

Maynooth University
DEPARTMENT OF ANCIENT CLASSICS

STUDENT HANDBOOK
GREEK AND ROMAN CIVILIZATION

SECOND YEAR

Academic Year 2019-2020

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All students in Greek and Roman Civilization will be asked to pay a small charge for the year to cover the cost of course material provided by the Department. You are obliged to familiarize yourself with the contents of this Handbook.

THE DEPARTMENT

Welcome to the Department of Ancient Classics. We hope you will find your studies with us stimulating and enjoyable. This Handbook is designed to explain to you how your course in Greek and Roman Civilization works, so please read it carefully. In addition to giving lecture timetables, it gives information on workshops and on assessment, including essays. If there is information you need but which is not covered in this Handbook, then do not hesitate to ask a member of staff for guidance.

STAFF

The offices of all staff in the Department of Ancient Classics are located in the Arts Building on the North Campus.

Staff	Office No.	Telephone No.
Professor of Classics and Head of Department Professor David Scourfield	5	(01) 708 3692
Adjunct Professor Professor George Huxley		
Lecturers		
Dr Gordon Campbell	8	(01) 708 3720
Dr William Desmond	4	(01) 708 3693
Dr Maeve O'Brien	3	(01) 708 3807
Dr Jonathan Davies	7	(01) 708 3694
Temporary Lecturer		
Dr Kerry Phelan	2	(01) 708 3461

***Please note that Dr Kieran McGroarty is on sabbatical leave during the academic year 2019-2020.**

All teaching staff are available to see students during two weekly **consultation hours**, details of which are posted on the Departmental webpage and beside the door of each staff member's office. If you are unable to come to see the staff member at any of these times, you must arrange another appointment. The best way to do this is to speak to the member of staff concerned at the beginning or end of a lecture, or to contact the Executive Assistant at the Departmental Office.

Departmental Office	Office No.	Telephone No. Fax No.
<i>Senior Executive Assistant</i> Ms Sarah Coughlan Da Silva	9	Tel (01) 708 3316 Fax (01) 708 6485

DEPARTMENTAL WEBSITE

Further information about the Department and its activities can be found online at:

www.maynoothuniversity.ie/ancient-classics

NOTICE-BOARDS

There are notice-boards in the Arts Building located between offices 6 and 9 where the Department posts important information. **You should get into the habit of consulting these notice-boards regularly.**

MODULES: TEACHING ARRANGEMENTS

There are **18** lectures (**2** per week) for each module, and **3** additional workshops (times and locations are given in the schedule below).

<p>FIRST SEMESTER: Monday 23 September – Friday 20 December 2019</p> <p><i>STUDY WEEK: Monday 28 October–Friday 1 November 2019</i> <i>STUDY PERIOD: Monday 6–Friday 10 January 2020</i></p>		
<p>GC204 Greek Tragedy Professor Scourfield</p> <p>21 teaching hours, beginning Tuesday 24 September <i>Tuesday, 3 pm, HJ</i> <i>Wednesday, 12 noon, HA</i></p>	<p>GC213 Greek Mythology: Homer, Ovid, and the Trojan War Dr Desmond</p> <p>21 teaching hours, beginning Thursday 26 September <i>Thursday, 9 am, HC</i> <i>Friday, 12 noon, HB</i></p>	<p>GC217 Power and the People in Imperial Rome Dr Davies</p> <p>21 teaching hours, beginning Tuesday 24 September <i>Tuesday, 12 noon, HC</i> <i>Thursday, 12 noon, HB</i></p>
<p>SECOND SEMESTER: Monday 3 February – Friday 8 May 2020</p> <p><i>STUDY WEEK: Monday 16–Friday 20 March 2020</i> <i>EASTER VACATION: Monday 13–Friday 17 April 2020</i> <i>STUDY PERIOD: Monday 11–Friday 15 May 2020</i></p>		
<p>GC202 Thucydides, Aristophanes, and the Peloponnesian War Dr Phelan</p> <p>21 teaching hours, beginning Tuesday 4 February <i>Tuesday, 3 pm AX2</i> <i>Wednesday, 12 noon, HD</i></p>	<p>GC215 Women in Greece and Rome Dr O'Brien</p> <p>21 teaching hours, beginning Tuesday 4 February <i>Tuesday, 12 noon, HH</i> <i>Thursday, 12 noon, HD</i></p>	<p>GC218 Greek Philosophy: Socrates, Plato, Aristotle Dr Desmond</p> <p>21 teaching hours, beginning Thursday 6 February <i>Thursday, 9 am, HD</i> <i>Friday, 12 noon, HB</i></p>

MODULE SUMMARIES

GC202 THUCYDIDES, ARISTOPHANES, AND THE PELOPONNESIAN WAR

Credits: 5

Semester: 2

Teaching methods: 18 lectures and 3 workshops.

