



AHIS340

Women and Gender in the Ancient World

S2 Day 2018

Dept of Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	13
<u>Changes from Previous Offering</u>	17
<u>Assignment Submission, Extensions and Penalties</u>	17
<u>Contemplating the Heritage of the Classical World</u>	18

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor and Lecturer

Lea Beness

lea.beness@mq.edu.au

Contact via lea.beness@mq.edu.au

Australian Hearing Hub, Level 2, South Wing

For personal consultation please email for an appointment.

Credit points

3

Prerequisites

(6cp in AHIS or AHST units at 200 level) or admission to GDipArts

Corequisites

Co-badged status

Unit description

This unit is a study of sexuality and gender in the Egyptian, Near Eastern and Ancient Mediterranean worlds, but with special emphasis on classical Greek and Roman society. It also looks at the convergence of classical traditions and Judaeo-Christian thought in late antique Rome. The unit draws upon the contributions of women's history and feminist scholarship to the study of antiquity, paying particular attention to the role of historiography in understanding past worlds.

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:

Acquire knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world

Evaluate ancient source material and modern interpretations of that material at an advanced level

Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level

Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

General Assessment Information

All the assessment tasks are compulsory components of this unit and must be submitted on time.

Guidelines for the assessment tasks, assessment criteria (rubrics), and standards for grading each of the tasks are available on the unit iLearn site.

1. **SEMINAR PAPER:** Topics for discussion and written assignment are set out under each week on the unit's iLearn site. ONE written assignment (seminar paper) is to be submitted for assessment by **FRIDAY OCTOBER 5th** by 11.59 pm. It will count for 20% of the final mark. (Preparation for *each* tutorial, however, is advised, **since your digestion of the material covered in seminars will be examined, including the topics in the latter part of the unit**).

The appropriate length of seminar papers will vary with the topic but should not exceed 1000 words. The paper must be documented and based on a direct examination of the ancient sources. If modern scholarship is used, a bibliography should be attached.

A marker shall be assessing:

- (i) the degree to which you answer the question(s) set (within the word limit);
- (ii) the degree to which you cite the ancient evidence in support of your arguments; and
- (iii) the clarity of your presentation and written expression.

Marking rubrics and guidelines for referencing will also be provided on the iLearn site.

2. **ESSAY:** One essay, counting for 40% of the final mark, is required. It should not exceed 2000 words. IT IS DUE **FRIDAY OCTOBER 19th** by 11.59pm. Topics will be handed out early in the session. Students planning to write an essay in the field of Roman or Early Christian studies (which may not have been covered in lectures) should consult the appropriate lecturers or the course convenor.

To reiterate, a marker will be assessing:

- (i) the degree to which you answer the question(s) set (within the word limit);
- (ii) the degree to which you cite the ancient evidence in support of your arguments and;
- (iii) the clarity of your presentation and written expression.

Marking rubrics and guidelines for referencing will also be provided on the iLearn site.

3. EXAMINATION:

There is a two-hour examination worth 40% of the final assessment.

Important: The University Examination period in 2nd session 2018 is from **12th of November to 30th of November**.

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://students.mq.edu.au/student_admin/timetables. 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 for Special Consideration. 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.

GRADING

Criteria and standards required for the assessment tasks will be found on the iLearn site.

The grade a student receives will signify their overall performance in meeting the learning outcomes of the unit. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of the unit. Markers in the unit will use the following grades:

HD = High Distinction 85–100

D = Distinction 75–84

Cr = Credit 65–74

P = Pass 50–64

F = Fail 0–49

ASSIGNMENT SUBMISSION AND RETURN

All written work (apart from that undertaken in the examination) must be submitted through the iLearn website. Please upload your assignment to the relevant drop-box. **Please save your assignment as a pdf file.** All assignment files should be saved with your full name in the label of the file. All assignments should include the following at the start: Student name; Student number; Assessment Task Title or Question.

The Seminar Paper and Essay will be returned via the Turnitin tool on the iLearn site and will contain feedback from the marker. Every effort will be made to return assignments in a timely fashion. Information about how to submit work online can be accessed through the iLearn site.

