



# AHIS341

## Alexander the Great and the Hellenistic Age

S2 Day 2015

*Dept of Ancient History*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Christopher Forbes

[christopher.forbes@mq.edu.au](mailto:christopher.forbes@mq.edu.au)

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W6A 536

Tuesday 12-1pm, Wednesday 2-3pm

Credit points

3

Prerequisites

39cp or (6cp in AHIS or AHST units at 200 level)

Corequisites

Co-badged status

Unit description

Alexander the Great's extraordinary conquests (towards the end of the fourth century BCE) opened up vast areas of the ancient Near-East to Greek influences. This unit deals with the political and cultural history of the eastern Mediterranean area, beginning with Alexander's invasion of the Persian Empire, and dealing in some detail with his personality and policies. This unit follows the fortunes of his successors in the third and second centuries BCE, the Hellenisation of native peoples, and reactions to cultural change, down to the early first century CE, under the Roman Empire.

## 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:

Learning from a variety of ancient text types and other ancient sources relevant to the career of Alexander the Great, and the political, social and cultural history of the subsequent Hellenistic period

Showing an awareness of the differing kinds of ancient evidence (including textual, epigraphic, numismatic and archaeological evidence) and appropriate methods for

dealing with them

Contextualising particular ancient documents and other sources of information within their wider cultural environment

Gaining a comprehension of ancient world-views and cultural concepts

Gaining an awareness of the complexity of ancient accounts of past events and experiences

Conducting independent research on a chosen topic

Engaging with and responding critically to a variety of scholarly opinions

Formulating an independent view in dialogue with both ancient evidence and modern interpretations

## General Assessment Information

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct, and particularly with the Academic Honesty policy. (Links to both will be found under "Policies and Procedures" below.) *Note particularly* that any work found to be plagiarised will normally receive 0%. The issue of plagiarism will be specifically discussed in the first tutorial, but it is the responsibility of the student to be aware of University and Departmental policy on academic honesty.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Short Paper (c. 1,000 words)</u></a>	20%	Variable
<a href="#"><u>Major Essay</u></a>	35%	Tuesday October 6th
<a href="#"><u>Tutorial / Forum Participation</u></a>	15%	End of Semester/Exam Date
<a href="#"><u>Examination</u></a>	30%	November 9th - 27th

### Short Paper (c. 1,000 words)

Due: **Variable**

Weighting: **20%**

The Short Paper topics are given in the Weekly Tutorial materials, and also form the basis for Tutorial discussion. You must hand in one Short Paper (of approximately 1,000 words) before the tutorial *after* the one in which it is discussed: i.e. within a week of the relevant Tutorial discussion. For each week you will find a number of questions on the document(s) set, and an overall interpretative question. All of these ought to be prepared for the weekly Tutorial. When you decide to hand in the short paper based on a particular week's topic, you should write on the overall interpretative question, using the individual questions as a guide as to what ought to be discussed.

The Short Papers are exercises in careful and critical reading of documentary sources. Their aim is to develop skills of analysis and deduction, and the ability to write a lucid short answer to a precise set of questions. They are *not* primarily exercises in the collection of the opinions of others, even if those others are great scholars. The assignments will be marked primarily on *your understanding of the sources themselves*.

*Please note that essay form is required* for all work submitted. Point form or extended notes are not good enough. Footnotes should be given, and should conform to the rules laid out in “Essay Presentation & Conventions: Style Guide”, which is available from the Ancient History Office on the Fifth Floor of W6A (Room 540), and online, at <<http://mq.edu.au/pubstatic/public/download.jsp?id=151887>>.

**Short Papers are to be submitted via Turnitin on the Unit iLearn page for the relevant week.**

On successful completion you will be able to:

- Learning from a variety of ancient text types and other ancient sources relevant to the career of Alexander the Great, and the political, social and cultural history of the subsequent Hellenistic period
- Showing an awareness of the differing kinds of ancient evidence (including textual, epigraphic, numismatic and archaeological evidence) and appropriate methods for dealing with them
- Contextualising particular ancient documents and other sources of information within their wider cultural environment
- Gaining an awareness of the complexity of ancient accounts of past events and experiences
- Conducting independent research on a chosen topic
- Formulating an independent view in dialogue with both ancient evidence and modern interpretations

## Major Essay

Due: **Tuesday October 6th**

Weighting: **35%**

The essays, of approximately 2,000 words, are due on Tuesday October 6th. Wider reading is required for the essays. Essay formalities should follow the guidelines in “Essay Presentation & Conventions: Style Guide”, which is (again) available from the Ancient History Office on the Fifth Floor of W6A (Room 540), and online (as above). Footnotes and a full Bibliography are required. A list of topics with basic bibliographies will be made available early in Semester.

