



# AHIS700

## Historiography and Ancient History

S1 Day 2019

*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

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

Contact via Email me, don't phone me

AHH South Floor 2

by appointment only (email me)

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit focuses on the way in which the historian responds to contemporary issues in the pursuit and practice of history, from ancient writers, through modern theorists, to students themselves.

## 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:

1. Uncover and assimilate information in a context and at a level appropriate to BPhil level study.
2. Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
3. Demonstrate understanding orally and in writing, by deduction and argumentation.
4. Show, orally and in writing, critical understanding of factual questions and judgements of likelihood and value.
5. Relate understanding of the ancient world to broad conceptual frameworks and

modern contexts.

6. Interpret, understand, and advance the state of thinking about the writing of history, including ancient history, and, when appropriate, read against the sources.

7. Treat information in an ethical manner.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Minor Essay</a>	20%	No	2359 hours 10 March 2019
<a href="#">In-class seminar</a>	40%	No	As allocated in Week 1
<a href="#">Major essay</a>	40%	No	2359 hours 9 June 2019

### Minor Essay

Due: **2359 hours 10 March 2019**

Weighting: **20%**

**In Marta Alberti's 2018 article about spindle-whorls, are her inferences about low- and high-status users, and about performance of gender in the Roman military context, validly derived and historically useful? If you were on a committee tasked with allocating limited research funding, what degree of priority would you wish to assign to creating a 'complete catalogue and typology of Roman spindle whorls along Hadrian's Wall and in Roman Britain', as she advises?**

#### Initial Bibliography

Marta Alberti (2018), 'The Construction, Use, and Discard of Female Identities: Interpreting Spindle Whorls at Vindolanda and Corbridge' *Theoretical Roman Archaeology Journal* 1(1): 2, pp. 1–16, DOI: <https://doi.org/10.16995/traj.241>

James Balme (2010), 'Spindle Whorls of Great Britain' <https://www.youtube.com/watch?v=n6TGuypgXms>

Christine McLeod (2012), 'How to Spin Yarn Using a Drop Spindle' National Trust for Scotland <https://www.youtube.com/watch?v=bKAJTKvl0nE>

You will be adding substantially to the bibliography by the time your essay is completed.

Please note that essay form is required. Point form or extended notes are not good enough. Give a bibliography at the end. The word limit (1000 words) includes footnotes but not bibliography. Footnotes should be given, and should conform to the rules laid out in 'Essay Presentation & Conventions: Style Guide', which is available from the following link: [https://mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_ancient\\_history/current\\_students/program\\_information/](https://mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_ancient_history/current_students/program_information/)

Submit this minor essay via the turnitin link in iLearn.

### **Two extra hints:**

1. 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?

2. Don't pile up footnote markers in the same place.

This is not Wikipedia.

Place each footnote marker right after the statement of fact which the reference proves to be correct. If you want to place multiple references at the end of a sentence, put them into a single footnote.

On successful completion you will be able to:

- 1. Uncover and assimilate information in a context and at a level appropriate to BPhil level study.
- 2. Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- 3. Demonstrate understanding orally and in writing, by deduction and argumentation.
- 4. Show, orally and in writing, critical understanding of factual questions and judgements of likelihood and value.
- 5. Relate understanding of the ancient world to broad conceptual frameworks and modern contexts.
- 6. Interpret, understand, and advance the state of thinking about the writing of history, including ancient history, and, when appropriate, read against the sources.
- 7. Treat information in an ethical manner.

## **In-class seminar**

Due: **As allocated in Week 1**

Weighting: **40%**

### **In-class seminar**

At the beginning of the semester you will be given a topic for an in-class seminar, and allocated a date and time. These seminars will be given two per lecture hour, and each seminar talk should take between fifteen and twenty minutes to deliver. You may use a powerpoint show or equivalent if you wish, or just speak to the class if you prefer. Questions and discussion will

follow each seminar talk.

Topics may be biographical (reflecting on the life and achievements [including weaknesses] of a historian, whether living or dead), or based on a historical question. Whichever kind of topic you are allocated, please direct your discussion to themes relevant to what history is and how one should write history, including ancient history, in the twenty-first century.

In addition to a topic, you will be allocated a date and time for your presentation. This appointment is not flexible, and extensions are impossible. In case of illness, put in a request in ask.mq for special consideration.

