AHIS253

Pagans, Jews and Christians: Athens and Jerusalem

S2 Day 2019

Dept of Ancient History

Contents

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 Convenor
Malcolm Choat
malcolm.choat@mq.edu.au
Contact via Email

Tutor
Rachel Yuen-Collingridge
rachel.yuen@mq.edu.au
Contact via Email

Credit points
3

Prerequisites
12cp at 100 level or above

Corequisites

Co-badged status

Unit description
This unit examines the relationship between the Greek, Jewish and Christian traditions from the perspective of 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 from the world, to the conversion of the Emperor Constantine to Christianity in the early fourth century. Via a case study of Roman Egypt and papyrus documents, it looks at Roman and provincial religion in the period; Greek and Roman attitudes to Jews and Christians; and the relationship between Judaism and Christianity.

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

Marking criteria and standards

Guidelines on the criteria and standards required for assessment tasks, as well as rubrics where appropriate, will be placed on the iLearn site. Marks given for individual items of assessment are indicative only; final marks will be determined after moderation.

Assignment Submission

ALL written assignments 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. All requests for extensions <u>must</u> be submitted via ask.mq.edu.au and be supported by appropriate documentation. A penalty for lateness (see below) will apply unless a medical certificate or other written substantiation is supplied. 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.

Late Submission Penalty

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.

*"100" is to be understood as 100% of the marks *for that task*, not the entire unit.

Satisfactory Completion of Unit

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Academic Honesty Quiz	0%	Yes	Friday Week 3
Seminar/Tutorial participation	15%	No	Weekly
In-Class Quiz	20%	No	Tutorial Week 7
Essay	30%	No	Monday Week 9
Class debate	5%	No	Final Tutorial
Exam	30%	No	Examination Period

Academic Honesty Quiz

Due: **Friday Week 3**

Weighting: **0%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will complete a short quiz that gives examples of academic dishonesty. Students must gain full marks in this quiz to pass the unit. Students may attempt the quiz as many times as they wish.

On successful completion you will be able to:

- Utilise communication skills appropriate to academic presentations and discussions

Seminar/Tutorial participation

Due: **Weekly**

Weighting: **15%**

Fifteen percent (15%) of your mark will be based on your participation in the Seminars and Tutorials. "Participation" 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 seminar or 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 seminar or 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.

- 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

In-Class Quiz

Due: **Tutorial Week 7**
Weighting: **20%**

In week 7 students will do a multi-choice quiz in the tutorial of 20 questions, based on the content of the tutorials in week 2-6. Students must attend the tutorial to do the quiz, and will have the full tutorial to complete the quiz.

On successful completion you will be able to:

- 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.

Essay

Due: **Monday Week 9**
Weighting: **30%**

The major essay must be 2000 words (+/- 10%: essays which exceed 2200 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.

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

Ancient History Essay Presentation & Conventions is available, 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.
- 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

Class debate

Due: **Final Tutorial**
Weighting: **5%**

In the final tutorial students will participate in a debate on a topic which sums up the theme of the unit and will require reflection on the unit as a whole. The class will be split into two, with three champions representing each side. The topic, and the sides students will represent, will be announced at the tutorial in week 12. The mark will be awarded based in students' attendance at the tutorial in week 13 **and** handing in one page of hand-written notes on the topic of the debate. Students must both attend the tutorial **and** hand in the notes to receive full marks. Any student who does not attend or does not hand in the notes will receive no marks for the task.

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.
- Classify and interpret ancient documentary, literary, and artifactual material.
- Utilise communication skills appropriate to academic presentations and discussions

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.

- 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

Delivery and Resources

Weekly Readings

There is no textbook for this unit. Required readings will be available via Leganto on the Macquarie University Library Website, or on the iLearn page.

If students wish to have a readable and informative narrative of the historical themes on which this unit focuses, We recommend Robin Lane Fox, *Pagans and Christians* (London: Penguin, 2006 [new edition]). Students are *not* required to purchased 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 unit 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 and the unit iLearn page. Readings will be available via Legato and the unit iLearn site, where other digital resources will also be placed.

