AHPG880

Documentary Project

S2 Day 2016

Dept of Ancient History

Contents

General Information

Unit convenor and teaching staff
Unit convener
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W6A500
open door policy

Credit points
4

Prerequisites
Permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description
A study, with historical analysis, of a group of selected artefacts or of Hebrew, Aramaic, Phoenician, Greek or Latin documents or those in another appropriate ancient language, in each case where supervision is available.

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:

Assemble a coherent body of documents/artefacts in a relevant ancient language or (where not textual) with connections to a relevant ancient culture.

Investigate the documents/artefacts in relation to relevant historical context at an advanced level.

State and explain the findings of the investigation

Document the exposition of the documents/artefacts to a high scholarly standard

Assessment Tasks

Name	Weighting	Due
Research proposal	5%	15 August 2016
Text (and translation)	5%	15 August 2016
Documentary Project	90%	11 November 2016

Research proposal

Due: **15 August 2016**
Weighting: **5%**

State what ancient document you are going to investigate, in what language; or what ancient artefact of what cultural provenance you are going to investigate.

Ancient documents may include text (transmitted to the modern world via inscriptions, papyri, ostraca, or the medieval manuscript tradition), coins, pottery, paintings, other images or ancient artefacts. Discuss a suitable document/artefact with your supervisor and agree with him/her about what it is to be **before** you submit this research proposal.

Give reasons for your choice: What can be expected to be learnt from your study? Why is this of interest in a broader context? What is already known about the document/artefact you are going to study?

Say what needs to form part of your study: Is a new translation of your document into English needed? Do links between your document/artefact and other documents/artefacts need to be studied, or studied further than they previously have been? Are new photographs or other museum processes needed in order to investigate your aretefact?

If you are studying an ancient document but do not have sufficient skills to read the document in the ancient language, say what critical procedures you will follow to be certain that you are using the best available English translation, and what helps you are going to use to make sure that you understand the document to the best standard possible.

If you are studying an ancient artefact or non-textual document (for example, an image or images without associated text), explain what tools and resources you intend to bring to bear to understand the image(s) and comment on them accurately and to a high standard.

Give a bibliography listing the two to five most important bibliographical items used in creating the research proposal (this does not count towards the word limit).

Submit this 500-word proposal to your supervisor via the iLearn unit, using Turnitin, on or before the due date.

On successful completion you will be able to:
- Assemble a coherent body of documents/artefacts in a relevant ancient language or (where not textual) with connections to a relevant ancient culture.
- Investigate the documents/artefacts in relation to relevant historical context at an advanced level.
- Document the exposition of the documents/artefacts to a high scholarly standard

Text (and translation)

Due: **15 August 2016**
Weighting: **5%**

If yours is a textual document, print the text which you will use (this does not count towards the word limit). If your text comes from a modern edition, explain why this edition and not another is the best to use for the text which you are studying. Are there any weaknesses in the text (for example lacunae, or places where the text is uncertain)?

If yours is an artefact or a non-textual document, print and label the pictures of the item(s) involved which you are going to rely on in your study. If you have seen or handled the item(s) yourself, say when and where, and explain whether autopsy has added to your understanding of the item(s).

If yours is a textual document, print an English translation (this does not count towards the word limit). If you have made the translation yourself, well and good--but postpone to the project itself your discussion of why you translated as you did and not otherwise. If you are using a published translation, say where it comes from and why you believe it to be the best translation available to you: postpone to the project itself any discussion of weaknesses in the published translation and ways it could be improved.

Give a bibliography of published sources used or cited in this piece of work, and of museum locations of artefacts (this does not count towards the word limit).

Submit this text and translation assignment to your supervisor via the iLearn unit, using Turnitin, on or before the due date.

On successful completion you will be able to:
- Assemble a coherent body of documents/artefacts in a relevant ancient language or (where not textual) with connections to a relevant ancient culture.
- Document the exposition of the documents/artefacts to a high scholarly standard

Documentary Project

Due: **11 November 2016**
Weighting: **90%**

Include the text and translation (or images of the artefacts which form the 'document') in this full (5,000-word) version of the project: but they do not count towards the word count.

