



# AHIX821

## Ptolemaic Egypt from Alexander the Great to Augustus

S3 OUA 2016

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convener

Paul McKechnie

[paul.mckechnie@mq.edu.au](mailto:paul.mckechnie@mq.edu.au)

Contact via Email me, don't phone me

W6A500

Open door policy

Prerequisites

Corequisites

Co-badged status

Unit description

All enrolment queries should be directed to Open Universities Australia (OUA): see

[www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

Uncover and assimilate information in a context appropriate to postgraduate study

Demonstrate understanding orally and in writing, by deduction and argumentation

Develop and apply techniques of understanding ancient sources of differing kinds

Relate understanding of the ancient world to broad conceptual frameworks and modern contexts

Show in writing critical understanding of factual questions and judgements of likelihood and value

Demonstrate in writing ability to reason persuasively from a question to a provisional answer, citing relevant evidence

Treat information in an ethical manner

## General Assessment Information

Task	Task Name	%	Due Date
1	Minor essay	10	Friday Week 2
2	Major essay 1	20	Friday Week 6
3	Major essay 2	20	Friday Week 9
4	Online discussions participation	10	weekly
5	Take-home exam	40	Friday Week 13
	Total	100	

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Minor essay</u></a>	10%	Week 2
<a href="#"><u>Major essay 1</u></a>	20%	Week 6
<a href="#"><u>Major essay 2</u></a>	20%	Week 9
<a href="#"><u>Online participation</u></a>	10%	Weekly
<a href="#"><u>Take-home examination</u></a>	40%	Week 13

### Minor essay

Due: **Week 2**

Weighting: **10%**

Write an essay (word-limit 1000 words including footnotes but not including bibliography list) on one of the two titles given below.

1. *How did the Egyptians succeed in keeping their country out of Persian control between 405 and 343?*

For this question refer to the weekly activity for week 1 and the bibliography for that week.

2. *Discuss the role which Manetho had in publicizing and cementing Ptolemy's claim to be the rightful pharaoh.*

For this question refer to the weekly activity for week 2 and the bibliography for that week.

Whichever title you choose, use the Department of Ancient History Style Guide, and see below for further hints. Submit your essay by 5 p.m. on Friday of Week 5 through Turnitin.

**Two extra hints:**

1. Don't refer to the works of ancient authors by giving the page number in an English translation. Always use instead the book, chapter and section numbers in the text. Some of the translations you find online may not have proper numbering, e.g. in Internet Classics Archive (<http://classics.mit.edu/Browse/>); but if you're reading your ancient source online, try to use a site which does have numbering, e.g. Lacus Curtius (<http://penelope.uchicago.edu/Thayer/E/home.html>) or Perseus Project ([http://www.perseus.tufts.edu/cache/perscoll\\_Greco-Roman.html](http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)).

2. Don't give strings of identical footnotes. Whoever is marking your essay will not be impressed by you scoring fifty footnotes, or even a century. If you are referring more than once to the same page of the same book, consider grouping reference into one footnote, probably at the end of the paragraph. Or if something is so good that it has to be referred to four or five times, why not copy it in as a quotation, then add your discussion?

On successful completion you will be able to:

- Uncover and assimilate information in a context appropriate to postgraduate study
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## Major essay 1

Due: **Week 6**

Weighting: **20%**

## 2. Major Essay 1

Write an essay (word-limit 2000 words including footnotes but not including bibliography list) on one of the titles given below.

1. *How important were women in the court and government of Ptolemies I and II? In your answer, comment on Eurydice, Berenice I, Arsinoe I and II, and Bilistiche, and on others if you wish.*

Use the weekly bibliography for week 3 as your first source of bibliographical advice for this title, and do not neglect Chris Bennett's Ptolemaic genealogy website

(<http://www.tyndalehouse.com/egypt/ptolemies/genealogy.htm>).

2. *What did Callimachus contribute to the fame of Ptolemy II and his kingdom?*

Use the weekly bibliography for week 5 as your first source of bibliographical advice.

3. *Give an account of relations between Egypt and Nubia (Meroe) in the third century BC. What were the Ptolemies' aims to the south of their borders?*

Use the weekly bibliography for week 6 as your first source of bibliographical advice.

Remember to use the Dept of Ancient History Essay style guide, and see above under the Minor Essay for further hints.

