Maynooth University
Department of Ancient Classics

Greek and Roman Civilization

Second-Year Student Handbook

2021 – 2022

Achilles encounters Penthesileia, the Amazon queen
(Exekias Painter, Attic black-figured amphora, c. 530 BC
Courtesy of the Trustees of the British Museum)

Welcome to the Department of Ancient Classics! The ancient Mediterranean world remains a fascinating and rewarding subject of study, a source of inspiration and ideas even in our fast-changing twenty-first century. Maynooth's second-year modules aim to introduce you to the most important aspects of the separate civilizations of Greece and Rome, and to give you an interdisciplinary overview of their history, literature, politics, cultural values, and continuing importance. The following Handbook contains essential information on lecture times and locations, module content, and assessment. If there is information you need which is not covered in this Handbook, please do not hesitate to ask a member of staff for guidance.

Table of Contents

The Department

The offices of all staff for Ancient Classics are in the Arts Building on the North Campus. Each member of the teaching staff is happy to meet students outside class, during weekly consultation hours (details are posted on the Departmental webpage and the staff member's office door) or by appointment.

For general inquiries, please contact the Executive Assistant at the Departmental Office.

For questions more specific to your second-year studies, please contact Dr Cosetta Cadau (Director of Undergraduate Studies).

Staff	Office No.	Telephone No.	Email
Senior Executive Assistant	9	(01) 708 3316	classics@mu.ie
Dr Cosetta Cadau, Director of Undergraduate Studies	8	(01) 708 3720	Cosetta.Cadau@mu.ie
Dr Jonathan Davies	7	(01) 708 3694	Jonathan.davies@mu.ie
Dr William Desmond, Head of Department	5	(01) 708 3692	William.desmond@mu.ie
Dr Kieran McGroarty	6	(01) 708 3973	Kieran.mcgroarty@mu.ie
Dr Maeve O'Brien	3	(01) 708 3807	Maeve.obrien@mu.ie
Adjunct Professor Lee Fratantuono			lee.fratantuono@mu.ie
Adjunct Professor George Huxley			

Departmental Website:

Further information about the Department and its activities can be found online at: www.maynoothuniversity.ie/ancient-classics

Noticeboards:

Important information and updates, along with other items relevant to Classics (e.g. events, lectures) are regularly posted on the noticeboard between offices 6 and 9. Please consult these noticeboards regularly.

Second-year Overview: Pathways, Modules, Timetable

There are several possible paths students may follow, each requiring a minimum number of credits per year in Ancient Classics. Most students in the recent past have been "double majors" (i.e. Joint Honours), studying Classics and one other subject for 30 credits per year each. A minor in Ancient Classics is also possible.

	Required credits in Ancient Classics per year
Double Majors	30 credits
Minors	20 credits

Students choose the requisite number of credits from the modules listed below. Each carries **5 credits** and meets for **2 fifty-minute periods per week.**

> ***Nota Bene***. Students who achieve 60% or higher in the first-year Classics sequence may also choose modules in Latin (LN) or Greek (GR)—the ancient language(s) with their literatures—in second year as part of their Classics degree.

Semester 1

Module	Times, Rooms	
GC217 Power and the People in Imperial Rome	Tuesday 12:00 (IONSEM)	Thursday 12:00 (CB7)
GC225 Homer, Troy, and Early Greece	Tuesday 15:00 (SE236)	Wednesday 12:00 (SE236)
GC226 Ovid: Poet of Metamorphoses, Exile, and Love	Thursday 9.00 (T7)	Friday 12.00 (T10)

Semester 2

Module	Times, Rooms	
GC204 Greek Tragedy	Thursday 9:00 (SE235)	Friday 12:00 (PB2)
GC215 Women in Greece and Rome	Tuesday 12:00 (HD)	Thursday 12:00 (HD)
GC216 Philosophy of Love and Friendship	Tuesday 10:00 (IONSEM)	Wednesday 11.00 (PCT)
GC224 Understanding Thucydides: The Flowering of Greek Historiography	Tuesday 15:00 (CB3)	Wednesday 12:00 (CB3)

Weekly timetables:

Semester 1

Monday	Tuesday	Wednesday	Thursday	Friday
	GC217 (Imperial Rome) 12:00-1:00 (IONSEM) GC225 (Homer) 3:00-4:00 (SE236)	GC225 (Homer) 12:00-1:00 (SE236)	GC226 (Ovid) 9:00-10:00 (T7) GC217 (Imperial Rome) 12:00-1:00 (CB7)	GC226 (Ovid) 12:00-1:00 (T10)

Semester 2

Monday	Tuesday	Wednesday	Thursday	Friday
	GC215 (Women) 12:00-1:00 (HD) GC216 (Philosophy) 10:00-11:00 (IONSEM) GC224 (Thucydides) 3:00-4:00 (CB3)	GC224 (Thucydides) 12:00-1:00 (CB3) GC216 (Philosophy) 11:00-12:00 (PCT)	GC204 (Greek Tragedy) 9:00-10:00 (SE235) GC215 (Women) 12:00- 1:00 (HD)	GC204 (Greek Tragedy) 12:00-1:00 (PB2)

Module Details

The following is a list of modules offered in second year. They are organized on similar lines.

- All modules meet for a minimum of 21 hours per semester.
- Class-time is typically divided between 18 lectures and 3 workshops (see pp. 9-10 below). All sessions (whether lectures or workshops) are held at the timetabled hours.
- Most modules (GC204, 215, 224, 225 and 226) are assessed by final exam and optional essay (see p. 11-12 below for details).
- Two modules (GC216 and 217) are assessed by two compulsory coursework essays (see p. 11-12 below for details).
- Lecturers typically make lots of materials available on Moodle.

GC204 Greek Tragedy (Dr Cadau, Semester 2)

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.

Assessment:

- One 90-minute final written examination
- An optional coursework essay (potentially worth 40% of the total mark)

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.

Required book purchases:

Aeschylus, *The Oresteia*, trans. C. Collard (Oxford World's Classics, 2003).
Sophocles, *Sophocles: Oedipus the King and Other Tragedies*, trans. O. Taplin (Oxford World's Classics, 2016).
Euripides, *Medea and Other Plays*, trans. J. Davie, intro. R. B. Rutherford (Penguin, 2003).

GC215 Women in Greece and Rome (Dr O'Brien, Semester 2)

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.

Assessment:

- One 90-minute final written examination
- An optional coursework essay (potentially worth 40% of the total mark)

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.

Required book purchase:

M. Fant & M. Lefkowitz, *Women's Life in Greece and Rome: A Source Book in Translation* (Bloomsbury, 2016).

GC216 Philosophy of Love and Friendship in the Ancient World (Dr Desmond, Semester 2)

From Helen of Troy to Augustine of Carthage, love and friendship were central to ancient life and thought. After a targeted selection of mythical narratives about the divinity and power of *eros*, we focus first on Plato's *Symposium* and *Phaedrus*, where poetic and rhetorical praise of *eros* leads on to many-sided reflections on sexuality, creativity, knowledge, the soul's immortality and destiny. We turn then to various theories of friendship, in Plato's *Lysis*, the Cynics, Epicurus, Cicero, Seneca, but most of all Aristotle's *Nicomachean Ethics* where *philia* becomes both the culmination of the individual life and a transition to the communal life of the *polis*. In the final weeks, we glance at the New Testament and St Augustine's *Confessions*, with their introduction of a seemingly new conception of love that has been central to Christian culture ever since—divine *agape*.

Assessment: Two (**2**) compulsory coursework essays/written assignments.

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

- Identify the main periods and figures of ancient philosophy.
- Explain key arguments and ideas of Plato, Aristotle and other ancient thinkers.
- Assess major philosophical perspectives in relation to the aspects of Greco-Roman culture.
- Critique important modern approaches to ancient philosophy.
- Demonstrate the capacity for logical thinking.
- Demonstrate the ability to present ideas forcefully, both in debate and written form.

Required book purchases:

- Plato, *Symposium*, trans. Robin Waterfield (Oxford World's Classics, 2008).
- Aristotle, *Nicomachean Ethics*, trans. J. Thomso (Penguin Classics, 2004).

GC217 Power and the People in Imperial Rome (Dr Davies, Semester 1)

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.

Assessment: Two (**2**) compulsory coursework essays/written assignments.

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 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.