Over the course of AHIS340 your work will be marked by at least two members of staff.

N.B. (NOTA BENE), i.e. NOTE WELL: You should always keep a copy of completed

assignment tasks in case of loss.

ASSIGNMENT LENGTH

Markers will not read assignments which are more than 10% over the specified word length. Please note that footnotes and bibliography do not count in the word length in this particular unit. (You should not expect that this will be the case in other units that you are undertaking.)

EXTENSIONS AND PENALTIES FOR LATE SUBMISSION OF ASSESSMENT TASKS

Extensions for assignments can only be granted for serious and unavoidable disruptions that arise after a study period has commenced and may only be sought with the support of documentary evidence. If you anticipate any difficulty in meeting due dates for assignments then it is important that you contact the unit convenor as early as possible and before the deadline. **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.**

SPECIAL CONSIDERATION

The granting of extensions is subject to the University's Special Consideration Policy.

A student who has experienced unexpected, unavoidable, and serious circumstances affecting their assessable work may lodge an application for Special Consideration.

Applications will only be accepted in the following circumstances:

- where academic work has been hampered to a substantial degree by illness or other cause; and
- the circumstances are serious and unavoidable and beyond the student's control; and
- the application for Special Consideration is lodged no later than **five (5) working days** after the assessment task due date or examination date.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

IMPORTANT NOTE ON FINAL MARKS

Please note with respect to the marks you receive for work during the session: the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

DIFFICULTIES

If you have any difficulties submitting assessments, please do not hesitate to contact the unit convenor: lea.beness@mq.edu.au

Assessment Tasks

Name	Weighting	Hurdle	Due
Seminar Paper	20%	No	Friday October 5th by 11.59pm
Essay	40%	No	Friday October 19th by 11.59pm
Examination	40%	No	Formal Examination Period

Seminar Paper

Due: **Friday October 5th by 11.59pm**

Weighting: **20%**

The seminar paper (to be no longer than 1000 words) will require students to extract and analyze information relevant to the place of a woman (or women) in a particular ancient society and/or concepts of gender in antiquity.

(Note that in this unit, footnotes do not count in the word length.)

On successful completion you will be able to:

- Acquire knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world
- Evaluate ancient source material and modern interpretations of that material at an advanced level
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

Essay

Due: **Friday October 19th by 11.59pm**

Weighting: **40%**

The essay will focus on a particular ancient author, literary genre or a particular form of archaeological evidence. Students will be required to extract and analyze information relevant to

the place of women in a particular classical society and/or concepts of gender in antiquity.

(Note that in this unit, footnotes do not count in the word length.)

On successful completion you will be able to:

- Acquire knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world
- Evaluate ancient source material and modern interpretations of that material at an advanced level
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

Examination

Due: **Formal Examination Period**

Weighting: **40%**

The two-hour examination will test students' knowledge of the material covered throughout the unit, and, in accordance with the study of History at an advanced undergraduate level, their appreciation of historiographical theories.

On successful completion you will be able to:

- Acquire knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world
- Evaluate ancient source material and modern interpretations of that material at an advanced level
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

Classes

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Lectures: There are two lectures a week for most weeks of the session. The importance of

regular attendance is that in the lectures we signal the topics that we deem significant. We shall expect you to discuss these topics in the historiographical section of the examination.

Seminars: There is a seminar for most weeks of the session.

Students are expected to attend two lectures and one seminar each week. It is also expected that each student will have undertaken the reading for each week's seminar and will contribute to the best of her or his ability to the discussion. A unit like this, drawing on such a broad range of material and different perspectives, works best when everyone brings their thoughts to the table. Participation in seminars is considered a vital and hopefully rewarding part of the unit, but you should attend only if you have completed the reading prescribed for the week.

Required and Recommended Texts

The areas covered in this unit are too broad for a single set text. Students will, however, be asked to purchase a **Book of Readings** which will be used for specific seminars, in lectures and in examination preparation.

In this course emphasis is placed upon the direct examination of the ancient sources and evidence. Students are expected to base all their work on a personal examination of these sources. It will not be sufficient simply to read modern studies on any topic, however sound and highly recommended these are: it will be essential to look first at the ancient sources on which all modern studies are necessarily based.

