



AHIX265

Art and Architecture Through Roman Eyes

S2 OUA 2019

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides an introduction to the artistic and architectural traditions of the Roman world from the late republic until the early imperial period. Learn about the development of the city of Rome from its foundation through to its transformation into the imperial capital of the Roman Empire under Augustus and his successors. We will analyse a wide range of ancient visual texts, including monuments, private buildings, buildings for entertainment and leisure, sculpture, painting, gems and coins as well as a selection of ancient written sources. Particular attention will be paid to the relationship between art, architecture and the development of Roman politics and society. 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. Research, analyse and interpret primary and secondary sources and present the information in a written format
2. Actively participate in online group discussion
3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
5. Understand the place of artistic and architectural study (including museums) in our

own society

6. Interpret artistic and architectural evidence with appreciation and understanding

General Assessment Information

Submission of Assignments: All written assessments are to be submitted to Turnitin via the iLearn site by their respective due dates and times (which are all listed according to local Sydney time).

Access to the internet and the ability to download and/or view unit materials are essential. Ability to work with word processing software is required for written assessments, respectively. Further, an internet connection that allows for downloading of powerpoints and other files is also necessary.

Any technical issue encountered with accessing unit materials and/or with submitting assignments should be directed to the IT department via ask.mq.edu.au. After lodging a complaint/request with them, you must also notify me via email concerning the issue as soon as possible after it is discovered.

Assignments will be assessed on their level of completion, coherence, grammar, and comprehension.

Assessment tasks are compulsory and must be submitted on time.

Late Submission: Unless otherwise stated, 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 for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, late work will not be accepted. If required, applications for extensions should be made to me before the assignment's due date.

Assignment tasks handed in early will not be marked and returned before the due date.

For Disruptions to Studies Policy, look under Policies and Procedures.

Note on Assessment: To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above. It is highly recommended that you participate in all online discussions and complete the weekly readings.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Source Analysis I</u>	25%	No	Friday 5\pm (EST), Week 4
<u>Source Analysis II</u>	25%	No	5pm (EST) Friday, Week 9
<u>Major Essay</u>	40%	No	Friday 5pm (EST), Week 13
<u>Online Discussion</u>	10%	No	Ongoing

Source Analysis I

Due: **Friday 5\pm (EST), Week 4**

Weighting: **25%**

Topic: Roman Funerary Art and Architecture

Answer the following question in 1000 words:

What do funerary art and architecture reveal about Roman social status?

In your response, you need to make reference to specific items of ancient evidence to support your answer. You will base your work on the ancient material that was discussed in Week 3, particularly the images that were examined. In addition, you are encouraged to find further ancient examples of funerary art and architecture (e.g. from reputable museum websites and from the modern works listed below that are available through Unit Readings). Please restrict your ancient examples to the republican and early imperial periods (ie. until the end of the 1st century A.D.). You also need to consider and incorporate the arguments made in modern works discussing Roman funerary art and architecture into your own response.

When citing the ancient or modern evidence upon which you are basing any observation, you should make use of footnotes. Any material in footnotes is not considered to be part of your word-length. Please consult the relevant referencing guides provided for further details about referencing requirements.

A bibliography of ancient and modern works utilised must be provided.

Modern works you can consult are listed below. All of these works are available through the 'Unit Readings' on MQ library's multisearch:

- * Bianchi Bandinelli, R. *Rome the Centre of Power* (London, 1969), pp.51-105.
- * D' Ambra, E., 'A myth for a Smith: A Meleager sarcophagus from a tomb in Ostia', *American Journal of Archaeology* 92 (1988), pp.85-100.
- * D'Ambra, Eve, *Roman Art* (Cambridge, 1998), pp.38-57.
- * Dunbabin, Katherine M. D. *The Roman Banquet: Images of Conviviality* (New York, 2003), pp.103-140.
- * Hope, V. 'Constructing Roman identity: funerary monuments and social structure in the Roman world', *Mortality* 2 (1997), pp.103-121.
- * Hope, Valerie. 'A Roof Over the Dead: Communal Tombs and Family Structure', in R. Laurence and A. Wallace-Hadrill (eds.), *Domestic Space in the Roman World* (Portsmouth, RI, 1997), pp.69-88.
- * Inez Scott, Ryberg, 'Rites of the State Religion in Roman Art', *Memoirs of the American Academy in Rome*, Vol. 22, Rites of the State Religion in Roman Art (1955); complete monograph available via the JSTOR database (accessible through the Macquarie University Library website)
- * Kampen, N. B., 'Biographical Narration and Roman Funerary Art', *American Journal of*

Archaeology 85 (1981), pp.47-58.

* Kleiner, Diana E. E. and Buxton, Bridget, 'Pledges of Empire: The Ara Pacis and the Donations of Rome', *American Journal of Archaeology*, Vol. 122, No. 1 (2008), pp.57-90.