Required book purchase:

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

GC224 Understanding Thucydides: The Flowering of Greek Historiography (Dr McGroarty, Semester 2)

Towards the end of the fifth-century BC the Greek world was 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. Central to it is a close study of the Greek historian Thucydides' account of this war. In particular, we examine the principles of historiography that he employed. On account of his methodology, Thucydides would acquire a reputation as the first scientific historian of the western world, a claim the module scrutinizes. We also, briefly, make use of other perspectives, such as those of the comic playwright Aristophanes, who enriches the picture, adding a cultural dimension by examining the impact the war had on the general population, male and female, citizen and slave. The module closes with an assessment of the legacy of Thucydides and his place in the Greek historiographical tradition.

Assessment:

- One 90-minute final written examination
- An optional coursework essay (potentially worth 40% of the total mark)

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

- Identify and recount important military engagements of the Peloponnesian War.
- 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 chief issues pertaining to the Peloponnesian War and Thucydides.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

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

GC225 Homer, Troy, and Early Greece (Dr Desmond, Semester 1)

This module examines the history, culture, and literature of the early Greek world, seen primarily through the medium of Homer's great epics. We begin with the end of the Bronze Age and the sweeping changes across the Near Eastern Mediterranean that saw the sudden collapse of Mycenaean and Hittite civilizations—historical and archaeological backdrop for Homer's poetic rendering of the Trojan War. We turn then to Homer's epics, particularly the *Iliad*, as literary masterpieces exploring the realities of war, love, travel, and heroism, and as historical documents reflecting the economic and political conditions of Homer's own times. The final part of the module explores the enduring importance of Homer in early Archaic Greece. Here supplementary material from visual art and lyric poets such as Archilochus, Sappho and Tyrtaeus gives insight into the early Greek polis, warfare, athletic competitions, symposia, religious life and more. In all, the module offers an interdisciplinary survey of this formative period of Greek culture.

Assessment:

- One 90-minute final written examination
- An optional coursework essay (potentially worth 40% of the total mark)

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

- Situate the Homeric epics in relation to historical evidence of early Greece.
- Analyse the characters, imagery, and narrative structure of Homer's *Iliad*.
- Explain social, political and religious themes in the Homeric epics.
- Discuss similarities and differences between Homeric epic and Archaic lyric poetry.
- Develop imaginative, lateral thinking.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Required book purchase:

Homer, *The Iliad*, trans. A. Verity (Oxford World's Classics, 2011).

GC226 Ovid: Poet of Metamorphoses, Exile, and Love (Dr O'Brien, Semester 1)

This module will explore the themes of Ovid's poetry in their cultural and literary contexts. Ovid's *Metamorphoses*, which tells the story of Rome's place in the universe from mythical beginnings to the reign of Augustus will be the primary text, but this module will also explore themes of instability and change in Ovid's poetry of exile and how his poetic voice resonates in western literature.

Assessment:

- One 90-minute final written examination
- An optional coursework essay (potentially worth 40% of the total mark)

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

- Situate Ovid's *Metamorphoses* in the story of Roman epic.
- Analyse the characters, imagery, and narrative structure of Ovid's *Metamorphoses.*
- Select key episodes to illustrate significant themes.
- Compare the ways later poems illustrate Ovid' s themes.
- Develop imaginative, lateral thinking.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Required book purchase:

Ovid: Metamorphoses, trans. Mary M. Innes (Penguin Classics).

Lectures and Workshops

Lecture attendance

The Department of Ancient Classics regards attendance at lectures and workshops as a very important part of education. Attendance in lectures and workshops, and discussing issues with your lecturer and fellow students makes learning the material easier and more enjoyable, and you will reinforce employable skills in critical listening, note-taking, debate, argument, and team-work. You may make contacts and friends that will be important for later work and/or life. Most of all, examinations are based mainly on the material discussed in lectures and workshops, so you will increase your chances of success by attending them. 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 tend to perform poorly, often extremely poorly, in examinations and other forms of assessment. For many reasons, therefore, your regular attendance is encouraged.

However, given ongoing COVID concerns, you may not be able to attend every lecture or tutorial, and attendance registrars will not be kept for 2021-22. Lecturers will make every effort, within reasonable limits, to help you study material for classes that you may be forced to miss (e.g. through supplemental Moodle support).