The work which marked a major change in the academic landscape, Sarah B. Pomeroy's *Goddesses, Whores, Wives and Slaves. Women in Classical Antiquity* (New York, Schocken Books, 1975) treats many of the periods covered by this unit. An electronic copy of Pomeroy is available via the library website.

Highly recommended for purchase (and a book which most students interested in this subject will want to have in their own libraries) is Mary R. Lefkowitz and Maureen B. Fant's *Women's Life in Greece and Rome: a sourcebook in translation* (any edition).

The literature is now immense, and growing annually. Students can pick their own ways through the bibliographies which will open up with the reading of each new work. Every time I taught this course, I used to issue a new bibliography, and it was out of date before the session finished. I shall now direct you to certain readings as the sessions unfolds. Overall, I point you to the Diotima site: <<http://www.stoa.org/diotima/>> which contains a wealth of bibliographical material published before 2011. There you will find far more than you hoped for (!)—and we shall all start sharing exciting new finds.

Other internet sites are discussed by John Younger 'Gender and Sexuality on the Internet' in Maria Wyke (ed.) *Gender and the Body in the Ancient Mediterranean* (Oxford 1998) 209–213. Please share with us any useful sites found.

Other general coverages will be found in Eva Cantarella's *Pandora's Daughters. The Roles and Status of Women in Greek and Roman Antiquity* (Baltimore & London 1987) and *Bisexuality in the Ancient World* (1988, Eng. trans. Cormac Ó Cuilleain, New Haven 1992). There is also a general survey of the subject in Gillian Clark's *Women in the Ancient World* (Greece & Rome. New Surveys in the Classics 21 (Oxford 1989). See also Susan Treggiari, *Women of the Ancient*

World vol. 1 (London 2007); Brook Holmes, *Gender. Antiquity and its Legacy* (London 2012); Sharon L. James and Sheila Dillon (eds), *A Companion to Women in the Ancient World* (Chichester, West Sussex 2012); Janet H. Tulloch (ed.), *A Cultural History of Women in Antiquity* (London 2013); Thomas K. Hubbard (ed.), *A Companion to Greek and Roman Sexualities* (Chichester, West Sussex 2014); Mark Masterson, Nancy Sorkin Rabinowitz and James Robson (eds), *Sex in Antiquity: Exploring Gender and Sexuality in the Ancient World. Rewriting Antiquity* (London & New York 2015); and S.L. Budin and J. MacIntosh Turfa (eds), *Women in Antiquity: Real Women Across the Ancient World* (London 2016).

Those of you interested in what survives of women's own writings from antiquity (all too little) might buy a copy of Macquarie's own Ian Plant, *Women Writers of Ancient Greece and Rome* (London 2004).

Technology Used and Required

The unit has an iLearn page which can be accessed at: <<https://ilearn.mq.edu.au/login/MQ/>>. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

Satisfactory Completion of Unit

Students will be expected to attempt each of the assessment tasks, attend lectures, participate in tutorial discussion and achieve an overall mark of 50% or above to complete the unit satisfactorily.

Unit Schedule

Week 1 (Wednesday 1st August)

2.00 **Introductory lecture I** (Dr Lea Beness)

3.00 **Introductory lecture II** (Ancient and Modern Disjunctions) (Dr Lea Beness)

Tutorial: There is no tutorial this week.

Week 2 (Wednesday 8th August)

2.00 **Bronze Age Women** (Dr Susan Lupack)

3.00 **Homeric Women** (Ms Elizabeth Stockdale)

Tutorial: Introductory

Week 3 (Wednesday 15th August)

2.00 **Modern Women on the Ancient World** (Dr Lea Beness)

3.00 **The Archaic Greek World: Hesiod, Sappho and Simonides** (Assoc. Prof. Tom Hillard)

Tutorial: Women in Herodotus and Thucydides

Week 4 (Wednesday 22nd August)

2.00 **Greek Sexuality I** (Dr Ian Plant)