On successful completion you will be able to:

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- Relate understanding of the ancient world to broad conceptual frameworks and modern contexts
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## Major essay 2

Due: **Week 9**

Weighting: **20%**

### **3. Major Essay 2**

Write an essay (word-limit 2000 words including footnotes but not including bibliography list) on one of the titles given below.

*1. How important were the achievements of Alexandrian science in the third century BC? Discuss the work of one or more of these scientists in your answer: Eratosthenes, Euclid, Herophilus.*

Use the weekly bibliography for week 7 as your first source of bibliographical advice.

*2. Was the Sixth Syrian War (176-168) an irresponsible undertaking cooked up by Eulaeus and Linaeus, or were there potential political benefits for Egypt?*

Use the weekly bibliography for week 9 as your first source of bibliographical advice.

On successful completion you will be able to:

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- Treat information in an ethical manner

## **Online participation**

Due: **Weekly**

Weighting: **10%**

### **4. Online discussions participation**

Weekly Discussion forums are provided in the weekly activity pages.

You are encouraged to participate regularly by making contributions in the weekly forum to discussions that cover weekly tutorial questions.

To be eligible for the full mark (10%), please contribute to the forums in at least ten weeks out of thirteen. If you do, the a mark out of ten will be given on the basis of the quality of your comments. Quality is not the same as length: don't aim for maximum length, and don't feel that you have to comment on each and every question which is offered every week. If you have read one article and are in a position to answer on one point, put your comment in.

If you contribute in fewer than ten weeks out of thirteen, your maximum mark for online discussions will be the number of weeks you did participate. For example, if you contribute (to a high standard) in eight weeks, your maximum score will be 8%.

Please do debate, agreeing or disagreeing with things which fellow-students say. Please don't, however, be mean, ill-mannered or disrespectful; and please also don't be quick to take offence if a fellow-student says something you don't like.

In relation to online discussions, don't worry about the strictures elsewhere in the unit's documentation about late submission of work. If you didn't do your online discussion last week, you can do it now; but on Friday of week 13 the axe will fall, and nothing added later than that day will be counted.

On successful completion you will be able to:

- Uncover and assimilate information in a context appropriate to postgraduate study
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## Take-home examination

Due: **Week 13**

Weighting: **40%**

5. Take-home examination

A take-home examination will be set. Four questions must be answered. The word-length for answers to the exam as a whole is 2,500 words, so that each answer should be approximately 625 words long. Some leeway is allowed on length, but there will be no extra marks for long answers. The take-home examination is not another essay. Footnoting should not be used, and bibliographies should not be given. What is required is a set of well thought out but relatively brief answers to analytical questions drawn from across the ideas and events dealt with in the unit. The idea is that it should be possible to do the take-home exam in three hours, although there is no way of checking that a student does not spend four or five hours writing the answers: note again that there will be no credit for extra length.

The questions for the take-home examination will be made available in the iLearn unit during Week 13 of the Study Period. Submit your answers by 5 p.m. on Friday of Week 13 through Turnitin.

The exam will be divided into three sections with four questions each; you must do one question out of each section, and your fourth question can be from any of the three sections. All questions are of equal value. The sections will be as follows:

□ **Section 1: Sources**

For this section, focus preparation on the ancient literary sources for Ptolemaic Egypt, especially Arrian's *Events after Alexander*, *the Revenue Papyrus*, *the Amnesty Decree* and Strabo *Geography* 17.

□ **Section 2: Political History**

For this section, prepare to answer on one or more of the following: the Persian struggle to regain Egypt, including Artaxerxes III; Ptolemy II Philadelphus; Cleopatra I Syra; Ptolemy XII Auletes.

□ **Section 3: Social History**

For this section, prepare to answer on one or more of the following: colonialism in modern



nation-states and in pre-modern states; Greeks and agriculture in Ptolemaic Egypt; the Ptolemies and Egyptian religion; irrigation, the land-survey and Ptolemaic control of Egypt.

The exam will be made available for a period of one working week, from **9am (EST) Monday of Week 13 to 5pm (EST) Friday of Week 13**. It will be a 'take home' exam, meaning that you can decide for yourself when to work on it during the given week.

On successful completion you will be able to:

- Demonstrate understanding orally and in writing, by deduction and argumentation
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## Delivery and Resources

### Extensions and Special Circumstances

Late submission of written work will result in **a deduction of 10% of the mark awarded** for each week or part of a week beyond the due date, or date to which an extension has been granted.