Module content: Towards the end of the fifth century BC the Greek world became embroiled in a conflict which lasted with little interruption for 27 years. This module examines this conflict – the Peloponnesian War – and the parts played by the principal adversaries, Athens and Sparta. It involves close study of Thucydides' *Peloponnesian War*, but also makes use of other perspectives, such as those provided by the comic playwright Aristophanes, who enriches the picture by dealing, among other things, with the attitudes of women to the conflict. The module thus ranges beyond military and political history in an effort to understand what impact the war had on the general population, male and female, citizen and slave.

Learning outcomes: On successful completion of the module, students should be able to:

- Identify and recount the important military engagements that took place during the Peloponnesian War of 431-404 BC.
- Discuss Thucydides as an objective historian of that war.
- Assess the didactic value of Thucydides' *Peloponnesian War*.
- Analyse Thucydides' *Peloponnesian War* as an exercise in historiography.
- Argue coherently about the chief issues that pertain to the Peloponnesian War of 431-404 BC and its historian, Thucydides.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Assessment: Total Mark: 100%. This module is assessed by **2 compulsory essays/written assignments** during Semester 2.

Penalties: Ten percentage points will be deducted from the mark awarded for an essay during the first week (or part thereof) that the essay is submitted beyond the due date. An essay submitted more than one week late will not be accepted, unless an extension has been granted by the Head of Department.

Required book purchase:

Thucydides, *History of the Peloponnesian War*, trans. R. Warner, revised by M. I. Finley (Penguin, 1972).

GC204 GREEK TRAGEDY

Credits: 5

Semester: 1

Teaching methods: 18 lectures and 3 workshops.

Module content: This module explores the tragic theatre of fifth-century Athens, which deals essentially with the relationships of individual human beings with each other, their families, the wider community, and the gods. The main focus is dramatic, but interpretation of the plays – by Aeschylus, Sophocles, and Euripides – is informed throughout by consideration of the religious, social, and political contexts in which they were produced; within the confines of theatrical performance, Greek tragedy could offer a striking challenge to accepted values and beliefs.

Learning outcomes: On successful completion of the module, students should be able to:

- Identify the main authors and traditions of Athenian theatre.
- Recount the mythic narratives that underlie key tragic plays.
- Analyse the characters, imagery, themes and structure of key tragic plays.
- Assess the cultural importance of tragedy in Athenian life.
- Develop imaginative, lateral thinking.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Assessment: Total mark: 100%. This module is assessed by **1 x 1.5 hour written examination** after Semester 1, with an **optional coursework essay** for 40% of the total mark. The essay mark will be applied only if it is to the student's advantage.

Penalties: Ten percentage points will be deducted from the mark awarded for an essay during the first week (or part thereof) that the essay is submitted beyond the due date. An essay submitted more than one week late will not be accepted, unless an extension has been granted by the Head of Department.

Required book purchases:

Aeschylus, *The Oresteia*, trans. C. Collard (Oxford University Press, 2003) [Oxford World's Classics].

Sophocles, *Antigone*, *Oedipus the King*, *Electra*, trans. H. D. F. Kitto, ed. E. Hall (Oxford University Press, 1998) [Oxford World's Classics].

Euripides, *Medea and Other Plays*, trans. J. Davie, intro. R. B. Rutherford (Penguin, 2003).

GC213 GREEK MYTHOLOGY: HOMER, OVID, AND THE TROJAN WAR

Credits: 5

Semester: 1

Teaching methods: 18 lectures and 3 workshops.

Module content: Greek mythology has provided some of the enduringly 'classic' stories for the western tradition, and from among them myths of Troy have been perhaps most influential on later poets, philosophers, and artists. After surveying major themes and theories of Greek mythology, this module will focus on two differing treatments of the Trojan War: Homer's *Iliad* and selections from Ovid's *Metamorphoses*. The product of a martial, heroic and oral society, the *Iliad* explores the consequences of honour, friendship and the warrior ethos—an intensely tragic work about a young hero-king facing the finality of death. Ovid's *Metamorphoses*, by contrast, hails from the literary circles of Augustan Rome and is often far lighter in tone. With an eye to the wit and erudition of an Alexandrian aesthetic, it weaves stories untold by Homer (e.g. wedding of Peleus and Thetis) into a tapestry of human and divine 'metamorphoses'—even while the Homeric poems remain a constant and pervasive influence. The module will conclude with a brief glance at the notion of 'metamorphosis' in the *Iliad*—through Simone Weil's interpretive essay, *Iliad or Poem of Force*, and Clint Eastwood's film *Unforgiven*. In all this module aims to provide a focussed introduction to two central literary classics, illustrating how Greek myth has been adapted to the most varied genres and cultural settings, from Archaic bards to Augustan poets, from Homeric rhapsodes to Hollywood.

