



# AHIX265

## Art and Architecture Through Roman Eyes

S2 OUA 2018

*Dept of Ancient History*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides an introduction to the artistic and architectural traditions of the Roman world from the late republic until the early imperial period. Learn about the development of the city of Rome from its foundation through to its transformation into the imperial capital of the Roman Empire under Augustus and his successors. We will analyse a wide range of ancient visual texts, including monuments, private buildings, buildings for entertainment and leisure, sculpture, painting, gems and coins as well as a selection of ancient written sources. Particular attention will be paid to the relationship between art, architecture and the development of Roman politics and society. 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:

Research, analyse and interpret primary and secondary sources and present the information in a written format

Actively participate in online group discussion

Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence

Appreciate how historical information (in the broadest sense) may be extracted from ancient remains

Understand the place of artistic and architectural study (including museums) in our own society

Interpret artistic and architectural evidence with appreciation and understanding

## General Assessment Information

**Submission of Assignments:** All written assessments are to be submitted to Turnitin via the iLearn site by their respective due dates and times (which are all listed according to local Sydney time).

Access to the internet and the ability to download and/or view unit materials are essential. Ability to work with word processing software is required for written assessments, respectively. Further, an internet connection that allows for downloading of powerpoints and other files is also necessary.

Any technical issue encountered with accessing unit materials and/or with submitting assignments should be directed to the IT department via [ask.mq.edu.au](mailto:ask.mq.edu.au). After lodging a complaint/request with them, you must also notify me via email concerning the issue as soon as possible after it is discovered.

Assignments will be assessed on their level of completion, coherence, grammar, and comprehension.

**Assessment tasks are compulsory and must be submitted on time.**

**Late Submission:** 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.

Assignment tasks handed in early will not be marked and returned before the due date.

For Disruptions to Studies Policy, look under Policies and Procedures.

**Note on Assessment** - To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above. It is highly recommended that you participate in all online discussions and complete the weekly readings.

**IMPORTANT NOTE ON FINAL MARKS:** Please note with respect to the marks you receive for work during the session: that 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Source Analysis I</u>	25%	No	Friday, Week 4
<u>Source Analysis II</u>	25%	No	Friday, Week 9
<u>Major Essay</u>	40%	No	Friday, Week 13
<u>Online Discussion</u>	10%	No	Ongoing

### Source Analysis I

Due: **Friday, Week 4**

Weighting: **25%**

#### Assessment 1: Source Analysis I

**Due:** 5pm (EST) of Friday , Week 4

**Word Limit:** 1000 words

**Value:** 25%

### Topic: Roman Funerary Art and Architecture

Answer the following question:

#### What do funerary art and architecture reveal about Roman social status?

In your response, you need to make reference to specific items of ancient evidence to support your answer. You will base your work on the ancient material that was discussed in Week 3, particularly the images that were examined. In addition, you are encouraged to find further ancient examples of funerary art and architecture (e.g. from reputable museum websites and from the modern works listed below that are available through Unit Readings). Please restrict your ancient examples to the republican and early imperial periods (ie. until the end of the 1st century A.D.). You also need to consider and incorporate the arguments made in modern works discussing Roman funerary art and architecture into your own response.

When citing the ancient or modern evidence upon which you are basing any observation, you should make use of footnotes. Any material in footnotes is not considered to be part of your word-length. Please consult the relevant referencing guides provided for further details about referencing requirements.

A bibliography of ancient and modern works utilised must be provided.

Modern works you can consult are listed below. All of these works are available through the 'Unit Readings' on MQ library's multisearch:

\* Bianchi Bandinelli, R. *Rome the Centre of Power* (London, 1969), pp.51-105.

