Consular diptych of Honorius (406 CE)

A course offered by Geoff Nathan
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Course Details
After the Julio-Claudians, Rome’s first imperial dynasty, no other dynasty ruled as successfully as that of Theodosius I “the Great” and his heirs (379-457). Their presence and importance indeed extended well beyond the dynasty itself: their descendants continued to influence Mediterranean politics well into the sixth century CE. Of greater significance is their role in changing both the nature of dynasty and imperial rule in Rome, but also their presence as both halves of the Roman Empire moved in very different directions. The “triumph” of Christianity, the large-scale influx of Germanic “barbarians” into the Empire and the permanent split between Eastern and Western Rome all came under their nominal rule.

Units of Credit: Six (6)

Course Aims
ARTS3283 also seeks to fulfil third year requirements for History Majors, as well as prepare students who are interested in pursuing an Honours degree in the field of History. While it is generally meant for those who would like to do theses in topics related to the Ancient and Pre-modern eras, many of the topics have applicability to other fields. This course is also meant to aid students who are training to be secondary school history teachers.

Student Learning Outcomes
Students who have successfully completed the assessment tasks for this course can expect to have a good introductory knowledge of important issues about the history and historiography, methodology, and approaches to ancient history. They will moreover focus on the issue of dynasty as it applies to the political, religious and social realities of Late Antiquity. More broadly, this course will prepare students to think analytically and theoretically about the nature of change in an historical sense. For students who plan to do Honours in Pre-modern or World History, the course is specifically designed to aid them in the theoretical and methodological aspects of their work.

Caveat (PLEASE READ CAREFULLY):
This course assumes a good familiarity with Roman History at least the Second Year level. If you have not taken second year Ancient History or Archaeology, you will find this course extremely difficult (your HSC studies are unlikely to help). Second, by enrolling in this course, you are agreeing to complete all assessments and abide by all rules and policies set forth in this course outline.

Learning and Teaching Rationale
Different courses at different levels require different approaches. While you're undoubtedly familiar with the lecture and section teaching formats, third year courses are more advanced both cognitively and in terms of performance.

This third year course is structured as a seminar (see Teaching Strategies below). As such, the active engagement of all students is an important part of achieving success. But it also means that you will focusing on quite specific topics at a much more advanced level.

**Teaching Strategies**
Although this course has a short amount of lecturing at the start of each class, a far more important component of the course depends on the seminar portion. The lectures provide an introduction to the weekly topic. But most of class time will give students an opportunity to flesh out the issues in greater depth as well as discuss how the issues affect their specific topics. You collectively and as individuals will be responsible for the content of this course. As such, every student’s active participation is not only desirable, but also required.

**Course Schedule**
See pages 10-11

**Course Evaluation and Development**
Students will have the opportunity to comment upon the course and its staff, particularly through the Course and Teaching Evaluation and Improvement (CATEI) Process. Student evaluations and criticism is taken seriously in an attempt to constantly improve the quality of teaching at UNSW.

**Prescribed Texts**

**Course Website**
Some supplementary class materials will be available on Moodle/ Blackboard

**Suggested References: Texts**
- Loeb Classical Series (1889 -): the complete canon of Greek and Roman authors containing the original language on one page and an English translation on the facing page (UNSW has the complete collection)
- Av. Cameron et al., eds., The Cambridge Ancient History, volumes XIII (1997) and XIV (2001): complete synopsis of the late Empire from the death of Constantine (337) to 500 CE (Available online through the UNSW Library)
Philip Rousseau, A Companion to Late Antiquity (Oxford 2012) (Available online through the UNSW Library)

Suggested References: Websites
Bryn Mawr Classical Review: http://ccat.sas.upenn.edu/bmcr
Centre for Roman Studies: www.rdg.ac.uk/Roman/Studies/gate.html
De Imperatoribus Romanis (DIR): www.roman-emperors.org
ΔΙΟΤΙΜΑ (Diotima): Materials for the Study of Women and Gender in the Ancient World: www.stoa.org/diotima
Internet Ancient History Sourcebook: http://www.fordham.edu/halsall/ancient/asbook.html
Internet Medieval Sourcebook: www.fordham.edu/halsall/sbook.html
JSTOR, Electronic Classical Resources (through UNSW Library)
L’Année Philologique: (through UNSW Library)
Perseus Digital Library: www.perseus.tufts.edu
UNSW History Guide: http://subjectguides.library.unsw.edu.au/history

