to comprehend alternative views and respond to them profitably; and on the ability to construct sustained arguments in writing, supported by clear logic and detailed research.

Research Essay

Due: **Week 11 Friday 24 May**

Weighting: **30%**

For full description, see iLearn site for the unit under "Assessment: Assessment 2: Research Essay"

On successful completion you will be able to:

- **Knowledge of the historical period and its modern study:** Students should gain a broad understanding of major historical developments in the western half of the Mediterranean and Europe from the late fourth to late sixth centuries; acquire a fundamental body of knowledge of key concepts, events, and figures of the period; gain a broad understanding of historiographic debates and constructs concerning the 'Fall of Rome,' 'barbarian invasion,' and related historiographic themes; and gain a detailed understanding of a particular historical issue or event examined in the student's Research Essay.
- **Understanding of historical materials:** students should develop skills in analysing and discussing different types of documents, in order to identify their technical or genre-based aspects, to understand different types of discourses, and to extract data from them.
- **Disciplinary research skills:** students should develop skills at identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources. **Communication skills:** Students should develop their oral and written communication skills, with particular
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Examination

Due: **Week 13 Sunday 9 June**

Weighting: **30%**

Examination: The at-home exam is two hours in duration and based on the content of the lectures, Research Activities, text-book, and readings. Wider reading is also expected in preparation for the exam. Further details on the iLearn site.

On successful completion you will be able to:

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Discussion participation

Due: **Throughout Weeks 1-13**

Weighting: **10%**

In weekly online discussions, students should engage with each other to discuss aspects of the weekly readings. The Tutor will moderate and guide discussions, but students should seek primarily to explore the texts together.

All students are expected to contribute to discussion in class every week, and to have prepared in advance by reading the texts for that week.

On successful completion you will be able to:

- Understanding of historical materials: students should develop skills in analysing and discussing different types of documents, in order to identify their technical or genre-based aspects, to understand different types of discourses, and to extract data from them.
- Communication skills: Students should develop their oral and written communication skills, with particular emphasis on the abilities to discuss complex material in public, to reflect on research and organise one's ideas, and to comprehend alternative views and respond to them profitably; and on the ability to construct sustained arguments in writing, supported by clear logic and detailed research.

Delivery and Resources

Lectures

Weekly lectures are available through the iLearn site for students to access.

Online Discussions

The unit will be conducted by online discussions each week of the Study Period. Your Tutor will outline the pattern of discussion but in general, note that it will be a rolling discussion: the Tutor will open a discussion topic to which students can post and respond throughout the week.

Readings

The Readings contains translations of texts from the period of this unit. Texts for Tutorials Weeks 3 to 6 relate directly to the topic of the first written assignment, the Historical Genre Study.

Note that each text has been provided with a short introduction with background information. These introductions are required reading and are assessable for the examination. They should not, however, be used as a source for either the Historical Genre Study or the Research Essay.

Tutorial readings for some weeks include "Optional additional readings." These will not be discussed in tutorials or assessed in the examination, but are provided as additional examples of works in genres relevant to the Document Study. Of course, all students are encouraged to read these additional texts, some of which (such as Sidonius Apollinaris) are of considerable historical significance.

Textbook

The textbook for this unit is:

- Stephen Mitchell, *A History of the Later Roman Empire*, 2nd edition (Wiley Blackwell, Oxford, 2015) (a second-hand copy of the first edition will be perfectly serviceable).

Using Mitchell, *A History of the Later Roman Empire*:

This text-book is set as a supplement to the lectures. One chapter (Chapter 2, “The Nature of the Evidence”) is also required reading for Assignment 1: the Historical Genre Study. The examination questions will be based on information from the text-book as well as from lectures and tutorials.

The unit iLearn site lists chapters to be read in association with each of the three modules on the unit. Students are expected to read the chapters as self-guided reading throughout the course of each module.

The book covers the eastern as well as western half of the Roman empire, from the late third to mid-seventh centuries, and so not all of the book is directly relevant to this unit. Most of Chapter 3 (one of the two main narrative chapters) covers material prior to the time-period examined in this unit; information from this chapter will not be included in the examination, but it is useful background to the period of this unit.

Additional Resources: Students who would like to have a more detailed narrative description of the period may wish to access the following book. It was previously set as the text-book for this unit but is now out of print. Despite its age, it remains the fullest narrative account of events. As well as being available in the Library, the full text is available on a public site on the Web:

J.B. Bury, *History of the Later Roman Empire*, 2 vols. (1923) Available at: Lacus Curtius (Prof. Bill Thayer, University of Chicago) <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/secondary/BURLAT/home.html>

A very valuable recent account of the period is:

Guy Halsall, *Barbarian Migrations and the Roman West, 376-568* (Cambridge University Press; Cambridge, 2007).

Submission of Assessments

All written assignments (Historical Genre Study, Research Essay, Examination) are to be submitted via Turnitin on the unit iLearn site.