Lectures and note-taking

Lectures are the main teaching mode in any module. In them, the lecturer provides an overview of a body of material, in a structured and controlled way, supplying basic factual information, examining specific cases or texts, and so illuminating key issues in the larger fields of classical literature, history, philosophy and/or culture. Two fifty-minute lectures per week cannot cover every angle of a particular topic, however, and here university study is different from secondary-school: you will be expected to read and study outside class, ideally by preparing for upcoming lectures and by following them up with supplemental reading (or listening and viewing of audio-visual materials). Here the lecturers typically provide bibliography and websites to guide your study. Please pay attention to such bibliographies: they are carefully selected and will be an enormous support in helping you to excel and to learn efficiently.

To get the most out of lectures, you are also encouraged to take notes. This is a skill in itself, which does not come automatically and must be cultivated. Recent psychological tests demonstrate convincingly that the physical act of writing forms neuropathways much more than typing—or merely listening passively. Critical listening means that you abstract the main points of a lecture, reconstruct the argument in your own mind, and so internalize it and make it your own. Note-taking can be the beginning of effective writing and therefore of complex communication—skills in high demand (and low supply) for businesses, companies, government agencies of many kinds. Lecture notes add up, from class to class and week to week, and will enable you to approach written assignments and final exams with much more confidence.

Workshops

In addition to lectures, the second-year Greek and Roman Civilization course includes workshops, which the Department considers 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.

Workshops have several purposes.

- They expand on lecture material, by introducing you to new material or new ways of dealing with familiar material, and by bringing in parallels, contrasts, and contradictions. Thus, their function is not simply to rehash lecture material.
- They 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. Workshops, by contrast, 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.
- They 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.

In sum, workshops provide an excellent structured opportunity for you to take the responsibility for your own learning that characterizes a good university education.

Assessment: Examinations and Essays

Examination Matters

Five modules (GC204, 215, 224, 225, and 226) require a final exam after the relevant semester. The lecturers will provide details about these exams—the sorts of questions you should expect, as well as materials for focussed review, so you should receive lots of help to do as well as you can.

In addition, you may check past exam papers on the Maynooth Library website: https://www.maynoothuniversity.ie/library/exam-papers. The questions on these will give you a sense of what to expect, but in general it is better to focus on the materials in lectures, tutorials, written assignments and review sheets.

For the procedures concerning discussion, checking, and appeal of examination results, see the Exams Office' online information: www.maynoothuniversity.ie/exams.

Essays (Optional and Compulsory)

The importance of writing. Effective and eloquent writing is an important part of an academic training and a liberal education. It is a skill that is in high demand (and low supply) among employers: the ability to write essays well will translate automatically into the ability to write reports, memos, emails, business letters, journal articles, blogs, advertisements, research proposals, and even political speeches! There is no other way to cultivate this vital activity than by practising—and no degree offers as effective a training in writing as an Arts degree. Traditionally, "the Classics" of the ancient world were admired as models of excellence in writing, composition and rhetoric, and some of the greatest writers in English (and other languages) honed their skills in emulation of Thucydides, Plato, Demosthenes, Cicero, Tacitus, and other Classical writers.

Optional essays. With this in mind, several modules (GC204, 215, 224, 225, and 226) invite you to write a coursework essay, typically of 2000-2500 words in length and based on topics related to the module in question (the lecturer will provide an essay title(s) or topic(s) early in the semester). The essay is optional, and its mark will be applied only if to the student's advantage: if the essay mark is lower than the mark of final exam, then it is not counted; but if the essay mark is higher than the exam mark, it will be counted for 40% of the total grade (with the Examination making up the remaining 60%). There are good reasons, therefore, to do the optional essay(s): they are an opportunity to practise writing; they help you to review material of the module, and so prepare indirectly for the exam; and they can only help to improve the overall mark.

Compulsory essays. Two modules (GC216 and 217) each require two coursework essays, for 100% of the module mark. The lecturer will provide the titles or topics, minimum length (word-count), as well as guidance (e.g. bibliography), and due dates.

Policy on penalties. Ten percentage points (10%) will be deducted for assignments submitted up to one week beyond the due date. Compulsory written work submitted more than one week late will not be accepted, unless an extension has been granted by the Head of Department.

Extensions. Extensions will be granted only in exceptional circumstances. If you find yourself in such circumstances (e.g. due to difficult personal issues, a bereavement, or substantial period of illness) and need extra time, please speak with the Head of Department—and do so preferably in advance of the due date. A medical certificate will be typically required as proof of illness. Where an extension is granted, a new due date will be set, and if this date is not met, the written work will be penalized according to the regular policy (as outlined above).