## Major Essays are to be submitted via Turnitin on the Unit iLearn page.

On successful completion you will be able to:

- Learning from a variety of ancient text types and other ancient sources relevant to the career of Alexander the Great, and the political, social and cultural history of the subsequent Hellenistic period
- Showing an awareness of the differing kinds of ancient evidence (including textual, epigraphic, numismatic and archaeological evidence) and appropriate methods for dealing with them
- Contextualising particular ancient documents and other sources of information within their wider cultural environment
- Gaining a comprehension of ancient world-views and cultural concepts
- Gaining an awareness of the complexity of ancient accounts of past events and experiences
- Conducting independent research on a chosen topic
- Engaging with and responding critically to a variety of scholarly opinions
- Formulating an independent view in dialogue with both ancient evidence and modern interpretations

## Tutorial / Forum Participation

Due: **End of Semester/Exam Date**

Weighting: **15%**

Internal students will be marked on participation during tutorials. External students will be marked on their participation in the Online Forum.

On successful completion you will be able to:

- Learning from a variety of ancient text types and other ancient sources relevant to the career of Alexander the Great, and the political, social and cultural history of the subsequent Hellenistic period
- Contextualising particular ancient documents and other sources of information within their wider cultural environment
- Gaining a comprehension of ancient world-views and cultural concepts
- Gaining an awareness of the complexity of ancient accounts of past events and experiences
- Engaging with and responding critically to a variety of scholarly opinions

- Formulating an independent view in dialogue with both ancient evidence and modern interpretations

## Examination

Due: **November 9th - 27th**

Weighting: **30%**

The examination will require students to answer four essay-style questions from a range of 12-15 questions, from across the whole content of the Unit. There will be one compulsory question on the use of differing types of ancient evidence, which students can answer in relation to various parts of the Unit content.

The University Examination period in the Second Semester of 2015 is from November 9th to November 27th. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations at:

<http://www.timetables.mq.edu.au/exam>.

The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying under the University's Disruption of Studies provisions. Information about unavoidable disruption and the Disruption of Studies process is available under the Extension and Disruption section of this Unit Guide.

If a Supplementary Examination is granted as a result of the Disruption of Studies process, the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

On successful completion you will be able to:

- Learning from a variety of ancient text types and other ancient sources relevant to the career of Alexander the Great, and the political, social and cultural history of the subsequent Hellenistic period
- Showing an awareness of the differing kinds of ancient evidence (including textual, epigraphic, numismatic and archaeological evidence) and appropriate methods for dealing with them
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interpretations

## Delivery and Resources

### Technology:

Lectures will be given live and also made available on Echo360. Visual materials used in lectures will be made available as PDF files on iLearn. Brief bibliographies, lists of people, places and technical terms will be made available for each lecture as PDF files on iLearn.

Access to a computer and the Internet are required. Basic computer skills (e.g., internet browsing, use of the Library's online resources and skills in word processing) are also a requirement. You will need a copy of Adobe Acrobat Reader, since (as noted above) most Unit documents are provided in PDF format. This software is freely available on the Internet. Please consult the Course Convenor for any further, more specific requirements.

Tutorials will be held for Internal students; for External students there will be regular postings on iLearn and discussion on the Online Forum.

### Lectures and Tutorials:

Lecture times: Monday 2pm, W5AT1; Wednesday 11am, W5AT1

Tutorial times: Monday, 3pm, in C5A401; Wednesday, 11am, in W5A 202; Wednesday, 4pm, in W5C 312, and Friday, 10am, in W5C 312. Enrolment numbers may lead to some modifications of these times.

### Changes since the last offering of this Unit:

The Unit was last offered in Semester 2, 2013, when it was offered at both 200- and 300-Level. From now on it will only be offered at 300-Level.

### Books you will need.

The three prescribed books for the Unit are

- (1) Arrian, *The Campaigns of Alexander*, the Penguin translation of A. de Selincourt;
- (2) M.M. Austin, *The Hellenistic World from Alexander to the Roman Conquest*, 2nd edition, Cambridge, 2006,
- (3) G. Shipley, *The Greek World after Alexander*, Routledge, 2000.

The early tutorials will be based on Arrian, *The Campaigns of Alexander*, and documents from M.M. Austin, *The Hellenistic World*. Students will need to begin working through Arrian at once. Later tutorials will be largely based on documents from Austin. This book is essential, and is supplemented by documents provided in the Tutorial Materials section, below.