In an introduction, explain the aims and historical significance of your documentary project.

Write a study of the points of historical interest which arise from your document. Include any text-critical commentary or discussion of meaning of text which may be needed.

In the course of the study, give a systematic discussion of points of interest contributed by the chosen documents/artefacts to the general historical significance.

End with a conclusion explaining what your document study has proved about the ancient world.

Give references throughout to relevant ancient and modern sources (these will count towards the word count).

Give a full bibliography (this will not count towards the word-count).

Submit this essay to your supervisor via the iLearn unit, using Turnitin, on or before the due date.

On successful completion you will be able to:

- Investigate the documents/artefacts in relation to relevant historical context at an advanced level.
- State and explain the findings of the investigation
- Document the exposition of the documents/artefacts to a high scholarly standard

Delivery and Resources

Each student will have a supervisor who is a member of teaching staff in the Department of Ancient History.

The supervisor will provide one-to-one support to the student, but the project is the student's own work and the supervisor will not do any part of the project work for the student.

The project should be of a kind which can be carried out with resources available at Macquarie University.

Use whatever technology is needed for the work. Technical support is available via onehelp@mq.edu.au (also 9850 4357).

For the 'research proposal' and 'text and translation tasks', extensions will not normally be allowed. When a professional authority form has been completed, a student may ask for an extension up to the number of days on which the professional authority form says that student was unable to work.

For the 'documentary project' task, extensions will not normally be possible, because the work is due at the end of the teaching semester. If necessary, consult your supervisor about whether there might be a few days' flexibility with a professional authority form. In most cases, the schedule for finalizing the semester's results will make it impossible to allow extra time, even though 'the spirit is willing, but the flesh weak'.

Bibliography

Consult your supervisor about bibliography during the supervision process. You will use your research skills to determine what items you need to read and cite in this unit.

Unit Schedule

Supervisor and student will meet early in the semester to finalize the scope of the project.

The supervisor will support the student in producing a final version of the research proposal and the text assignment.

The student may ask for support from the supervisor from time to time during the semester, preparatory to handing in the documentary project.

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

- Assemble a coherent body of documents/artefacts in a relevant ancient language or (where not textual) with connections to a relevant ancient culture.
- State and explain the findings of the investigation
- Document the exposition of the documents/artefacts to a high scholarly standard

Assessment tasks

- Research proposal
- Text (and translation)
- Documentary Project

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

- Assemble a coherent body of documents/artefacts in a relevant ancient language or (where not textual) with connections to a relevant ancient culture.
- Investigate the documents/artefacts in relation to relevant historical context at an advanced level.
- State and explain the findings of the investigation
- Document the exposition of the documents/artefacts to a high scholarly standard

Assessment tasks

- Research proposal
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- Documentary Project

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

- Assemble a coherent body of documents/artefacts in a relevant ancient language or (where not textual) with connections to a relevant ancient culture.
- Investigate the documents/artefacts in relation to relevant historical context at an advanced level.
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Assessment tasks

- Research proposal
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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

- Assemble a coherent body of documents/artefacts in a relevant ancient language or (where not textual) with connections to a relevant ancient culture.
- Investigate the documents/artefacts in relation to relevant historical context at an advanced level.
- State and explain the findings of the investigation
- Document the exposition of the documents/artefacts to a high scholarly standard

Assessment tasks

- Research proposal
- Text (and translation)
- Documentary Project

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 outcomes

- Investigate the documents/artefacts in relation to relevant historical context at an advanced level.
- State and explain the findings of the investigation
- Document the exposition of the documents/artefacts to a high scholarly standard

Assessment tasks

- Research proposal
- Documentary Project

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 outcome

- State and explain the findings of the investigation

Changes from Previous Offering

The system has changed since the last time this unit was offered (2015).