



AHIX399

Ancient History Capstone

S2 OUA 2018

Dept of Ancient History

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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

Peter Keegan

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Contact via iLearn unit via Dialogue

Tutor

Edward Bridge

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Contact via iLearn unit via Dialogue

Prerequisites

Corequisites

Co-badged status

Unit description

This unit is specially designed and will be offered in the form of a publication project on a set of approved topics relevant to Ancient History. Students collect, assess, analyse and interpret relevant evidence in the light of current historical thinking. In addition to seminar participation (regular discussion, a bibliographical portfolio, a learning journal, and a brief work-in-progress interview and outline), the unit culminates in a coherent paper, 5000 words in length, which conforms to the standards of research and writing guidelines expected in peer-reviewed scholarly publications in the field of ancient world studies. 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:

1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
2. Develop sophisticated research skills
3. Articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to an advanced

level

4. Formulate arguments and articulation of ideas to an advanced level
5. Appreciate the larger issues that engage historians of Greece, Rome, and/or Late Antiquity and of the learning experiences encountered in the Ancient History Major

General Assessment Information

Assignment Submission

This unit will use the iLearn Forum and Turnitin Assignments as the submission methods. See the following link for information about Turnitin:

http://www.mq.edu.au/iLearn/resources/turnitin_tips.htm

Late Penalty

Unless a Special Consideration request has been submitted and approved (see Policies and Procedures), (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
Seminar Forum	20%	No	11:59pm Wed + Sun Weeks 2-8
Annotated Bibliography	10%	No	11:59pm AEST Sunday Weeks 2-8
Work-In-Progress Outline	10%	No	11:59pm AEST Sunday Week 8
Learning Journal	10%	No	11:59pm AEST Sunday Week 8
Publication Project	50%	No	11:59pm AEST Sunday Week 13

Seminar Forum

Due: **11:59pm Wed + Sun Weeks 2-8**

Weighting: **20%**

After reading the texts prescribed for each week, you will prepare your thoughts and post two (2) brief responses in the Seminar Forum to the questions set for consideration: an **original post** and a **selective response**. You should take the brief outline provided in the introduction to each week and the recommended readings as a starting point only. Ensure that your **original post** responds directly to the questions set for discussion, and your **selective response** develops further the seminar outline, considering any idea or issue which other

students raise in their *original posts*. Submit your **original post** to any questions set for discussion NO LATER THAN 11:59pm Wednesday of any week set aside for seminar forum participation, and your **selective** response to one or more ideas or issues raised by other students NO LATER THAN 11:59pm Sunday of any week set aside for seminar forum participation. The minimum total length of your weekly correspondence is 250 words. **NOTE: This is a timed assessment (Mon-Sun of the relevant week). No late posts - submitted after midnight Sunday in any week set for discussion of a particular topic - will be assessed.** Submission: via Online Forum.

On successful completion you will be able to:

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 4. Formulate arguments and articulation of ideas to an advanced level

Annotated Bibliography

Due: **11:59pm AEST Sunday Weeks 2-8**

Weighting: **10%**

The Annotated Bibliography task requires you to collect a representative bibliographical sample of learning materials that proved useful in previous study, relating to each of the Seminar Forum topics. This sample should comprise at least five (5) published resources – e.g. book chapter, conference paper, journal article, thesis, report, or web page (preferably with an .edu domain name) – that explored in some way this week's topic. Each item should be annotated briefly to identify its historical usefulness. NB The five (5) references can be articles/books/parts of books, etc, that *relate* to the Seminar Forum topic for the week, and most will be publications you have come across in the course of your study of ancient history. So, for example, for your week 2 bibliography, choose five (5) publications that discuss something about doing the study of history. These *may* be publications you used in your Seminar Forum answers, but don't have to be. Each annotation briefly reviews the content and argument of each of the publications chosen, and you might be able to include a very brief critique. Submit your Annotated Bibliography NO LATER THAN 11:59pm Sunday in all relevant weeks. **NOTE: This is a timed assessment (Mon-Sun of the relevant week). No late posts - submitted after midnight Sunday in any week set for collection of a particular bibliographical sample - will be assessed.** Submission: via Online Forum

On successful completion you will be able to:

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 2. Develop sophisticated research skills
- 3. Articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to an advanced level

Work-In-Progress Outline

Due: **11:59pm AEST Sunday Week 8**

Weighting: **10%**

The Work-In-Progress (WIP) Outline will consist of • a 100-word abstract of your publication project topic; • a 250-word outline of methodological issues relating to your topic; • a 250-word outline of theoretical issues relating to your topic. Submission: via Turnitin

On successful completion you will be able to:

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 2. Develop sophisticated research skills
- 4. Formulate arguments and articulation of ideas to an advanced level

Learning Journal

Due: **11:59pm AEST Sunday Week 8**

Weighting: **10%**

The Learning Journal is meant to be a reflective record of your learning experiences in the Ancient History program. You can link your journal record to an individual subject (or subjects) in the program, to a particular topic (or topics) within a subject, and you may wish to reflect about your experience of learning in general. Learning Journal reflections (posted during Weeks 1-8 via the Learning Journal link) will be collated into a single MS Word or pdf file. Submission: via Turnitin

On successful completion you will be able to:

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 5. Appreciate the larger issues that engage historians of Greece, Rome, and/or Late Antiquity and of the learning experiences encountered in the Ancient History Major

Publication Project

Due: **11:59pm AEST Sunday Week 13**

Weighting: **50%**

The Publication Project is defined by the Department of Ancient History as “a research essay relating to a particular aspect of the history, art and archaeology of ancient Europe and the Mediterranean world, from prehistoric to late antique times.” The AHIX339 unit convenor welcomes the submission of research essays on any subject within that definition. The topic and content of the essay will conform in all respects to the abstract submitted as part of the Work-In-Progress Report. The manuscript will be no more than 4,000 words in length. NOTE: Formatting of submitted essays will follow the Notes for Contributors guidelines provided in

whichever academic journal is selected by the submitting student (e.g. Journal of Hellenic Studies, Journal of Roman Studies, Journal of Late Antiquity). Submission: via Turnitin

On successful completion you will be able to:

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 2. Develop sophisticated research skills
- 3. Articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to an advanced level
- 4. Formulate arguments and articulation of ideas to an advanced level

Delivery and Resources

Unit Webpage, Technology Used and Skills Required

AHIX339 is delivered fully online.