Learning outcomes: On successful completion of the module, students should be able to:

- Analyse the characters, imagery and structure of Homer's *Iliad*.
- Identify features of the competitive, heroic ethos of the *Iliad*.
- Assess the importance of the *Iliad* for later works of Greek literature, history and philosophy.
- Discuss some modern perspectives on the *Iliad*'s importance for Greek culture.
- Develop imaginative, lateral thinking.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Assessment: Total mark: 100%. This module is assessed by **1 x 1.5 hour written examination** after Semester 1, with an **optional coursework essay** for 40% of the total mark. The essay mark will be applied only if it is to the student's advantage.

Penalties: Ten percentage points will be deducted from the mark awarded for an essay during the first week (or part thereof) that the essay is submitted beyond the due date. An essay submitted more than one week late will not be accepted, unless an extension has been granted by the Head of Department.

Required book purchase:

Homer, *The Iliad*, trans. M. Hammond (Penguin) 1987.

Ovid, *Metamorphoses*, trans. A.D. Melville (Oxford World's Classics) 2009.

GC215 WOMEN IN GREECE AND ROME

Credits: 5

Semester: 2

Teaching Methods: 18 lectures and 3 workshops.

Module content: An examination of the lives of women in Greece and Rome, this module will draw on both textual evidence and material culture to explore female life experiences in the ancient world. The importance of physical environment and cultural context for the study of women in Antiquity will be emphasized, and the module will make use of new approaches in the areas of feminism and gender studies which have informed recent research in this expanding area of classical scholarship.

Learning outcomes: On successful completion of the module, students should be able to:

- Recognise female mythical and political figures important in Greek and Roman cultures.
- Select key exemplars to illustrate significant themes and ideas.
- Discover the ways attitudes to sexuality and gender are constructed.
- Analyse the evidence for women's lived experiences in both cultures.
- Compare the lived experiences of Greek and Roman women.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Assessment: Total mark: 100%. This module is assessed by **1 x 1.5 hour written examination** after Semester 2, with an **optional coursework essay** for 40% of the total mark. The essay mark will be applied only if it is to the student's advantage.

Penalties: Ten percentage points will be deducted from the mark awarded for an essay during the first week (or part thereof) that the essay is submitted beyond the due date. An essay submitted more than one week late will not be accepted, unless an extension has been granted by the Head of Department.

Required book purchase:

Maureen B. Fant, Mary R. Lefkowitz, *Women's Life in Greece and Rome: A Source Book in Translation* Bloomsbury Publishing, 2016.

GC217 POWER AND THE PEOPLE IN IMPERIAL ROME

Credits: 5

Semester: 1

Teaching methods: 18 lectures and 3 workshops.

Module content: The Roman empire reached its greatest extent in the first and second centuries AD, when at the height of its power it governed territories from Syria to Spain, and from Scotland to the Sahara desert. This module focuses on the nature of Roman government and society in the imperial period, looking closely both at those who exercised Roman power and authority and those who experienced it or who set out to oppose it. The module, however, seeks to move beyond simplistic models of rulers and ruled, or of 'imperialism' and 'Romanisation'; instead it makes use of a diverse range of sources from across the empire as a way of identifying the exercise of social, economic and political power at multiple levels of Roman society and in even the farthest reaches of the Roman world.

Learning outcomes: On successful completion of the module, students should be able to:

- Summarise the major historical developments of the Roman imperial period.
- Critique the presentation of these events as preserved in contemporary sources.
- Analyse the principles underlying the exercise and experience of Roman imperial power.
- Explain the differences in the experience of Roman power across different regions and social situations.

- Recognise the most important scholarly approaches to the problems of Roman government and society.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Assessment: Total Mark: 100%. This module is assessed by **2 compulsory essays/written assignments** during Semester 1.

Penalties: Ten percentage points will be deducted from the mark awarded for an essay/written assignment during the first week (or part thereof) that the essay/written assignment is submitted beyond the due date. An essay/written assignment submitted more than one week late will not be accepted, unless an extension has been granted by the Head of Department.

Required book purchase:

M. Goodman, *The Roman World 44 BC-AD 180* (Routledge, revised edition, 2011).

GC218 GREEK PHILOSOPHY: SOCRATES, PLATO, ARISTOTLE

Credits: 5

Semester: 2

Teaching methods: 18 lectures and 3 workshops.

Module Content: This module will survey how the culture of the Athenian democracy stimulated some of the central ideas of the Classical Greek philosophers, notably Socrates, Plato and Aristotle. These three are giants of western philosophy, some of the most influential for European culture from antiquity to the present, and their ideas (e.g. about education, citizenship, the state, human nature) still challenge and stimulate. The module will be divided into three main sections. In the first, we will look briefly at Sophists and so-called ‘Greek Enlightenment’, as background to the trial and final days of Socrates—as told in Plato’s *Euthyphro*, *Apology*, *Crito* and *Phaedo*. In the second section, we will turn to key aspects of Plato’s *Republic*, his single most important philosophical statement about the relation of justice and law, art and philosophy, ideal and actual cities, conceptions of the good and the nature of the soul. Aristotle’s *Politics* gives a more systematic treatment of many of these ethical and political themes, including a balanced criticism and praise of democratic constitutions. Plato and Aristotle were particularly influential on early modern republican thinking, and so we will end with a glance at the US ‘Founding Fathers’ and their association of ancient Greek forms of direct democracy with faction and demagoguery.

