

School of Humanities and Languages

ARTS 3283, Dynasties: The Theodosians Session Two, 2014



Cameo of Galla Placidia, Valentinian III and Honoria

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1. Course Staff and Contact Details			
Course Convenor			
Name	Geoffrey Nathan	Room	Morven Brown 363
Phone	58014	Email	g.nathan@unsw.edu.au
Consultation Time	Mondays 14:00-16:00		
Lecturer			
Name	As above	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	As above	Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>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 moving both halves of the Roman Empire 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. This course examines the last great imperial dynasty of the Roman Empire.</p> <p>Note: 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 may find this course extremely difficult (your HSC studies are unlikely to help).</p>
Course Aims	<ol style="list-style-type: none"> 1. Impart an understanding of Late Antiquity, approximately from 350-525 CE 2. Introduce students to the historiography of Late Antiquity 3. Improve students' ability to the conduct independent research. 4. Develop critical reasoning skills, focussing on analysis of primary and secondary sources.

	5.	Improve oral and written expression.
	6.	Improve intermediate research skills.
	7.	Prepare students for more advanced study, and create a deeper interest for history in general
Student Learning Outcomes	1.	Students who have successfully completed 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.
	2.	Knowledge of European geography, focussing on the Mediterranean region.
	3.	Ability to locate and employ a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles).
	4.	Ability to analyse and critically assess primary and secondary sources (online and print).
	5.	Improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical, not merely descriptive or narrative.
	6.	Appreciate a range of current historiographical perspectives related to Late Antique imperial power.
Graduate Attributes	1.	History: Demonstrate an understanding of at least one period or culture of the past.
	2.	History: Identify and interpret a wide variety of secondary and primary materials.
	3.	History: Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
	4.	History: Analyse historical evidence, scholarship and changing representations of the past.
	5.	History: Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form
	6.	History: Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.
	7.	History: Show how history and historians shape the present and the future.

3. Learning and Teaching Rationale

Different courses at different levels require different approaches. This course will be centred on the three-hour seminar format. Although this course has a small amount of lecturing, a far more important component of the course depends on you. The lectures often provide an introduction to a weekly topic. 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.

The nature of the lectures is meant to deliver a number of specialised issues and broad information in an understandable way. The seminar, however, allows students to have an opportunity to lead the class and present in-depth the issues relevant to each week's topic. It is meant to be much more freeform and permit students to take a much more direct approach to what they learn. Active participation is necessary.

4. Teaching Strategies

The introductory lecture (usually 30-40 minutes max) will deliver some content, primarily factual, although occasionally historiographical. After the first two introductory weeks, they will focus on more specialised areas of knowledge directly related to each week's topic.

The seminar portion (approximately 2 hours) will be entirely student run. In the first week or two, students will be assigned to groups and from that time on work together to put together one weekly presentation for the course. It is designed for students to try a series of presentation of teaching techniques. These might include: formal presentations, class discussions, group work focussing on primary sources/material culture, role-playing, trivia, etc. Students should expect to spend considerable time putting together these presentations. It depends on active involvement of all participants.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Group presentation	2-2.5 hour	40%	1, 3-6	1-6	Mondays, weeks 3-11
Research Essay	3500 words	50%	1-6	1-7	Monday, Week 13
Presentation of research	5-10 minute presentation	10%	1, 5-6	1, 5	Monday, week 12 (and 13 if necessary)

1. The cut off time for the assessment submission in **Moodle** is 5 pm of the stated due date.

2. The research essay will be submitted electronically only via **Moodle**.
3. Essays will be marked electronically and grades posted online.

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. Students will receive written feedback in the following week.

Research Paper: A 3500 word paper (10% overspill permitted) must be submitted by Wednesday, Week 13. It is meant to be a research essay exploring the some 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).

NOTE:

1. **All assessments must be attempted. Failure to attempt all assessments may result in a final failing mark.**
2. **You must keep a copy of your essay submitted to the course coordinator.**

Formal Examination

This class has no formal examination

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend fewer than 80% of their possible classes, they may fail the course (UF).

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

Course clashes are not permitted in this class.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Group Content	Readings
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One	Introduction	Introduction to the course; course coverage and requirements	No group presentations	No readings
Two	Dynasty and Rome	Review of Roman imperial history from Augustus to the fourth century CE.	No group presentations	Mitchell, ch. 1
Three	Sources for the Theodosian Dynasty	Using literary sources and material culture	Group presentation topics: 6 th century historians; Christian documents: official acts, treatise church records, official letters, church histories; poetry and private letters; literary oddities; late antique art and architecture	Mitchell, ch. 2 Maas, ch. 1
Four	Theodosius I and Imperial issues	Rise of Christianity and the “Struggle” between Christian and “Pagan”; the appearance of Germanic peoples	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	Mitchell, ch. 3 Maas, ch. 2
Five	The Western model: Honorius and the generalissimo	Boy Emperors and Empire	The Altar of Victory and pagan holdouts; the establishment of Ravenna; The sack of	Mitchell, ch. 4 Maas, ch. 11

