



AHIS253

Pagans, Jews and Christians: Athens and Jerusalem

S1 Day 2017

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Malcolm Choat

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W6A 504

Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

This unit studies the relationship between the Greek, Jewish and Christian traditions from the perspective of the inheritors of the classical tradition, Rome. It examines the ways the Roman state reacted to Jews and Christians from the second to the fourth centuries – from the time when Christianity first came to Rome's attention, through attempts by Rome to remove it (violently or otherwise) from the world, to the 'triumph' of Christianity in the fourth century. It looks at developments in Roman and provincial religion in the period; the Roman responses to Jews and Christians; and the relationship between Judaism and Christianity. We begin and end with Tertullian's question, "What has Athens to do with Jerusalem?".

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 evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.
- Recognise in the evidence strategies for inter- and intra religious interaction.
- Assess perspectives on the processes of accommodation and integration inherent in a society in which different ethnic, cultural, linguistic, and religious groups operate alongside each other .

Consider critically how the way we label ancient phenomena, communities, and events, affects our study of them.

Classify and interpret ancient documentary, literary, and artifactual material.

Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of the ancient world

Utilise communication skills appropriate to academic presentations and discussions

General Assessment Information

Assignment Submission

ALL written assignments (tutorial submission, essay) will be submitted via Turnitin.

You are required to present yourself for examination at the time and place designated in the University Examination Timetable. The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances, please consult University Policy for the available procedure.

Extensions

ALL deadlines are firm unless an extension has been requested in writing one (1) week before the due date. A penalty for lateness will apply unless a doctor's certificate is supplied. No written work will be accepted for assessment after the end of Week 13. 5% of credit will be deducted for the first day assignments are submitted late without an extension and thereafter 2% of credit will be deducted per day for assignments submitted late without an extension. If an assessment task is more than two (2) weeks late, students will need the permission of the unit convenor before submitting the task. Tasks more than two (2) weeks late, without extension or convenor permission, will not be marked. Assignments handed in early will not be marked and returned before the due date. Always retain a copy of work you submit in case it is lost in the online system.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Definitions</u>	10%	No	10/3/17
<u>Tutorial participation</u>	10%	No	Weekly
<u>Tutorial Presentation</u>	20%	No	At relevant tutorial
<u>Essay</u>	30%	No	5/15/17
<u>Definitions Reflection</u>	0%	No	9/6/17
<u>Exam</u>	30%	No	Examination Period

Definitions

Due: **10/3/17**

Weighting: **10%**

In no more than 200 words, give your understanding of the terms 'religion', 'pagan', 'Jew', and 'Christian'. Tell me how you understood these terms when you started the course, not after you heard the introductory lectures. It is not necessary to provide any references for these assignments, and I do not expect you to do any research for them: I simply wish to find out what you think these terms mean. The mark for this assignment will largely be based on spelling, grammar, punctuation, syntax, and sentence construction. You will lose .25 of a mark for each error you make in these areas; marks may be also deducted for answers which are racially or religiously intolerant or otherwise offensive. Thus it is an exercise in proofreading and presentation, as well as an opportunity for you to consider how you understand what we will be studying this semester.

On successful completion you will be able to:

- Identify evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.

Tutorial participation

Due: **Weekly**

Weighting: **10%**

Ten percent (10%) of your mark will be based on your participation in Tutorials. "Participation" in the tutorials is not assessed on the quality or length of the contribution, but simply on your participation in our discussions. Active participation which demonstrates your preparation and engagement with the themes of the tutorial is the best way of ensuring full marks for this task, which helps build crucial communication skills. It is naturally impossible to participate in the discussion if one does not attend the tutorial.

On successful completion you will be able to:

- Identify evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.
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Tutorial Presentation

Due: **At relevant tutorial**

Weighting: **20%**

Each student will give a ten (10) minute oral presentation in one of the tutorials from weeks 2–12 which addresses the question listed for that week.