Suggested References: Classical Organisations
Australasian Society for Classical Studies: http://www.ascs.org.au
American Philological Association: www.apaclassics.org

A Note about the Library
The Library has a modest, but growing, collection of ancient history books, so special arrangements have been made to maximise student access to materials. Some material will be placed in the High Use Collection (HUC). But there has been considerable dislocation and reorganisation of the Library’s holdings, so expect some difficulties in accessing material. Sydney University’s Fisher Library has an excellent ancient history collection, and holds most of the specialist journals in the field. Therefore, expect to utilise resources other than our library to complete your research essay. The Ancient History Subject Guide is a good beginning point: http://subjectguides.library.unsw.edu.au/content.php?pid=28808&sid=270894

Assessment
Assessment is based on a class group presentation, a major research essay and presentation of research.

Please Note:
ALL ASSESSMENT TASKS must be completed to receive a passing mark. You must keep a copy of each essay submitted to the course co-ordinator.

Class Group Presentation  40%
Class group presentation: depending on student numbers, over the course of the session, students will complete one in-class presentation. Groups formed in the first week of class will present together sometime during the session. They will be peer-calibrated, so that a raw mark given by the instructor will be modified by group members evaluating the contribution of their group partners. Presentations will occur each week throughout the session.

Research Paper: This 3000-3500 word paper (10% overspill permitted) must be submitted by Friday, week 13. It is meant to be a research essay exploring the same aspect of the Theodosian dynasty.

Presentation of Research: Every student must describe their research project and paper in a short presentation before the class. Presentations will come in the twelfth week of classes (and into thirteen if not enough time).

Please note the following:
Anyone unfamiliar with proper history essay formatting should consult the History Essay Guide beforehand (available online in .pdf form at UNSW's School of Humanities and Languages website).

Assignment Submission
The cut off time for all assignment submissions in the School is 4pm of the stated due date.
2 assignment copies must be submitted for the research essay - 1 paper copy and 1 electronic copy.
All hard copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages due to assignments not being stapled properly.
In addition, a soft copy must be sent by 4pm on the due date via Moodle/Blackboard.

Assignment Collection
Assignments should be collected from your convenor (me) and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students request their assignment to be posted back to their home address.

Assignment Extensions
A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.
To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments
Assignments submitted after the due or extended date will incur a 5% penalty of the maximum marks available for that assignment. Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark.

Attendance
To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. Attendance will be taken

Expectations of Students
Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Academic Honesty and Plagiarism
You cannot copy or paraphrase someone else’s words without proper citation. You will earn a zero mark, and there will be no second chances. You are strongly advised to consult the policy of the university. Please access the following site: http://www.lc.unsw.edu.au/plagiarism/

Occupational Health and Safety Policy
UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. Students having any OHS concerns should raise them with their immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available on the School's noticeboard and at: http://www.hr.unsw.edu.au/ohswc/ohs/ohsms.html

Student Equity and Diversity
Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the SEADU (Ph: 9385 4734). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Student Grievances
The university is concerned that all students are treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the
course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. The current Officer is Dr. Susan Hardy. Further information about UNSW grievance procedures is available on the university website and in the Undergraduate Handbook.

Books on Reserve
The following items will be placed in the High Use Collection (HUC).

Primary sources:
Blockley, R.C., *Fragmentary Classicising Historians of the Later Roman Empire* (Liverpool, 1983)
*Chronicon Paschale* (Liverpool 1990)
Claudius Claudianus, *Opera* (Cambridge MA 1922)
Evagrius Scholasticus, *Ecclesiastical History* (Liverpool 2000)
*Liber Pontificalis (Book of the Popes)* (Liverpool 2001)
John Malalas, *Chronicle* (Melbourne 1990)
Marcellinus Comes, *Chronicle* (Sydney 1995)

*Also see the complete set of the Nicene and Postnicene Fathers series (P. Schaff and H. Wallace, eds., 1886-1900), especially “Series Two” which focuses on the fifth century CE: http://www.ccel.org/fathers.html

