



AHIS140

Myth in the Ancient World

S2 Day 2014

Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6A508

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides an introduction to Greek, Roman, Egyptian and Near-Eastern society and culture through the study of myth. The unit begins from the earliest creation myths and examines the development of myth in literature and art. The study is largely based upon Greek and Latin texts in translation as well as the representation of myth in art; Egyptian, Near-Eastern, and biblical texts are studied too. The unit focuses on the relevance of key themes in myth to the cultures in which the myths arose, investigating their roles in the religious, political and social life of the classical world.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

KU1 Recognize the fundamental concepts, principles and theories used in the study of myth.

AKS5 Demonstrate historical knowledge (personalities, events, periods) and issues (ideologies, philosophies, traditions) according to intellectual, methodological, and/or ethical conventions used in the study of myth in the ancient world.

AKS4 Consider and communicate critical and reflective judgements

AKS3 Devise arguments and solve problems in studies related to myth in the ancient

world

AKS2 Utilize effectively research methods and tools in dialogue with staff and peers

AKS1 Apply and model a wide variety of presentation methods

S3 Demonstrate and utilize clear, coherent, evidence-based exposition of knowledge and ideas about myth in the ancient world.

S2 Integrate a balance between knowledge of mythology, imagination (looking at ideas and concepts from meaningful original perspectives), and evaluation (employing critical thinking) as a foundation for creative learning behaviour

S1 Conceptualize, apply, analyze, synthesize, and/or evaluate historical information about myth in the ancient world, gathered from, or generated by, observation, experience, reflection, reasoning, or communication

KU4 Demonstrate an informed respect for professional (academic), ethical and sustainability principles and values

KU3 Communicate effectively with teaching staff and peers

KU2 Apply knowledge and understanding of the essential facts, concepts, principles and theories used in the study of myth.

General Assessment Information

Extensions and penalties All due dates are firm. Permission to submit a late piece of work will only be granted in case of illness or other exceptional cases. Special approval for such late submissions must be sought in advance (where circumstances permit it). Late work will otherwise incur a penalty of 2% per day. Applications for special approval must be made online (see *Disruption of Studies* below).

Final Submission Dates All work for this course must be submitted by the Friday of week thirteen, unless there are special circumstances (normally illness or serious misadventure) and unless an extension of time has been granted by the Unit Convenor or the Dean of Arts. At 5pm on the Friday of week 13 the access to the quizzes will close and no further attempts will be possible. You have the whole semester to complete the quizzes. There will be no extension in time for completion of quizzes beyond the closing deadline. You are strongly advised not to leave them until the final week of the session.

Disruption of Studies & Grade Appeals The Faculty of Arts has a webpage where online applications may be made for: **Disruption of Studies Grade Appeals** Go to: http://www.arts.mq.edu.au/current_students/undergraduate Click on the appropriate type of approval you are requesting. Disruption of Studies should be chosen if you are applying for special consideration or an extension of time for one of your assignments.

Important Note on Grade Appeals A Grade Appeal can only be lodged on specific grounds. Please ensure you understand what these grounds are before submitting any application. Do follow the procedure specified for a Grade Appeal so that your appeal can be resolved promptly. Please do not email me to ask me to remark work. Note that it is not possible to appeal

the result of an individual assessment task completed during the teaching of the unit. An appeal is only possible once the final grade has been released.

For the university's policy on Grade Appeal see: <http://www.mq.edu.au/policy/docs/gradeappeal/procedure.html> For the university's procedure on Grade Appeals see: <http://www.mq.edu.au/policy/docs/gradeappeal/procedure.html>

Assessment Tasks

Name	Weighting	Due
Tutorial Paper	20%	Friday Week of Tutorial: 5pm
Quizzes	15%	Friday Week 13: 5pm
Tutorial Participation	15%	Each Tutorial
Essay	50%	Friday Week 10: 5pm

Tutorial Paper

Due: **Friday Week of Tutorial: 5pm**

Weighting: **20%**

For each of the tutorial topics there is a short study guide containing details of essential and further reading together with an exercise. These questions will be discussed in tutorial classes and online in the weekly forum. You should choose ONE of the tutorials 2-13 and prepare written answers to the questions of no more than 1,000 words in total. Answers may be in point or note form. Address each of the questions in the tutorial and number your answers. Submissions which exceed the prescribed length will not be marked. A list of works of reference and ancient sources actually consulted and found useful should be appended as a bibliography (this list is not included in the word-count). Additionally, all work should be fully referenced. Citation of references and sources should conform to the guidelines set out in the document: Ancient History - Essay Presentation and Conventions (available on the unit's website).