Tutorial discussion will focus around the detailed examination of particular documents. All but three of these come from either Austin or Arrian. The others will be provided in the main Unit booklet. Students will need to work through the documents in detail before coming to the Tutorial, and in many cases do some wider reading as well. There is little point coming to the

Tutorial without doing this reading. Our aim will be to explore issues raised by the documents in as much detail as possible.

If you are interested, further ancient sources can easily be purchased in Penguin translations; both Plutarch's *Life of Alexander* (in *The Age of Alexander*, trans. I. Scott-Kilvert) and Quintus Curtius Rufus, *The History of Alexander* (trans. J. Yardley) are available.

The other book recommended (but not required) is A.B. Bosworth's *Conquest and Empire*, (in my view) the best modern work on Alexander; if you are particularly interested in Alexander, it is the one to buy. All these should be available in the Co-op.

## Other Material:

A PDF file of introductory material, Unit requirements, Weekly schedule, Tutorial questions and a full Unit Bibliography will be made available on iLearn. There is no need to print it out; in most cases only 2-3 pages per week will be needed in class.

## Unit Schedule

Week 1, beginning Monday July 27th.

Lecture 1: Alexander the Great: his career and achievements.

Lecture 2: Alexander's motives: propaganda, mythology, wanderlust and logistics.

Tutorial: Course structure and requirements. General discussion.

Week 2, beginning Monday August 3rd.

Lecture 3: Three major interpretations of Alexander.

Lecture 4: Alexander the God?

Tutorial: Austin 3 (Austin 4) and Arrian I.11 (compare briefly Arrian 7.8-9). Why did Alexander set out to invade Persian territory?

Week 3, beginning Monday August 10th.

Lecture 5: Alexander's Death, his Will and 'Last Plans'.

Lecture 6: The succession crisis and the Diadochoi.

Tutorial: Austin 3, 5, 6: Alexander's treatment of the cities.

Week 4, beginning Monday August 17th.

Lecture 7: The rise of Monarchy.

Lecture 8: Monarchy and Religion: the ruler cult.

Tutorial: Austin 12: the Persian habit of prostration (proskynesis).



Week 5, beginning Monday August 24th.

Lecture 9: The new institutions of the Hellenistic kings and the decline of democracy

Lecture 10: The Seleucid Kings

Tutorial: Austin 17: The Marriages at Susa.

Week 6, beginning Monday August 31st.

Lecture 11: The Ptolemies

Lecture 12: The Antigonids

Tutorial: Austin 18: The 'mutiny' and banquet at Opis.

Week 7, beginning Monday September 7th.

Lecture 13: The Hellenistic Polis (1). (Available Online)

Lecture 14: The Hellenistic Polis (2) (Available Online)

Tutorial: TBA.

BREAK

Week 8, beginning Monday September 28th.

Lecture 15: Hellenistic Art. (Available Online)

Lecture 16: Hellenistic Philosophy and Political Protest (Available Online)

Tutorial: There is no tutorial this week.

Week 9, beginning Tuesday October 6th.

N.B. Major Essays due.

Lecture 17: The Hellenisation Process (1).

Lecture 18: The Hellenisation Process (2).

Tutorial: Austin 144, 145, 146: Health and miraculous cures.

Week 10, beginning Monday October 12th.

Lecture 19: Anti-Hellenic Reaction in Egypt.

Lecture 20: Rome and the Greek States (1).

Tutorial: Austin 208, 209: Antiochus IV 'Epiphanes'.

Week 11, beginning Monday October 19th.

Lecture 21: Anti-Hellenic Reaction in Palestine.

Lecture 22: Rome and the Greek States (2).

Tutorial: Egyptian nationalism: The 'Potter's Oracle' (provided).

Week 12, beginning Monday October 26th.

Lecture 23: Rome and the Greek states (3).

Lecture 24: Judaism, Hellenistic and other.

Tutorial: Hellenised Judaism (Documents provided).

Week 13, beginning Monday November 2nd.

Lecture 24: Hellenistic Religion.

Lecture 25: Hellenistic Religion, continued. Unit Summary.

Tutorial: Austin 84: Flamininus and the 'Freedom of the Greeks'.