Learning outcomes: On successful completion of the module, students should be able to:

- Assess different roles that oratory, rhetoric and argument assumed in classical Athens.
- Explain key ideas of the Sophists, Socrates, Plato and Aristotle.
- Discuss relations between Athenian democratic culture and modes of persuasion.
- Demonstrate the capacity for logical thinking.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Assessment: Total Mark: 100%. This module is assessed by **1 x 1.5 hour written examination** after Semester 2, with an **optional coursework essay** for 40% of the total mark. The essay mark will be applied only if it is to the student’s advantage.

Penalties: Ten percentage points will be deducted from the mark awarded for an essay during the first week (or part thereof) that the essay is submitted beyond the due date. An essay submitted more than one week late will not be accepted, unless an extension has been granted by the Head of Department.

Required book purchases:

Plato, *The Last Days of Socrates*, trans. by Hugh Tredennick & Harold Tarrant, (Penguin, revised ed., 2003).

Plato, *The Republic*, trans. by H.D.P. Lee & Desmond Lee, (Penguin, revised ed., 2007).

Aristotle, *Politics*, trans. by T.J. Saunders (Penguin, 1981)

LECTURES AND WORKSHOPS

ATTENDANCE

All students are required to familiarize themselves with the conditions set out on this page. Please read them carefully.

The Department of Ancient Classics regards attendance at lectures and workshops as **an obligation on the student. Attendance registers are taken at all workshops and lectures. Assiduous attendance at lectures and workshops is in your best interest.** Please make every attempt to get to lectures on time and not to distract either the lecturer or fellow students, when the lecture is in progress. SWITCH OFF MOBILE PHONES.

Examinations are based mainly on the material examined and discussed at lectures and workshops. Thus you will increase your chances of success in examinations by attending all lectures and workshops. Conversely, if you do not attend, you will be at a great disadvantage when it comes to performing in examinations. **It has been the Department's experience over many years that students who do not attend lectures and workshops perform very poorly indeed in examinations and other assessments.**

LECTURES

Lectures are the main teaching mode in any module. Their functions may be summarized as follows:

- They provide the basic structure of the module.
- They supply basic factual information.
- They introduce, illuminate, and explore key issues in the field covered by the module.

Lectures cannot provide every single scrap of information about a particular topic: it is your responsibility to read other material as outlined in the bibliographies provided by lecturers and to **think** about what you read. But **lectures are critical to your understanding of the area covered by any module.** Failure to attend lectures will compromise your ability to perform well in workshops, essays, and examinations.

To get the most out of lectures, you should do the following:

- Listen carefully to the lecturer and note down the most important points.
- After a lecture, read through the notes you have made and compare them with material contained in handouts that the lecturer has given you, and material in textbooks and other sources. Make sure that you understand the topic that has been covered in the lecture.
- Keep your notes (from lectures and from library work) and handouts in an orderly fashion.

WORKSHOPS

Philosophy of Workshops

Teaching of Greek and Roman Civilization takes two forms, lectures and workshops, which are regarded by the Department as equally important. The purpose of lectures may be more immediately apparent than that of workshops: lectures are the primary forum for the dissemination of essential information, argument, ideas, and academic advice from lecturer to student. Inevitably, however, no matter how much the lecturer attempts to include an element of interaction in lectures, lectures will be an essentially *passive* learning experience for the student. So workshops are intended to provide another sort of learning experience: an *active* one, in order to provide a properly balanced approach to your study of Greek and Roman Civilization. Workshops should **not** be seen as something extra, an add-on to the main business of garnering information through lectures, or as a chore to be got through, but should be seen as the essential counterpart of lectures, and just as valuable to your learning. But because workshops are supposed to be an active learning experience, their success will depend on just how much *you* contribute to them. With poor participation, it is easy for workshops to degenerate into just another lecture. So your participation is very important, and we encourage you to speak up confidently, and add your ideas to those of others. We greatly value your input, and you may be assured that you will not be mocked, chastised, or humiliated in any way when you do contribute to a workshop. There is never any single 'right answer' in scholarship, and your ideas are as worthy of being expressed and explored as anyone else's.

