



AHIX253

Pagans, Jews and Christians: Athens and Jerusalem

S2 OUA 2017

Dept of Ancient History

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General Information

Unit convenor and teaching staff

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Prerequisites

Corequisites

Co-badged status

Unit description

When Tertullian posed the famous question 'What has Athens to do with Jerusalem?', he was highlighting the tensions in the early to mid-Roman empire over the Roman state's reaction to the advent of Christianity. This unit will explore two areas relevant to this controversy: What did Greeks and Romans make of Judaism and why did Jews and Christians come into conflict with Roman society. On completion, you should have a sound knowledge of the nature and causes of conflict between Christians, Jews and the Roman government during the first three centuries AD. You will gain an awareness of the various ancient source traditions on this topic. All enrolment queries should be directed to Open Universities Australia (OUA): see

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:

1. Independent and analytical judgement.
2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.
3. Skills in clear presentation of written work.
4. Self-organization and time-management (demonstrated through successful completion of work on time and consistent participation in online forum discussion).

5. Library and information retrieval skills (demonstrated through research for assignments).
6. The ability to assess and prioritize information (demonstrated through reasoned arguments).
7. A critical consciousness, informed by an understanding of ethical issues, and a self-reflexive awareness of the reasoned views of others

General Assessment Information

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Short Essay</u>	20%	No	Friday Week 3
<u>Major essay</u>	35%	No	Friday Week 10
<u>Take Home Exam</u>	35%	No	Friday Week 13
<u>Forum Participation</u>	10%	No	Weekly

Short Essay

Due: **Friday Week 3**

Weighting: **20%**

Choose either the activity question (see Forums) from Week 2 or the activity question from Week 3 (parts a and b) and write 1000 words on it.

The essay should be primarily based on *your own* reading of the primary (i.e. ancient) sources set for each of the weeks (in the *Book of Readings* and Mark Harding's *Early Christian Life and Thought in Social Context*).

On successful completion you will be able to:

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- 3. Skills in clear presentation of written work.
- 4. Self-organization and time-management (demonstrated through successful completion of work on time and consistent participation in online forum discussion).
- 5. Library and information retrieval skills (demonstrated through research for assignments).
- 6. The ability to assess and prioritize information (demonstrated through reasoned arguments).
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Major essay

Due: **Friday Week 10**

Weighting: **35%**

Students should submit a 2,000 word essay (excluding references) by 5pm (EST) Friday of **Week 10**. 2000 words is a maximum word limit (+/- 10%), and essays which exceed it will not be viewed favourably (and may attract penalties depending on the severity of the infraction).

These essays **MUST** conform in presentation to the requirements as laid out in a separate document available on request from the Ancient History Office.

Extensions will be granted only in cases of misadventure or illness.

You may choose your own essay topic, as long as it is related to the subject matter and time frame of the unit and students must clear their proposed topic with the course convener/tutor beforehand.

You may also expand any one of the tutorial topics into an essay topic, using bibliographies given plus your own further reading. The question **must** involve an argument or discussion. It is important to base your essay on primary sources, and to compile your own list of up-to-date secondary reading. Do not pick a question which has too much ground to cover and do not hesitate to discuss your questions with the unit Convenor at any stage of the Study Period via email.

Essays should be accompanied by separate bibliographies of primary (ancient) sources and modern works and footnotes. The presentation should follow accepted scholarly practice.

Students may also choose one of the following set questions.

1. How did the response of the Roman State to Christians develop during the second and third centuries (i.e. c. 100-300 C.E.)? (Note: your answer should cover the period prior to the so-called "Great Persecution")
2. How do papyri illustrate the spread of Christianity in Egypt down to the time of Constantine? How does this compare with the account given in literary sources?
3. On what grounds did second and third century Graeco-Roman intellectuals like Celsus

and Porphyry of Tyre attack Christianity? How did writers like Origen of Alexandria and the earlier Christian apologists respond?

4. What was the background to and causes of the state-sponsored actions against Christians in the third and fourth centuries (i.e. 250-313 C.E.)? How did these effect the Christian community?

