Maynooth University
Department of Ancient Classics

Greek and Roman Civilization
Third-Year Student Handbook
2021-2022

Roman Pantheon ("Temple of all the gods")

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 third-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.

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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 third-year studies, please contact Dr Cosetta Cadau (Director of Undergraduate Studies).

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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.

Third-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 following modules. Each module carries **5 credits** and meets for **2 fifty-minute periods per week.** (The exception is GC350, a compulsory module for the Double Major, which involves mainly independent study).

Semester 1

Module	Times, Rooms	
GC309 The *Aeneid* and Roman Epic	Wednesday 12:00 (SE131)	Thursday 12:00 (IONSEM)
GC313 Macedonia and Alexander the Great	Thursday 9:00 (SE010)	Friday 12:00 (HA)
GC318 Greek Law and Political Theory	Tuesday 12:00 (RH5)	Thursday 15:00 (HA)

Semester 2

Module	Times, Rooms	
GC316 A World full of Gods:		
Religious Life in the Roman Empire	Tuesday 12:00 (HA)	Friday 12:00 (HH)
GC319 Roman Law and Society	Thursday 12:00 (HC)	Thursday 15:00 (HA)
GC320 Ireland and the Classics	Tuesday 14:00 (SE013)	Wednesday 15:00 (AX2)
GC350 Essay Project	Wednesday 12:00 (T1)	Thursday 9:00 (RW.01)

Weekly timetables:

Semester 1

Monday	Tuesday	Wednesday	Thursday	Friday
	GC318 (Greek Law) 12:00-1:00 (RH5)	GC309 (Roman Epic) 12:00-1:00 (SE131)	GC313 (Macedonia & Alexander) 9:00-10:00 (SE010) GC309 (Roman Epic) 12:00-1:00 (IONSEM) GC318 (Greek Law) 3:00-4:00 (HA)	GC313 (Macedonia & Alexander) 12:00-1:00 (RW.121)

Semester 2

Monday	Tuesday	Wednesday	Thursday	Friday
	GC316 (Roman Religion) 12:00-1:00 (HA) GC320 Ireland & Classics 2:00-3:00 (SE013)	GC350 (Essay Project) 12:00-1:00 (T1) GC320 Ireland & Classics 3:00-4:00 (AX2)	GC350 (Essay Project) 9:00-10:00 (RW.01)) GC319 (Roman Law) 12:00-1:00 (HC) GC319 (Roman Law) 3:00-4:00 (HA)	GC316 (Roman Religion) 12:00-1:00 (HH)

Module Details

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

- All modules meet for a minimum of 21 hours per semester, except for GC350.
- 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.
- Three modules (GC309, 313, 316) are assessed by final exam and optional essay (see p. 11-12 below for details).
- Three modules (GC318, 319, and 320) is assessed by two compulsory coursework essays (see pp. 11-12 below for details).
- Lecturers typically make lots of materials available on Moodle.

GC309 The *Aeneid* and the story of Roman epic (Dr O'Brien, Semester 1)

This module investigates the many ways (mythical, poetic, political) the *Aeneid* can be interpreted as a monument to the Augustan principate. The complex literary texture of this core text for our understanding of the Roman imagination will be studied in detail. The module reveals how Virgil is challenged, reread and emulated by poets in the later tradition of epic writing in Rome.

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 mythical and political events in the poems.
- Select key episodes to illustrate significant themes.
- Discover what devices make epic poetry epic.
- Compare the ways later poems interpret the *Aeneid*.
- Propose values and ideas common to all the poems.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Required book purchases:
> Hardie, P. *The Epic Successors of Virgil: A Study in the Dynamics of a Tradition* (Cambridge, 1993).
> Lucan, *Civil War*, trans. S. Braund (Oxford World's Classics, 2008).
> Virgil, *The Aeneid*, trans. D. West, revised ed. (Penguin, 2003).