Secondary Sources:
TBA

Welcome!!!
Weekly schedule/ topics

Week one: Introduction to course

Week two: Dynasty and Rome

Week three: Sources for the Theodosian Dynasty

Week four: Theodosius the Great and imperial issues

Week five: The Western model: Honorius and the generalissimos

Week six: Arcadius and the growth of Byzantine state

Week seven: Making a virtue of necessity: Galla Placidia, Constantius III and Honorius

Week eight: Continuing virtue and necessity: Theodosius II and his women

Week nine: Ineffectuality of the Western model: Valentinian III

Week ten: Holiday

Week eleven: Carrying on the tradition: successors and Theodosians (Marcian, Anthemius, Olybrius, Huneric, Hilderic, Anicia Juliana)

Week twelve: Student Papers

Week thirteen: No class meeting

Aelia Eudoxia
Course Weekly Reading Assignments

Readings for Week Two:
Mitchell, ch. 1

Readings for Week Three:
Mitchell, ch. 2
Maas, ch. 1

Readings for Week Four:
Mitchell, ch. 3
Maas, ch. 2

Readings for Week Five:
Mitchell, ch. 4
Maas, ch. 11

Readings for Week Six:
Mitchell, ch. 5
Maas, ch. 4

Readings for Week Seven:
Mitchell, ch. 7
Maas, ch. 6

Readings for Week Eight:
Mitchell, ch. 8 and 10
Maas, ch. 7

Readings for Week Nine:
Mitchell, ch. 6
Maas, ch. 3

Readings for Weeks Ten-Eleven:
Mitchell, ch. 9
Maas, ch. 10

Readings for Weeks Twelve-Thirteen:
None
Our initial meeting will introduce students to the requirements of the course. Our first meeting will also discuss the format of a seminar, as well as giving some introductory comments on the course’s subject.

Students will also spend a short amount of time participating in deciding the format of the course for the term. Although there will be several core assessments for the session over the various weeks, students will also be deciding collectively on a number of the subjects covered and the manner of their treatment and presentation.
Week Two
Dynasty and Rome

The Roman imperial system by the time of Theodosius I’s rise to power had been in place for almost 400 years. The Principate established by Augustus had been created and developed mindful of the old Republic and honoured its political and historical traditions, if not necessarily the political realities of Rome’s pluralistic system. The events of third century CE—the so-called Third Century Crisis—radically changed the nature and tone of the imperial office and of the imperial government. The so-called Dominate, created by Diocletian and his not quite immediate successor, Constantine I, emphasised the significance of absolute rule. The emperor became a powerful and increasingly remote figure, the bureaucracy grew both in size and in prominence, and the government became the patron and defender of the newly legalized religion of Christianity.

All these changes—and many more—helped to shape the period of the late Roman Empire and also helped to form the environment for the massive political, religious and social changes that were to occur during the reign of the Theodosian emperors. We shall start our studies by getting a sense of the political culture of the Dominate, as well as problems with the system it created. The dynasty of Constantine will be of especial interest.

Readings for the week:
Mitchell, ch. 1

Possible topics to consider:
* Third Century Crisis
* Diocletian’s reforms
* Constantine and Christianity
* Constantine’s successors and the role of Julian the Apostate
* Prelude to the Theodosians: the place and significance of Adrianople (378)

Valentinian II (brother-in-law of Theodosius I)
One of the realities of the Theodosian era is the availability and variety of our primary sources. While there are “traditional” historical works that focus on the period—notably Zosimus, the Anonymous Valesianus and Marcellinus Comes (all of whom wrote in the late fifth or sixth century)—contemporary historical sources that survive tend to be fragmented.

But there are other materials. A second potential source of information includes other forms of literature: poetry, law and Christian writings all figure prominently in the 80 plus years of Theodosian dominance. The Liber Pontificalis (Book of the Popes), the letters of Sidonius Apollinaris and Symmachus, and Jordanes’ history of the Germanic peoples, Getica, must also be included. While these documents might not comment directly upon the emperors or their rules, they nevertheless served as reflections (sometimes laudatory, sometimes not) of the era and milieu within which they were written.

A third set of sources must come from the material culture. Art, archaeological evidence, inscriptions and coins are all useful and often under-utilised sources of information that can inform us about the cultural, social and economic realities of the new order.

This week, we shall explore the source material available to us today as well as question the way in which it can be used.

