AHIS700

Historiography and Ancient History

S1 Day 2016

Dept of Ancient History

Contents

General Information

Unit convenor and teaching staff Malcolm Choat malcolm.choat@mq.edu.au
Credit points 4
Prerequisites Admission to MRes
Corequisites
Co-badged status
Unit description This unit considers the contexts within which Ancient History is studied, in order to encourage critical awareness of how and why these studies are pursued in a 21st century context, as a conceptual basis for undertaking research. It addresses ways of representing the past in ancient societies, the development of the disciplines of ancient studies in the modern period, and contemporary issues shaping the study of the ancient past. The interaction between modern concerns and the study of antiquity will be considered through questions such as: how do we understand the representation of the past in art and artefacts? How have modern religious and nationalist ideologies shape the development of ancient studies? Do ancient artefacts represent 'cultural property' or 'loot'?

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:

Identify the sources for and approaches to the historiography of the ancient world.

Assess the relevant sources and issues critically, analytically, and in an integrated fashion.

Interpret and problematise the state of thinking about the writing of ancient history, and read against the sources.

Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.

Communicate effectively and convey views and opinions, including in formal presentations and group discussions.

Assessment Tasks

Name	Weighting	Due
Panel Presentation	20%	At relevant seminar
Handout	10%	At relevant seminar
Essay	40%	Monday 18th April
Examination	30%	University Exam Period

Panel Presentation

Due: **At relevant seminar**
Weighting: **20%**

Each student must present a 15 minute paper in weeks 2–4, 6, 8–13 **(there will be no presentations in weeks 5 and 7)** addressing one of the Focus Questions listed in each week's Guide. Unless otherwise instructed by the convenors, students must address all the questions set for that week, not choose one of them. Questions in smaller font in brackets should inform students' answers to the main question, and be addressed *inter alia*. Specific guidance is provided in the Weekly Guides on the nature of each week's task.

Students **must** submit a copy of their text in Word .doc format to turnitin *before* the beginning of the seminar at which they are presenting. This is not for formal assessment, and does not have to include footnotes or bibliography. However, it must be submitted before the seminar, **or the task cannot be passed**.

The presentation of a paper and production of an accompanying handout is a key part of academic life (e.g. conferences, seminars, etc) and many other careers (e.g. a presentation to the board, etc.). This assessment will provide students with an opportunity to develop and practice these skills. Particular attention will be given to both the presentation itself (its content and delivery) **and** the way the handout is used to assist the presentation. The presentation must be delivered clearly, and **must not** exceed the allotted time. This is known in advance, so there can be no excuse for not getting through all one's material (such problems may be averted by reading your paper aloud and timing it beforehand).

The **Handout** is separately assessed, and is discussed below.

Powerpoint presentations may not be used, except by those students speaking on Art History in Week 4 ('Capturing the Past in Images'). Powerpoint presentations are frequently a crutch, and are often used by speakers to divert attention away from themselves. Furthermore there is little to be gained by filling the screen with the text as read, as many speakers do. Such information as you wish the audience to read can and should be placed in your handout; nor is

there any reason to show images of e.g. scholars you are dealing with, much less random and irrelevant images included only for "humour" value. If you feel an image is important to show, incorporate it into your handout. Spend the time you would have spent animating text blocks or searching for images to accompany your text to research and writing your presentation.

We recognise that in the academic world you will be able to use powerpoint presentations, and that it is a useful skill to be able to prepare them; however, we feel that most students have already developed this skill, and have plenty of other opportunity to practice this. In this seminar, we are focussing on the delivery of the paper (from which powerpoints often distract) and on teaching you to construct a useful handout and use it effectively as part of your presentation. If you feel that your presentation vitally depends on showing an image that cannot for whatever reason be included on your handout, you may contact the conveners no later than one week before your presentation to discuss the possibility of showing it: however, it is by no means certain that we will agree, and if we do, and you subsequently take the opportunity to display irrelevant images or the text from your presentation, you will certainly lose marks.

The Focus question(s) listed in each Weekly Guide should form a guide rather than a limit for the scope of the discussion: students who extend them by raising other relevant points will benefit in terms of their mark (though students who extend them by raising irrelevant points to use up time will not). Students are expected to go beyond the bibliography provided.

Following their presentation, students will be expected to take questions and comments from the convenors and other students, and lead or take an active part in the discussion. Students not giving the presentation are expected to direct questions and comments to the presenter in the discussion the end of the presentation. All students are expected to participate in the discussion.

The mark for the presentation (20%) will be based on:

· Knowledge and Content (15%)

· the level of preparation as evidenced in the presentation;

· the degree to which students have analysed the relevant sources;

· the relevance of the presentation to the question;

· the manner in which the presenter responds to questions in the discussion following the presentation.

· Presentation skills (5%)

· the clarity and structure of the presentation;

· delivery and communication skills;

· the ability to keep to the allotted time.