Number of tutorial exercises to be submitted: ONE tutorial exercise must be submitted. You may choose which week you wish to submit: any of 2-13 may be submitted.

Date Due: Tutorial exercises are to be submitted by 5pm (Sydney time) on the Friday that your chosen topic is covered in the unit. So, for example, if you choose to submit tutorial week 3, you must submit your assignment by 5pm on the Friday of week 3.

Submission: Submission is made electronically via the 'tutorial assignment' link on the unit's webpage. Choose the link **for your tutor** for your submission.

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- AKS4 Consider and communicate critical and reflective judgements
- AKS3 Devise arguments and solve problems in studies related to myth in the ancient world
- AKS2 Utilize effectively research methods and tools in dialogue with staff and peers
- AKS1 Apply and model a wide variety of presentation methods
- S3 Demonstrate and utilize clear, coherent, evidence-based exposition of knowledge and ideas about myth in the ancient world.
- S2 Integrate a balance between knowledge of mythology, imagination (looking at ideas and concepts from meaningful original perspectives), and evaluation (employing critical thinking) as a foundation for creative learning behaviour
- S1 Conceptualize, apply, analyze, synthesize, and/or evaluate historical information about myth in the ancient world, gathered from, or generated by, observation, experience, reflection, reasoning, or communication
- KU2 Apply knowledge and understanding of the essential facts, concepts, principles and theories used in the study of myth.

Quizzes

Due: **Friday Week 13: 5pm**

Weighting: **15%**

There are short online quizzes on the material covered in the **lectures** and **tutorials** each week. Access to the quizzes is through the unit's website. You may take the quizzes at any time, but you may take each quiz **only once**. Maximum time allowed for each quiz is 15 mins. These quizzes are instead of an exam: there is no formal examination for the unit.

At 5pm on the Friday of week 13 the access to the quizzes will close and **no further attempts will be possible**. You are advised to complete the quizzes relevant to each week by the end of that week. The lecture quizzes should be attempted after listening to the relevant lectures for that week. It may be useful to have the lecture notes (pdf) open while you attempt the quiz. You have the flexibility in the course to take the quiz at any time up to the end of week 13 but please do note that access will be closed at the time specified above. The tutorial quizzes are based on the readings from the ancient evidence set for the tutorials. Please do not start a quiz until you are ready to answer the questions! Last year some students opened a quiz to see how it worked: once opened the quiz must be completed as you may take each quiz only once.

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Tutorial Participation

Due: **Each Tutorial**

Weighting: **15%**

Internal students are expected to attend all scheduled tutorial classes and be prepared to discuss the topics set with their tutor and fellow students in class. External students are expected to discuss each tutorial topic online. Discussion of the topic should include reference to the ancient sources specified for that week. Students should also address at least two of the works of modern scholarship listed for that topic.

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- AKS3 Devise arguments and solve problems in studies related to myth in the ancient world
- AKS2 Utilize effectively research methods and tools in dialogue with staff and peers
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- S1 Conceptualize, apply, analyze, synthesize, and/or evaluate historical information about myth in the ancient world, gathered from, or generated by, observation, experience, reflection, reasoning, or communication
- KU4 Demonstrate an informed respect for professional (academic), ethical and sustainability principles and values
- KU3 Communicate effectively with teaching staff and peers

- KU2 Apply knowledge and understanding of the essential facts, concepts, principles and theories used in the study of myth.