GC313 Fire from Heaven: The Rise of Macedonia and Alexander the Great (Dr McGroarty, Semester 1)

This module explores the extraordinary careers of the Macedonian kings Philip II and, to a much greater extent, his son Alexander the Great. It examines their rise to power, and attempts to explain the reasons for their military successes, by which in a short space of time Philip had conquered the Greek world and, Alexander, subsequently, moved the boundaries of that Greek world eastwards to the borders of India. Though Alexander's life met a premature end, the consequences of his conquests were far-reaching both politically and culturally, as various local cultures blended with the Greek; analysis of the nature and significance of these changes is central to the investigation.

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 Philip II and Alexander the Great.
- Discuss critically the achievements of Philip II and Alexander the Great.
- Assess critically the source materials from which our understanding of Alexander the Great emerges.
- Analyse immediate and long-term consequences of Alexander's military conquests.
- Argue coherently about the chief issues that pertain to the rise of Macedonia and the conquests of Alexander the Great.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Required book purchase:
Arrian, *The Campaigns of Alexander*, trans. A. de Sélincourt, revised. J.R. Hamilton (Penguin, 1971).

GC316 A World full of Gods: Religious Life in the Roman Empire (Dr Davies, Semester 2)

Neither Latin nor ancient Greek has a word which precisely corresponds to our concept of "religion". However, what we might term "religion" is one of the most richly-evidenced areas of life in the Roman world: this truly was a world full of gods. This module involves a wide-ranging study of the religious life of the Roman world. We will study a broad variety of religious notions and experiences in antiquity, from the authoritative apparatus of traditional Roman religion to the gods of the wider world, worshipped by cities, voluntary associations and individuals across the empire. We will attempt to understand how the inhabitants of the Roman world understood the realm of the divine, and how it related to their daily-lived experience. We will look at the intersection of religion and imperial power, and consider how religion both bolstered imperial authority (as, for instance, in the case of emperor worship) and in some cases could come to challenge it (for instance, in the cases of Judaism and Christianity). We will also look at how gods are represented in Roman art and literature, at Roman philosophical approaches to questions of religion, and modern sociological and anthropological approaches to the religious life of the period.

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
- Describe the various functions which religious practices and beliefs fulfilled for communities, groups and individuals in the Roman world.
- Understand the interaction between religion and imperial power, at Rome and in the wider world.
- Show familiarity with a wide range of evidence, including literary, material, artistic, epigraphic and numismatic evidence, pertaining to religious life in the Roman world.
- Evaluate the contributions of important modern scholarship on Roman religions.
- Appreciate how the application of anachronistic modern ideas can distort our understanding of ancient religious conceptions, including in the cases of ancient Judaism and early Christianity.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Required book purchase:
J. B. Rives, *Religion in the Roman Empire* (Blackwell, 2007).

GC318 Greek Law and Political Theory (Dr Desmond, Semester 1)

This module surveys Greek law in its socio-historical contexts, from the early Archaic period to the Hellenistic. The module will focus on Classical Athens and the development of a body of law from its distinctively democratic system; individual topics will be approached primarily through the lens of selected Attic court speeches. The last part of the module broadens out into Greek jurisprudence: the philosophers who influentially attempted to relate positive laws and the idea of law to theories of justice, human nature, and cosmology.

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

Learning outcomes: On successful completion of the module, students should be able to
- Outline the history, varieties and sources of Greek law.
- Explain interrelations between customary morality, democratic courts and assembly with regard to Athenian law.
- Analyse individual civil and criminal cases from democratic Athens.
- Explain the assumptions, framework and influence of Greek philosophical theories of law.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Recommended book purchase:
> *Cambridge Companion to Ancient Greek Law*, ed. M. Gagarin & D. Cohen (Cambridge, 2005).