Lectures, Seminars, and Tutorials

The class for this unit will be taught in a three-hour block, from 3–6 pm on Thursdays in the Active Learning Space at 12 Second Way room 435. This class will have three components: the first hour (3–4pm) will be a lecture, the second hour (4–5 pm) a seminar, and the third our (5–6 pm) a tutorial.

Lecture (Thursday, 3–4 pm)

The lectures will cover the historical content of the unit. The audio of the lectures will be recorded and placed on the Echo360 System along with the Lecture slides.

Seminars (Thursday, 4–5 pm)

Directly following each week's lecture, there will be a one hour seminar, in which we will raise 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. There will be readings and activities for some seminars. The seminars will not be recorded.

Tutorials (Thursday, 5–6 pm)

Directly following each week's seminar will be a one-hour tutorials, in which we will focus on the historical interpretation of the sources for religion in the Roman empire. Tutorials will focus on interpretation of the ancient sources, with a number of ancient sources, sometimes accompanied by related modern discussions of them, to be read each week. The tutorials will not be recorded. Note that there **are** tutorials in week 1.

Attendance

As the lectures are recorded, attendance at them is not mandatory. However, students may find it difficult to engage in the seminars and especially the tutorials if they have not listened to the lecture before they attend the seminar and tutorial, and as the seminar and tutorial directly follow the lecture, it is impossible to listen the recorded lecture before attending that week's seminar and tutorial. Participation in seminars and tutorials forms part of the unit assessment, so students who do not attend will lose marks: attendance at seminars and tutorials is therefore strongly encouraged. Note that internal students cannot fulfil their participation requirements by posting on the iLearn discussion fora.

Unit Schedule

Week	Lecture	Seminar	Tutorial
1	The Historical Context	Assessment, essay writing, and Academic Honesty	Introductions

2	Graeco-Roman Religion	The sources: how we do ancient history?	Graeco-Roman Religion
3	The Imperial Cult	Terminology I: 'Religion'	Imperial Cult
4	Judaism and Rome after the great revolt	Terminology: 'pagan', 'Jew', and 'Christian'	Judaism and Rome
5	Rome and Christianity from Nero to Severus	Epigraphy	Pliny and Trajan
6	Philosophy and Christianity I	Text criticism, fragments, and the manuscript tradition	Philosophical objections to Christianity
7	Philosophy and Christianity II	Archaeology	In class quiz
		Semester Break (2 Weeks)	
8	The Roman state and Christians in the third century	Papyrology I	The Decian persecution
9	Christianity in the Papyri	Papyrology II	Religion in papyrus letters
10	Gnosticism, Hermeticism, Manichaeism	Definitions and relationships: Magic and religion	Magic and ritual
11	The 'Great Persecution'	Hagiography: martyrdoms as evidence	The Martyrdom of Phileas
12	'The Birth of Christianity'	The historiography of Late Antiquity	The Edict of Milan
12	The new world: traditional religion and Christianity in the fourth century	Exam discussion, Feedback	Class Debate

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Seminar/Tutorial participation
- In-Class Quiz
- Essay
- Class debate
- 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

- Academic Honesty Quiz
- Seminar/Tutorial participation
- Essay
- Class debate
- 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 tasks

- Seminar/Tutorial participation
- In-Class Quiz
- Essay
- Class debate
- Exam

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

- Academic Honesty Quiz
- Seminar/Tutorial participation
- In-Class Quiz
- Essay
- Class debate
- 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

- Seminar/Tutorial participation

- In-Class Quiz

- Essay

- Class debate

- 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.

- 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

- Academic Honesty Quiz

- Seminar/Tutorial participation

- In-Class Quiz

- Essay

- Class debate

- 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.
- 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

- Academic Honesty Quiz
- Seminar/Tutorial participation
- In-Class Quiz
- Essay
- Class debate
- 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

- Academic Honesty Quiz
- Seminar/Tutorial participation
- In-Class Quiz
- Essay
- Class debate
- Exam

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

Assessment tasks

- Academic Honesty Quiz
- Seminar/Tutorial participation
- Essay
- Class debate
- Exam

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.

Changes since First Published

Date	Description
15/07/2019	Minor typo