Purpose of Workshops

The purpose of workshops within the study of Greek and Roman Civilization may be summarised as follows:

- In the first place, **their function is not simply to rehash lecture material**. Instead, they expand on and go beyond the scope of lecture material, by introducing you to new material on the same or related topics and new ways of dealing with the material, and by bringing in parallels, contrasts, and contradictions.
- As noted above in the section on the ‘Philosophy of Workshops’, workshops offer an essentially different mode of learning from lectures. In lectures you will have a more passive learning experience, absorbing information from the lecturer and handouts. By contrast, **workshops are intended to be an active learning experience** in which discussion, debate, and argument are a fundamental part of the process of learning. In workshops you will debate material, investigating different ways in which evidence about the ancient world may be interpreted.
- Following on from this, **workshops aim to give you guidance and practice in the techniques of scholarly investigation**. They aim to encourage and develop your confidence in discussion and in your academic abilities. This should be valuable for you both in your academic work and in other social and professional spheres.
- There is one final, crucially important purpose of workshops. If you have come to university directly from school, you will be familiar with a learning environment where teachers take the ultimate responsibility for giving direction to your learning. At university, however, the situation is different: **you will be expected to take responsibility for your own learning**. Lecturers are here to help, advise, and guide; but they will not ‘teach’ in the manner you will be used to from school. **Workshops provide a structured opportunity for you to take this responsibility for your learning**.

ESSAYS/WRITTEN ASSIGNMENTS

GENERAL REGULATIONS

All students are required to familiarize themselves with the terms and conditions set out in this section, and to act accordingly.

OPTIONAL ESSAYS

The following modules (GC204, GC213, GC215 and GC218) are assessed by an examination at the end of the semester in which they are taught. In addition, students may **opt to write a coursework essay** for each of these modules, each essay counting for 40% of the total mark for that module; but the essay mark will be applied **only if it is to the student's advantage**. Students are **strongly encouraged** to take the essay option.

Semester	Optional coursework essays	Final submission date
1	GC204 Greek Tragedy	5.00 pm Mon. 25 Nov. 2019
	GC213 Greek Mythology: Homer, Ovid, and the Trojan War	5.00 pm Mon. 2 Dec. 2019
2	GC215 Women in Greece and Rome	5.00 pm Thurs. 9 April 2020
	GC218 Greek Philosophy: Socrates, Plato, Aristotle	5.00 pm Mon. 20 April 2020

- There are a number of advantages in writing optional essays. An essay will improve your overall mark for a module if the mark for the essay is better than the mark for the exam (if it is worse, it will not be counted), and it will help you to gather and focus your thoughts on a particular topic, which is (among other things) very good preparation for the exam. Remember that an essay is not only a form of assessment, but an extremely valuable exercise in the learning process in its own right. Essays also give you an opportunity to develop your writing skills, which will be important when you come to write your answers in exams. **If you have a problem with an essay, always go to see the staff member concerned; they are there to help you.**
- **Length of optional essays:** 2,000-2,500 words.
- Optional essays/compulsory written assignments with a Departmental **Cover Sheet** (see below under PLAGIARISM), should be **deposited in the letterbox outside office 9 in the Arts Building** (Departmental Office) by the deadline given. You must supply **TWO COPIES** of any written work submitted (unless otherwise instructed), with a Departmental Cover Sheet. **A word count must also be supplied.**
- **Do not hand essays/written assignments to members of staff, or leave essays under their doors.**

LATE SUBMISSION OF OPTIONAL ESSAYS/WRITTEN ASSIGNMENTS

PLEASE READ CAREFULLY

- **Ten** percentage points will be deducted from the mark awarded for an essay/written assignment during the first week or part thereof that the essay/written assignment is submitted beyond the due date. Essays/written assignments submitted **more than one week late** will not be accepted at all, unless an extension has been granted by the Head of Department.

- Extensions will be granted only in **exceptional circumstances**. The student must apply to the **Head of Department** for such an extension **in advance of the due date**, and the grounds for the application must be **extremely cogent, such as difficult personal circumstances** or a **substantial period of illness**. **The student will be required to supply a medical certificate as proof of illness**. Where an extension is granted, a new due date will be set, and if this date is not met the essay/written assignment will be penalized as described above.

For the academic year 2019-2020, the following schedule will be adopted for the imposition of penalties for late submission of optional essays:

First Semester

Due date for GC204 Greek Tragedy: Monday 25 November 2019 by 5 pm.

A penalty of ten percentage points will be deducted from the mark awarded for an essay submitted in the week from 5 pm on Monday 25 November to 5 pm on Monday 2 December 2019.

Due date for GC213 Greek Mythology: Homer, Ovid, and the Trojan War: Monday 2 December 2019 by 5 pm.

A penalty of ten percentage points will be deducted from the mark awarded for an essay submitted in the week from 5 pm on Monday 2 December to 5 pm on Monday 9 December 2019.

Second Semester

Due date for GC215 Women in Greece and Rome: Thursday 9 April 2020 by 5 pm.

A penalty of ten percentage points will be deducted from the mark awarded for an essay submitted in the week from 5 pm on Thursday 9 April to 5 pm on Monday 20 April 2020.

Due date for GC218 Greek Philosophy: Socrates, Plato, Aristotle: Monday 20 April 2020 by 5 pm.