GC319 Roman Law and Society (Dr Cadau, Semester 2)

This module aims to introduce students to the full range of legal practices developed by Roman lawyers between the Republican and the Imperial period. Roman legislation is studied in conjunction with its impact on society, and the readings will focus on case-studies that expose Roman culture and its responses to political upheaval. Roman sources show popular characters such as Cicero engage tirelessly with Late Republican political violence in the lawcourts. By the second century AD, Rome had grown to an immense empire that embraced the entire Mediterranean. Roman Law and administration survived in the Middle Ages, and continued to exercise a strong influence on the legislation of many Western countries (particularly France, Italy and Germany) and of their colonies overseas (e.g. Sri Lanka). The module will look at laws concerning the status of people, criminal law, succession laws, and law of property and obligations. The evolution of Roman law during the Late Antique period will be studied through an overview of the legislation of other European people (the 'barbarians') and of the innovations introduced by Justinian in the sixth century AD.

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

Learning outcomes: On successful completion of the module, students should be able to
- Explain and critically discuss the fundamental institutions of Roman Law.
- Analyse and critically apply Roman Law to case-studies.
- Critically assess the sources from which our knowledge of Roman Law and its application derives.
- Critically assess the achievements and evolution of Roman Law from the Republican to the Late Antique period.
- Demonstrate the ability to communicate complex ideas in both oral and written form.

Recommended book purchase:
> Anderson, C., 2009. *Roman Law* (Dundee University Press).

GC320 Ireland and the Classics (Dr Desmond, Semester 2)

After a targeted survey of historical interactions between Ireland and the "classical" Mediterranean world, this module will focus on the reception of Greek and Roman myth, poetry, and philosophy in modern Irish literature. Three primary case studies will take us from the early twentieth century to the present:

(1) Joyce's *Ulysses* in dialogue with Homer's *Odyssey*;
(2) Yeats' lyric and dramatic engagements with Homer, Sophocles, and Plato; and
(3) Heaney's "translations" of Sophocles and Virgil.

In the treatment of epic and the novel, lyric and dramatic poetry, of heroic, tragic and Platonic worldviews, equal attention will be given to modern Irish and ancient voices, with explorations (of heroism and the homely, city and nation, place, memory, war, art, prophecy, fate) touching upon other cognate figures, ancient (e.g. Hesiod, Catullus), modern (e.g Wilde, Kavanagh), and contemporary (e.g. Longley, Tóibín, Boland, Carr). In all, students will gain a deeper sense of the many ways Greek and Roman classics have helped to forge modern Irish literary imaginations.

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

Learning outcomes: On successful completion of the module, students should be able to
- Articulate salient ways in which aspects of Greek and/or Roman civilizations influenced developments in Ireland historically and socially.
- Demonstrate knowledge of the major contours and ideas of the texts studied.
- Articulate similarities, differences, influences, and other relations between authors studied.
- Articulate continuities and innovations in the treatment of genres by the authors studied.
- Demonstrate the ability to research diverse materials (using a diversity of media), to make critical distinctions, and insightful syntheses of source material.
- Demonstrate historical imagination and humanistic nuance.

GC350 Greek and Roman Civilization Essay Project (Various, Semester 2)

This module allows the student to pursue in-depth study and research on a topic of their choice, chosen from a list of designated topics related to modules studied in years 2 or 3. At the start of the semester, one introductory lecture (given by various lecturers) will introduce each topic, survey its implications, and supply an annotated bibliography to guide subsequent research and writing. With this guidance, students are then expected to work fairly independently through the course of the semester. The final essay should reflect extensive reading in primary sources and secondary literature—a substantial piece of work to cap the student's work in Ancient Classics.

N.B. GC350 is a compulsory module for Double Major.

Assessment: One essay of *c*.5,000 words, due at the end of semester 2.

Learning outcomes: On successful completion of the module, students should be able to
- Demonstrate breadth and depth of knowledge in one specific area of Classical studies.
- Develop broadly transferable research skills (e.g. analysis and comparison of primary materials, application and evaluation of different methodologies and approaches).
- Demonstrate the ability to write effectively at an advanced level.
- Demonstrate a capacity for imaginative, lateral thinking.