3.00 **Greek Sexuality II** (Dr Ian Plant)

Tutorial: Euripides' *Medea*

Week 5 (Wednesday 29th August)

2.00 **Images of Athenian Women and the Evidence I** (Dr Lea Beness)

3.00 **Images of Athenian Women and the Evidence II** (Dr Lea Beness)

Tutorial: Aristophanes' *Lysistrata*

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Week 6 (Wednesday 5th September)

2.00 **Her-story versus His-story: New Insights into Early Dynastic Egyptian Women** (Ms Sue Kelly)

3.00 **Egyptian Child Burials** (Assoc. Prof. Ronika Power)

Tutorial: Xenophon and Attic Oratory

Week 7 (Wednesday 12th September)

2.00 **The Family in Ancient Egypt I** (Prof. Naguib Kanawati)

3.00 **The Family in Ancient Egypt II** (Prof. Naguib Kanawati)

Tutorial: There are no tutorials this week.

Week 8 (Wednesday October 3rd)

2.00 **The Construction of Gender in Ancient Egyptian Visual Culture: Context, Principles and Decorum** (Dr Alex Woods)

3.00 **Case Studies in Interpretation: Re-assessing the tomb of Niankhkhnum and Khnumhotep at Saqqara and the mortuary temple of Hatshepsut at Deir el-Bahari** (Dr Alex Woods)

Tutorial: The *Maxims* (Instructions) of Ptahhotep

Week 9 (Wednesday 10th October)

2.00 **Women in the Hellenistic Period** (Dr Chris Forbes)

3.00 Roman Women and the Roman *familia* (Dr Lea Beness)

Tutorial: Sources on Roman Sexuality

Week 10 (Wednesday 17th October)

2.00 Women in Roman politics (Assoc. Prof. Tom Hillard)

3.00 Fulvia (Assoc. Prof. Peter Keegan)

Tutorial: Ovid's *Art of Love*

Week 11 (Wednesday 24th October)

2.00 Cleopatra (Assoc. Prof. Tom Hillard)

3.00 Roman female head-covering practices (Ms Liz Smith)

Tutorial: Sulpicia

Week 12 (Wednesday 31st October)

2.00 Imperial Women in the Principate (Livia to the Tetrarchy) (Dr Caillan Davenport)

3.00 Women & Early Christianity I (Dr Chris Forbes)

Tutorial: Juvenal's *Satire* 6

Week 13 (Wednesday 7th November)

2.00 Women & Early Christianity II (Dr Chris Forbes)

3.00 Byzantine Empresses (Dr Meaghan McEvoy)

Tutorial: Jerome

**Please note that this schedule may be altered according to the availability of guest speakers.

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

- 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

- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

Assessment tasks

- Seminar Paper
- Essay
- 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:

Assessment task

- Essay

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

- Acquire knowledge of the evidence relating to the life experiences of women and concepts of gender in the ancient world
- Evaluate ancient source material and modern interpretations of that material at an advanced level
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

Assessment tasks

- Seminar Paper
- Essay
- 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

- Evaluate ancient source material and modern interpretations of that material at an advanced level
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

Assessment tasks

- Seminar Paper
- Essay
- 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

- Evaluate ancient source material and modern interpretations of that material at an advanced level
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level
- Appreciate historiographical theories and how historical information (in the broadest sense) may be extracted from ancient texts and archaeological remains

Assessment tasks

- Seminar Paper
- Essay
- Examination

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

- Evaluate ancient source material and modern interpretations of that material at an advanced level
- Formulate arguments, express ideas and respond to the views of staff and peers in both oral and written form at an advanced level

Assessment tasks

- Seminar Paper
- Essay
- 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:

Assessment tasks

- Seminar Paper
- Essay
- Examination

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

- Seminar Paper

Changes from Previous Offering

The Egyptian content has increased and a number of new staff are enriching the unit by contributing new lectures.

Assignment Submission, Extensions and Penalties

ASSIGNMENT SUBMISSION

All written work (apart from that generated in the examination) must be submitted **through the iLearn website**. Please upload your assignment to the relevant drop-box. **Save your assignment as a pdf. All assignment files should be saved with your full name in the label of the file.** All assignments should include the following at the start: Student name; Student number; Assessment Task Title or Question.