Guidelines for submission.

- Pay attention to the due date, in order to avoid late penalties. Start your essay in good time!
- Proof-read your final draft, to avoid needless mistakes in spelling, punctuation, and formatting.
- Include a word count of your draft.
- Fill out a Departmental Cover Sheet, to indicate that the essay is your own work, and is not plagiarized. (See p. 15 below on plagiarism.) **This Cover Sheet is very important!**
- Attach the Cover Sheet to your essay, so that Cover Sheet + Essay form a single electronic file (e.g. Microsoft Word document).
- Submit your essay file through **Turnitin** in the dedicated link on the Moodle page for the module in question. Your instructor will provide further instructions, as necessary, for using Turnitin.
- That's it, you can relax for a while!

Essay Due Dates

For the *optional* written assignments, the following due dates apply:

Semester 1

GC225 (Homer, Troy, Early Greece)	6 December (Monday), 5pm
GC226 (Ovid: Poet of Metamorphoses)	13 December (Monday), 5pm

Semester 2

GC204 (Greek Tragedy)	25 April (Monday), 5pm
GC215 (Women in Greece & Rome)	25 April (Monday), 5pm
GC224 (Understanding Thucydides)	2 May (Monday), 5pm

For the *compulsory* essays in GC216 (Philosophy of Love and Friendship), and GC217 (Power and the People in Imperial Rome), the lecturers will set all due dates.

Presenting Written Work (Guidelines)

Introduction

This guide is intended to help you with the presentation of all written work 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 reflect the following:

- All written assignments must be **typed**.
- Academic papers usually include both **references** and a **bibliography**, to provide information about sources used in researching the paper.

Sources

Sources are typically either

- primary i.e. ancient works (such as Homer's *Iliad* or Tacitus' *Histories*), or
- secondary, i.e. scholarly books and articles (e.g. Whitman's *Homer and the Heroic Tradition*, or Ronald Mellor's *Tacitus*) which are based on primary sources.

References

When you submit written work, you will make reference to both primary and secondary works. References often come in two forms:

- Direct quote from a primary or secondary source. If you quote an author's actual words, then you **must** put them in quotation marks (‘’ *or* “”). Not to do so may constitute a form of plagiarism, i.e. intellectual theft.

- Allusion to, use, summary or paraphrase of a *specific and distinctive* idea, argument, interpretation, or piece of information that is specific enough to somehow "belong" to the writer. In this case, again, you should acknowledge the source of this *distinctive* item. General facts and items "which everybody knows" (e.g. the fact that Rome is in Italy) do not need to be referenced. Sometimes, the line between the distinctive and general may be difficult to determine: when in doubt, please make reference to the sources that you have used. If you have relied heavily on a source, then you should acknowledge this, and inform your reader about it.

There are two ways you should include references to primary and secondary works:

1. <u>In parentheses in the main body</u> of your paper. Examples:

   Primary sources
   - To refer to Book 1, Line 5-7 of Virgil's *Aeneid*, write as follows: "… Virgil alludes to the founding of Rome at the very beginning of the epic (Virgil, *Aeneid*, 1.5-7)."

- Or, if you want to quote the phrase "political equality was a thing of the past; all eyes watched for imperial commands" from Book 1, Chapter 4 of *Annals* by Tacitus, your paper might read as follows: '… As Tacitus darkly comments of Augustus' regime, "political equality was a thing of the past; all eyes watched for imperial commands" (Tacitus, *Annals*, 1.4).'

Secondary sources.

- To refer to p. 96 of Shotter 1994, write "… your argument (Shotter 1994: 96) in parentheses in the sentence where you use the material…" Such references should contain three items of information: Author Name, Date (of publication): Page number(s).

2. <u>In a footnote at the end of the page</u>. You may include references in a footnote, but without parentheses. References to primary sources should be as above, as should those for secondary sources (e.g. In a footnote: Shotter 1994: 96, but now without parentheses).

Other methods of referencing are possible, and maybe used in other university Departments: if you want to use one of these, please check with the lecturer first, and (if approved) use it consistently.