On successful completion you will be able to:

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- 3. Skills in clear presentation of written work.
- 4. Self-organization and time-management (demonstrated through successful completion of work on time and consistent participation in online forum discussion).
- 5. Library and information retrieval skills (demonstrated through research for assignments).
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Take Home Exam

Due: **Friday Week 13**

Weighting: **35%**

There will be a take home examination and **detailed instructions** posted on the Forum under Announcements on Friday Week 12 at 9.00am. Students will also be sent the exam via the Dialogue section.

It must be uploaded here by the following Friday. There will be one (1) compulsory question given here:

Why (in your opinion, backed by ancient sources) did the Roman state come into conflict with both Jews and Christians? How far did the Romans distinguish the two?

Students must also answer two (2) additional questions chosen from nine additional options covering various course modules.

On successful completion you will be able to:

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Forum Participation

Due: **Weekly**

Weighting: **10%**

For tutorials, students must participate in the discussion forum on the Unit Website, which will address the tutorial tasks and be based on the readings.

Students are REQUIRED to make a posting on EACH of the tutorial topics, of about 250 words each.

Late posts will receive zero ("0") unless a compelling reason is given. Students who post all 12 weeks in Week 12 or 13 will received zero ("0").

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- 6. The ability to assess and prioritize information (demonstrated through reasoned

arguments).

- 7. A critical consciousness, informed by an understanding of ethical issues, and a self-reflexive awareness of the reasoned views of others

Delivery and Resources

This unit (AHIX253) is taught entirely through the i-Learn website.

Required and recommended texts and/or materials

Books can be obtained from the Coop Bookshop.

Required Reading

There is no required textbook for this course.

Recommended Reference:

Students are advised to obtain a copy of the anthology of texts:

A New Eusebius – Documents illustrating the History of the Church to AD337 by James Stevenson, 2nd edition

Recommended Reading

Available via the Unit Readings tab in Multisearch

Unit webpage and technology used and required

Online units can be accessed at: <http://ilearn.mq.edu.au/> (<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. Consult the OUA website for more detailed information on technology requirements:

<http://www.open.edu.au/public/future-students/getting-started/computer-requirements> (<http://www.open.edu.au/public/future-students/getting-started/computer-requirements>)

Unit Schedule

Weekly schedule

Week 1	Welcome and Introduction
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Week 2	Rome and the Jews in the First Century
Week 3	Jewish and Greek Culture and the spread of Christianity in the first two centuries
Week 4	The Roman world to the Third Century and the Imperial Cult
Week 5	The Roman state's reaction to Jews and Christians in the Third Century
Week 6	Evidence for Third Century Christianity
Week 7	Decius, Valerian and the Christians
Week 8	The Great Persecution
Week 9	Pagans, Jews and Christians in the Papyri (II-III)
Week 10	Pagans, Jews and Christians in the Papyri (III-IV)
Week 11	Philosophical Debates
Week 12	Philosophical Debates
Week 13	Examination Week

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

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

- 1. Independent and analytical judgement.
- 2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.

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Assessment tasks

- Short Essay
- Major essay
- Take Home Exam
- Forum Participation

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 outcomes

- 1. Independent and analytical judgement.
- 2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.
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reflexive awareness of the reasoned views of others

Assessment tasks

- Short Essay
- Major essay
- Take Home Exam
- Forum Participation

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 outcomes

- 1. Independent and analytical judgement.
- 2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.
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- Short Essay
- Major essay
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- Forum Participation

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

- 1. Independent and analytical judgement.
- 2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.
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Assessment tasks

- Short Essay
- Major essay
- Take Home Exam
- Forum Participation

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

- 1. Independent and analytical judgement.
- 2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.
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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

- 1. Independent and analytical judgement.
- 2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.

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- Major essay
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- Forum Participation

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

- 1. Independent and analytical judgement.
- 2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.
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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

- 1. Independent and analytical judgement.
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Assessment tasks

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- Forum Participation

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

- 1. Independent and analytical judgement.
- 2. Written communication skills, with particular emphasis on the ability to discuss complex material, to reflect on research and organize one's ideas, and to comprehend alternative views and respond to them profitably, and the ability to construct sustained arguments in writing, supported by clear logic and detailed research.
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- Short Essay
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