* Kousser, M. 'Mythological Group Portraits in Antonine Rome', *The American Journal of Archaeology* 111.4 (2007), pp.673-691.

* Meyer, Elizabeth A. 'Explaining the Epigraphic Habit in the Roman Empire: The Evidence of Epitaphs', *The Journal of Roman Studies* 80 (1990), pp. 74-96.

* Patterson, J. 'Living and Dying in the City of Rome: Houses and Tombs', in Coulston, John and Dodge, Hazel (eds.) *Ancient Rome: The Archaeology of the Eternal City* (Oxford, 2000), pp.259-289.

* Patterson, J. R. 'Patronage, collegia and burial in Imperial Rome', in S. Bassett (ed.) *Urban Responses to the Dying and the Dead, 100-1600* (Leicester, 1992), pp.15-27.

* Petersen, Lauren Hackworth, *The Freedman in Roman Art and Art History* (Cambridge, 2006), pp.84-120.

* Peterson, L. H. 'The Baker, His Tomb, His Wife, and Her Breadbasket: The Monument of Eurysaces in Rome', *The Art Bulletin* 85 (2003), pp.230-257.

* Platner, Samuel Ball (as completed and revised by Thomas Ashby), *A Topographical Dictionary of Ancient Rome* (London, 1929)., available online: http://penelope.uchicago.edu/Thayer/E/Gazetteer/Places/Europe/Italy/Lazio/Roma/Rome/_Texts/PLATOP*/sepulcra.html

* Pollini, John, 'Ritualizing Death in Republican Rome', in N. Laneri (ed.) *Performing Death* (Chicago, 2007), pp.237-285, available online at: [http://www.portraitsocaligula.com/clients/6600/File/Pollini-%20Article%20on%20Death%20Masks\(1\).pdf](http://www.portraitsocaligula.com/clients/6600/File/Pollini-%20Article%20on%20Death%20Masks(1).pdf)

* Stewart, P. *Roman Art* (Oxford, 2004), pp.53-73.

* Stewart, P. *The Social History of Roman Art* (Cambridge, 2008), pp.62-76.

* Sumi, G. S. 'Impersonating the Dead: Mimes at Roman Funerals', *The American Journal of Philology* 123.4 (2002), pp. 559-585.

* Wood, S. 'Alcestis on Roman sarcophagi', *American Journal of Archaeology* 82 (1978), pp.499-510.

This Assessment Task relates to the following Learning Outcomes:

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains

- Understand the place of artistic and architectural study (including museums) in our own society
- Interpret artistic and architectural evidence with appreciation and understanding

On successful completion you will be able to:

- 1. Research, analyse and interpret primary and secondary sources and present the information in a written format
- 3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- 4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- 5. Understand the place of artistic and architectural study (including museums) in our own society
- 6. Interpret artistic and architectural evidence with appreciation and understanding

Source Analysis II

Due: **5pm (EST) Friday, Week 9**

Weighting: **25%**

Topic: The *Ara Pacis Augustae*

Answer the following question in 1000 words:

How does the *Ara Pacis Augustae* reflect Augustus' vision of a Roman 'golden age'?

In your response, you need to make reference to specific items of ancient evidence to support your answer. You will base your work on the images of the *Ara Pacis Augustae* discussed in in Week 8. You may find it useful to draw upon further images from the *Ara Pacis Augustae* that you come across. In addition, you need to consider and incorporate ancient written sources on the Augustan age as well as the arguments made in modern works discussing the *Ara Pacis Augustae* into your own response.

In this assignment, you are expected to analyse three types of sources: (i) specific visual images from panels of the *Ara Pacis Augustae*; (ii) ancient written sources (eg. the *Res Gestae*); and (iii) modern works on the topic.

When citing the ancient or modern evidence upon which you are basing any observation, you should make use of footnotes. Any material in footnotes is not considered to be part of your word-length. Please consult the relevant referencing guide provided. A bibliography of ancient and modern works utilised must be provided.

Modern works you can consult are listed below. All of these works are available through 'Unit Readings':

* Billows, R. 'The Religious Procession of the *Ara Pacis*: Augustus' *Supplicatio* in 13 B.C.', *Journal of Roman Archaeology* 6 (1993), pp. 80-92.