- \* D' Ambra, E., 'A myth for a Smith: A Meleager sarcophagus from a tomb in Ostia', *American Journal of Archaeology*, Vol. 92 (1988), pp.85-100.
- \* D'Ambra, Eve, *Roman Art* (Cambridge, 1998), pp.38-57.
- \* Dunbabin, Katherine M.D. 'The Roman banquet: images of conviviality', (New York, 2003), pp.103-140.
- \* Hope, V. 'Constructing Roman identity: funerary monuments and social structure in the Roman world', *Mortality* 2 (1997), pp.103-121.
- \* Hope, Valerie. 'A Roof Over the Dead: Communal Tombs and Family Structure', in R. Laurence and A. Wallace-Hadrill (eds.), *Domestic Space in the Roman World* (Portsmouth, RI, 1997), pp.69-88.
- \* Inez Scott, Ryberg, 'Rites of the State Religion in Roman Art', *Memoirs of the American Academy in Rome*, Vol. 22, Rites of the State Religion in Roman Art (1955); complete monograph available via the 'jstor' database (accessible through the Macquarie University Library website)
- \* Kampen, N. B., 'Biographical Narration and Roman Funerary Art', *American Journal of Archaeology* 85 (1981), pp.47-58.
- \* Kleiner, Diana E.E. and Buxton, Bridget, 'Pledges of Empire: The Ara Pacis and the Donations of Rome', *American Journal of Archaeology*, Vol. 122, No. 1 (2008), pp.57-90.
- \* Kousser, M. 'Mythological Group Portraits in Antonine Rome', *The American Journal of Archaeology*, Vol 111.4 (2007), pp.673-691.
- \* Meyer, Elizabeth A. 'Explaining the Epigraphic Habit in the Roman Empire: The Evidence of Epitaphs', *The Journal of Roman Studies*, Vol. 80, (1990), pp. 74-96
- \* Patterson, J. 'Living and Dying in the City of Rome: Houses and Tombs', in Coulston, John and Dodge, Hazel (eds.) *Ancient Rome: The Archaeology of the Eternal City* (Oxford, UK: Oxford University Press, 2000), pp.259-289.
- \* Patterson, J. R. 'Patronage, *collegia* and burial in Imperial Rome', in S. Bassett (ed.) *Urban Responses to the Dying and the Dead, 100-1600* (Leicester, 1992), pp.15-27.
- \* Petersen, Lauren Hackworth, *The Freedman in Roman Art and Art History* (Cambridge, 2006), pp.84-120.
- \* Peterson, L. H. 'The Baker, His Tomb, His Wife, and Her Breadbasket: The Monument of Eurysaces in Rome', *The Art Bulletin*, Vol. 85, (2003), pp.230-257.
- \* Platner, Samuel Ball (as completed and revised by Thomas Ashby), *A Topographical Dictionary of Ancient Rome* (London, 1929)., available online: [http://penelope.uchicago.edu/Thayer/E/Gazetteer/Places/Europe/Italy/Lazio/Roma/Rome/\\_Texts/PLATOP\\*/sepulcra.html](http://penelope.uchicago.edu/Thayer/E/Gazetteer/Places/Europe/Italy/Lazio/Roma/Rome/_Texts/PLATOP*/sepulcra.html)
- \* Pollini, John, 'Ritualizing Death in Republican Rome', in N. Laneri (ed.) *Performing Death* (Chicago, 2007), pp.237-285, available online at: [http://www.portraitsofcaligula.com/clients/6600/File/Pollini-%20Article%20on%20Death%20Masks\(1\).pdf](http://www.portraitsofcaligula.com/clients/6600/File/Pollini-%20Article%20on%20Death%20Masks(1).pdf)

- \* Stewart, P. *Roman Art* (Oxford, 2004), pp.53-73.
- \* Stewart, P. *The Social History of Roman Art* (Cambridge, 2008), pp.62-76.
- \* Sumi, G. S. 'Impersonating the Dead: Mimes at Roman Funerals', *The American Journal of Philology*, Vol. 123, No. 4 (2002), pp. 559-585.
- \* Wood, S. 'Alcestis on Roman sarcophagi', *American Journal of Archaeology* 82 (1978), pp.499-510.