**Readings for the week:**
Mitchell, ch. 2
Maas, ch. 1

**Possible topics to consider:**
The sixth century historians
Christian documents: official acts, treatise church records, official correspondence, church histories
Poetry, private correspondence and oddities
Fragmentary and lost histories
Coinage:
Art and architecture in late antiquity

Interior of the Mausoleum of Galla Placidia
Week Four
Theodosius I and Imperial Issues

Theodosius came to power at an unsure and difficult time in the Empire’s history. In the wake of the Battle of Adrianople in 378, the emperor Valens had been killed, much of the Eastern army of Rome had been destroyed and Visigothic peoples with their allies wandered through what is now the modern Balkans. The Church, too, faced serious problems: the emperor Julian’s brief reign (361-3) had thrown Christian religion into disarray and had caused greater dissensions within its ranks and began active suppression of paganism. Finally, relative to the emperors co-ruling in the west, Theodosius’ position was tenuous: he might easily be removed if he failed to deal with the disastrous aftermath of Adrianople.

Theodosius proved up to the task. He was forced to make some difficult, but successful decisions to re-achieve political stability and security in the East and became an active supporter of the past and surviving members of the fledgling dynasty of Valentinian I. Such was his success that he was able to successfully prosecute a war against a usurper in the West and for the last time was able to unite both halves of the Roman Empire under a single rule. Perhaps most notable was his decision, too, to close once and for all of Rome’s temples to the old religion. Although not a technical outlawing of pagan belief and practice, it would no longer be allowed in the public sphere.

This week is an exploration of this transformative period. We shall focus on aspects of Theodosian accession to power, the way in which familial kinship helped to cement the two and create a new dynasty, and the changing nature of the imperial office.

Readings for the week:
Mitchell, ch. 3
Maas, ch. 2

Possible topics to consider:
* Primacy of Christianity, and role of the emperor
* Reconstruction of the Eastern Empire
* Dynastic preparations, past, present and future: Arcadius, Honorius, Serena and Galla Placidia

Missorium of Theodosius
Week Five
The Western model: Honorius and the generalissimo

The political settlement of the West at the death of Theodosius in January of 395 presented Rome with a problem it occasionally faced throughout its long history with imperial rule: an underage claimant to the throne. Like Nero, Elagabalus and more recently Valentinian II, Honorius could be emperor in name only: at the age of ten, he was both legally a minor and unsuitable to rule.

Still in his minority, his father’s magister militum (general), Stilicho, assumed a quasi-legal guardianship of the boy emperor and tried (unsuccessfully) to extend that authority over Honorius’ elder brother in the East, Arcadius. The reality was that until his death in 408, Stilicho ran the state and employed a number of techniques to maintain his control. As an ineffectual ruler even as an adult, it provided the opportunity for a new “servant” to take power, but also provide the model for the new political realities of the west: emperors mostly in name only as generalissimos took control and direction of the state.

This week will be actively concerned with the establishment of the Theodosian house as legitimate, but also the creation of the puppet emperors that came to characterize the west. Also considered must be the way in which the political problems of the day—notably the first full-scale incursion of Germanic peoples in the western Empire—helped to create this system.

Readings for the week:
Mitchell, ch. 4
Maas, ch. 11

Possible topics to consider:
*The Altar of Victory and pagan holdouts
*The establishment of Ravenna
*The sack of Rome (410)
*Foederati and the Visigoths
*Generalissimos and pretenders

Stilicho, his wife Serena and son Eucherius
Week Six
Arcadius and the growth of the Byzantine state

The story of Theodosius’ successor in the East, his elder son Arcadius, had one similar component to that of Honorius in the West: Arcadius proved to be an ineffectual ruler, willing to let others guide his administration and rule. There the similarities ended there. While the Theodosians in Italy saw the creation of a military elite who dominated politics, Constantinople came to be dominated by the civil service that had its origins in the political reforms of Diocletian and Constantine in the previous century. The imperial court, along with imperial ritual, eclipsed the emperor himself.

But important changes began in the Arcadius’ reign as well. A pulling away from the West began, as did the inaccessibility of the emperor. The Christianity that his father and most emperors in the fourth century had patronised, now became increasingly an important in defining what a good emperor was as a emperor as much as what actions he took in that religion’s name. And even more than in the West and Galla Placidia’s role in its politics, the rise of a new coterie of Theodosian women, who increasingly took more public roles. In short, in his thirteen-year rule, Arcadius not only protected and established the primacy of the Theodosian house, but also helped to redefine the Empire and emperor.