			Rome (410); Foederati and the Visigoths; generalissimos and pretenders	
Six	Arcadius and the growth of the Byzantine state	Imperial and Church Offices	The role of the emperor; Theodosian women; Church and state; reforms in the East: security and law; East-west relations	Mitchell, ch. 5 Maas, ch. 4
Seven	Making a virtue of necessity: Galla Placidia, Constantius III and Honorius	The historiography of the Germanic people	Galla Placidia's role in her early years; Constantius III before and after marriage; East-West relations: Political realities in the Western and the Eastern Courts; managing the political problems in the wake of 410; the concept of <i>Romanitas</i> and the emperor	Mitchell, ch. 7 Maas, ch. 6
Eight	More virtue and necessity: Theodosius II and his women	Fifth century developments in Christianity, East and West	The role of the emperor; Theodosian empresses; Pulcheria and Marcian; reforms in the East: security and law; East-West relations; orthodoxy, heresy and law	Mitchell, ch. 8 and 10 Maas, ch. 7
Nine	Ineffectuality of	End of a	Loss of the	Mitchell, ch. 6

	the Western model: Valentinian III	Dynasty?	West; East and West and Licinia Eudoxia; Attila and the Huns; rise of the Papacy and Leo I	Maas, ch. 3
Ten	No Class	No Class	No Class	No readings, but get to work on your research essays.
Eleven	Carrying on the tradition: successors and Theodosians	Succeeding the dynasty	Why Theodosians still? Theodosians and orthodoxy; Theodosians and the Vandals; Placidia and Olybrius; Anicia Juliana; The legacy in word, art and stone	Mitchell, ch. 9 Maas, ch. 10
Twelve	Student Presentations	Student Presentations	Student Presentations	No readings
Thirteen	No Class	No Class	No Class	No readings

9. Course Resources

Textbook Details

All required course readings are available through the UNSW Bookstore

Stephen Mitchell, *A History of the Later Roman Empire. 284-641* (Oxford 2006)

Michael Maas, *Readings in Late Antiquity* (2nd ed., London and New York 2010)

Some supplementary class materials will be available on **Moodle**

Synoptic/Reference Resources

Loeb Classical Series (1889 -): the complete canon of Greek and Roman authors containing the original language on one page and English translations on the facing page (UNSW has the complete collection)

G. Bowersock, P. Brown *et al.* eds., *Late Antiquity. A Guide to the Postclassical World*, Harvard (1999): a collection of essays on aspects of Late Antiquity combined with a series of short encyclopaedia entries

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)

Simon Hornblower and Antony Spawforth, eds. *The Oxford Classical Dictionary*, 3rd ed., Oxford (1996). (Available **online** through UNSW Library): excellent reference encyclopaedia with bibliographies

E. Jeffreys, *The Oxford Handbook of Byzantine Studies*, Oxford (2008): a series of essays covering aspects of Byzantine history, historiography and methodology. While focussed on the later period, still much information on Late Antiquity.

A.H.M. Jones and J. Martindale, *The Prosopography of the Later Roman Empire*, vol. 1 (268-395) and vol. 2 (395-527) Cambridge (1970 and 1980): a complete bibliographic encyclopaedia of all known aristocratic individuals in Late Antiquity; **invaluable research tool**. There is also a vol. 3 (527-641) Cambridge (1992).

Alexander Kazhdan, ed., *The Oxford Dictionary of Byzantium*, Oxford (1991) (Available **online** through the UNSW Library)

Philip Rousseau, *A Companion to Late Antiquity* (Oxford 2012) (Available **online** through the UNSW Library)

John Sheppard, ed., *The Cambridge History of the Byzantine Empire* (2009) (Available **online** through the UNSW Library)

Richard J.A. Talbert, *Barrington Atlas of the Greek and Roman Worlds*, Princeton (2000): the first and most complete atlas of the ancient world in over a century.

G. Woolf, ed., *The Cambridge Illustrated History of the Roman World*, Cambridge (2003): excellent visual guide to the ancient world with very good commentary.

Books on reserve at High Use Collection (HUC):

[http://searchfirst.library.unsw.edu.au/primolibweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=ARTS3283](http://searchfirst.library.unsw.edu.au/primolibweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=ARTS3283)

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

(Classical Organisations)

Australasian Society for Classical Studies (ASCS): <http://www.ascs.org.au>

Australasian Association for Byzantine Studies (AABS): <http://www.aabs.org.au>

American Philological Association (APA): www.apaclassics.org

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be 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. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.