On successful completion you will be able to:

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society
- Interpret artistic and architectural evidence with appreciation and understanding

## Source Analysis II

Due: **Friday, Week 9**

Weighting: **25%**

### **Assessment 2: Source Analysis II**

**Due:** 5pm (EST) Friday, Week 9

**Word Limit:** 1000 words

**Value:** 25%

### **Topic: The *Ara Pacis Augustae***

Answer the following question:

**How does the *Ara Pacis Augustae* reflect Augustus' vision of a Roman 'golden age'?**

In your response, you need to make reference to specific items of ancient evidence to support your answer. You will base your work on the images of the *Ara Pacis Augustae* discussed in in Week 8. You may find it useful to draw upon further images from the *Ara Pacis Augustae* that you come across. In addition, you need to consider and incorporate ancient written sources on the Augustan age as well as the arguments made in modern works discussing the *Ara Pacis Augustae* into your own response.

In this assignment, you are expected to analyse three types of sources: (i) specific visual images from panels of the *Ara Pacis Augustae*; (ii) ancient written sources (eg. the *Res Gestae*); and (iii)

modern works on the topic.

Please consult the relevant referencing guide provided. A bibliography of ancient and modern works utilised must be provided.

Modern works you can consult are listed below. All of these works are available through 'Unit Readings':

- \* Billows, R. 'The Religious Procession of the *Ara Pacis*: Augustus' *Supplicatio* in 13 B. C.', *Journal of Roman Archaeology*, 6, (1993), pp. 80-92.
- \* Bosworth, Brian. 'Augustus, the *Res Gestae* and Hellenistic theories of apotheosis', *Journal of Roman Studies*, 89 (1999), pp.1-18.
- \* Conlin, Diane Atnally. *The artists of the Ara Pacis: the process of Hellenization in Roman relief sculpture*(Chapel Hill, 1997), pp.57-90.
- \* Elsner, J. 'Cult and Sculpture: Sacrifice in the *Ara Pacis Augustae*', *The Journal of Roman Studies*, Vol. 81, (1991), pp. 50-61.
- \* Elsner, J. 'Inventing Imperium: Texts and the Propaganda of Monuments in Augustan Rome', in J. Elsner (ed.) *Art and Text in Roman Culture* (Cambridge, 1996), pp.32-54.
- \* Elsner, John. 'Cult and Sculpture: Sacrifice in the *Ara Pacis Augustae*', *The Journal of Roman Studies*, Vol. 81, (1991), pp.50-61.
- \* Favro, Diane. ' "Pater urbis": Augustus as City Father of Rome', *The Journal of the Society of Architectural Historians*, Vol. 51, No. 1 (1992), pp.61-84.
- \* Galinsky, Karl. 'Venus, Polysemy, and the *Ara Pacis Augustae*', *American Journal of Archaeology*, Vol. 96, No. 3 (1992), pp.457-475.
- \* Grummond, N. de. 'The Goddess Peace on the *Ara Pacis*', *American Journal of Archaeology* (1990), pp. 663-77.
- \* Guven, S. 'Displaying the *Res Gestae* of Augustus: A Monument of Imperial Image for All', *The Journal of the Society of Architectural Historians*, Vol. 57, No. 1 (1998), pp. 30-45.
- \* Haselberger, L. (2000), 'Imaging Augustan Rome', *Journal of Roman Archaeology* 13, pp.515-28.
- \* Holliday, P.J. 'Time, History and Ritual in the *Ara Pacis Augustae*', *Art Bulletin* 72 (1990), pp.542-57.
- \* Kampen, N. B. 'The Muted Other', *Art Journal*, Vol. 47, No. 1, (1988), pp. 15-19.
- \* Kleiner, Diana E. E. 'The great friezes of the *Ara Pacis Augustae*. Greek sources roman derivatives and Augustan social policy', *Mélanges de l'Ecole Française de Rome*, Vol. 90 (1978), pp.753-785.
- \* Moretti, G. *The Ara Pacis Augustae*, trans. V. Preistley (Italy, 1975), pp.8-16.
- \* Rehak, P. 'Aeneas or Numa? Rethinking the meaning of the *Ara Pacis Augustae*', *The Art Bulletin*, Vol. 83, (2001), pp. 190-208.