On successful completion you will be able to:
  • Identify the sources for and approaches to the historiography of the ancient world.
  • Assess the relevant sources and issues critically, analytically, and in an integrated

fashion.

- Interpret and problematise the state of thinking about the writing of ancient history, and read against the sources.
- Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.
- Communicate effectively and convey views and opinions, including in formal presentations and group discussions.

Handout

Due: **At relevant seminar**
Weighting: **10%**

Students must prepare a handout to accompany their presentation, setting out the main issues they are addressing and giving the bibliography they have consulted. The handout must provide the title of the presentation, the name of student, and the date of the presentation. Any specific texts you are discussing (or extracts from them) can also be included. Students must make sufficient copies of their handout for the whole class, including the lecturer, and must distribute them before the presentation.

Handouts must not be longer than 4 A4 sides (two pages printed back to back), and must not use a font size smaller that 12-point except in small sections. Any student who has not prepared a handout will be deemed not to have fulfilled the task and will not receive a mark for it. There are example handouts on the unit iLearn page, which will provide you with a sample of the general requirements and possible layout. These are examples only, and should not be followed slavishly.

The handout ought to be something that both serves to illustrate the presentation (with references and quotations) *and* provides the other students with a record of the main ideas and bibliography on the question. **Do not simply provide a list of your main points**. Think of the handout as a map to your argument furnished with the resources (that is evidence and references) you would give in an essay (e.g. as footnotes or citations).

In the academic and professional worlds it is crucial that any material you give to an audience be thoroughly edited (i.e. checked through for accuracy and any spelling mistakes). Marks will be deducted for orthographic and typographic errors, so check carefully.

The mark for the Handout (10%) will be based on:

· The clarity of the information on the handout: are the extracts relevant? Are they well presented?

· The usability of the handout: does the handout help the audience follow the presentation?

· Formatting and presentation (spelling, correct and standardised referencing).

On successful completion you will be able to:

- Identify the sources for and approaches to the historiography of the ancient world.
- Communicate effectively and convey views and opinions, including in formal presentations and group discussions.

Essay

Due: **Monday 18th April**
Weighting: **40%**

The Major Essay is due on the 18th of April, that is the Monday of the second week of the mid-semester break. **Please note** the conditions for extension and the penalties applied to late submissions. All assignments are required to be submitted through turnitin. This unit has a **zero tolerance** policy on plagiarism. Any plagiarism detected, large or small, will be subject to review. Please make sure to differentiate clearly by your footnotes those ideas, phrases, and expressions which are your own, and those which have been taken from other sources.

It is important to base your essay on the major sources (whether ancient or modern), which have been set, and to compile a list of up to date secondary reading. This should extend beyond what you are given in the unit outline.

Essays must be accompanied by a bibliography of the ancient sources and modern works used. They must be referenced according to one of the accepted conventions, that is, footnotes, endnotes, or 'in-text' referencing. In general, footnotes are the preferred and usual method for such work. Material downloaded or cited from the Web (other than the Website of this unit) should always be cited with reference to its full Web address and date of consultation. **NB**: Be very careful when using material from the web. Only use material from reputable websites set up by universities, museums/galleries, reputable scholars/associations etc. The use of material from unscholarly and uncritical websites will result in the deduction of marks.

Question

All students must answer the following question:

"How has authority over the past been asserted by different historians in different periods? How has this changed the focus and method of historical inquiry and what assumptions about the value of the past does it require? Answer by **comparing two** historians discussed in **different sections** (Themes 1, 2 and 3) of the unit."

In answering this question, you must make use of the bibliographies provided in the course reader, but are expected to range beyond the provided readings. **Do not neglect** the compulsory (*) set readings for the individuals you choose.

Make sure you ground your argument in a **close reading** of the work of the historians in question (citing, as much as possible, their works; their explicit statements and their implicit processes of analysis) *as well as* an understanding of **their place in time** (their audience, their institutional setting, their later reception).

Word limits:

Tables, figures, and bibliography are not included in the word limit. Footnotes which provide

references are not included in the word limit; discursive footnotes giving further discussion will be counted, especially when it is clear that material has been placed in a footnote in an attempt to circumvent the word limit.

Presentation:

The presentation of the essay should follow accepted scholarly practice. A general guide to 'Essay Presentation & Conventions: Style Guide' can be downloaded from the Ancient History Website: http://www.anchist.mq.edu.au/ (click on 'Teaching materials' in the left hand menu, then select the long or short 'Essay Presentation Guides') and this should be followed.

On successful completion you will be able to:
- Identify the sources for and approaches to the historiography of the ancient world.
- Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- Interpret and problematise the state of thinking about the writing of ancient history, and read against the sources.
- Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.
- Communicate effectively and convey views and opinions, including in formal presentations and group discussions.

Examination

Due: **University Exam Period**
Weighting: **30%**

A two hour exam will be held during the University Examination period. Students will have to answer three question drawn from the material discussed in the lectures and seminars. It will be worth 30% of the final mark. Further details will be provided closer to the exam period.