The mark will be based on:

- how well you address the question
- your analysis of the ancient sources
- the clarity of your arguments
- the level of research and preparation as evidenced in your presentation
- how well you keep to time
- your presentation style and communication skills

In the tutorial you are presenting at, you will be expected to take a major role in the discussion, and may have questions directed to you by the tutor or other students (you can use this discussion to flesh out aspects of the question or details which you did not have time to address in the presentation). Do not exceed the time limit, or speak too quickly. Focus on the ancient sources and your analysis of them: do not dwell on the opinions of modern authors unless you are reporting an academic difference of opinion which is important to the analysis of the sources. In your presentation you should briefly contextualise the sources and personalities you are discussing: what type of sources are they? When were they written? If a person, when and where did they live and/or write? Do not spend too long on this, but it is important that you place your discussion in an historical context and demonstrate that you know what type of sources you are dealing with.

On successful completion you will be able to:

- Identify evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.
- Recognise in the evidence strategies for inter- and intra religious interaction.
- Assess perspectives on the processes of accommodation and integration inherent in a society in which different ethnic, cultural, linguistic, and religious groups operate alongside each other .
- Consider critically how the way we label ancient phenomena, communities, and events, affects our study of them.
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Essay

Due: **5/15/17**

Weighting: **30%**

The major essay must be 2000 words (+/- 10%: essays which exceed 2100 words will attract a 5% penalty for every 100 extra words). It is important to base your essay on ancient sources, and to compile your own list of up-to-date modern discussions of the question. Do not hesitate to

approach me for guidance over your essay at any stage.

Essays must be accompanied by a bibliography of the ancient and modern sources 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. The presentation of the essay should follow accepted scholarly practice. A guide to 'Essay Presentation & Conventions: Style Guide' is available from the [Ancient History Department Website](#), and this should be followed.

There will be a choice of topics for the essay, which will be provided on the unit iLearn site.

On successful completion you will be able to:

- Identify evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.
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Definitions Reflection

Due: **9/6/17**

Weighting: **0%**

In no more than 200 words, reflect on how, if at all, your understanding of the terms 'religion', 'pagan', 'Jew', and 'Christian' has changed during the course. How do you understand the terms now? If your opinion on what they signify has changed, what factors caused this? Do you think they are useful terms in the study of the Roman Empire?

NB. This assessment has no weighting, but any student that does not submit it cannot pass the unit.

On successful completion you will be able to:

- Identify evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.

Exam

Due: **Examination Period**

Weighting: **30%**

There will be a two (2) hour examination during the exam period at the end of semester. Further guidance on the exam will be provided during the session.

On successful completion you will be able to:

- Identify evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.
- Recognise in the evidence strategies for inter- and intra religious interaction.
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Delivery and Resources

Weekly Readings

There is no textbook for this unit. Readings for the tutorials and seminars will be made available on the unit iLearn site, and will also be available in a print-on-demand book of readings from MUSE.

If students wish to have a readable and informative narrative of the historical themes on which this unit focuses, I recommend Robin Lane Fox, *Pagans and Christians* (London: Penguin, 2006 [new edition]). Students are *not* required to purchase this book.

Frequent recourse will be made to the Ecclesiastical History of Eusebius of Caesarea, the first ever work of 'Christian History', written at the close of the period this course deals with. A modern translation of this work is published in Penguin Classics: Eusebius, *The History of the Church from Christ to Constantine*, trans. G.A. Williamson (London & New York, 1989). Students who wish to purchase this will find it useful, but a perfectly reasonable translation is also available on-line, at <http://www.ccel.org/ccel/schaff/npnf201.html>.

Technology Used

The unit has an iLearn page which can be accessed at <https://ilearn.mq.edu.au/login/index.php>. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and

skills in word processing are also a requirement. Content, readings, and discussions for this unit will be delivered via the unit iLearn page. The lectures for this unit will be recorded and the audio recordings and accompanying slides will be available on the Echo 360 system. Readings will be available via the library and the unit iLearn site, where other digital resources will also be placed.