Bibliography

A bibliography should be included at the end of your paper, listing information about the primary and secondary sources you have referenced. Be sure that the bibliography reflects the following points:

- Alphabetical ordering. Items are arranged according to the author's 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 primary and secondary sources, but this is not strictly necessary.

- Translations of ancient texts should be cited as follows:
  Homer, *The Odyssey*, trans. Anthony Verity (Oxford, 2016)

- Modern books should be cited as follows:
  Martin, R. *Ancient Greece: From Prehistoric to Hellenistic Times* (Yale, 2000)

- Modern articles in journals should be cited as follows:
  Cartledge, P., 'Hoplites and Heroes: Sparta's Contribution to the Technique of Ancient Warfare', *Journal of Hellenic Studies*, Vol. 97 (1977), pp. 11-27.

- 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.

If you are having difficulty with any of this, please do not hesitate to consult with your lecturer.

Plagiarism

Plagiarism is 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 work. Plagiarism is a form of academic dishonesty, even theft, and will be treated with the utmost seriousness wherever discovered. Individual acts of plagiarism may attract a mark of zero, and in cases of serious and repeated plagiarism, more serious penalties may be applied by the University. For Maynooth University's policy on plagiarism, see https://www.maynoothuniversity.ie/university-policies/academic-policies-procedures. 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 any piece of compulsory written work a copy of the Departmental Cover Sheet, and sign the declaration at the bottom of the sheet. A written assignment 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.

MU LIBRARY

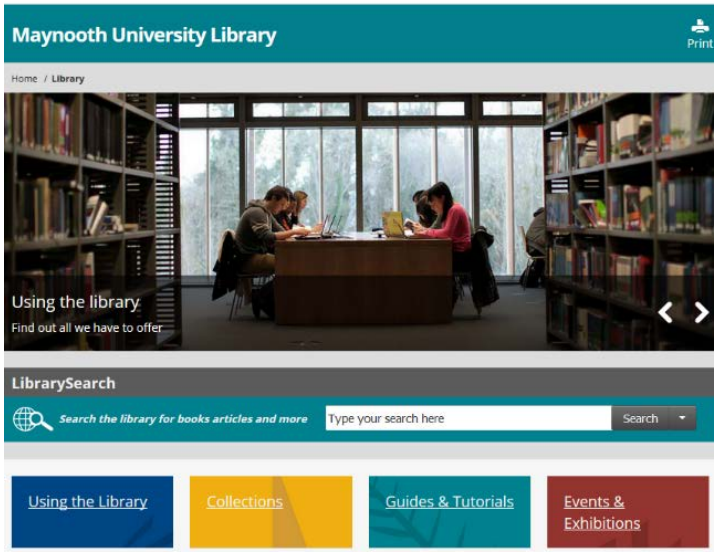
The Maynooth University Library looks forward to meeting you during your studies, whether that's online or in-person. MU Library will be essential to you in:

- finding the right e-books and online material to help you study & write assignments,
- borrowing physical books and accessing journal articles, subject to any Covid-19 restrictions* that may be in operation,
- short, free tutorials & quizzes online that will help you improve your information skills,
- as source of dedicated support in your studies.

Fig. 1: Exterior of MU Library

Our homepage, https://www.maynoothuniversity.ie/library, is a great place to start, with

- up-to-date information about accessing the library,
- information on using all our services and classes (including remotely) and
- advice on connecting with us to get the support you need for your studies and assignments.



Your **MyCard** (student card) entitles you to access the library and to borrow books. Click the "*Using the Library*" tab *(see Fig. 2)* on the library homepage, for more information. At the time of writing, there is controlled access to MU Library due to Covid-19*, and this can change depending on the phase we are in.

Fig. 2: MU Library Homepage

Our "Working Remotely" guide for students, https://nuim.libguides.com/WorkingRemotely, has lots of useful information and resources to support you even if you are studying off-campus. During lockdown, all the library staff continued to work remotely, answering queries by email and via Library Chat, delivering classes via *MS Teams*, and setting up virtual meetings with students and staff, so *whatever* level of physical access is in place over the coming year, MU Library will make sure you have the support and information you need.

MU Library is located on the South Campus beside the Kilcock road. You can choose different study spaces*

- from the open-access area on the ground floor (where food, drink and chat are 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*, or
- use the bookable group study-rooms (See links at the end of this piece) for your group and project-work*.