Unit Schedule

Weekly schedule

| | |
|---------------|---|
| Week 1 | <u>Lecture</u> : <i>Introduction: Did Rome Fall or Was She Pushed?</i> <u>Discussion</u> : Introductions |
| Week 2 | Module I: The Emperor in the Later Roman Empire <u>Lecture</u> : <i>The Later Roman Empire: How It Worked</i> <u>Tutorial I</u> : <i>Historia</i> : Ammianus Marcellinus |

| | |
|-----------------------|---|
| <p>Week 3</p> | <p><u>Lecture</u>: <i>Bishops and Emperors</i></p> <p><u>Tutorial II</u>: Letters and Letter Collections: Ambrose of Milan</p> |
| <p>Week 4</p> | <p><u>Lecture</u>: <i>The Nature of Our Sources</i></p> <p><u>Tutorial III</u>: Panegyric: Claudian</p> |
| <p>Week 5</p> | <p>Module II: Romans and Barbarians</p> <p><u>Lecture</u>: <i>Romans and Barbarians to 376</i></p> <p><u>Tutorial IV</u>: Hagiography: Constantius, <i>The Life of St Germanus of Auxerre</i></p> |
| <p>Week 6</p> | <p><u>Lecture</u>: <i>Theodosius I and the Generalissimos</i></p> <p><u>Tutorial V</u>: Chronicles: Hydatius, <i>Chronicle</i></p> |
| <p>Week 7</p> | <p><u>Lecture</u>: <i>Alaric and the Sack of Rome</i></p> <p>(No tutorial this week)</p> <p><u>Historical Genre Study due: Monday, Week 7</u></p> |
| <p>Week 8</p> | <p><u>Lecture</u>: <i>The Barbarian Settlements</i></p> <p><u>Tutorial VI</u>: Confessio Augustine, <i>Confessions</i></p> |
| <p>Week 9</p> | <p><u>Lecture</u>: <i>The Last Generation of the Western Roman Empire</i></p> <p><u>Tutorial VII</u>: Confessio (and Letters) Paulinus of Pella, <i>Thanksgiving</i> (Sidonius Apollinaris, <i>Letters</i>)</p> |
| <p>Week 10</p> | <p>Module III: The Barbarian Kingdoms</p> <p><u>Lecture</u>: <i>The Barbarian Kingdoms: How They Worked</i></p> <p><u>Tutorial VIII</u>: Historia <i>The History of Theoderic</i></p> |
| <p>Week 11</p> | <p><u>Lecture</u>: <i>Theoderic of Italy, Justinian, Cassiodorus, Procopius, Jordanes</i></p> <p><u>Tutorial IX</u>: Consolatio Boethius, <i>The Consolation of Philosophy</i></p> <p><u>Research Essay due: Friday, Week 11</u></p> |

| | |
|----------------|--|
| Week 12 | <p><u>Lecture:</u> <i>After Empire: Identity and Culture</i></p> <p><u>Tutorial X:</u> Media News Columns and online blogs</p> |
| Week 13 | <p><u>Lecture:</u> <i>Wrap-up: 210 Causes of Rome's Fall</i></p> <p>(No tutorial this week)</p> <p><u>Examination due: Sunday Week 13</u></p> |

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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) 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

If you are a Global MBA student contact globalmba.support@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/.

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 outcome

- Disciplinary research skills: students should develop skills at identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources. Communication skills: Students should develop their oral and written communication skills, with particular

Assessment task

- Research 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

- Knowledge of the historical period and its modern study: Students should gain a broad understanding of major historical developments in the western half of the Mediterranean and Europe from the late fourth to late sixth centuries; acquire a fundamental body of knowledge of key concepts, events, and figures of the period; gain a broad understanding of historiographic debates and constructs concerning the 'Fall of Rome,' 'barbarian invasion,' and related historiographic themes; and gain a detailed understanding of a particular historical issue or event examined in the student's Research Essay.
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Assessment tasks

- Historical Genre Study
- Research Essay
- Examination

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 outcome

- Disciplinary research skills: students should develop skills at identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources. Communication skills: Students should develop their oral and written communication skills, with particular

Assessment tasks

- Historical Genre Study
- Research Essay
- Discussion participation

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 outcome

- Disciplinary research skills: students should develop skills at identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources. Communication skills: Students should develop their oral and written communication skills, with particular

Assessment tasks

- Research Essay
- Discussion participation

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 outcome

- Communication skills: Students should develop their oral and written communication skills, with particular emphasis on the abilities to discuss complex material in public, to reflect on research and organise one's ideas, and to comprehend alternative views and respond to them profitably; and on the ability to construct sustained arguments in writing, supported by clear logic and detailed research.

Assessment tasks

- Historical Genre Study
- Research Essay
- Examination
- Discussion participation

Changes since First Published

| Date | Description |
|------------|------------------|
| 15/02/2019 | revision of date |