This week, the role and place of the imperial capital will be one of the key foci in terms of establishing a locus of power, politically and religiously. The place of Christianity will also be examined, especially with increasing influence of Patriarchate of John Chrysostom and his successors. Finally, we need to look at the role of the imperial bureaucracy and how it reshaped the office of emperor.

Readings for the week:
Mitchell, ch. 5
Maas, ch. 4

Possible topics to consider:
*The role of the emperor
*Theodosian women
*Reforms in the East: security and law
*East-west relations
Week Seven
Making a virtue of necessity: Galla Placidia, Constantius III and Honorius

Stilicho’s primacy and that of the general Constantius over the Roman state in the West and Honorius were both successful because both had proved fairly adept military leaders and even more adept political ones. Both tied themselves to the Theodosian cause in part because of the family’s origins in Spain, but in part, too, because of the place and prestige of Theodosius I, by the 420 being recalled as Theodosius the Great. The political and military tribulations had given them the opportunity to arise, their skills allowed them to keep power. The legitimacy and prestige of the House of Theodosius both augmented their place, but also hid to a degree their own de facto control of the state.

But another player in the west was significant, the daughter of Theodosius I’s second wife. Galla Placidia had been raised in the house of Stilicho and his wife, Serena, had been taken from Rome by the Visigoths in the sack of Rome in 410 and had for several years been married to the Visigothic king Ataulf before being returned to Rome and her family.

Her return provided the opportunity for a new fusion of a now established imperial house and the practicalities of the military and political pressures beginning to build in the west.

Readings for the week:
Mitchell, ch. 7
Maas, ch. 6

Possible topics to consider:
* Galla Placidia’s role in her early years
* Constantius III before and after marriage
* East-west relations: Political realities in the West and the Eastern Court
* Managing the political problems in the wake of 410
* The concept of Romanitas and the emperor

Consular diptych of Constantius III (414 or 417)
Week Eight

More virtue and necessity: Theodosius II and his women

The birth of Theodosius II in April of 401 was an event marked with considerable enthusiasm and happiness, both in the imperial house and amongst the people of Constantinople in general. A scant eight months later, the infant was given the title of Augustus, the youngest emperor in Roman history. At his father's death in 408, however, the boy was still only seven years of age.

His regency, dominated by his elder sister, Pulcheria, had enormous impact upon his reign and how the office of the emperor changed. His sister and later his wife, Aelia Eudocia, would largely dominate Theodosius II in adulthood. Like his father and uncle, he remained largely a ceremonial figure, but he would reign unchallenged an impressive 42 years.

That said, enormous changes in the East and the Empire in general occurred during his reign. The rise of new religious controversies and splits between East and West over religion insured the emperor became far more involved in religious affairs. Military affairs with the Persians, the Huns and the Vandals also commanded the emperor’s attention. And major new initiatives in the security of the East meant the establishment of a Roman state that essentially left the West on its own.

This week, then, will be focused on a whole range of issues related to one of the longest ruling emperors in Roman history.

Readings for the week:
Mitchell, ch. 8 and 10
Maas, ch. 7

Possible topics to consider:
*The role of the emperor
*Theodosian empresses; Pulcheria and Marcian
*Reforms in the East: security and law
*East-west relations
*Orthodoxy, heresy and law
Week Nine
Ineffectuality of the Western model: Valentinian III

After the political disagreements between Honorius and Galla Placidia, wherein the latter had to flee to her nephew in Constantinople in 423, the death of the Western emperor left Ravenna in disarray. A pretender came to the throne and there was no direct heir. Theodosius II reluctantly agreed to install his cousin, Valentinian III, on the western throne, especially when a pretender tried to establish his own place in the western capital of Ravenna. The young emperor and his mother returned to the West at the head of an Eastern imperial army, where the young boy was quickly recognized as the legitimate heir to his uncle.

Valentinian “reigned” for thirty years unopposed. But during that time, the Western Empire largely dissolved, being replaced by a patchwork of Germanic kingdoms, some friendly, many not. Like his fellow Theodosian emperors, he was largely the puppet of others around him: first, Galla Placidia and later the general, Flavius Aetius. His assassination was also punctuated by the rise of the papacy as an important political force.