Information about how to submit work online can be accessed through the iLearn unit site.

ASSIGNMENT LENGTH

Markers will not read assignments which are more than 10% over the specified word length. Please note that footnotes and bibliography do not count in the word length in this particular unit. (You should not expect that this will be the case in other units that you are undertaking.)

ASSIGNMENT RETURN

Feedback on tutorial papers and major essays will be returned via the Turnitin tool on the iLearn Unit site and will contain feedback from the marker. Every effort will be made to return assignments in a timely fashion.

EXTENSIONS AND PENALTIES FOR LATE SUBMISSION OF ASSESSMENT TASKS

Extensions for assignments can only be granted for serious and unavoidable disruptions that arise after a study period has commenced and may only be sought with the support of documentary evidence. If you anticipate any difficulty in meeting due dates for assignments then it is important that you contact the unit convenor as early as possible and before the deadline. **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.**

Contemplating the Heritage of the Classical World

"The fall of the Roman Empire was the outward manifestation of the fact that classical culture, that manner of life and thought originating in Greece and adapted to a non-Greek world, had perished. This was evident even before the breaking of that iron ring of legions which had held together in security the lands where this culture had flourished. Germans inherited the ruins, while the Christian Church continued to propagate the idea, in the spiritual domain, of an universal empire, now as the *corpus Christianum*. Church and empire, the two conceptions which dominated the Middle Ages, had their origin in this ancient world. In the schools and their teaching, in church language and theology, methods and ideas survived, transformed, sometimes even deformed, which derived from the classical world. They provided points of departure, and contact for the revival in the Renaissance, which might dream of a renewal of the world of the ancients viewed as an ideal but which was in reality the beginning of a new era and the basis of that culture which we now know as the Western European or Atlantic. This culture differs greatly from its model, but nevertheless it bears both internal and external traces of its origin.

Whenever the nations of Europe reflect upon the common link which distinguishes their culture from that of other peoples, they find that it is the teachings of Greece and Rome, together with Christianity which have determined the fundamental differences in thought and feeling. We are so steeped in the ideas of classical antiquity that many regard these foundations as so natural to us that they tend to forget that they are merely inherited.

The Graeco-Roman world and culture are things of the past. Their works, however, live on, sometimes as models, and they survive as living teachers for all who are conscious of having inherited this classical tradition. In this manner Greece and Rome have become intrinsic parts of Western European life. Without them the modern world could not have acquired its present form. What is more, in the ancient world deeds were done and ideas formulated which, however much a part of their native life and environment, outlived this origin and inspired all mankind."

A.A.M. Van der Heyden and H.H. Scullard (eds) *Atlas of the Classical World* (London 1959) 176

"How difficult, but also how rewarding, it is for us in the late twentieth century to think of the ancient Greeks as astoundingly alien from ourselves ... their daemonology and biology are very different from ours, and play a role in Greek ideas about the self that matches little in our experience."

Ruth Padel *In and Out of the Mind: Greek Images of the Tragic Self* (Princeton University Press, 1992), 10, 12

"I shall stress some unacknowledged similarities between Greek conceptions and our own ... [concerning] the concepts that we use in interpreting our own and other peoples' feelings and actions ... We are, in our ethical situation, more like human beings in antiquity than any Western people have been in the meantime."

Bernard Williams *Shame and Necessity* (Berkeley and Los Angeles, University of California Press, 1993), 2, 166

"Elsewhere I have spelled out my own position ... taking up a position with some feminists and opposing Foucault. The issue in question ... whereas Foucault stresses radical discontinuities between ancient and modern sexual systems, I stress continuity. He is interested in differences between ancient and modern definitions of male-male sexuality, I am interested in the persistence of misogyny and homophobia. Questions of method and approach arise. I have argued that Foucault's errors and omissions stem from his selection of sources ...".

Amy Richlin 'Towards a History of the Body', in M. Golden and P. Toohey (eds) *Inventing Ancient Culture* (London, 1997), 19–20