- \* Rose, C. B. 'Princes and Barbarians on the Ara Pacis', *American Journal of Archaeology*, Vol. 94, No. 3 (1990), pp.453-467.
- \* Thornton, M. K. 'Augustan Genealogy and the Ara Pacis', *Latomus* 42 (1983) pp. 619-28.
- \* Torelli, M., *Typology and Structure of Roman Historical Reliefs* (Ann Arbor 1982), pp.27-62.
- \* Toynbee, J. M. C. The 'Ara Pacis Augustae', *The Journal of Roman Studies*, Vol. 51, Parts 1 and 2 (1961), pp. 153-156.
- \* Toynbee, J.M.C. 'The Ara Pacis reconsidered, and historical art in Roman Italy', *Proceedings of the British Academy* (1953), pp. 67-95.
- \* Wallace Hadrill, A. 'The Golden Age and Sin in Augustan Ideology', *Past and Present* 95 (1982), 19-36.
- \* Wallace-Hadrill, Andrew. 'Image and authority in the coinage of Augustus', *Journal of Roman Studies* , 76 (1986), pp.66-87.
- \* Weinstock, S., 'Pax and the *Ara Pacis*', *Journal of Roman Studies*, 1960 Vol. 50, Parts 1 and 2 (1960), pp. 44-58.
- \* Zanker, P. *The Power of Images in the Age of Augustus* (Ann Arbor, 1998), pp.167-238.

If you'd like to research further for this essay, you can make use of Macquarie University Library's databases such as JSTOR.

On successful completion you will be able to:

- Research, analyse and interpret primary and secondary sources and present the information in a written format
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- Understand the place of artistic and architectural study (including museums) in our own society
- Interpret artistic and architectural evidence with appreciation and understanding

## Major Essay

Due: **Friday, Week 13**

Weighting: **40%**

### Assessment 3: Major Essay

**Due:** 5pm (EST) of Friday , Week 13

**Word Limit:** 2500 words



**Value:** 40%

## **Continuity and Change from Republic to Empire (2500 words)**

Answer the following question:

**Discuss the significance of change and continuity in art and architecture from the Roman republican era through to the imperial period. Consider what has changed, what has stayed the same and some possible reasons why.**

You may choose to look at the broad sweep of art and architecture we have examined or concentrate on one type of art (e.g. coins or portraiture) AND one architectural form (e.g. temples). Your response should not duplicate issues or material discussed in the previous assessments.

In your response, you need to make reference to specific items of ancient evidence to support your answer. You will base your work on a selection of ancient material discussed throughout the course, such as the images and written sources we have examined in lectures and tutorials. You also need to consider and incorporate the arguments made in modern works constructing your own response.

As with the previous assessment items, when citing the ancient or modern evidence upon which you are basing any observation, you should make use footnotes. Any material in footnotes is not considered to be part of your word-length.

Please consult the relevant referencing guides provided. A bibliography of ancient and modern works utilised must be provided.

For modern works you can consult for this essay, see the reading lists provided under weekly lecture and tutorial topics. All of these works are available through 'Unit Readings'.

**NOTE:** This assessment is due on **Friday of Week 13**

On successful completion you will be able to:

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society
- Interpret artistic and architectural evidence with appreciation and understanding

## **Online Discussion**

Due: **Ongoing**

Weighting: **10%**

#### **Assessment 4: Participation in Online Discussion**

**Due:** Each week that there is set readings and discussions (all weeks except for Weeks 4, 9 and 13)

**Value:** 10%

In addition to submitting material for assessment, you are strongly encouraged to take part in weekly online discussions about the weekly readings.