You may agree with a fellow-student to exchange appointment slots. Any agreement of this kind must be with the consent of both sides, and the unit convener will not be facilitating exchanges of slots or helping in any way with making the arrangements.

### **How to handle your topic**

Your topic will be given you with minimal help: no bibliography, no hints about why it might be an important topic from the viewpoint of *Historiography and Ancient History*. Some topics will relate clearly to the study and writing of ancient history, others will be of more general application, and a minority will be principally modern in focus.

There will be some limited possibility of swapping the topic you are first allocated. How easy it will be to exchange for a topic you like better will depend to some degree on final enrolment numbers for this unit.

You should prepare a fifteen- to twenty-minute talk (as a rough guide, this means 2,000 to 2,500 spoken words) to give to the class, and be ready to answer questions. As part of the talk, you may show a Powerpoint show or equivalent using the AV facilities which the classroom has got—but the Powerpoint show is not obligatory.

Aim to go beyond a factual summary, and comment on what can be learnt about historiography from consideration of the person, or the book or article, you are speaking about. By all means disagree with the methods and/or priorities in evidence in the person or the work which you are examining. Give reasons for any opinions you voice, whether in the way of praise or dissent.

### **Assessment**

Your presentation will receive a written response from the unit convener (not given immediately) and a mark out of 40, and it will be worth 40% of the final mark for the unit. No written text need be handed in: the mark is for the talk and the answers to questions.

On successful completion you will be able to:

- 1. Uncover and assimilate information in a context and at a level appropriate to BPhil level study.
- 2. Assess the relevant sources and issues critically, analytically, and in an integrated

fashion.

- 3. Demonstrate understanding orally and in writing, by deduction and argumentation.
- 4. Show, orally and in writing, critical understanding of factual questions and judgements of likelihood and value.
- 5. Relate understanding of the ancient world to broad conceptual frameworks and modern contexts.
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- 7. Treat information in an ethical manner.

## Major essay

Due: **2359 hours 9 June 2019**

Weighting: **40%**

### Major essay

Your major essay will be a developed version of the study first presented as an in-class talk.

If having given your in-class talk you find that its topic has exhausted its potential and you want another, ask the unit convener: it will be possible to negotiate an amended or completely new topic. Be cautious about asking to do this: it is a labour-intensive option.

Otherwise, please develop your in-class talk into a fully-footnoted major essay (maximum length 3,000 words) with bibliography, on a historiographical theme linked to your original topic.

Please note that essay form is required in this case. Point form or extended notes are not good enough. Give a bibliography at the end. The word limit includes footnotes but not bibliography. Footnotes should be given, and should conform to the rules laid out in 'Essay Presentation & Conventions: Style Guide', which is available from the following link: [https://mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/department\\_of\\_ancient\\_history/current\\_students/program\\_information/](https://mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_ancient_history/current_students/program_information/)

Submit this essay through the turnitin link in iLearn.

### Two extra hints:

1. Don't give strings of identical footnotes. A marker 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?

2. Don't pile up footnote markers in the same place.

This is not Wikipedia.

Place each footnote marker right after the statement of fact which the reference proves to be

correct. If you want to place multiple references at the end of a sentence, put them into a single footnote.

On successful completion you will be able to:

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- 7. Treat information in an ethical manner.

## Delivery and Resources

### Successful Completion

To complete the unit successfully, you will need to achieve an overall mark of 50% or above.

### Extensions

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Requests for an extension must be made through Ask.Mq: <https://ask.mq.edu.au>

### Faculty 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.”*

### Lectures and Seminars

There are no tutorials. Attendance at lectures is important: please be present. Students are expected to attend **all classes**, unless there are extenuating circumstances such as illness etc. Students are required to complete the compulsory readings before the seminar and participate in the discussion.

### Electronic Resources

There will be a unit iLearn site, on which readings and resources will be placed.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Any problem, contact [onehelp@mq.edu.au](mailto:onehelp@mq.edu.au) (9850 4357) *and not* the unit convener.

**Assessment Submission.** All written work must be submitted through the turnitin links for the first and third assessment items on iLearn.

