



AHIX253

Pagans, Jews and Christians: Athens and Jerusalem

S1 OUA 2018

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Convener / Tutor

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Prerequisites

Corequisites

Co-badged status

Unit description

When Tertullian posed the famous question 'What has Athens to do with Jerusalem?', he was highlighting the tensions in the early to mid-Roman empire over the Roman state's reaction to the advent of Christianity. This unit will explore two areas relevant to this controversy: What did Greeks and Romans make of Judaism and why did Jews and Christians come into conflict with Roman society. On completion, you should have a sound knowledge of the nature and causes of conflict between Christians, Jews and the Roman government during the first three centuries AD. You will gain an awareness of the various ancient source traditions on this topic. 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:

Students will gain an understanding of nature and causes of conflict between Christians, Jews, and the Roman government in the first three centuries AD

Students will develop and demonstrate familiarity with the academic field of ancient history: its resources; its tools and methods; its vocabulary and conventions (including conventions for the use and citation of sources); its diversity and complexity.

Students will (a) develop their understanding of the nature of a range of ancient sources and their use for historical purposes, and (b) develop familiarity and skill in the use of

these sources.

Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.

Students will demonstrate the ability to comprehend, evaluate, and respond productively to information and arguments from different perspectives.

Students will demonstrate the ability to organise evidence and ideas into written arguments and conclusions characterised by: clear logic and structure; attention to complexity and detail; independent judgement; diligence and honesty in use of sources.

Students will develop a critical consciousness which is self-reflective, respectful of other people and opinions, and alert to connection between the historical content of the unit and the lives of real people and communities (both ancient and modern).

General Assessment Information

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Short Essay</u>	15%	No	Friday Week 3
<u>Major essay</u>	35%	No	Friday Week 10
<u>Final Exam</u>	30%	No	Friday Week 13
<u>Forum Participation</u>	20%	No	Weekly

Short Essay

Due: **Friday Week 3**

Weighting: **15%**

Choose the activity question from either Week 2 or Week 3 (parts a & b). Write a 1000 word (+/- 10%) essay in response to that question.

Your essay should be based on *your own* reading of the primary (i.e. ancient) sources provided for discussion for your chosen week (in the *Book of Readings* and Mark Harding's *Early Christian*

Life and Thought in Social Context), but your own thinking and argumentation may be improved by engaging with modern scholarship.

You should pay attention to presentation: essay structure with introduction & conclusion; correct spelling & punctuation; consistent & accurate referencing.

For referencing, it's important to be consistent; pick an academic referencing style and stick with it. Footnotes are preferable to in-text referencing. Acknowledge all your sources, providing a footnote at the relevant point in your essay and bibliographies of ancient and modern sources at the end of your essay.

You will be marked on:

- The quality of your answer (comprehensiveness & sophistication)
- Your use of evidence (the range & relevance of the sources you cite, your critical engagement with them)
- The structure and presentation of your essay
- Your referencing/citation.

You may lose marks for responses that are too long or too short (substantially outside the 10% margin of error). You will lose marks and face possible further consequences if you are found to have plagiarised. Extensions may be granted in cases of misadventure or illness.

If you have any questions at all, please contact your tutor. Good luck!

On successful completion you will be able to:

- Students will gain an understanding of nature and causes of conflict between Christians, Jews, and the Roman government in the first three centuries AD
- Students will develop and demonstrate familiarity with the academic field of ancient history: its resources; its tools and methods; its vocabulary and conventions (including conventions for the use and citation of sources); its diversity and complexity.
- Students will (a) develop their understanding of the nature of a range of ancient sources and their use for historical purposes, and (b) develop familiarity and skill in the use of these sources.
- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.
- Students will demonstrate the ability to organise evidence and ideas into written arguments and conclusions characterised by: clear logic and structure; attention to complexity and detail; independent judgement; diligence and honesty in use of sources.

Major essay

Due: **Friday Week 10**

Weighting: **35%**

The second assessment task is an essay of 2000 words (+/- 10%, references *not* included). It is due by midnight AEST on Friday of week 10.

You have several options regarding the topic of your essay.

a) You are encouraged to propose a question related to the focus of the unit (i.e. timeframe and subject matter). This may relate to one of the weekly discussion questions or lecture content, but it need not be something explicitly discussed in class. It must be a question that will require critical engagement and argumentation. If you wish to answer a question of your own design, **you must consult with your tutor/convener.**

b) You may choose to answer one of the following questions:

1. How did the response of the Roman State to Christians develop during the second and third centuries (i.e. c. 100-300 C.E.)? (Note: your answer should address the period prior to the so-called "Great Persecution")
2. How do papyri illustrate the spread of Christianity in Egypt down to the time of Constantine? How does this compare with the account given in literary sources?
3. On what grounds did second and third century Graeco-Roman intellectuals like Celsus and Porphyry of Tyre attack Christianity? How did writers like Origen of Alexandria and the earlier Christian apologists respond?
4. What was the background to and causes of the state-sponsored actions against Christians in the third and fourth centuries (i.e. 250-313 C.E.)? How did these effect the Christian community?

Your essay should engage substantially and critically with a wide range of relevant ancient sources and modern scholarship. You should pay attention to presentation: essay structure with introduction & conclusion; correct spelling & punctuation; consistent & accurate referencing.

For referencing, it's important to be consistent; pick an academic referencing style and stick with it. Footnotes are preferable to in-text referencing. Acknowledge all your sources, providing a footnote at the relevant point in your essay and bibliographies of ancient and modern sources at the end of your essay.

You will be marked on:

- The quality of your answer (comprehensiveness & sophistication)
- Your use of evidence (the range & relevance of the sources you cite, your critical engagement with them)
- The structure and presentation of your essay
- Your referencing/citation.

You may lose marks for responses that are too long or too short (substantially outside the 10% margin of error). You will lose marks and face possible further consequences if you are found to have plagiarised. Extensions may be granted in cases of misadventure or illness.

If you have any questions at all, please contact your tutor. Good luck!

On successful completion you will be able to:

- Students will gain an understanding of nature and causes of conflict between Christians, Jews, and the Roman government in the first three centuries AD
- Students will develop and demonstrate familiarity with the academic field of ancient history: its resources; its tools and methods; its vocabulary and conventions (including conventions for the use and citation of sources); its diversity and complexity.
- Students will (a) develop their understanding of the nature of a range of ancient sources and their use for historical purposes, and (b) develop familiarity and skill in the use of these sources.
- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.
- Students will demonstrate the ability to comprehend, evaluate, and respond productively to information and arguments from different perspectives.
- Students will demonstrate the ability to organise evidence and ideas into written arguments and conclusions characterised by: clear logic and structure; attention to complexity and detail; independent judgement; diligence and honesty in use of sources.

Final Exam

Due: **Friday Week 13**

Weighting: **30%**

The exam will be a **take-home examination**. Detailed instructions will be posted in iLearn **on Friday, week 12** (see discussion forum and iLearn sections under week 12 and assessment. It is due for submission via turnitin one week later; **by midnight on Friday, Week 13**.

You will be required to answer 3 questions.

- The first question is pre-circulated: *Why (in your opinion, backed by ancient sources) did the Roman state come into conflict with both Jews and Christians? How far did the Romans distinguish the two?*
- The other 2 questions will be chosen by the students from a list of 9 questions provided, which relate to various course modules.

Since this is an exam rather than an essay, you are not required to provide bibliography or substantial references. Nonetheless, you are expected to justify your responses with reference to ancient material (and modern scholarship if it is relevant and helpful). You will be marked on:

- The quality of your answer (comprehensiveness & sophistication)
- Your use of evidence (the range & relevance of the sources you cite, your critical

engagement with them)

- Your presentation and expression (structure, grammar, clarity)

On successful completion you will be able to:

- Students will gain an understanding of nature and causes of conflict between Christians, Jews, and the Roman government in the first three centuries AD
- Students will (a) develop their understanding of the nature of a range of ancient sources and their use for historical purposes, and (b) develop familiarity and skill in the use of these sources.
- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.

Forum Participation

Due: **Weekly**

Weighting: **20%**

Students are expected to participate **weekly** in the discussion forum on the Unit Website. The forum will host discussion of the readings and tutorial tasks. You are required to make at least one post of approximately 250 words on each of the tutorial topics.

This is a participation mark, but it will be influenced by the quality of your participation; a student who consistently engages thoughtfully and critically with the proposed questions and other students will receive higher marks than a student who meets the weekly post requirement with material that does not engage critically and thoughtfully with the required material.

This assessment tests your engagement with the topic (readings and lectures), and your ability to interact critically and respectfully with perspectives put forward by others.

You risk being awarded zero marks for late posts.

On successful completion you will be able to:

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- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.
- Students will demonstrate the ability to comprehend, evaluate, and respond productively to information and arguments from different perspectives.

- Students will develop a critical consciousness which is self-reflective, respectful of other people and opinions, and alert to connection between the historical content of the unit and the lives of real people and communities (both ancient and modern).

Delivery and Resources

This unit (AHIX253) is taught entirely through the i-Learn website.

Recommended texts:

There is no compulsory textbook, as all readings will be supplied through i-Learn and the University Library website. A full list of required and recommended weekly readings will be provided in the i-Learn website. Students will often read from *Mark Harding (ed.): The Early Christian Life and Thought in Social Context: A Reader* (Edinburgh: T&T Clark, 2003), so some students may wish to purchase a personal copy.

Other requirements:

Students will require regular access to a computer and an internet connection, in order to access lectures, tutorial discussion, readings, and assignments. Basic computer skills - internet browsing, word processing - will be necessary.

Please contact teaching staff for any further, more specific requirements. Consult the OUA website for more detailed information on technology requirements:

<http://www.open.edu.au/public/future-students/getting-started/computer-requirements> (<http://www.open.edu.au/public/future-students/getting-started/computer-requirements>)

Unit Schedule

Weekly schedule

Week 1	Welcome and Introduction
Week 2	Rome and the Jews in the First Century
Week 3	Jewish and Greek Culture and the spread of Christianity in the first two centuries
Week 4	The Roman world to the Third Century and the Imperial Cult

Week 5	The Roman state's reaction to Jews and Christians in the Third Century
Week 6	Evidence for Third Century Christianity
Week 7	Decius, Valerian and the Christians
Week 8	The Great Persecution
Week 9	Pagans, Jews and Christians in the Papyri (II-III)
Week 10	Pagans, Jews and Christians in the Papyri (III-IV)
Week 11	Philosophical Debates
Week 12	Philosophical Debates
Week 13	Examination Week

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/>)

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](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:

Learning outcomes

- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.
- Students will demonstrate the ability to comprehend, evaluate, and respond productively to information and arguments from different perspectives.
- Students will demonstrate the ability to organise evidence and ideas into written arguments and conclusions characterised by: clear logic and structure; attention to complexity and detail; independent judgement; diligence and honesty in use of sources.

Assessment tasks

- Short Essay
- Major essay
- Final Exam

- Forum Participation

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

- Students will develop and demonstrate familiarity with the academic field of ancient history: its resources; its tools and methods; its vocabulary and conventions (including conventions for the use and citation of sources); its diversity and complexity.
- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.
- Students will demonstrate the ability to comprehend, evaluate, and respond productively to information and arguments from different perspectives.

Assessment tasks

- Short Essay
- Major essay
- Final Exam
- Forum Participation

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

- Students will gain an understanding of nature and causes of conflict between Christians, Jews, and the Roman government in the first three centuries AD

Assessment tasks

- Short Essay
- Major essay

- Final Exam
- Forum Participation

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

- Students will gain an understanding of nature and causes of conflict between Christians, Jews, and the Roman government in the first three centuries AD
- Students will develop and demonstrate familiarity with the academic field of ancient history: its resources; its tools and methods; its vocabulary and conventions (including conventions for the use and citation of sources); its diversity and complexity.
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- Students will demonstrate the ability to organise evidence and ideas into written arguments and conclusions characterised by: clear logic and structure; attention to complexity and detail; independent judgement; diligence and honesty in use of sources.

Assessment tasks

- Short Essay
- Major essay
- Final Exam
- Forum Participation

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

- Students will (a) develop their understanding of the nature of a range of ancient sources and their use for historical purposes, and (b) develop familiarity and skill in the use of these sources.
- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.
- Students will demonstrate the ability to organise evidence and ideas into written arguments and conclusions characterised by: clear logic and structure; attention to complexity and detail; independent judgement; diligence and honesty in use of sources.

Assessment tasks

- Short Essay
- Major essay
- Final Exam
- Forum Participation

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

- Students will (a) develop their understanding of the nature of a range of ancient sources and their use for historical purposes, and (b) develop familiarity and skill in the use of these sources.
- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.
- Students will demonstrate the ability to comprehend, evaluate, and respond productively to information and arguments from different perspectives.
- Students will demonstrate the ability to organise evidence and ideas into written arguments and conclusions characterised by: clear logic and structure; attention to complexity and detail; independent judgement; diligence and honesty in use of sources.

Assessment tasks

- Short Essay

- Major essay
- Final Exam
- Forum Participation

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

- Students will engage critically with ancient sources and modern scholarship to articulate and justify historical conclusions.
- Students will demonstrate the ability to comprehend, evaluate, and respond productively to information and arguments from different perspectives.
- Students will demonstrate the ability to organise evidence and ideas into written arguments and conclusions characterised by: clear logic and structure; attention to complexity and detail; independent judgement; diligence and honesty in use of sources.
- Students will develop a critical consciousness which is self-reflective, respectful of other people and opinions, and alert to connection between the historical content of the unit and the lives of real people and communities (both ancient and modern).

Assessment tasks

- Short Essay
- Major essay
- Final Exam
- Forum Participation

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 outcome

- Students will develop a critical consciousness which is self-reflective, respectful of other people and opinions, and alert to connection between the historical content of the unit and the lives of real people and communities (both ancient and modern).

Assessment tasks

- Short Essay
- Major essay
- Final Exam
- 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:

Learning outcome

- Students will develop a critical consciousness which is self-reflective, respectful of other people and opinions, and alert to connection between the historical content of the unit and the lives of real people and communities (both ancient and modern).

Assessment tasks

- Short Essay
- Major essay
- Final Exam
- Forum Participation