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 teamwork. 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 third-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.

<center>**Assessment: Examinations and Essays**</center>

Examination Matters

Three modules (GC309, 313 and 316) 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 papers will give you a sense of what to expect, but in general it is better to focus on the materials in lectures, workshops, 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, three modules (GC309, 313, and 316) 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. Three modules (GC318, 319, and 320) 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.

<u>Extensions</u>. 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).

<u>Guidelines for submission.</u>
- 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:

<u>Semester 1</u>

GC309 (*Aeneid* & Roman Epic)	6 December (Monday), 5pm
GC313 (Macedonia & Alexander)	13 December (Monday), 5pm

<u>Semester 2</u>

GC316 (Religious Life in the Roman Empire)	2 May (Monday), 5pm

For the *compulsory* essays in GC318 (Greek Law & Political Theory), GC319 (Roman Law & Society), and GC320 (Ireland & the Classics), the lecturer will set all due dates.

For students taking Double Major, GC350 (Essay Project) is compulsory, with the following due date:

GC350 (Essay Project)	6 May (Friday), 5pm

<div align="center">**Presenting Written Work (Guidelines)**</div>

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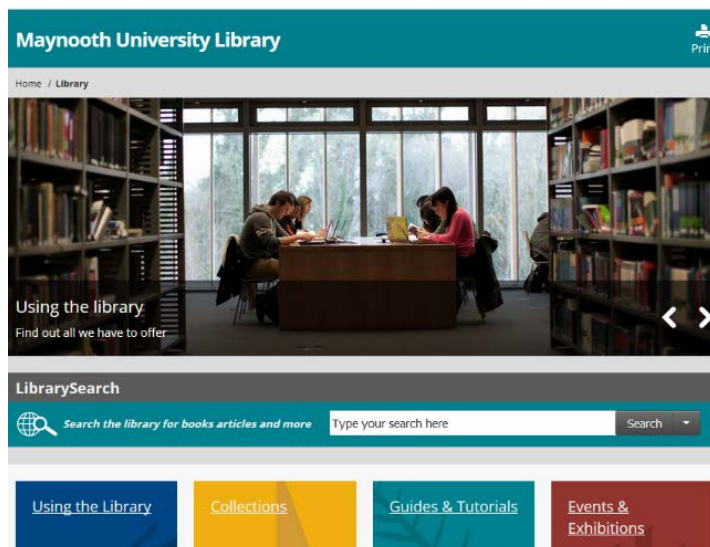
Your **MyCard** (student card) entitles you to access the library and to borrow books. Click the "*Using the Library*" tab *(see Fig. 2)* on the library homepage, for more information. At the time of writing, there is controlled access to MU Library due to Covid-19*, and this can change depending on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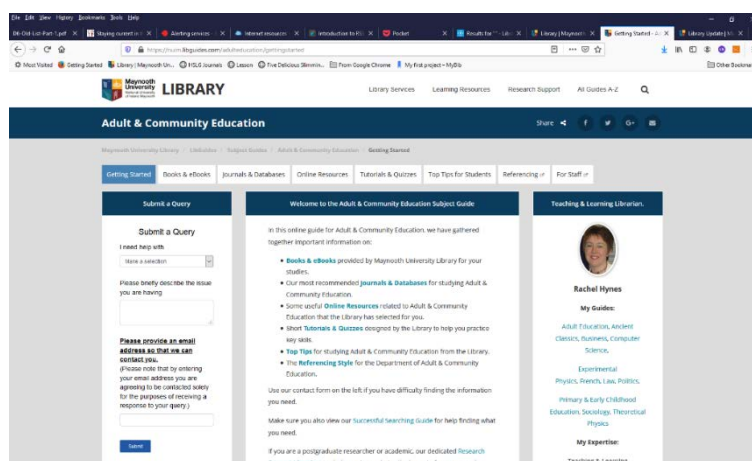

Fig. 3: Adult & Community Education Subject Guide:

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