This week we shall consider the role of those who served the last clear descendant of Theodosius I in the west and the political and cultural fallout of his reign.

Readings for the week:
Mitchell, ch. 6
Maas, ch. 3

Possible topics to consider:
* Loss of the west
* East and West and Licinia Eudoxia
* Attila and the Huns
* Rise of the Papacy and Leo I

Galla Placidia, Valentinian III and Honoria Grata
Week Ten
Labour Day

No class.

Week Eleven
Carrying on the tradition: successors and Theodosians

When Valentinian III was assassinated in 455, the Theodosian dynasty came to an end. Although Marcian would marry Theodosius II’s sister Pulcheria and reign until 457, the dynasty officially had lived out its usefulness.

That does not mean, however, that the Theodosian family was no longer significant. In the East, the West and the Vandal kingdom, the Theodosians continued to play highly prominent roles among the aristocracy and the imperial throne. Particularly the daughters of Valentinian III and Licinia Eudoxia would be married off to holders of thrones throughout the Empire. The stepdaughter of Pulcheria would be married to one of the last emperors of the West. All the way into the sixth century, Theodosians such as Anicia Juliana would still aim at the imperial throne.

This week, we shall look at both the legacy of the Theodosian dynasty in the Late Antique world as well as examine the place and activities of surviving members of this extended family.

Readings for the week:
Mitchell, ch. 9
Maas, ch. 10

Possible topics to consider:
*Why Theodosians still?
Theodosians and orthodoxy
Theodosians and the Vandals
Placidia and Olybrius
Anicia Juliana
The legacy in word, art and stone

Aelia Flacilla (mother of Honorius and Arcadius)
Week Twelve
Student papers

For our final class, students will present their work to their fellow students. Part of a seminar is taking the time and energy to offer an oral synopsis of your work and findings. Each student will get ten minutes to briefly outline their work, what questions they asked and what their findings were. Students should be able not only to summarize their work intelligently, but also expect and field questions, both from their fellow students and their instructor. Students will have several extra days to incorporate these remarks before their essay is due.

The successful oral presentation of your paper will count for 10% of the final mark received on the essay.

Bust of Anicia Juliana (Granddaughter of Valentinian III and great-granddaughter of Theodosius II)
Notes for a Successful Major Essay

The major essay will require the student to do a substantive amount of research on area of his or her choice. A project must be chosen by week five and agreed to by the course instructor. Please also note the penalties for late work on page six of this course guide. If there are emergencies or illnesses towards the end of term, inform your instructor sooner than later.

The essay is to be 3000-3500 words in length, with a ten percent “overspill” permitted. Papers that exceed the word count will lose points. The essay is worth 50% of your final mark. In addition, 10% will be assessed on the presentation of your topic in the twelfth week of class.

The essay is to be scholarly in nature. It will not only explore an important research area of the students’ choice, it will engage with the modern scholarship associated with your topic, as well as doing serious work with the primary sources. What the student chooses is entirely up to him or her, but must be cleared by your instructor. Possible topics might include looking at the propaganda of dynasty in Rome, political and religious issues/problems, focusing on the approaches to rule by a single individual, etc.

Like any good essay, the paper should have a clear thesis and argument. It should include a good balance of analysis and evidence. All sources must be properly cited (see plagiarism above). As ARTS 3283 essentially is an advanced third year course, your essay must use a minimum of twelve (12) sources, drawn from monographs, articles, websites and other academically worthy sources. It is also expected that when a student needs to refer to ancient sources, that he or she actually look at and use those sources instead of regularly relying on the modern scholarship.

Moreover, the major essay must be well written and properly formatted for a History essay. If you are unsure about this, please refer to the Little Red Booklet, available online on the School of Humanities and Languages’ webpage: http://humanities.arts.unsw.edu.au/student-resources/essay-guides/ Because this is a 3000 level course, your writing and use of the proper conventions of expository writing will count towards your mark. I will look at all rough drafts, outlines and the like, and happy to make comments on them up through the end of the tenth week.

Finally, citing ancient sources is slightly different from citing modern ones. In most circumstances, you use the ancient notation system, not the modern one. That is because different editions of ancient sources vary greatly. This example is taken from the same edition:

RIGHT: Ammianus Marcellinus, *Res Gestae* xvi:37