A penalty of ten percentage points will be deducted from the mark awarded for an essay submitted in the period from 5 pm on Monday 20 April to 5 pm on Monday 27 April 2020.

N.B. Details concerning the length and submission dates for compulsory written work in modules GC217 in semester 1 and GC202 in semester 2 will be supplied by the lecturer concerned.

GUIDE TO ESSAY/WRITTEN ASSIGNMENT PRESENTATION

INTRODUCTION

This guide is intended to help you with the presentation of the essays you will write in the Department of Ancient Classics. It sets out a number of guidelines that will help you present your work in the best manner possible. Good presentation is an important aspect of good written work, and should be taken seriously. All essays must be typed.

USING SOURCES: SOME GENERAL POINTS

When you submit an essay, you will make frequent reference to books, articles, and ancient sources. Sometimes you will quote directly from a source — and remember, if you quote an author's words directly, you must put them in single quotation marks (‘’) — or make use of a specific piece of information or an idea that you have found in your reading. More frequently, perhaps, you will summarise information found in one of your sources. In *all* cases, you will need to inform your reader where you found the material. This applies both to the ancient sources (such as Homer, Virgil, etc.) and to modern works. Therefore you will need to include both references and a bibliography. The format outlined below is based on the ‘Harvard’ style, which is perhaps the easiest to use. For further information on using sources, see G. Harvey, *Writing With Sources: A Guide for Students* (Hackett, 1998).

REFERENCES

You may put references either in parentheses (sometimes called ‘round brackets’) in the text, like this: (Shotter 1994: 96) or (Virgil, *Aeneid*, 2.3), or you may put them in footnotes without the brackets.

References to modern works

If you are quoting from or referring to a modern work, your reference will need to include three items of information. For example, imagine that you want to quote from or refer to the following text from p. 96 of David Shotter's book *The Fall of the Roman Republic* (London, 1994): ‘Historians have traditionally seen the battle of Actium as a watershed — the end of the republic and beginning of the Augustan *principate*. It is doubtful whether most Romans would have been aware of this great milestone, as Octavian, his faction and patronage represented a massive demonstration of continuity.’ Any quotation from, or reference to this text, will be followed by the reference (Shotter 1994: 96) either in parentheses or in a footnote. This contains the name of the author, the date of publication, and the page number.

References to ancient sources

The system of referring to ancient sources does not use page numbers like modern works, but is based on ancient and medieval editorial conventions that divide ancient works into books and chapters (and sometimes sections too) in the case of prose works, and books and line numbers in the case of poetry.

If, for example, you want to quote the phrase ‘political equality was a thing of the past; all eyes watched for imperial commands’ from the *Annals* by Tacitus, your reference will read as follows: (Tacitus, *Annals*, 1.4). If you quote the text, the passage in your essay will look something like this:

In the words of one ancient writer, ‘political equality was a thing of the past; all eyes watched for imperial commands’ (Tacitus, *Annals*, 1.4).

Sometimes you will want to refer to, but not quote, an ancient author. In this case, the passage in your essay/written assignment will look something like this:

One ancient author famously suggested that the rise of the emperor brought an end to free politics at Rome (Tacitus, *Annals*, 1.4).

At other times, you will want to refer not to one chapter in an ancient work, but to several chapters. In this case, the passage in your essay/written assignment will look something like this:

Tacitus, writing a hundred years after the events he describes, saw the rise of Augustus as bringing to an end political liberty. In his view, the emperor buttressed his position by means of force and the

establishment of a dynasty, while efforts to maintain the outward forms of the republic represented nothing but a sham (Tacitus, *Annals*, 1.2-4).

BIBLIOGRAPHY

All essays must include at the end a bibliography, which lists the books and articles you have consulted. It should be arranged **alphabetically** according to author surname (or standard name in the case of ancient texts). You might find that it is better to have separate sections in your bibliography for ancient and modern works. There are different ways of listing ancient texts and modern books and articles in a bibliography. Here are some simple rules to follow:

Translations of ancient texts should be cited as follows:

Virgil, *Aeneid*, translated by H. Rushton Fairclough (London, 1935).

Modern books should be cited as follows:

Shotter, David, *The Fall of the Roman Republic* (London, 1994).

Modern articles in journals should be cited as follows:

Griffin, Miriam, 'The Senate's Story', *Journal of Roman Studies* 87 (1997), 249-263.

Modern articles collected in a book should be cited as follows:

Potter, D. S., 'Roman Religion: Ideas and Actions', in *Life, Death, and Entertainment in the Roman Empire*, edited by D. S. Potter and D. J. Mattingly (Ann Arbor, 1999), 113-167.