Essay

Due: **Friday Week 10: 5pm**

Weighting: **50%**

You are given a list of topics in the Essay section of the unit's ilearn site. Write **ONE** essay on one of the topics given. You should ask your tutor for further advice on writing your essay.

Submission: Submission is made electronically via the 'Essay' Turnitin link on the unit's webpage.

Title for submitted Document: When you submit your document give it the following name:

Number of Question (1-4).Surname.Student ID number (eg 4.Smith.9458767)

Citation of Sources Used: A list of works of reference and ancient sources actually consulted and found useful should be appended as a bibliography (this list is not included in the word-count). Additionally, all work from which you draw ideas should be fully referenced in your text. Citation of references and sources should conform to the guidelines set out in the document found in the link on the unit website: *Guide: Bibliography and Footnoting*.

Word limit: 2000 words. Essays which exceed the prescribed length will not be marked.

Topics: A separate list of topics is on the unit webpage. Choose ONE topic and write ONE essay.

Due Date: You must submit your essay by 5pm on Friday of week 10.

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- KU2 Apply knowledge and understanding of the essential facts, concepts, principles and theories used in the study of myth.

Delivery and Resources

1. Delivery modes Internal (Day) and External

2. Lecture and tutorial times and locations Lectures: Two lectures have been pre-recorded for each of the thirteen weeks of the course. These lectures are available on the unit's website. There are notes to accompany each lecture: these and a list of topics are on the website too. You may set your own pace and listen to the recorded lectures at a time most convenient to you. There are no lectures to attend.

Tutorials: There are tutorials for each of the thirteen weeks of the course. Some of the tutorials are conducted in class with your tutor (internal students) or online with your tutor (external students). Other tutorials are for online discussion of the topics only (that is online for internal and external students). Please check the tutorial program carefully to note in which weeks there are classes with your tutor. The tutorial topics are found in the weekly schedule for the unit on the website.

There is a summary list of lecture and tutorial topics on the website.

For current updates to class rooms and times please consult the MQ Timetables website: <http://timetables.mq.edu.au/2014/>

3. Online resources and requirements: Access to the unit's webpage is essential. Online you will find: recorded lectures, lecture notes, discussion of tutorial and lecture topics, essential unit information, the quizzes, submission links for your written assignments, and contact with teaching staff. The unit can be accessed online at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please contact teaching staff for any further or more specific information.

4. Essential Textbook: Ian Plant, *Myth in the Ancient World* (Palgrave Macmillan: Sydney, 2012). There is reading set from this book for each tutorial. All ancient sources required for the tutorials are in the textbook.

5. Modern Scholarship: For each tutorial, some modern scholarship has been chosen to supplement the textbook. These readings are available in E-Reserve through the Macquarie

University Library's website. You can access these readings online. Further reading may, of course, be found in the Macquarie Library too. Do not google a general website (such as Wikipedia) and think you have read what is required!

Unit Schedule

Unit schedule: Lectures and Tutorials

Week	Lectures	Lecturer	Tutorial Topic (and main sources)
1	A: What is Myth? B: Definitions of Myth.	Ian Plant	The Nature of Myth in the Ancient World. (Textbook)
2	A: External interpretations of myth. B: Internal interpretations of myth.	Ian Plant	The Greek Gods (Hesiod <i>Theogony</i>)
3	A: Mesopotamian Creation Myths. B: Genesis and Mesopotamian Creation Myths	Stephen Llewelyn	Alienation of the Divine (Hesiod <i>Works and Days</i>)
4	A: The Near Eastern Context for the Biblical Myths. B: Mesopotamian and Biblical Flood Myths:	Stephen Llewelyn	Flood Myth (Genesis & Babylonian texts)
5	A: Egyptian Creation Myths. B: Egyptian Creation and 'uncreation' myths.	Boyo Ockinga	Divine Women (The Homeric <i>Hymn to Demeter</i>)
6	A: Divine Kingship in Egypt B: Ancient Egyptian Kingship Myths.	Boyo Ockinga	Egyptian Funerary Myth (<i>The Book of the Dead</i>)
7	A: Amazons in Literature. B: Amazons in Art and History.	Ian Plant	Myth in Drama (Euripides <i>Bacchae</i>)
8	A: The Search for the Trojan War. B: History in Homer	Ian Plant	The Trojan War (Homer <i>Iliad</i>)
9	A: Myth and Religion: Greek Myth, Ritual and Religion. B: Greek Heroes and Hero Cult in Athens.	David Phillips	The Hero (Euripides and other Greek sources)
10	A: Roman Adoption of Greek Mythology. B: Roman Mythology.	Tom Hillard	The Founding of Rome (Livy, Dionysius of Halicarnassus, Plutarch & Virgil)
11	A: Virgil's Life and Work B: Virgil and the <i>Aeneid</i>	Mark Hebblewhite	Roman Epic (Virgil <i>Aeneid</i>)

12	A: Ovid's Life and Work B: Ovid's Metamorphosis of myth	Ian Plant	Ovid & The Retelling of Myth (Ovid <i>Metamorphoses</i>)
13	A: The Christmas Stories B: Heracles, Simpson & his Donkey.	Stephen Llewelyn Ian Plant	Roman Legend: Virtuous Women (Livy)

Learning and Teaching Activities

Tutorials

These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.

Lectures

The program of lectures will introduce the students to the subject matter of the course: key myths from the cultures studied and the theoretical approaches to the study of the myths. Students are given content from the ancient world and examples of how that material has been analysed and interpreted.

Online discussions

This is designed to encourage the students to read the source materials and to allow the students to compose and articulate their understanding of the material studied. It allows academic engagement with other students and their tutors.

Quizzes

These are designed to encourage the students to listen to the lectures and read the relevant texts. The quizzes reinforce the engagement with the content of the unit.

Tutorial Papers

These are designed to encourage and guide the reading of the ancient sources and relevant modern scholarship. Students are introduced to ancient texts and engage with modern scholarship. Tutors are able to provide formative feedback on the written work. Essay This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.

Essay

This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

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

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- AKS3 Devise arguments and solve problems in studies related to myth in the ancient world
- AKS2 Utilize effectively research methods and tools in dialogue with staff and peers
- AKS1 Apply and model a wide variety of presentation methods
- KU4 Demonstrate an informed respect for professional (academic), ethical and sustainability principles and values

Assessment tasks

- Tutorial Paper
- Tutorial Participation
- Essay

Learning and teaching activities

- These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.
- This is designed to encourage the students to read the source materials and to allow the students to compose and articulate their understanding of the material studied. It allows

academic engagement with other students and their tutors.

- These are designed to encourage and guide the reading of the ancient sources and relevant modern scholarship. Students are introduced to ancient texts and engage with modern scholarship. Tutors are able to provide formative feedback on the written work. Essay This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.
- This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.

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

- KU1 Recognize the fundamental concepts, principles and theories used in the study of myth.
- AKS5 Demonstrate historical knowledge (personalities, events, periods) and issues (ideologies, philosophies, traditions) according to intellectual, methodological, and/or ethical conventions used in the study of myth in the ancient world.
- S3 Demonstrate and utilize clear, coherent, evidence-based exposition of knowledge and ideas about myth in the ancient world.
- S2 Integrate a balance between knowledge of mythology, imagination (looking at ideas and concepts from meaningful original perspectives), and evaluation (employing critical thinking) as a foundation for creative learning behaviour

Assessment tasks

- Tutorial Paper
- Quizzes
- Tutorial Participation
- Essay

Learning and teaching activities

- These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.
- The program of lectures will introduce the students to the subject matter of the course: key myths from the cultures studied and the theoretical approaches to the study of the myths. Students are given content from the ancient world and examples of how that material has been analysed and interpreted.
- This is designed to encourage the students to read the source materials and to allow the students to compose and articulate their understanding of the material studied. It allows academic engagement with other students and their tutors.
- These are designed to encourage the students to listen to the lectures and read the relevant texts. The quizzes reinforce the engagement with the content of the unit.
- These are designed to encourage and guide the reading of the ancient sources and relevant modern scholarship. Students are introduced to ancient texts and engage with modern scholarship. Tutors are able to provide formative feedback on the written work. Essay This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.
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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 outcomes

- AKS4 Consider and communicate critical and reflective judgements
- AKS2 Utilize effectively research methods and tools in dialogue with staff and peers
- S2 Integrate a balance between knowledge of mythology, imagination (looking at ideas and concepts from meaningful original perspectives), and evaluation (employing critical thinking) as a foundation for creative learning behaviour
- S1 Conceptualize, apply, analyze, synthesize, and/or evaluate historical information

about myth in the ancient world, gathered from, or generated by, observation, experience, reflection, reasoning, or communication

- KU2 Apply knowledge and understanding of the essential facts, concepts, principles and theories used in the study of myth.

Assessment tasks

- Tutorial Paper
- Tutorial Participation
- Essay

Learning and teaching activities

- These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.
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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 outcomes

- AKS3 Devise arguments and solve problems in studies related to myth in the ancient world
- AKS2 Utilize effectively research methods and tools in dialogue with staff and peers
- S1 Conceptualize, apply, analyze, synthesize, and/or evaluate historical information about myth in the ancient world, gathered from, or generated by, observation, experience, reflection, reasoning, or communication
- KU2 Apply knowledge and understanding of the essential facts, concepts, principles and theories used in the study of myth.

Assessment tasks

- Tutorial Paper
- Tutorial Participation
- Essay

Learning and teaching activities

- These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.
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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 outcomes

- AKS1 Apply and model a wide variety of presentation methods
- S2 Integrate a balance between knowledge of mythology, imagination (looking at ideas and concepts from meaningful original perspectives), and evaluation (employing critical thinking) as a foundation for creative learning behaviour

Assessment tasks

- Tutorial Paper
- Tutorial Participation
- Essay

Learning and teaching activities

- These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.
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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 outcomes

- AKS5 Demonstrate historical knowledge (personalities, events, periods) and issues (ideologies, philosophies, traditions) according to intellectual, methodological, and/or

ethical conventions used in the study of myth in the ancient world.

- AKS4 Consider and communicate critical and reflective judgements
- AKS1 Apply and model a wide variety of presentation methods
- S3 Demonstrate and utilize clear, coherent, evidence-based exposition of knowledge and ideas about myth in the ancient world.
- KU3 Communicate effectively with teaching staff and peers

Assessment tasks

- Tutorial Paper
- Tutorial Participation
- Essay

Learning and teaching activities

- These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.
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- This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- KU4 Demonstrate an informed respect for professional (academic), ethical and sustainability principles and values

Assessment tasks

- Tutorial Paper
- Tutorial Participation
- Essay

Learning and teaching activities

- These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.
- This is designed to encourage the students to read the source materials and to allow the students to compose and articulate their understanding of the material studied. It allows academic engagement with other students and their tutors.
- These are designed to encourage and guide the reading of the ancient sources and relevant modern scholarship. Students are introduced to ancient texts and engage with modern scholarship. Tutors are able to provide formative feedback on the written work. Essay This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.
- This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- KU4 Demonstrate an informed respect for professional (academic), ethical and sustainability principles and values
- KU3 Communicate effectively with teaching staff and peers

Assessment task

- Tutorial Participation

Learning and teaching activity

- These take up the topics introduced in the lectures and through a series of questions on set readings from the ancient sources help the students understand the sources and the theoretical approaches that are taken to interpret them. They practise articulating their ideas in an academic context.
- This is designed to encourage the students to read the source materials and to allow the students to compose and articulate their understanding of the material studied. It allows academic engagement with other students and their tutors.
- These are designed to encourage and guide the reading of the ancient sources and relevant modern scholarship. Students are introduced to ancient texts and engage with modern scholarship. Tutors are able to provide formative feedback on the written work.
- Essay This is designed to develop academic literacy, including research and writing skills. Formative feedback is provided.
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