**Please note that participation in online discussions accounts for 10% of your overall mark.**

On successful completion you will be able to:

- Actively participate in online group discussion

## **Delivery and Resources**

This class is offered externally via OUA. Students will access course material via the iLearn website. All students will need internet access that allows the downloading of files and additional resources in order to pass AHIX265 Art and Architecture Through Roman Eyes. All lectures, assignments, and readings will be posted on the course's iLearn site. Additional resources, including weblinks and additional directions will also appear there.

Macquarie University requires that written works be submitted to turnitin (via iLearn).

#### **Required Textbooks:**

M. Henig, (ed.), *A Handbook of Roman Art* (London, 1983).

F. Sear, *Roman Architecture* (London, 1998).

Books can be obtained from <http://www.coop.com.au>

## **Unit Schedule**

WEEK	LECTURE TOPIC	TUTORIAL TOPIC	ASSESSMENTS DUE
Week 1	Italy Before the Romans: Art and Architecture of the Greeks and Etruscans	The Visual Commemoration of Rome's Foundation	

<b>Week 2</b>	<p>Republican Rome I:</p> <p>The Development of the City of Rome and Monumental Structures</p>	Religion and Everyday Life	
<b>Week 3</b>	<p>Republican Rome II:</p> <p>Portraiture</p>	Roman Funerary Art	
<b>Week 4</b>	<p>Republican Rome III:</p> <p>Private Buildings</p>	No tutorial	Source Analysis I due
<b>Week 5</b>	<p>Republican Rome IV:</p> <p>Buildings for Entertainment and Leisure</p>	Warfare in Roman Art	
<b>Week 6</b>	<p>Republican Rome V:</p> <p>Artistic Traditions</p>	Roman Erotic Art	
<b>Week 7</b>	<p>Augustan Rome I:</p> <p>The Imperial Capital of Augustus</p>	Augustan Coinage	
<b>Week 8</b>	<p>Augustan Rome II:</p> <p>Monumental Structures</p>	The <i>Ara Pacis Augustae</i>	
<b>Week 9</b>	<p>Augustan Rome III:</p> <p>The Image of Augustus</p>	No tutorial	Source Analysis II due

Week 10	Julio-Claudian Art and Architecture I: Monumental Structures	The Tradition of <i>Damnatio Memoriae</i>	
Week 11	Julio-Claudian Art and Architecture II: Portraiture	The Representation of Roman Women in Art	
Week 12	Imperial Art and Architecture in the Provinces	The <i>Sebasteion</i> at Aphrodisias	
Week 13	Imperial Art and Architecture from the Flavians to the Severans	No tutorial	Major Essay due

## 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](http://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](http://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](http://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

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society

### Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay

### 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

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Actively participate in online group discussion
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Interpret artistic and architectural evidence with appreciation and understanding

## Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay
- Online Discussion

## 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 outcomes

- Actively participate in online group discussion
- Understand the place of artistic and architectural study (including museums) in our own society
- Interpret artistic and architectural evidence with appreciation and understanding

## Assessment task

- Online Discussion

## 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**

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Actively participate in online group discussion
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society

## **Assessment tasks**

- Source Analysis I
- Source Analysis II
- Major Essay
- Online Discussion

## **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**

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Actively participate in online group discussion
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own

society

- Interpret artistic and architectural evidence with appreciation and understanding

## **Assessment tasks**

- Source Analysis I
- Source Analysis II
- Major Essay
- Online Discussion

## **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**

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society

## **Assessment tasks**

- Source Analysis I
- Source Analysis II
- Major Essay

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Research, analyse and interpret primary and secondary sources and present the information in a written format
- Actively participate in online group discussion
- Analyse and express your judgement about methods and techniques in interpreting artistic and architectural evidence

## Assessment tasks

- Source Analysis I
- Source Analysis II
- Major Essay
- Online Discussion

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society
- Interpret artistic and architectural evidence with appreciation and understanding

## Assessment task

- Online Discussion

## 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 outcomes**

- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains
- Understand the place of artistic and architectural study (including museums) in our own society

## **Assessment task**

- Online Discussion