- * Bosworth, Brian. 'Augustus, the *Res Gestae* and Hellenistic theories of *apotheosis*', *Journal of Roman Studies* 89 (1999), pp.1-18.
- * Conlin, Diane Atnally, *The Artists of the Ara Pacis: The Process of Hellenization in Roman Relief Sculpture* (Chapel Hill, 1997), pp.57-90.
- * Elsner, J. 'Cult and Sculpture: Sacrifice in the *Ara Pacis Augustae*', *The Journal of Roman Studies* 81 (1991), pp. 50-61.
- * Elsner, J. 'Inventing Imperium: Texts and the Propaganda of Monuments in Augustan Rome', in J. Elsner (ed.) *Art and Text in Roman Culture* (Cambridge, 1996), pp.32-54.
- * Elsner, John. 'Cult and Sculpture: Sacrifice in the *Ara Pacis Augustae*', *The Journal of Roman Studies* 81, (1991), pp.50-61.
- * Favro, Diane. ' "*Pater urbis*": Augustus as City Father of Rome', *The Journal of the Society of Architectural Historians* 51.1 (1992), pp.61-84.
- * Galinsky, Karl. 'Venus, Polysemy, and the *Ara Pacis Augustae*', *American Journal of Archaeology* 96.3 (1992), pp.457-475.
- * Grummond, N. de. 'The Goddess Peace on the Ara Pacis', *American Journal of Archaeology* 94 (1990), pp. 663-77.
- * Guven, S. 'Displaying the *Res Gestae* of Augustus: A Monument of Imperial Image for All', *The Journal of the Society of Architectural Historians* 57.1 (1998), pp. 30-45.
- * Haselberger, L. (2000), 'Imaging Augustan Rome', *Journal of Roman Archaeology* 13, pp.515-28.
- * Holliday, P.J. 'Time, History and Ritual in the *Ara Pacis Augustae*', *Art Bulletin* 72 (1990), pp.542-57.
- * Kampen, N. B. 'The Muted Other', *Art Journal* 47.1 (1988), pp. 15-19.
- * Kleiner, Diana E. E. 'The great friezes of the *Ara Pacis Augustae*. Greek sources, Roman derivatives and Augustan social policy', *Mélanges de l'Ecole Française de Rome* 90 (1978), pp.753-785.
- * Moretti, G. *The Ara Pacis Augustae*, trans. V. Prestley (Italy, 1975), pp.8-16.
- * Rehak, P. 'Aeneas or Numa? Rethinking the meaning of the *Ara Pacis Augustae*', *The Art Bulletin* 83 (2001), pp. 190-208.
- * Rose, C. B. 'Princes and Barbarians on the *Ara Pacis*', *American Journal of Archaeology* 94.3 (1990), pp.453-467.
- * Thornton, M. K. 'Augustan Genealogy and the *Ara Pacis*', *Latomus* 42 (1983) pp. 619-28.
- * Torelli, M., *Typology and Structure of Roman Historical Reliefs* (Ann Arbor 1982), pp.27-62.
- * Toynbee, J. M. C. The '*Ara Pacis Augustae*', *The Journal of Roman Studies* 51.1-2 (1961), pp. 153-156.
- * Toynbee, J.M.C. 'The *Ara Pacis* reconsidered and historical art in Roman Italy', *Proceedings of*

the British Academy (1953), pp. 67-95.

* Wallace Hadrill, A. 'The Golden Age and Sin in Augustan Ideology', *Past and Present* 95 (1982), pp.19-36.

* Wallace-Hadrill, Andrew. 'Image and authority in the coinage of Augustus', *Journal of Roman Studies* 76 (1986), pp.66-87.

* Weinstock, S., 'Pax and the *Ara Pacis*', *Journal of Roman Studies*, 50.1-2 (1960), pp. 44-58.

* Zanker, P. *The Power of Images in the Age of Augustus* (Ann Arbor, 1998), pp.167-238.

If you'd like to research further for this essay, you can make use of Macquarie University Library's databases such as JSTOR.

This Assessment Task relates to the following Learning Outcomes:

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society
- Interpret artistic and architectural evidence with appreciation and understanding

On successful completion you will be able to:

- 1. Research, analyse and interpret primary and secondary sources and present the information in a written format
- 3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- 4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- 5. Understand the place of artistic and architectural study (including museums) in our own society
- 6. Interpret artistic and architectural evidence with appreciation and understanding

Major Essay

Due: **Friday 5pm (EST), Week 13**

Weighting: **40%**

Continuity and Change from Republic to Empire

Answer the following question in 2500 words:

Discuss the significance of change and continuity in art and architecture from the Roman republican era through to the imperial period. Consider what has changed, what has stayed the same and some possible reasons why.

You may choose to look at the broad sweep of art and architecture we have examined or concentrate on one type of art (e.g. coins or portraiture) AND one architectural form (e.g. temples). Your response should not duplicate issues or material discussed in the previous assessments.

In your response, you need to make reference to specific items of ancient evidence to support your answer. You will base your work on a selection of ancient material discussed throughout the course, such as the images and written sources we have examined in lectures and tutorials. You also need to consider and incorporate the arguments made in modern works constructing your own response.