Lectures

There will one one-hour lecture per week, on Fridays at 9.00–10.00. There is no lecture in Week 7.

Seminars

Directly following each week's lecture, there will be a one hour seminar, in which I will raise important issues about how and why we study history, and the methodologies, sources, and approaches we use, which we will then discuss, both in small groups and as a class. These will be separate from the tutorials (see below). There is no seminar in Week 7.

Tutorials

In the tutorials, we will focus on the historical interpretation of the sources for religion in the Roman empire. There are tutorials in week 1, and there are no tutorials in weeks 7 or 13.

Unit Schedule

For a week-by-week overview of the content we will cover in the lectures, seminars, and tutorials, see the unit iLearn site.

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

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

- Recognise in the evidence strategies for inter- and intra religious interaction.
- Assess perspectives on the processes of accommodation and integration inherent in a society in which different ethnic, cultural, linguistic, and religious groups operate alongside each other .
- Consider critically how the way we label ancient phenomena, communities, and events, affects our study of them.
- Classify and interpret ancient documentary, literary, and artifactual material.
- Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of the ancient world

Assessment tasks

- Essay
- Exam

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 outcome

- Utilise communication skills appropriate to academic presentations and discussions

Assessment tasks

- Tutorial participation
- Tutorial Presentation
- Essay
- Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Identify evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.

Assessment task

- Definitions Reflection

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

- Identify evidence for religious interaction in the Roman world from c. 100 to c. 350 CE.
- Consider critically how the way we label ancient phenomena, communities, and events, affects our study of them.
- Classify and interpret ancient documentary, literary, and artifactual material.
- Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of the ancient world
- Utilise communication skills appropriate to academic presentations and discussions

Assessment tasks

- Definitions
- Tutorial participation
- Tutorial Presentation
- Essay
- Definitions Reflection
- Exam

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

- Recognise in the evidence strategies for inter- and intra religious interaction.
- Assess perspectives on the processes of accommodation and integration inherent in a society in which different ethnic, cultural, linguistic, and religious groups operate alongside each other .
- Consider critically how the way we label ancient phenomena, communities, and events, affects our study of them.
- Classify and interpret ancient documentary, literary, and artifactual material.
- Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of the ancient world

Assessment tasks

- Tutorial participation
- Tutorial Presentation
- Essay
- Exam

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

- Recognise in the evidence strategies for inter- and intra religious interaction.
- Assess perspectives on the processes of accommodation and integration inherent in a society in which different ethnic, cultural, linguistic, and religious groups operate alongside each other .
- Consider critically how the way we label ancient phenomena, communities, and events, affects our study of them.
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- Utilise communication skills appropriate to academic presentations and discussions

Assessment tasks

- Tutorial Presentation
- Essay
- Exam

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

- Recognise in the evidence strategies for inter- and intra religious interaction.
- Assess perspectives on the processes of accommodation and integration inherent in a society in which different ethnic, cultural, linguistic, and religious groups operate alongside each other .
- Consider critically how the way we label ancient phenomena, communities, and events, affects our study of them.
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Assessment tasks

- Definitions
- Tutorial participation
- Tutorial Presentation
- Essay
- Definitions Reflection
- Exam

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 outcomes

- Assess perspectives on the processes of accommodation and integration inherent in a society in which different ethnic, cultural, linguistic, and religious groups operate alongside each other .
- Consider critically how the way we label ancient phenomena, communities, and events, affects our study of them.
- Utilise communication skills appropriate to academic presentations and discussions

Assessment tasks

- Definitions
- Tutorial participation
- Tutorial Presentation

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

- Assess perspectives on the processes of accommodation and integration inherent in a society in which different ethnic, cultural, linguistic, and religious groups operate alongside each other .
- Utilise communication skills appropriate to academic presentations and discussions

Changes from Previous Offering

Since the previous offering in 2013, the structure of the unit, some assessment, and some lecture content have been adjusted.

Satisfactory Completion of Unit

In order to complete the unit satisfactorily students must gain a mark of 50% or more overall, and undertake all assessment tasks.