



# AHPG821

## Egypt: Alexander to Augustus

S1 Day 2017

*Dept of Ancient History*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit convener

Paul McKechnie

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Contact via Email me, don't phone me

W6A500

Open door policy

Credit points

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Prerequisites

Admission to MAnchHist or GradCertAnchHist or MA in (Ancient History or Coptic Studies)

Corequisites

Co-badged status

Unit description

Theocritus wrote: '... there's no country so fruitful as the low-country of Egypt when Nile comes gushing up to soak the soil and break it, nor no country, neither, possessed of so many cities of men learned in labour ... and in them the lord and master of all is proud Ptolemy.' In this unit this powerful empire is studied. Its kings, fifteen of them, all had the name of Ptolemy. In their capital city of Alexandria, founded by and named after Alexander the Great, the kings of the Ptolemy family built the Museum and Library which made their empire the beating heart of the Greek intellectual world. Theirs was the longest-lasting of the successor kingdoms which took over the lands conquered by Alexander, lasting until Octavian (later known as Caesar Augustus) defeated Cleopatra VII and Mark Antony in a sea-battle at Actium in 31 BC.

## 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:

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	20	Friday Week 3
2	Major essay	40	Friday Week 10
3	Take-home exam	40	Friday Week 14
	Total	100	

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Minor essay</a>	20%	No	Week 3
<a href="#">Major essay</a>	40%	No	Week 10
<a href="#">Take-home examination</a>	40%	No	Week 13

### Minor essay

Due: **Week 3**

Weighting: **20%**

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

3. *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 the late Chris Bennett's Ptolemaic genealogy website

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

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 3 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
- 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

## Major essay

Due: **Week 10**

Weighting: **40%**

### 2. Major Essay

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

1. *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.

2. *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.

3. *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.

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

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

5. *Examine what took place in Alexandria when Ptolemy VIII Euergetes II (= Physcon) took over in Alexandria after his brother's death in 145. What were the consequences, down to 116?*

Use the weekly bibliography for week 10 as your first source of bibliographical advice.

On successful completion 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

## Take-home examination

Due: **Week 13**

Weighting: **40%**

### 3. 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 Weeks 13 and 14. Submit your answers by 5 p.m. on Friday of Week 14 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 14**. It will be a 'take home' exam, meaning that you can decide for yourself when to work on it during the given weeks.

On successful completion you will be able to:

- Demonstrate understanding orally and in writing, by deduction and argumentation
- 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

## **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 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 convener via the dialogue tool immediately.

Extensions are granted **only** on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. If you are having problems completing an assignment, please contact the tutor as early as possible.

See also here:

[http://www.mq.edu.au/policy/docs/disruption\\_studies/procedure.html](http://www.mq.edu.au/policy/docs/disruption_studies/procedure.html)

### **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).

### 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
<i>Knowledge</i>					

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>					
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>					
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

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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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](http://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
- 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
- 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
- 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

## 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
- 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 task**

- Take-home examination

## **Changes from Previous Offering**

This unit is different from the unit previously taught by Assoc. Prof. Malcolm Choat.