

## Capita Selecta Ancient History (A005253)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**

**Study time 150 h**

### Course offerings and teaching methods in academic year 2023-2024

A (semester 2)

English

Gent

lecture

seminar

peer teaching

### Lecturers in academic year 2023-2024

Loporcaro, Laura

LW03

staff member

Van Hoof, Lieve

LW03

lecturer-in-charge

### Offered in the following programmes in 2023-2024

Master of Science in Teaching in Arts and Humanities (main subject History)

crdts

5

offering

A

Master of Arts in History

5

A

Exchange Programme Classics

5

A

Exchange Programme History

5

A

### Teaching languages

English

### Keywords

Late Antiquity, lobbying, politics & society

### Position of the course

This MA course, which rotates amongst researchers affiliated with the research group Ancient History, focuses on an ongoing research project in which they are engaged. Themes and topics therefore change regularly. The main aim of the course is to introduce master students specializing in ancient history to the challenges and opportunities of ancient historical research-in-progress. Such a confrontation with research 'in action' should help students to reflect on the formulation of proper research questions, the presentation of hypotheses, the selection of appropriate methodologies and theoretical frameworks, and the critical analysis of relevant sources, types of reflection in which they will constantly have to engage throughout their MA program as they work on their own MA theses. By thus providing master students with the possibility to engage (to some extent) with ongoing scholarly work carried out within the research group ancient history, the aim is not just to provide the students with in-depth knowledge of the research theme being explored, but also and particularly to sharpen the students' own research skills as they work on their thesis projects.

### Contents

The subject of the course in 2022-2023 will be "Lobbying in Late Antiquity: Autocracy, bureaucracy and decision processes in the Later Roman Empire". After the so-called crisis of the third century A.D., the emperor Diocletian introduced a number of reforms that made the Roman empire both more autocratic and more bureaucratic. In this course, we examine how official decisions were taken in this Later Roman Empire. We examine a wide variety of decisions to be taken, ranging from laws to be issued over court cases to be judged to people to be appointed to political and administrative positions. Who were the people taking these decisions and how did they go about doing so? Which individuals played an official role in these decision processes? And how did people and groups devoid of formal power try to influence these decisions? By examining these questions, we analyse how politics and society functioned in Late Antiquity.

### Initial competences

The student possesses all the final competences formulated in the bachelor curriculum in History of Ghent University.

### **Final competences**

- 1 To have the ability to use advanced insights into historical conceptual frameworks (also in another language than Dutch) to analyse and evaluate new and complex ideas.
- 2 To have general insight into the field's literature (also in another language than Dutch), and the ability to use sources (also in another language than Dutch) in an original and creative way.
- 3 To have the ability to critically analyse and make original use of current national and international scientific debates in the field of history (also in another language than Dutch).
- 4 To have the ability to present the results of one's own historical research, to both experts and peers, in a clearly structured oral presentation, in a clear and academically correct language.

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Lecture, Peer teaching

### **Extra information on the teaching methods**

In a first series of seminars, we discuss a wide variety of late antique decision processes. Part of these classes is taught by the lecturer, the other part consists of discussion of source texts (in translation), also based on secondary literature. A second series of seminars focuses on student presentations (microteaching): students analyse and present a case of late antique decision making based on source texts and secondary literature, and engage in dialogue with their fellow students and the lecturer.

### **Learning materials and price**

For the first series of seminars, the lecturer will make source texts and secondary literature available via Ufora. For the second series of seminars, students share the necessary material (primary and secondary sources) with their fellow students and the lecturer via Ufora. No costs are expected.

### **References**

No specific recommended reading

### **Course content-related study coaching**

Tutoring is provided during the classes as well as via Ufora. The classes are taught interactively. The lecturer provides time for questions and answers. Individual coaching is possible via email or in person after booking an appointment.

### **Assessment moments**

end-of-term and continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

Oral assessment

### **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Participation, Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

### **Extra information on the examination methods**

Non-periodic evaluation (50%): oral presentation of a case study concerning a late-antique decision process on the basis of primary and secondary literature (40%), and participation in discussions in class (10%).

Periodic evaluation (50%): oral exam (with time for preparation).

### **Calculation of the examination mark**

Non-periodic evaluation: 50% (40% presentation, 10% participation in discussions)

Periodic evaluation: 50%

**Facilities for Working Students**

1. Possible exemption from educational activities requiring student attendance, a task is imposed in substitution.
2. Possible rescheduling of the examination to a different time in the same academic year.
3. Possibility for feedback at an alternative moment during or after office hours either digitally (by email or videocall) or in person.