Online units can be accessed at: <http://ilearn.mq.edu.au/>. PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please contact teaching staff for any further, more specific requirements.

Required Reading Due to the broad range of subject matter covered in this unit, there is no required text.

Recommended Reading There is a wide selection of reading material provided in the AHIX339 Unit Readings. located via the *Unit Readings - Leganto* link on the AHIX399 iLearn welcome page.

Unit Schedule

Week 1	INTRODUCTION TO THE UNIT
Week 2	HISTORY AND HISTORIOGRAPHY
Week 3	LANGUAGE STUDIES
Week 4	ARCHAEOLOGY

Week 5	EPIGRAPHY AND PAPYROLOGY
Week 6	NUMISMATICS
Week 7	SOCIAL HISTORY
Week 8	CULTURAL HISTORY
Week 9	DIGITAL PORTFOLIO AND PUBLICATION PROJECT I
Week 10	DIGITAL PORTFOLIO AND PUBLICATION PROJECT I
Week 11	DIGITAL PORTFOLIO AND PUBLICATION PROJECT II
Week 12	DIGITAL PORTFOLIO AND PUBLICATION PROJECT II
Week 13	PUBLICATION PROJECT: SUBMISSION

Learning and Teaching Activities

Knowledge

Consolidate knowledge in relation to the historical processes and fundamental historical developments in relation to previous studies in Greece and/or Rome and/or Late Antiquity (Seminar Forum, Annotated Bibliography, Work-in-Progress/WIP Report, Learning Journal, Publication Project)

Research

Develop sophisticated research skills (Work-In-Progress/WIP Report, Annotated Bibliography, Publication Project)

Source Analysis

Articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to an advanced level (Annotated Bibliography, Publication Project)

Argumentation

Formulate arguments and articulation of ideas to an advanced level (Seminar Forum, Work-in-Progress/WIP Report, Publication Project)

Reflection

Appreciate the larger issues that engage historians of Greece, Rome, and/or Late Antiquity and of the learning experiences encountered in the Ancient History Major (Learning Journal)

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:

Assessment tasks

- Work-In-Progress Outline
- Learning Journal
- Publication Project

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

- 2. Develop sophisticated research skills
- 3. Articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to an advanced level
- 5. Appreciate the larger issues that engage historians of Greece, Rome, and/or Late Antiquity and of the learning experiences encountered in the Ancient History Major

Assessment tasks

- Work-In-Progress Outline
- Learning Journal
- Publication Project

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 tasks

- Seminar Forum
- Annotated Bibliography
- Work-In-Progress Outline
- Learning Journal
- Publication Project

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

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 2. Develop sophisticated research skills
- 3. Articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to an advanced level
- 4. Formulate arguments and articulation of ideas to an advanced level
- 5. Appreciate the larger issues that engage historians of Greece, Rome, and/or Late Antiquity and of the learning experiences encountered in the Ancient History Major

Assessment tasks

- Seminar Forum
- Annotated Bibliography
- Work-In-Progress Outline
- Learning Journal
- Publication Project

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

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 2. Develop sophisticated research skills
- 3. Articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to an advanced level
- 4. Formulate arguments and articulation of ideas to an advanced level
- 5. Appreciate the larger issues that engage historians of Greece, Rome, and/or Late Antiquity and of the learning experiences encountered in the Ancient History Major

Assessment tasks

- Seminar Forum
- Annotated Bibliography
- Work-In-Progress Outline
- Learning Journal
- Publication Project

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

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 2. Develop sophisticated research skills
- 3. Articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to an advanced level

Assessment tasks

- Work-In-Progress Outline
- Publication Project

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

- 1. Consolidate knowledge in relation to the historical processes and fundamental historical developments in Greece and/or Rome and/or Late Antiquity
- 2. Develop sophisticated research skills
- 4. Formulate arguments and articulation of ideas to an advanced level

Assessment tasks

- Seminar Forum
- Annotated Bibliography
- Work-In-Progress Outline
- Learning Journal
- Publication Project

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

- 5. Appreciate the larger issues that engage historians of Greece, Rome, and/or Late Antiquity and of the learning experiences encountered in the Ancient History Major

Assessment tasks

- Seminar Forum
- Learning Journal

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

- 5. Appreciate the larger issues that engage historians of Greece, Rome, and/or Late Antiquity and of the learning experiences encountered in the Ancient History Major

Assessment tasks

- Seminar Forum
- Learning Journal

Changes from Previous Offering

New to this iteration of AHIX399 are the following:

1. The Digital Portfolio assessment task (worth 20%) is no longer a required activity.
2. The Learning Journal activity is now a separate assessment task worth 10%.
3. The Annotated Bibliography activity is now a separate assessment task worth 10%.
4. The Publication Project Diary is now a recommended formative activity that is not assessed formally.

Changes since First Published

Date	Description
22/06/2018	1. Submission times for all assessment tasks 2. Seminar Forum discussion post instructions.