PLAGIARISM

PLEASE READ CAREFULLY

- Plagiarism means presenting someone else's words or ideas as your own without acknowledgement. This includes the use, in whole or in part, of another student's essay. **This is regarded as cheating and will be penalized, possibly attracting a mark of zero.**
- **Plagiarism is a form of academic dishonesty** and will be treated with the utmost seriousness wherever discovered. **For Maynooth University's policy on plagiarism, see www.maynoothuniversity.ie/exams/information-students. The Department strongly advises you to read this document.**
- **Every time you quote the words of a modern author, you should use quotation marks and clearly indicate your source by means of a footnote or a reference in parentheses 'round brackets'. Likewise, when you are paraphrasing modern authors, the source should be indicated clearly. See the guide to referencing above.**
- As a safeguard against plagiarism, each student must attach to the front of both copies of each compulsory written work a copy of the Departmental **Cover Sheet**, and sign the declaration at the bottom of the sheet. An essay will not be accepted without an attached Cover Sheet and completed declaration. Cover Sheets may be downloaded from the Departmental web-page or are available from the holder located outside the office of the executive assistant, Departmental office 9.

EXAMINATION MATTERS

For the procedures concerning the discussion, checking, and appeal of examination results, also consult the following link: www.maynoothuniversity.ie/exams/information-students.

MU LIBRARY



Fig 1. Exterior of MU Library

MU Library is a popular place to meet, study and research in. We're located in the middle of the campus on the southern side, beside the Kilcock road. Choose from a variety of study spaces; from the open-access area on the ground floor, where food, drink and chat is allowed, with access to over 50 laptops and print facilities, to the quieter areas on levels 1 and 2, with training rooms and meeting rooms. There's a Starbucks located on the ground floor, and even sleep-pods on level 1 if you need to re-charge. Use our bookable group study rooms (nuim.libcal.com/booking/MU_GroupStudyRooms) for your group project-work. MU Library hosts campus exhibitions and events in the foyer during the year, so there's nearly always something new to view.

MU Library is the portal to a vast collection of Ancient Classics resources that you'll need for your essays and research. Take a look at the MU library homepage; (www.maynoothuniversity.ie/library) we've excellent information, training, materials, supports and services that will help you in your studies. We also provide a dedicated Ancient Classics subject guide (nuim.libguides.com/ancientclassics) space on our webpage that we recommend you bookmark; it's a great source of subject-specific material and news. Check out the *New2MU* tab in your Ancient Classics subject guide containing lots of useful stuff for MU-newbies, whatever your level.

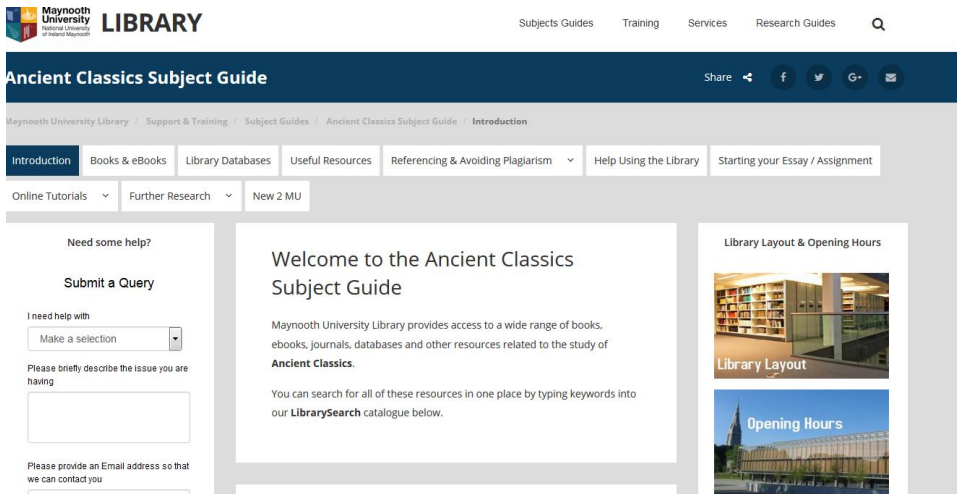


Fig 2. Ancient Classics subject guide online



Fig 3. The search-box, LibrarySearch, that searches all the content in MU Library

Use **LibrarySearch** (see Fig. 3 above) on the library homepage to discover everything MU Library holds on your subject and topics. It gives you the location and details of thousands of e-books and e-journals you can read online on your devices, as well as information on books, journal articles, and databases on your subject. We also have online e-dictionaries, encyclopaedias and e-books; basically, everything you need to write successful assignments. If it seems like a lot of stuff, start with your subject guide here (nuim.libguides.com/ancientclassics) for basic suggestions and help.

You can access the information on LibrarySearch, and e-books, e-journals and databases when you're on or off-campus. You have options for basic and advanced search features to find exactly what you are looking for. Get hacks for running successful searches in our free LIST Online (nuim.libguides.com/list-online) tutorials, and come to our **LIST training sessions** in the library (later in Semester 1) to learn skills that will help in your essays and assignments. If you've any queries about finding material, whether it's online, or on the shelf, library staff are happy to help you; just ask at the Library desk or live *Library Chat* box on our homepage. You'll also see us around campus in Semester 1 as we hold 'pop-up' events, where you can find out more about what the library can offer you.

