

## COURSE OUTLINE

### THE WORLD OF LATE ANTIQUITY

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	6 <sup>TH</sup>
<b>COURSE TITLE</b>	THE WORLD OF LATE ANTIQUITY		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>																
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the significance of Late Antiquity as an autonomous period and as the foundation for subsequent developments in Western Europe, Eastern Europe, and the Near East</li> <li>• Understand and interpret the dominance of the major monotheistic religions of the Mediterranean</li> <li>• Summarize the main transformations that give Late Antiquity its distinct identity</li> <li>• Apply their knowledge to analyze various issues in ancient history</li> <li>• Use primary and secondary sources related to the study of Late Antiquity</li> <li>• Utilizedigitaldatabases</li> <li>• Classify, evaluate, and analyze relevant primary sources</li> <li>• Combine literary, archaeological, and epigraphic evidence</li> </ul>																
<p><b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information, ICT Use</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>	<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Sustainability</i>	<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Critical thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Production of new research ideas</i>	
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<ul style="list-style-type: none"> <li>• Search, analysis, and synthesis of data and information, using the necessary technologies <ul style="list-style-type: none"> <li>• Independent work</li> <li>• Teamwork</li> </ul> </li> </ul>																

- Respect for diversity and multiculturalism
- Promotion of free, creative, and inductive thinking
- Practice of critical thinking

### 3. COURSE CONTENT

1	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to students and presentation of the course content, objectives, learning outcomes, and requirements</li> <li>• What is Late Antiquity?</li> <li>• Overview of contemporary research, bibliography, methodology, historiographical models</li> <li>• Primary sources for the study of Late Antiquity</li> <li>• The world of Late Antiquity: decline or transformation?</li> </ul>
2	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup>-3<sup>rd</sup> CE</li> </ul>	<ul style="list-style-type: none"> <li>• The Eastern and Western Mediterranean in the 2nd century AD: aspects of political history, society, economy, culture</li> <li>• The cities of the Greco-Roman Empire: administration, officials, and the formation of public space</li> </ul>
3	<ul style="list-style-type: none"> <li>• The crisis of the 3<sup>rd</sup> c. CE</li> </ul>	<ul style="list-style-type: none"> <li>• The Germanic tribes</li> <li>• Causes and consequences of the crisis</li> <li>• Diocletian</li> <li>• Diocletian's reforms</li> <li>• Constantine</li> </ul>
4	<ul style="list-style-type: none"> <li>• The 4<sup>th</sup> c. CE</li> </ul>	<ul style="list-style-type: none"> <li>• The reforms of Constantine</li> <li>• The successors of Constantine</li> <li>• Theodosius I</li> </ul>
5	<ul style="list-style-type: none"> <li>• The 5<sup>th</sup> c. CE in the East and the West</li> </ul>	<ul style="list-style-type: none"> <li>• Theodosius II and the Eastern Empire</li> <li>• The world of the West</li> <li>• The fall of Rome and the end of civilization?</li> <li>• The administrative division of the Western Empire and the roots of the modern states of the West</li> </ul>
6	<ul style="list-style-type: none"> <li>• The late antique emperor <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of the Roman emperor in Late Antiquity</li> <li>• Changes and continuities, major milestones</li> <li>• The palace and the court</li> <li>• Elements of administration</li> </ul>
7	<ul style="list-style-type: none"> <li>• Julian and Hellenism</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of Hellenism: a diachronic overview</li> <li>• Julian: biographical details and work</li> <li>• Julian's reforms</li> <li>• The legacy of Julian – Hellenism in Late Antiquity</li> </ul>
8	<ul style="list-style-type: none"> <li>• Pagans and Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Trends in religious thought</li> <li>• The rise, development, and spread of Christianity</li> <li>• Early Christianity</li> <li>• Orthodoxy and heresy</li> <li>• Christians, pagans, and Jews</li> <li>• Monks, monasteries, and ascetics</li> </ul>
9	<ul style="list-style-type: none"> <li>• The body and sexuality in Late Antiquity – epidemics and pandemics</li> </ul>	<ul style="list-style-type: none"> <li>• A brief historical overview of the perception of the body from the classical world to Late Antiquity</li> <li>• The influence of Christian and Jewish thought and ethics on the perception of the body and the self</li> <li>• Christianity and sexuality</li> <li>• The suffering body</li> <li>• Diseases, epidemics, and the advancement of</li> </ul>

		<ul style="list-style-type: none"> <li>medicine</li> <li>Epidemics, pandemics, and public life</li> </ul>
10	<ul style="list-style-type: none"> <li>The Late Antique City (Part I)</li> </ul>	<ul style="list-style-type: none"> <li>City administration</li> <li>Euergetism</li> <li>Material culture</li> <li>Entertainment in the cities of Late Antiquity</li> <li>Spectacles</li> </ul>
11	<ul style="list-style-type: none"> <li>The Late Antique City (Part II)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Constantinople, Rome, Alexandria</li> <li>Elements of topography</li> <li>Art in the urban landscape</li> <li>Transformations of public space</li> <li>Violence in the cities of Late Antiquity</li> </ul>
12	<ul style="list-style-type: none"> <li>Late Antique Philosophy</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>The late antique philosophical schools</li> <li>Developments in Platonism</li> <li>Late Platonism: content, representatives, transformations</li> <li>Plotinus and his school</li> <li>Pagan philosophers in the West and East</li> <li>Hypatia</li> <li>Alternative choices: Hermeticism, Gnosticism, mysticism, magic</li> </ul>
13	<ul style="list-style-type: none"> <li>Summary</li> </ul>	<ul style="list-style-type: none"> <li>Recap</li> <li>Addressing questions</li> <li>Student feedback</li> </ul>