## Unit Schedule

### Lecture list

Lecture no.	Date	Title
1	27 February	How this unit works Allocation of tasks Historiography and the NSW Board of Studies
2	28 February	Naming the parts
3	6 March	How can archaeology become history? David Randall-Maclver and Great Zimbabwe
4	7 March	Seminars 1, 2
5	13 March	Whose interest does history serve? The case of Manetho of Sebennytus
6	14 March	Seminars 3, 4
7	20 March	Whose interest does history serve? The case of Eusebius of Caesarea
8	21 March	Seminars 5, 6
9	27 March	Oxford Regius Professors of History
10	28 March	Seminars 7, 8
11	3 April	Edward Gibbon
12	4 April	Seminars 9,10
13	10 April	<i>The Monumenta Germaniae Historica</i>
14	11 April	Seminars 11, 12



Recess 15-28 April (Easter Sunday 21 April)		
15	1 May	History in the Scottish universities
16	2 May	Seminars 13, 14
17	8 May	Prof. Alanna Nobbs : How to be a Historian
18	9 May	Seminars 15, 16
19	15 May	Prof. Edwin Judge: How I started Ancient History at Macquarie University
20	16 May	Seminars 17, 18
21	22 May	History at Cambridge and in English universities
22	23 May	Seminars 19, 20
23	29 May	spare date
24	30 May	Seminars 21, 22
25	5 June	Seminars 23, 24
26	6 June	Summary: Writing the ancient world today

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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) (<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) (<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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

Note carefully that any marks given for assessment tasks during the unit should be considered provisional and are subject to moderation.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

- 3. Demonstrate understanding orally and in writing, by deduction and argumentation.
- 4. Show, orally and in writing, critical understanding of factual questions and judgements of likelihood and value.
- 6. Interpret, understand, and advance the state of thinking about the writing of history, including ancient history, and, when appropriate, read against the sources.
- 7. Treat information in an ethical manner.

#### Assessment task

- Major essay

### 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

- 1. Uncover and assimilate information in a context and at a level appropriate to BPhil level study.
- 4. Show, orally and in writing, critical understanding of factual questions and judgements of likelihood and value.
- 5. Relate understanding of the ancient world to broad conceptual frameworks and modern contexts.

- 6. Interpret, understand, and advance the state of thinking about the writing of history, including ancient history, and, when appropriate, read against the sources.

## **Assessment tasks**

- Minor Essay
- In-class seminar
- Major essay

## **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**

- 1. Uncover and assimilate information in a context and at a level appropriate to BPhil level study.
- 2. Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- 3. Demonstrate understanding orally and in writing, by deduction and argumentation.
- 4. Show, orally and in writing, critical understanding of factual questions and judgements of likelihood and value.
- 5. Relate understanding of the ancient world to broad conceptual frameworks and modern contexts.
- 6. Interpret, understand, and advance the state of thinking about the writing of history, including ancient history, and, when appropriate, read against the sources.

## **Assessment tasks**

- Minor Essay
- In-class seminar
- Major essay

## **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**

- 1. Uncover and assimilate information in a context and at a level appropriate to BPhil level study.
- 2. Assess the relevant sources and issues critically, analytically, and in an integrated fashion.
- 3. Demonstrate understanding orally and in writing, by deduction and argumentation.
- 6. Interpret, understand, and advance the state of thinking about the writing of history, including ancient history, and, when appropriate, read against the sources.

## **Assessment tasks**

- Minor Essay
- In-class seminar
- 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**

- 3. Demonstrate understanding orally and in writing, by deduction and argumentation.
- 4. Show, orally and in writing, critical understanding of factual questions and judgements of likelihood and value.
- 6. Interpret, understand, and advance the state of thinking about the writing of history, including ancient history, and, when appropriate, read against the sources.

## **Assessment tasks**

- Minor Essay
- In-class seminar
- Major essay

## **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**

- 4. Show, orally and in writing, critical understanding of factual questions and judgements of likelihood and value.
- 5. Relate understanding of the ancient world to broad conceptual frameworks and modern contexts.
- 6. Interpret, understand, and advance the state of thinking about the writing of history, including ancient history, and, when appropriate, read against the sources.
- 7. Treat information in an ethical manner.

## **Assessment task**

- Major essay

## **Changes from Previous Offering**

This version of AHIS700 is completely different to the versions taught in 2018 and earlier.