Your **MyCard** (student card) entitles you to borrow material from the Library. If you are not sure how many items you can borrow, click on the Using the Library blue box (see Fig. 4 below) on the library homepage for information.

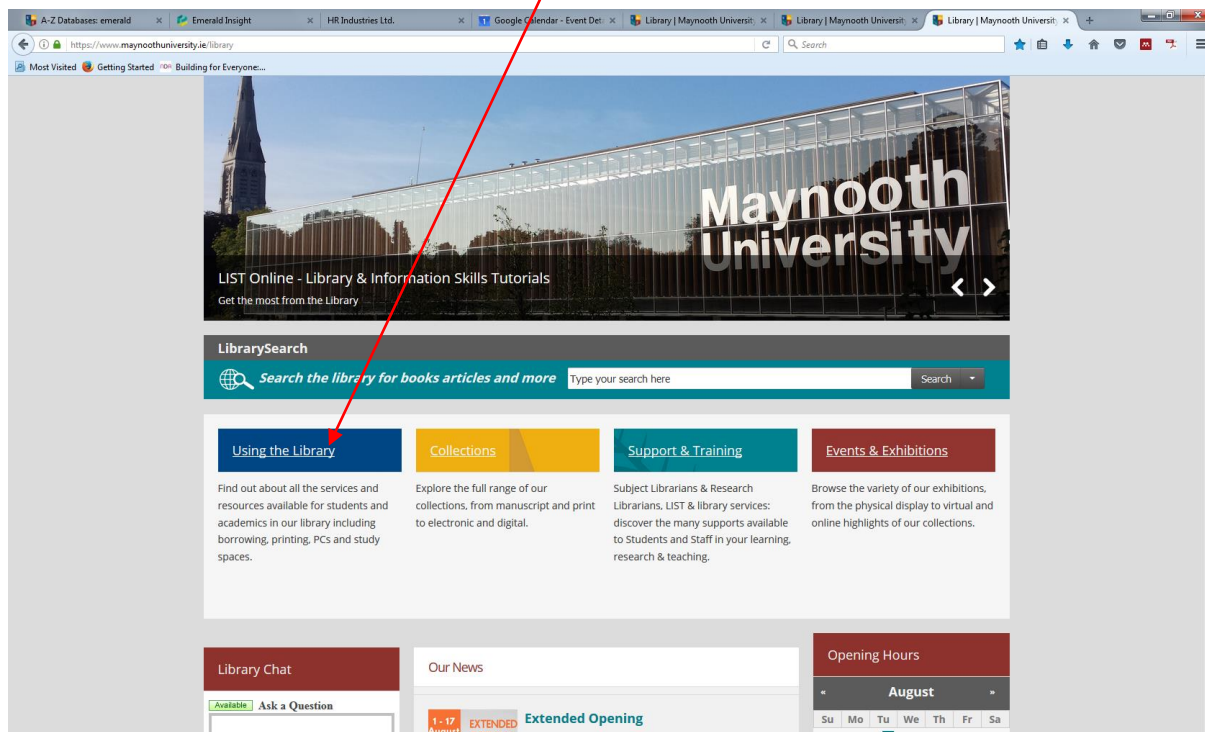


Fig. 4. Library Homepage with arrow to the Using the Library section

Explore the green box **Support and Training** for your subject guide, containing suggestions and lots of subject-support. Take our free, short, **online training sessions** in your own time to upskill in information skills that you'll need in university; see LIST Online (nuim.libguides.com/list-online). They cover everything from finding items on your reading lists, to using e-books, avoiding plagiarism in your essays, and how to evaluate information – all essential skills for students.

You can borrow a laptop from the laptop-bank, opposite the library desk, to use within the library, or you can log on to one of the library PCs to do your essays. The Library is wireless so you can use your own laptop in the library too. We have a 3D printer available (ask us at the Library desk) as well as a colour photocopier, in addition to numerous black and white photocopiers. You use your MyCard to load it with credit to print. **IT Services** have a dedicated space at the main library desk too where you can go if you need IT help. The **Maths Support Centre** (ground floor) and **Writing Centre** (level 1) are also located in the library.

Contact us (library.information@mu.ie) with your **queries** about using the Library, finding information for your studies or how to use any of the online material. There is no such thing as a 'stupid question'. We all know it can be a lot to take in when you start in university and we are here to help you!

The Library wishes you every success in your studies and we really look forward to seeing you during your years in MU.

USEFUL LINKS AND CONTACTS:

Links:

- Library homepage: www.maynoothuniversity.ie/library
- Ancient Classics Subject Guide: nuim.libguides.com/ancientclassics
- LIST online: nuim.libguides.com/list-online

Contact:

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