The Examination Period begins on Monday November 9th. The date of the examination has not yet been set.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

## Student Support

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

## Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use 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**

- Conducting independent research on a chosen topic
- Engaging with and responding critically to a variety of scholarly opinions
- Formulating an independent view in dialogue with both ancient evidence and modern interpretations

### **Assessment tasks**

- Short Paper (c. 1,000 words)
- Major Essay
- Examination

## **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**

- Learning from a variety of ancient text types and other ancient sources relevant to the career of Alexander the Great, and the political, social and cultural history of the subsequent Hellenistic period
- Showing an awareness of the differing kinds of ancient evidence (including textual, epigraphic, numismatic and archaeological evidence) and appropriate methods for dealing with them
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### **Assessment tasks**

- Short Paper (c. 1,000 words)
- Major Essay

- Tutorial / Forum Participation
- Examination

## 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

- Gaining a comprehension of ancient world-views and cultural concepts

### Assessment tasks

- Major Essay
- Tutorial / Forum Participation
- Examination

## 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

- Learning from a variety of ancient text types and other ancient sources relevant to the career of Alexander the Great, and the political, social and cultural history of the subsequent Hellenistic period
- Showing an awareness of the differing kinds of ancient evidence (including textual, epigraphic, numismatic and archaeological evidence) and appropriate methods for dealing with them
- Gaining a comprehension of ancient world-views and cultural concepts
- Gaining an awareness of the complexity of ancient accounts of past events and experiences
- Formulating an independent view in dialogue with both ancient evidence and modern

interpretations

## Assessment tasks

- Short Paper (c. 1,000 words)
- Major Essay
- Tutorial / Forum Participation
- Examination

## 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

- Learning from a variety of ancient text types and other ancient sources relevant to the career of Alexander the Great, and the political, social and cultural history of the subsequent Hellenistic period
- Showing an awareness of the differing kinds of ancient evidence (including textual, epigraphic, numismatic and archaeological evidence) and appropriate methods for dealing with them
- Contextualising particular ancient documents and other sources of information within their wider cultural environment
- Gaining a comprehension of ancient world-views and cultural concepts
- Gaining an awareness of the complexity of ancient accounts of past events and experiences
- Conducting independent research on a chosen topic
- Engaging with and responding critically to a variety of scholarly opinions
- Formulating an independent view in dialogue with both ancient evidence and modern interpretations

## Assessment tasks

- Short Paper (c. 1,000 words)
- Major Essay
- Tutorial / Forum Participation
- Examination

## 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

- Contextualising particular ancient documents and other sources of information within their wider cultural environment
- Gaining an awareness of the complexity of ancient accounts of past events and experiences
- Conducting independent research on a chosen topic
- Engaging with and responding critically to a variety of scholarly opinions
- Formulating an independent view in dialogue with both ancient evidence and modern interpretations

### Assessment tasks

- Short Paper (c. 1,000 words)
- 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

- Contextualising particular ancient documents and other sources of information within their wider cultural environment
- Conducting independent research on a chosen topic
- Formulating an independent view in dialogue with both ancient evidence and modern interpretations

### Assessment tasks

- Short Paper (c. 1,000 words)

- Major Essay
- Tutorial / Forum Participation
- Examination

## 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

- Gaining a comprehension of ancient world-views and cultural concepts
- Engaging with and responding critically to a variety of scholarly opinions
- Formulating an independent view in dialogue with both ancient evidence and modern interpretations

### Assessment tasks

- Short Paper (c. 1,000 words)
- Major Essay
- Tutorial / Forum Participation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Assessment task

- Tutorial / Forum Participation

## Changes from Previous Offering

The last time the Unit was offered, in Semester 2, 2013, it was offered at 200- and 300-Level. This Semester and from now on it will only be offered at 300-Level. In previous offerings the Unit included a compulsory On Campus session for External students. This Semester there is no On Campus session offered.



## Extensions and Completion

### Extensions:

All deadlines are firm unless an extension has been requested before the due date. A penalty for lateness will apply unless a doctor's certificate is supplied. No written work (except the final short paper) will be accepted for assessment after the end of Week 13. 2% of credit will be deducted per day (including weekends) for assignments handed in late without an extension. If an assessment task is more than two (2) weeks late, and there is no Disruption of Studies, students will need the permission of the Unit convenor before submitting that task. 5% of credit may be deducted for assignments that exceed the word length by 10% or more. Assignments handed in early will not be marked and returned before the due date.

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made before the assignment's due date. (For students who have suffered serious and unavoidable disruption to their studies, see further under Disruption to Studies Policy.)

**Always** retain a copy of completed tasks in case of loss.

### Completing the Unit

In order to complete the unit satisfactorily students must submit all assessment tasks and gain a mark of 50% or more overall.

Students will need to listen to the lectures and reflect on them, do the set weekly reading(s), and participate in either the Tutorials or the online discussion in a manner which demonstrates they have done these things. They must submit all items of assessment, and hand in work which is formatted in accordance with Department of Ancient History guidelines, spell-checked, written in good English, and demonstrating both an understanding of the material in the lectures and readings, and independent reflection on the subject of the assessment.