AHIS1210

Studying the Past: An Introduction to Ancient History in the 21st Century

Session 1, In person-scheduled-weekday, North Ryde 2024

Department of History and Archaeology

Contents

General Information

Unit convenor and teaching staff
Convenor
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Credit points
10

Prerequisites

Corequisites

Co-badged status

Unit description
The study of the past is constantly evolving and this unit sets out to introduce students to the changing nature of the study of antiquity and the on-going significance of the past in the modern world. This unit also introduces students to the study of primary sources, or evidence from Greek and Roman world, and the evaluation of how history is written through an analysis of a specific historical area.

The first section (of the unit is focused on the study of ancient sources - what is our evidence and how did authors millennia ago write about major world events - pandemics, war, politics, and so on that continue to be a focus for us today. This section of the unit will give you a thorough understanding of the issues around the use of evidence in Ancient History.

The second section of the unit focuses on the writing of ancient history in the modern world. You will study a developing area of recent research and critically evaluate how this research is created, its limitations and its strengths, and its significance for those living in the modern world.

The third section introduces students to recent research on the ancient Mediterranean and current approaches to the writing of the Ancient History of this region that includes a variety of ancient cultures and peoples: Carthaginian, Greek, Roman, Italian, Numidian, Sicilian and so on.

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:

ULO1: Explain the principles an processes by which historical and/or archaeological evidence from ancient Greece, Rome and Late Antiquity is analysed, evaluated and interpretted.

ULO2: Engage with contemporary cultural perspectives and practices to contextualise historical knowledge from antiquity

ULO3: Examine and critically evaluate historical data with initiative and judgement by presenting evidence based exposition of knowledge and ideas about the study of antiquity.

General Assessment Information

You can apply for an extension to a deadline for an assessment - this is known at Macquarie University as Special Consideration - if you foresee an interruption to your studies at the time of submission of an assessment, you should make an application for an extension or Special Consideration.

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/ exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

Assessment Tasks

Name	Weighting	Hurdle	Due
Writing as an ancient author	30%	No	Week 4 Friday 15 March by 11:59pm
Blog 1 Research Project	30%	No	Week 8 Friday 12 April by 11:59pm

Name	Weighting	Hurdle	Due
Blog 2: Ancient History - The Importance of Studying the Past	40%	No	Week 13 Friday 31 May by 11:59pm

Writing as an ancient author

Assessment Type [1]: Creative work
Indicative Time on Task [2]: 25 hours
Due: **Week 4 Friday 15 March by 11:59pm**
Weighting: **30%**

This assessment requires students to re-articulate a contemporary event utilising the literary techniques of an ancient author. The purpose of the exercise is to understand the construction of ancient sources and to engage with that format of writing to create a student's own narrative of a contemporary event.

On successful completion you will be able to:

- Engage with contemporary cultural perspectives and practices to contextualise historical knowledge from antiquity
- Examine and critically evaluate historical data with initiative and judgement by presenting evidence based exposition of knowledge and ideas about the study of antiquity.

Blog 1 Research Project

Assessment Type [1]: Literature review
Indicative Time on Task [2]: 25 hours
Due: **Week 8 Friday 12 April by 11:59pm**
Weighting: **30%**

Students will write a blog (300-500 words) in week three summarising the strengths of a research project.

On successful completion you will be able to:

- Explain the principles an processes by which historical and/or archaeological evidence from ancient Greece, Rome and Late Antiquity is analysed, evaluated and interpretted.
- Engage with contemporary cultural perspectives and practices to contextualise historical knowledge from antiquity

Blog 2: Ancient History - The Importance of Studying the Past

Assessment Type [1]: Essay
Indicative Time on Task [2]: 35 hours
Due: **Week 13 Friday 31 May by 11:59pm**
Weighting: **40%**

Students will research a topic in ancient history and set out the significance of studying this topic in the form of a blog (maximum 1500 words) that is targeted at the contemporary public.

On successful completion you will be able to:

- Explain the principles an processes by which historical and/or archaeological evidence from ancient Greece, Rome and Late Antiquity is analysed, evaluated and interpretted.
- Engage with contemporary cultural perspectives and practices to contextualise historical knowledge from antiquity
- Examine and critically evaluate historical data with initiative and judgement by presenting evidence based exposition of knowledge and ideas about the study of antiquity.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

There are **recorded lectures** for this unit that you need to watch each week ahead of **your on campus tutorial**. You should also undertake reading each week ahead of your tutorial. A tutorial is an opportunity to learn through participation and by listening to the views of other students. **The content and discussion from the tutorials will help you with your assessments.**

There is **a Leganto Reading list** that is connected to the subject matter for each week. You are advised to read the relevant entry/entries from the Encyclopaedia of Ancient History to pick up on historical background. The reading list also allows you to pursue your own reading to develop your assessments.

Assessments are due in weeks 4, 8, and 13. We expect to mark your work and provide you with feedback within two weeks of the submission of your work.

For the final assessment, you will be provided with training in the use of Adobe Portfolio (an Adobe License will be provided by the University) and support can be accessed via https://adobe.arts.mq.edu.au/ to create a public blog post.

Unit Schedule

There are three blocks of work that each lead to one of the assessments.

Block 1: Pandemics in Antiquity (weeks 1-4) Over four weeks, you will study how plagues or pandemics were described by authors, such as Thucydides – who survived the plague of Athens. Our focus here is on how ancient authors represent an event. We look at their style, their omissions and also consider what they don't mention that we would really like to know as historians, or might see as essential for a description of a pandemic. To assess your understanding of how these ancient authors wrote, you will need to write an account of Covid-19 as though you were an ancient author. This block of work develops your understanding of the use and limits of ancient sources or "primary sources".

Block 2: The History of Disability (weeks 5-8) Having looked at primary sources, we turn our attention to secondary sources or the writings of historians in the 21st century. Our focus will be on the challenge of how to write a history of disability. You will focus each week on identifying the strengths and weaknesses of a number of chapters of books and articles – what is done well and what could be done better? We will look at both physical and mental impairment with reference to work on the Roman emperors Claudius and Caligula. For the assessment, you write a text of a blog setting out for a member of the public the strengths and weakness of the recent work in Ancient History on disability in antiquity. This block of work contributes to your critical thinking.

Block 3: The Relevance of Ancient History in the 21st Century (weeks 9-13) Does Ancient History Matter? As you study the ancient world, you need to have an answer by the end of the session – so that through the rest of your degree, you can explain why it is important to study Ancient History. In this block, we will focus our reading and discussion in tutorials on a single author Appian, who wrote a History of Rome's Civil Wars in the second century CE – centuries after the events he presents to us. He sought to explain why the Roman Republic failed and ended in civil war leading to a monarchy. By looking at the start of his work, you will encounter the major themes that contributed to the failure of a republic: warfare, slavery, political violence and so on. Like Appian, today, you look back on the Roman republic or another topic in Ancient History and seek to find its relevance. At the end of this block of work, you create a blog seeking to explain the importance of Ancient History, or why Ancient History matters today in the 21st century.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

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

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity

- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

Unit information based on version 2024.02 of the Handbook