### Extensions

The granting of extensions of up to one week are at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week is subject to the university's Disruptions Policy (Read the policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)).

### Disruption to Studies

If you require an extension of longer than seven (7) days you will be required to submit a 'Disruption to Studies' Notification. Please follow the procedure below:

1. Visit <https://ask.mq.edu.au/account/forms/display/disruptions> and use your OneID to log in.
2. Select your OUA unit code from the drop down list and fill in your relevant details. *Note: A notification needs to be submitted for each unit you believe is affected by the disruption.*
3. Click "Submit form".
4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and

navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents

5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Please ensure that supporting documentation is included with your request.

Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification.

Your request will be considered once all the documentation has been received.

If you have issues, please contact your convenor via the dialogue tool immediately.

Extensions are granted **only** on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. Work submitted after 3 weeks beyond the due date, or the date after which an extension has been given, will not be accepted. If you are having problems completing an assignment, please contact the tutor as early as possible.

### **OUA Special Circumstances Process**

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open Universities Australia directly.*

<https://www.open.edu.au/public/student-admin-and-support/student-support-services/special-circumstances>

### **Required and recommended texts and/or materials**

Books can be obtained from the Co-op bookshop (<http://www.coop.com.au>)

There are other places to obtain books besides the Co-op bookshop. This unit guide does not endorse the Co-op bookshop.

#### **Required Reading**

Günther Hölbl, A History of the Ptolemaic Empire (London and New York, 2001) Naphtali Lewis, Greeks in Ptolemaic Egypt (Oxford, 1986, and reprints) J.G. Manning, The Last Pharaohs: Egypt under the Ptolemies 305-30 BC (Princeton, 2010)

#### **Recommended Reading**

Please read widely from the bibliographies given in each week's iLearn section. Many items are in the unit readings. Please don't draw a strong distinction between 'required' and 'recommended' reading. In general, don't aim to do the minimum in this unit.

### **Unit webpage and technology used and required**

Online units can be accessed 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, more specific requirements. But for any computer problems, teaching staff cannot help you. Go to Macquarie University IT support: Phone 02 98504357, or email [onehelp@mq.edu.au](mailto:onehelp@mq.edu.au).

Consult the OUA website for more detailed information on technology requirements: <http://www.open.edu.au/public/future-students/getting-started/computer-requirements>

### University policy on grading

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

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD High Distinction 85-100

D Distinction 75-84

Cr Credit 65-74

P Pass 50-64

F Fail 0-49

### What marks are given for in Ancient History

Grades are allocated per the descriptors below, as applied to each feature of a student's piece of work:

	HD	D	Cr	P	F
<b>Knowledge</b>					
Knowledge of relevant subject matter	Extensive knowledge of relevant subject matter; goes beyond material supplied	Thorough knowledge of relevant subject matter	Substantial knowledge of relevant subject matter	Sound knowledge of relevant subject matter. Knowledge may be limited in some aspects	Little or no knowledge of relevant subject matter
<b>Method</b>					

**Unit guide** AHIX821 Ptolemaic Egypt from Alexander the Great to Augustus

Appropriate techniques and methodologies	Mastery of appropriate techniques and methodologies	Thorough application of techniques and methodologies	Substantial evidence of knowledge of appropriate techniques and methodologies	Some evidence of knowledge of appropriate techniques and methodologies	Little or no evidence of knowledge of appropriate techniques and methodologies
<b>Your argument</b>					
	Consistent evidence of deep and critical thinking; substantial originality	Clear evidence of deep and critical thinking	Some evidence of critical thinking, e.g. arguments not just reported	Sufficient evidence of some critical thinking; reporting rather than analysis of arguments	Little or no evidence of critical thinking
<b>Arguments</b>					
How well you deal with competing arguments	Competing arguments mastered; some success in attempting to go beyond scholarship	Competing arguments acknowledged and critically assessed; attempt to go beyond scholarship resolving conflicts between competing arguments	Substantial evidence of knowledge of competing arguments; different arguments reported rather than criticized	Some evidence of knowledge of competing arguments, but this not integrated into your argument	No evidence of knowledge of competing arguments
<b>Sources</b>					
Use of ancient sources	Extensive and critical use of ancient sources. Critical evaluation of relevant sources. Goes beyond material supplied	Thorough and critical use of ancient sources	Substantial use of ancient sources; some uncritical use. Evidence may be reported rather than critically evaluated	Sufficient use of ancient sources; substantial uncritical use	Very little or no use of ancient sources. Or, misuse of ancient sources where texts are quoted at length with little or no critical commentary or argument
<b>Modern works</b>					
The depth of your reading in modern scholarship	Extensive and critical use of modern scholarship. Goes beyond bibliography supplied in lectures	Thorough and critical use of modern scholarship supplied in lectures and tutorials	Substantial use of modern scholarship; some uncritical use	Sufficient use of modern scholarship; substantial uncritical use. Range of scholarship cited may be limited or inappropriate	Little or no use of modern scholarship; uncritical use of scholarship. Only inappropriate modern sources cited (e.g. unscholarly websites)
<b>Citation</b>					

## Unit guide AHIX821 Ptolemaic Egypt from Alexander the Great to Augustus

Citation of sources, ancient and modern	No HD grade for this category	No D grade for this category	Credit or above: Approved system used consistently	Attempt to use approved system , but not used consistently in line with the models provided	No attempt to use approved system or failure to cite work quoted [plagiarism]
<b>Language</b>					
English language	Excellent use of English language throughout. Grammar and style of the highest quality	Excellent use of English language	Proficient use of English; some minor errors e.g. in use of apostrophe. Style not always appropriate (but language not ungrammatical)	Generally sound use of English; consistent minor errors	Substantial inappropriate or ungrammatical use of English
<b>Language</b>					
Spelling	Spelling correct throughout. Consistent treatment of foreign language words	Spelling correct throughout; may be some inconsistency e.g. in treatment of foreign language words in English (such as Greek and Latin transliterations) or in use of foreign language words	Spelling mostly correct throughout; some minor errors e.g. in Greek or Latin names	Minor spelling mistakes but otherwise sound	Spelling consistently poor
<b>Structure</b>					
Structure of Argument	Excellent structure; comes to a clear conclusion. Logical sequence to argument.	Argument is well structured	Paper comes to a clear conclusion; minor inconsistencies in argument	Argument has some structure, but significant inconsistencies too	Little or no attempt to structure
<b>Length</b>					
Length of Paper	No HD grade for this category	No D grade for this category	No Cr grade for this category	Within the limits set for the assignment	Not within limits set for this assignment: too long or too short
<b>Presentation</b>					
Presentation of Paper	No HD grade for this category	No D grade for this category	No Cr grade for this category	Well presented	Poor presentation: e.g. untidy and difficult to read

### Academic honesty/plagiarism

Academic honesty is an integral part of the core values and principles contained in the

Macquarie University Ethics Statement: <http://www.mq.edu.au/ethics/ethic-statement-final.html>

Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way
- When the ideas of others are used, these ideas are acknowledged appropriately.

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty Policy which can be viewed at:

[http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

### Student support services

Macquarie University provides a range of Student Support Services. Details of these services can be accessed at:

Student Advocacy and Support Services:

[http://students.mq.edu.au/support/health\\_and\\_wellbeing/student\\_advocacy\\_and\\_support/](http://students.mq.edu.au/support/health_and_wellbeing/student_advocacy_and_support/)

or Campus Wellbeing & Support Services:

[http://students.mq.edu.au/support/health\\_and\\_wellbeing/](http://students.mq.edu.au/support/health_and_wellbeing/)

## Unit Schedule

Week no.	Lecture no.	Topic
1	1	Egypt 405-332 BC.
	2	Alexander the Great and Egypt.
2	3	General Ptolemy takes over in Egypt. The 'funeral games' of Alexander.
	4	King Ptolemy I builds an empire. Manetho.
3	5	Ptolemy II and Arsinoe II: the sibling monarchs.
	6	Ptolemy II Philadelphus, the library of Alexandria, and Greek culture. Posidippus.
4	7	Alexandria, the greatest city in the world. Apollonius of Rhodes.
	8	Ptolemy II and the <i>Revenue Papyrus</i> .

5	9	Ptolemy II and the Bible.
	10	Ptolemy III: a bid for world domination. The Alexandrian court. Callimachus.
6	11	Ptolemy III continued. Women in court and city.
	12	Egypt and Africa: the kingdom of Meroe.
7	13	Alexandrian science. Eratosthenes. Herophilus.
	14	Ptolemies IV and V. A Seleucid takeover bid.
8	15	Religions of the Ptolemaic kingdom.
	16	Egyptian temples in the Ptolemaic era.
9	17	The revolt of the Thebaid.
	18	Ptolemy VI. The takeover bid turns hostile again.
10	19	Ptolemies VI and VIII, Cleopatras II and III: when families go bad.
	20	Oxyrhynchus and papyrology.
11	21	Kerkeosiris and village life.
	22	The Egyptian economy and the Amnesty Decree (118 BC).
12	23	Ptolemies IX to XI: when bad families get worse. Machinery. Hero.
	24	Ptolemy XII Auletes: Egypt and the turmoil of the Roman republic.
13	25	Cleopatra VII and Julius Caesar.
	26	Antony and Cleopatra. The Empire of the East. Cleopatra's death. Augustus takes over.

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

#### **Special Consideration Policy and Procedure** **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the



future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](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](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/](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](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](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/](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](http://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](http://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/](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

- Uncover and assimilate information in a context appropriate to postgraduate study
- Develop and apply techniques of understanding ancient sources of differing kinds
- Relate understanding of the ancient world to broad conceptual frameworks and modern contexts
- Show in writing critical understanding of factual questions and judgements of likelihood and value
- Demonstrate in writing ability to reason persuasively from a question to a provisional answer, citing relevant evidence
- Treat information in an ethical manner

## Assessment tasks

- Minor essay
- Major essay 1
- Major essay 2
- Online participation
- Take-home 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

- Uncover and assimilate information in a context appropriate to postgraduate study
- Demonstrate understanding orally and in writing, by deduction and argumentation
- Develop and apply techniques of understanding ancient sources of differing kinds

## Assessment tasks

- Minor essay
- Major essay 1
- Major essay 2
- Online participation
- Take-home 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**

- Demonstrate understanding orally and in writing, by deduction and argumentation
- Develop and apply techniques of understanding ancient sources of differing kinds
- Relate understanding of the ancient world to broad conceptual frameworks and modern contexts
- Show in writing critical understanding of factual questions and judgements of likelihood and value
- Demonstrate in writing ability to reason persuasively from a question to a provisional answer, citing relevant evidence
- Treat information in an ethical manner

## **Assessment tasks**

- Minor essay
- Major essay 1
- Major essay 2
- Online participation
- Take-home 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**

- Uncover and assimilate information in a context appropriate to postgraduate study
- Demonstrate understanding orally and in writing, by deduction and argumentation
- Develop and apply techniques of understanding ancient sources of differing kinds
- Relate understanding of the ancient world to broad conceptual frameworks and modern contexts
- Show in writing critical understanding of factual questions and judgements of likelihood and value

- Demonstrate in writing ability to reason persuasively from a question to a provisional answer, citing relevant evidence

### **Assessment tasks**

- Minor essay
- Major essay 1
- Major essay 2
- Online participation

## **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**

- Demonstrate understanding orally and in writing, by deduction and argumentation
- Show in writing critical understanding of factual questions and judgements of likelihood and value
- Demonstrate in writing ability to reason persuasively from a question to a provisional answer, citing relevant evidence
- Treat information in an ethical manner

### **Assessment tasks**

- Minor essay
- Major essay 1
- Major essay 2
- Online participation
- Take-home 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

- Demonstrate understanding orally and in writing, by deduction and argumentation
- Develop and apply techniques of understanding ancient sources of differing kinds
- Relate understanding of the ancient world to broad conceptual frameworks and modern contexts
- Show in writing critical understanding of factual questions and judgements of likelihood and value
- Demonstrate in writing ability to reason persuasively from a question to a provisional answer, citing relevant evidence
- Treat information in an ethical manner

## Assessment tasks

- Online participation
- Take-home examination

## Changes from Previous Offering

This unit appears in a new form as from Session 3 2016.

## Changes since First Published

Date	Description
25/11/2016	A student wrote to me: 'the Unit Guide says there are four topics for Major Essay 1 but only lists three and similarly it says there are three topics for major Essay 2 but only lists two.....this needs clarification, please!' In this edit I have eliminated reference to 'four topics' and 'three topics' as referred to by the student who inquired.