Using correct sources of information is key to success in your studies and exams. Every subject has **a dedicated Subject Guide** on our website (*see Fig. 3*) that we recommend you bookmark. **Ancient Classics' Subject Guide** is here https://nuim.libguides.com/ancientclassics. It also has information about reference styles, online tutorials and quizzes, a chance to email your query to a Teaching Librarian, and lots of more useful information. The full range of subject guides are available at the link below, containing sections on getting started, recommended books, databases, and links as chosen by your lecturers https://nuim.libguides.com/guides_tutorials

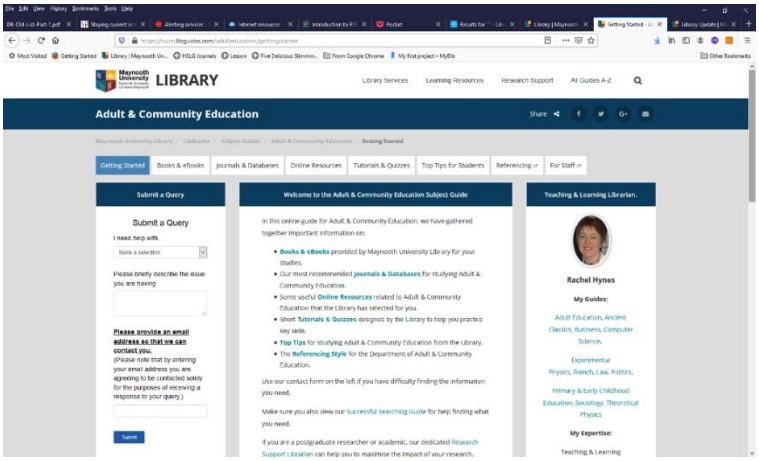


Fig. 3: Adult & Community Education Subject Guide:

Use **LibrarySearch** (*Fig. 4*) on the library homepage to search for specific books or articles, or to see the range of material we hold on your topic. The results give you details of thousands of e-books and e-journals you can read on your devices (on or off campus), plus information on books, journal articles, and databases on your subject. We also have online e-dictionaries, encyclopaedias, and e-newspapers; everything you need to write successful assignments.

Fig. 4: "LibrarySearch" searches the entire collection in MU Library—millions of eBooks, articles and databases.

If you have any **queries about finding material**, whether it is online, or on the shelf, library staff are here to help you. If you are accessing us remotely, use the live and anonymous "*Library Chat*" box on our homepage, or email us your queries to library.information@mu.ie. If you are visiting the library in person, staff are available to answer your queries and get you started. We look forward to meeting you, either virtually at an orientation event, or perhaps in an online pop-up event. We may even meet you in one of your classes, as some lecturers ask us to teach a class to students about the library resources available to them, or to teach you information skills.

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, or 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 for printing. IT Services have a dedicated space at the main library desk where you can go if you need IT help.

Make sure to follow us on Instagram @library_mu, Facebook @MaynoothUniLibrary or on Twitter @mu_library.

Contact us with your queries about

- using the library, finding locations within it, student services,
- finding information for your studies, or
- how to use any of the online material.

We all know it can be a lot to take in when you start in university, but we are here to help you. The library wishes you every success in your studies.

USEFUL LINKS AND CONTACTS:

Links:

- Library homepage: https://www.maynoothuniversity.ie/library
- Working Remotely, student support: https://nuim.libguides.com/WorkingRemotely/StudentSupport
- Ancient Classics' Subject Guide: https://nuim.libguides.com/ancientclassics
- A-Z of the Subject Guides: https://nuim.libguides.com/
- Book a group study room*: https://nuim.libcal.com/booking/MU_GroupStudyRooms
- Online tutorials (LIST online): http://nuim.libguides.com/list-online

Undergraduates' contact: library.information@mu.ie

* Check https://www.maynoothuniversity.ie/library/news/library-update for any changes to access or services in MU Library.

Important Dates for Academic Year 2021-22

Semester 1 (September 2021-January 2022)

September 20	Lectures start
October 25-29	Study Week (no class)
December 17	Lectures end
January 3-6	Study Week
January 7	January examinations commence

Semester 2 (January-May 2022)

January 31	Lectures start
March 14-18	Study week (no class)
April 15-22	Easter holiday (no class)
May 6	Lectures end
May 9-12	Study Week (no class)
May 13	Summer examinations commence