On successful completion you will be able to:
- Identify the sources for and approaches to the historiography of the ancient world.
- Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- Interpret and problematise the state of thinking about the writing of ancient history, and read against the sources.
- Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.

Delivery and Resources

Successful Completion

To complete the unit successfully, the student will need to achieve an overall mark of 50% or above.

This unit will be challenging, and students should be under no illusions that it will be a step up from the standard of units they have previously undertaken. It is intended to force students to examine their understanding of their area of study, their place in it, and its relationship to other fields of study, the history of scholarship, and the world at large. Students should expect to be challenged on their opinions, and be prepared to justify them.

Extensions

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Requests for an extension must be made **in writing** to the unit convener before the due date of the assessment. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied.

Textbook

There is no textbook: readings will be provided to students electronically.

Lectures and Seminars

There will be one 1-hour lecture per week, on Mondays, 2–3 pm in E3B 114, and one 2-hour seminar on Tuesdays 2–4pm in W5C 213**.** As Monday 28 March and Monday 25 April are public holidays, the lectures for Weeks 5 and 7 will be given in the first hour of the seminar that week, and there will be no student presentations in these weeks. Students are expected to attend all classes (lectures and seminars), unless there are extenuating circumstances such as illness etc. A log will be taken to record attendance. Medical certificates are required for medical absences and should be given to your convenor. You **must** notify the convenor before class if you will be absent. Students are required to complete the compulsory readings before the seminar and participate in the discussion.

Electronic Resources

There will be a unit iLearn site, on which readings and resources will be placed. The lectures will **not** be recorded on the Echo360 system, and attendance at them is compulsory.

PC and Internet access, basic computer skills (e.g. internet browsing) and skills in word processing are required to complete the unit.

Assessment Submission

Oral presentations will be presented in the seminars. The script or notes used for the oral presentation is to be submitted through the turnitin link before the relevant seminar. All written work must be submitted through the turnitin links for each assessment item on iLearn.

Changes since last offering

Since the last offering of the unit, assessment and some weekly tasks have been revised.

Unit Schedule

Week	Lecture	Seminar
Week 1	Introduction and Overview	Introductory Discussion

Theme 1 (Weeks 2–5) — Ancient Historiography: Modes of Storytelling in Antiquity

Week 2	Authority and Dissent	The Historian's Manifesto
Week 3	Writing Lives	Autobiography and Biography
Week 4	Counting Time, or Le Défilement de L'Histiore	Annals and Chronicles
Week 5	(no lecture)	Art History

Theme 2 (Weeks 6–9) — Modern scholars of Ancient History: The Origin of the Discipline

Week 6	Belief in History	The Study of Ancient 'Religions'
Week 7	(no lecture)	Textual Criticism and Philology
Week 8	Authenticity and Forgery	Text, Language, and Object
Week 9	From Antiquarianism to Archaeology	Institutions and Artifacts

Theme 3 (Weeks 10–13) — Ancient History and Modern Theory

Week 10	The Postcolonial Historian	Cultural Preservation or Imperial Paternalism
Week 11	History on the Couch	Psychohistory and the History of Emotions
Week 12	Writing History	Art, Science, and History
Week 13	Microhistory	Archives and the Individual

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Identify the sources for and approaches to the historiography of the ancient world.
- Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- Interpret and problematise the state of thinking about the writing of ancient history, and read against the sources.
- Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.
- Communicate effectively and convey views and opinions, including in formal

presentations and group discussions.

Assessment tasks

- Panel Presentation
- Essay
- Examination

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Identify the sources for and approaches to the historiography of the ancient world.
- Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- Interpret and problematise the state of thinking about the writing of ancient history, and read against the sources.
- Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.
- Communicate effectively and convey views and opinions, including in formal presentations and group discussions.

Assessment tasks

- Panel Presentation
- Handout
- Essay
- Examination

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- Interpret and problematise the state of thinking about the writing of ancient history, and read against the sources.
- Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.
- Communicate effectively and convey views and opinions, including in formal presentations and group discussions.

Assessment tasks

- Panel Presentation
- Handout
- Essay
- Examination

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Identify the sources for and approaches to the historiography of the ancient world.
- Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- Interpret and problematise the state of thinking about the writing of ancient history, and read against the sources.
- Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.

Assessment tasks

- Panel Presentation
- Handout
- Essay
- Examination

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Communicate effectively and convey views and opinions, including in formal presentations and group discussions.

Assessment tasks

- Panel Presentation
- Handout
- Essay
- Examination

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Apply problem solving techniques on the basis of their own research and interpretation and assessment of the data.
- Communicate effectively and convey views and opinions, including in formal presentations and group discussions.

Assessment task

- Panel Presentation

Changes since First Published

Date	Description
26/02/2016	The weeks had been misnumbered: corrected now...