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>Lectures</li> <li>Active learning (hands-on learning) - Experiential learning</li> <li>Collaborative learning</li> </ul>																						
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>PPT presentations</li> <li>Teaching material, announcements and communication through the eClass platform</li> <li>Student study of supplementary material related to course content</li> <li>Communication with students via email</li> </ul>																						
<p style="text-align: center;"><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Seminar</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Field-trip</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Independent study</td> <td></td> </tr> <tr> <td>Progress assessments</td> <td></td> </tr> <tr> <td>Exam preparation</td> <td style="text-align: center;">72</td> </tr> <tr> <td>Self-assessment exercises</td> <td></td> </tr> <tr> <td>Interactive activities</td> <td></td> </tr> <tr> <td>Written exam</td> <td style="text-align: center;">3</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>120</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Seminar	3	Field-trip	3	Independent study		Progress assessments		Exam preparation	72	Self-assessment exercises		Interactive activities		Written exam	3	<b>Total</b>	<b>120</b>
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<p style="text-align: center;"><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,</i></p>	<p>Formative</p> <p><b>Evaluation Language:</b> Greek (English for Erasmus students) <b>Written Examination</b> (100% of final grade)</p> <p><b>Optional Components:</b></p>																						

*Clinical examination of a patient, Artistic interpretation, Other/Others*

*Please indicate all relevant information about the course assessment and how students are informed*

1. Individual Written Assignment (30% of the final grade)
2. Progress Check (5% of the final grade)

**Format of the Written Examination:**

- 10 True or False questions (10/100)
- 10 multiple-choice questions (10/100)
- 2 fill-in-the-blank texts (20/100)
- 2 analytical essay questions (2x30 points)

## 5. SUGGESTED BIBLIOGRAPHY

- Αθανασιάδη, Π. 2017. Η Άνοδος της Μονοδοξίας στην Ύστερη Αρχαιότητα. Αθήνα: Εστία
- Αθανασιάδη, Π. 2005. Ιουλιανός. Μία βιογραφία. Αθήνα: ΜΙΕΤ
- Bowersock, G. 2000. Ο Ελληνισμός στην Ύστερη Αρχαιότητα. Μετάφραση: Μ. Ι. Γιόση. Αθήνα: ΜΙΕΤ
- Brown, P. 1998. Ο Κόσμος της Ύστερης Αρχαιότητας, 150-750 μ.Χ. Αθήνα: Αλεξάνδρεια
- Cameron, A. 2000. Η Ύστερη Ρωμαϊκή αυτοκρατορία. Μετάφραση: Ι. Κράλλη. Αθήνα: Καρδαμίτσα
- Chuvin, P. 2004. Οι τελευταίοι εθνικοί. Ένα χρονικό της ήττας του παγανισμού. Μετάφραση: Ο. Χειμωνίδου. Θεσσαλονίκη: Θύραθεν
- Δεληγιαννάκης, Γ. Ν. (επιμ.) 2020. Τι είναι η ύστερη αρχαιότητα. Συναγωγή μελετών για τον υστερορωμαϊκό κόσμο. Αθήνα: Ηρόδοτος
- Dodds, E. R. 1995. Εθνικοί και Χριστιανοί σε μια εποχή αγωνίας. Από τον Μάρκο Αυρήλιο ώς τον Μ. Κωνσταντίνο. Μετάφραση: Κ. Αντύπας. Αθήνα: Αλεξάνδρεια
- Garnsey, P., Saller, R. 2011. Η ρωμαϊκή αυτοκρατορία. Οικονομία, κοινωνία και πολιτισμός. Μετάφραση: Β. Ι. Αναστασιάδης, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης
- HollandSmith J. 2012. Ο Θάνατος του Αρχαίου Κόσμου. Μια ιστορία της Ύστερης Αρχαιότητας. Μετάφραση: Κ. Δεσποινιάδης, Ε. Μητούση. Θεσσαλονίκη: Θύραθεν
- Καμάρα, Α. 2003. Η Αντιπαγανιστική Νομοθεσία της Ύστερης Ρωμαϊκής Αυτοκρατορίας μέσα από τους κώδικες. Αθήνα: Κατάρτι
- Mackay, C. S., 2013. Αρχαία Ρώμη. Στρατιωτική και Πολιτική Ιστορία. Μετάφραση: Δ. Γ. Ζάννη. Αθήνα: Παπαδήμας
- Sartre, M. 2012. Ρωμαϊκή Αυτοκρατορία. Οι ανατολικές επαρχίες από τον Αύγουστο μέχρι τους Σεβήρους. Μετάφραση: Κ. Μεϊδάνη. Αθήνα: Καρδαμίτσα
- Veigne, P., Η Ελληνορωμαϊκή Αυτοκρατορία. Αθήνα: Βιβλιοπωλείον της Εστίας
- Veigne, P. Όταν ο κόσμος μας έγινε χριστιανικός (312-394 μ.Χ.). Αθήνα: Βιβλιοπωλείον της Εστίας.
- Ward-Perkins. B. 2016. Η πτώση της Ρώμης και το τέλος του πολιτισμού. Μετάφραση: Θ. Γιαννόπουλος, Ο. Χειμωνίδου. Θεσσαλονίκη: Θύραθεν.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	E.FASSA
<b>Contact details:</b>	<a href="mailto:efassa@he.duth.gr">efassa@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Final written examination: 100%
<b>Implementation Instructions: (3)</b>	The written exam will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.