As with the previous assessment items, when citing the ancient or modern evidence upon which you are basing any observation, you should make use of footnotes. Any material in footnotes is not considered to be part of your word-length.

Please consult the relevant referencing guides provided. A bibliography of ancient and modern works utilised must be provided.

For modern works you can consult for this essay, see the reading lists provided under weekly lecture and tutorial topics. All of these works are available through 'Unit Readings'.

NOTE: This assessment is due on Friday of Week 13.

This Assessment Task relates to the following Learning Outcomes:

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society
- Interpret artistic and architectural evidence with appreciation and understanding

On successful completion you will be able to:

1. Research, analyse and interpret primary and secondary sources and present the information in a written format
3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains

- 5. Understand the place of artistic and architectural study (including museums) in our own society
- 6. Interpret artistic and architectural evidence with appreciation and understanding

Online Discussion

Due: **Ongoing**

Weighting: **10%**

Participation in Online Discussion

In addition to submitting material for assessment, you are strongly encouraged to take part in weekly online discussions about the weekly readings.

Please note that participation in online discussions accounts for 10% of your overall mark.

This Assessment Task relates to the following Learning Outcomes:

- Actively participate in online group discussion

On successful completion you will be able to:

- 2. Actively participate in online group discussion

Delivery and Resources

This class is offered externally via OUA. Students will access course material via the iLearn website. All students will need internet access that allows the downloading of files and additional resources in order to pass AHIX265 Art and Architecture Through Roman Eyes. All lectures, assignments, and readings will be posted on the course's iLearn site. Additional resources, including weblinks and additional directions will also appear there.

Macquarie University requires that written works be submitted to turnitin (via iLearn).

Required Textbooks:

M. Henig, (ed.), *A Handbook of Roman Art* (London, 1983).

F. Sear, *Roman Architecture* (London, 1998).

Books can be obtained from <http://www.coop.com.au>

Unit Schedule

WEEK	LECTURE TOPIC	TUTORIAL TOPIC	ASSESSMENTS
1	Italy Before the Romans: Art and Architecture of the Greeks and Etruscans	The Visual Commemoration of Rome's Foundation	

2	Republican Rome I: The Development of the City of Rome and Monumental Structures	Religion and Everyday Life	
3	Republican Rome II: Portraiture	Roman Funerary Art	
4	Republican Rome III: Private Buildings	No tutorial	Source Analysis I due
5	Republican Rome IV: Buildings for Entertainment and Leisure	Warfare in Roman Art	
6	Republican Rome V: Artistic Traditions	Roman Erotic Art	
7	Augustan Rome I: The Imperial Capital of Augustus	Augustan Coinage	
8	Augustan Rome II: Monumental Structures	The <i>Ara Pacis Augustae</i>	
9	Augustan Rome III: The Image of Augustus	No tutorial	Source Analysis II due
10	Julio-Claudian Art and Architecture I: Monumental Structures	The Tradition of <i>Damnatio Memoriae</i>	
11	Julio-Claudian Art and Architecture II: Portraiture	The Representation of Roman Women in Art	
12	Imperial Art and Architecture in the Provinces	The <i>Sebasteion</i> at Aphrodisias	
13	Imperial Art and Architecture from the Flavians to the Severans	No tutorial	Major Essay due

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
[\(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/\)](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](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 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

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. Research, analyse and interpret primary and secondary sources and present the information in a written format
- 2. Actively participate in online group discussion
- 3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- 4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- 6. Interpret artistic and architectural evidence with appreciation and understanding

Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay
- Online Discussion

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

- 2. Actively participate in online group discussion
- 5. Understand the place of artistic and architectural study (including museums) in our own society
- 6. Interpret artistic and architectural evidence with appreciation and understanding

Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay
- Online Discussion

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. Research, analyse and interpret primary and secondary sources and present the information in a written format

- 2. Actively participate in online group discussion
- 3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- 4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- 5. Understand the place of artistic and architectural study (including museums) in our own society

Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay
- Online Discussion

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. Research, analyse and interpret primary and secondary sources and present the information in a written format
- 2. Actively participate in online group discussion
- 3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- 4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
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- 6. Interpret artistic and architectural evidence with appreciation and understanding

Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay

- Online Discussion

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. Research, analyse and interpret primary and secondary sources and present the information in a written format
- 3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- 4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- 5. Understand the place of artistic and architectural study (including museums) in our own society

Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay

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. Research, analyse and interpret primary and secondary sources and present the information in a written format
- 2. Actively participate in online group discussion
- 3. Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence

Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay
- Online Discussion

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

- 4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- 5. Understand the place of artistic and architectural study (including museums) in our own society
- 6. Interpret artistic and architectural evidence with appreciation and understanding

Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay

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

- 4. Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- 5. Understand the place of artistic and architectural study (including museums) in our own society

Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay