



# AHIX253

## Pagans, Jews and Christians: Athens and Jerusalem

S2 OUA 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>	3
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12

#### 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

Convener / Tutor

Alex Macdonald

[alex.macdonald@mq.edu.au](mailto:alex.macdonald@mq.edu.au)

Kyle Keimer

[kyle.keimer@mq.edu.au](mailto:kyle.keimer@mq.edu.au)

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](http://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>Take-Home Task</u>	30%	No	Friday Week 13
<u>Forum/Lecture Engagement</u>	20%	No	Weekly

### Short Essay

Due: **Friday Week 3**

Weighting: **15%**

Students must write an essay responding to the discussion questions from the week 2 OR week 3 forum discussions. Students may choose which week/topic to address. Essays should be approximately 1000 words (+/- 10%).

Essays should be based on a student's *own* reading of the primary (i.e. ancient) sources

provided for discussion in the chosen week, but their own reasoning may be aided by engaging with modern scholarship.

Students will be marked on:

- The quality of their answer (comprehensiveness & sophistication, relevance to the question)
- Their use of evidence (the range & relevance of the sources you cite, your critical engagement with them)
- The structure and presentation of their essay (introduction & conclusion, logical flow, paragraph structure)
- Your referencing/citation (detail, accuracy, style & consistency)

Students should follow a recognised academic referencing style, preferably using footnotes (e.g. Chicago).

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. Students have several options regarding the topic of their essay:

1. Students are encouraged to propose their own question related to the period and

focus of the unit. This may relate to one of the weekly discussion questions or lecture content, but it need not be something explicitly discussed in class. Students who wish to propose their own question **must consult with the tutor/convenor**. The tutor may be able to provide some basic suggestions for research and reading.

2. Students may choose to answer one of the following questions:
  - How well was "Christianity" known to the major historians of the Roman world in the first century? Your answer should address (at least) the works of Tacitus, Suetonius, and Josephus.
  - What was the role of the "Imperial cult" in the Roman empire in the second and third centuries AD? How did this impact Christians and Jews?
  - What factors, (ideas and events) caused hostility between Jews and the wider Roman empire in the first and second centuries AD? Consider hostility in *attitudes* (e.g. fears and stereotypes) and in *actions* (e.g. persecution, uprising, or military hostility), both for the Roman empire in general and for the Roman authorities in particular.

Essays should engage substantially and critically with a **wide range of relevant ancient sources and modern scholarship**.

Students will be marked on:

- The quality of their answer (comprehensiveness & sophistication, relevance to the question)
- Their use of evidence (the range & relevance of the sources you cite, your critical engagement with them)
- The structure and presentation of their essay (introduction & conclusion, logical flow, paragraph structure)
- Your referencing/citation (detail, accuracy, style & consistency)

Students should follow a recognised academic referencing style, preferably using footnotes (e.g. Chicago).

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.

## Take-Home Task

Due: **Friday Week 13**

Weighting: **30%**

The final assessment is a **take-home task**. Detailed instructions and the questions to be assessed will be posted in iLearn **on Friday of 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**.

Students will be required to answer **three** questions:

- One broad question designed to test knowledge and understanding across the whole unit. This question is compulsory for all students.
- Two narrower questions addressing particular ideas, issues, or texts studied during the unit. The student will be provided with a range of questions, and they will respond to two of their choosing.

Responses should be **approximately 1800 words** (+/- 10%) in total, comprised of three responses of **approximately 600 words each**.

You will be marked on:

- Quality of answer (comprehensiveness & sophistication)
- Use of evidence (the range & relevance of the sources you cite, your critical engagement with them)
- Presentation and expression (structure, grammar, clarity)

Students are expected to engage with ancient sources and modern scholarship, and to cite their evidence. Since this is a take-home task rather than a normal exam, students are not required to provide a full bibliography or references. Nonetheless, students are still expected to acknowledge their sources.

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/Lecture Engagement

Due: **Weekly**

Weighting: **20%**

Every week students are expected to listen to a one-hour lecture, do the required readings, and participate in the weekly discussion forums hosted under the weekly modules on the iLearn site. You are required to make at least one post of approximately 200 words on each of the tutorial topics.

Marks will be awarded for both **basic participation** and for **quality of engagement**.

- **Participation:** Students will receive a basic pass mark (50% for the assessment) for listening to all the lectures and providing one timely forum post addressing the proposed discussion questions.
- **Quality of Engagement:** The remaining 50% of the assessment grade will be awarded for the depth and sophistication of engagement in discussion. Students are encouraged to engage with fellow students and the tutor, to propose and discuss new questions and issues related to the readings, and to integrate ancient sources, modern scholarship, and material from the weekly lectures.

There will be penalties for late submissions to forum discussion and for failure to listen to lectures. Lecture attendance and forum discussions will be graded at the end of the first week of the exam period. 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.

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.

- 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. All compulsory readings will be provided either on the iLearn page or via the Library readings management system (Leganto).

### Recommended texts:

**There is no compulsory textbook**, as all readings will be supplied through i-Learn and Leganto. Students who wish to obtain a personal copy of a text that will facilitate further knowledge and understanding of the topic might consider any of the following works:

- M. Harding (ed.) *Early Christian Life and Thought in Social Context: A Reader* (Edinburgh: T&T Clark, 2003)
- J. Lieu, J. North & T. Rajak (eds) *The Jews among Pagans and Christians in the Roman Empire* (London: Routledge, 1992)
- R. MacMullen & E.N. Lane (eds) *Paganism and Christianity: 100-425 C.E.: A Sourcebook* (Minneapolis: Fortress, 1992)

For a different kind of approach, students might also be interested to read K. Hopkins, *A World Full of Gods: Pagans, Jews, and Christians in the Roman Empire* (London : Weidenfeld & Nicolson, 1999).

### 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 including internet browsing and word processing will be necessary.

Please contact teaching staff if there are any questions or concerns about teaching 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

<b>Week 1</b>	Welcome and Introduction
<b>Week 2</b>	Rome and the Jews in the First Century
<b>Week 3</b>	Jewish and Greek Culture and the spread of Christianity in the first two centuries
<b>Week 4</b>	The Roman world to the Third Century and the Imperial Cult
<b>Week 5</b>	The Roman state's reaction to Jews and Christians in the Third Century
<b>Week 6</b>	Evidence for Third Century Christianity
<b>Week 7</b>	Decius, Valerian and the Christians
<b>Week 8</b>	The Great Persecution
<b>Week 9</b>	Pagans, Jews and Christians in the Papyri (II-III)
<b>Week 10</b>	Pagans, Jews and Christians in the Papyri (III-IV)
<b>Week 11</b>	Philosophical Debates
<b>Week 12</b>	Philosophical Debates

## 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](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p>

[olicy-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/](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
- Take-Home Task
- Forum/Lecture Engagement

## **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
- Take-Home Task

- Forum/Lecture Engagement

## 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
- Take-Home Task
- Forum/Lecture Engagement

## 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.
- 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 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
- Take-Home Task
- Forum/Lecture Engagement

## **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
- Take-Home Task
- Forum/Lecture Engagement

## **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
- Take-Home Task
- Forum/Lecture Engagement

## **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
- Take-Home Task
- Forum/Lecture Engagement

## **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
- Take-Home Task
- Forum/Lecture Engagement

## **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
- Take-Home Task
- Forum/Lecture Engagement