



# AHIS100

## Ancient Greece Tyranny and Democracy 800-399BC

S2 Day 2014

*Ancient History*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff  
Unit coordinator  
Gil Davis  
[gil.davis@mq.edu.au](mailto:gil.davis@mq.edu.au)  
Contact via [gil.davis@mq.edu.au](mailto:gil.davis@mq.edu.au)  
W6A501  
Open door policy (except Wednesdays)

Credit points  
3

Prerequisites

Corequisites

Co-badged status

Unit description

In the early eighth century BCE Greeks began to settle ('colonize') outside Balkan Greece. This unit examines the story of Greek community life, economic life, aggression and defence, from the eighth century until the beginning of the fourth century. During these years Greeks were ruled by kings, aristocrats, oligarchs, tyrants, and (some of them) by themselves, in the world's first democratic systems.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods

Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history

Present written work to a high standard, with relevant footnoting and accurate bibliographies

## General Assessment Information

### SUCCESSFUL COMPLETION OF THE UNIT

To complete the unit successfully you need a minimum mark of 50% overall. You must attempt every piece of assessment or university policy requires that a zero grade be given.

You must attend all lectures (or listen to them if you are an external student). Failure to do so will result in a deduction of 2% per lecture from the overall mark for the unit unless a reasonable written explanation for each absence is provided within two days.

**All** tutorials are compulsory. Non-attendance or failure to prepare and participate will result in a deduction of 2% per tutorial from the overall mark for the unit unless a reasonable written explanation for each absence is provided within two days.

### GRADES:

**F:** 0-49% **P:** 50-64% **CR:** 65-74% **D:** 75-84% **HD:** 85-100%

Grade descriptors may be found in a separate document on the unit's website.

### ONLINE QUIZZES

There are short online quizzes in weeks 3, 6, 9 and 11. These will test you on the material covered in the lectures and tutorials in the weeks preceding each one. (*Tip: you will easily be able to answer the questions if you have listened to the material*). Access to the quiz is through the unit's website. You may take the quizzes at any time during the relevant week but you may take each quiz only once. Each quiz consists of 10 questions and is worth 5% of your total mark (total 20% for all four). All answers will either be right or wrong.

### MINOR AND MAJOR ESSAYS

The MINOR ESSAY is due by 5pm Friday 29 August, 2014. It is worth 20% of your total mark for the unit.

The MAJOR ESSAY is due by 5pm Friday 10 October, 2014. It is worth 30% of your total mark for the unit.

Your answer to the essay questions should demonstrate extensive use of primary and secondary sources. Bibliographies provided give you a starting point for developing a reading list of secondary literature relevant to the essay topic. In order to locate further material on particular

issues you should consult the footnotes and indices of modern works.

Your essay should be based on an analysis and discussion of primary (ancient) sources. Secondary literature should be used to aid you in your analysis and interpretation of the ancient sources and to place your interpretation within the context of previous scholarship. All opinions included in the essay, whether quoted directly or paraphrased, should be referenced according to the guidelines, Essay Presentation & Conventions: Style Guide, available online at [http://mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_ancient\\_history/teaching\\_materials/](http://mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_ancient_history/teaching_materials/). Ensure you download the full version of the Essay Presentation Guide. Don't footnote lectures or include anything in footnotes except citations, and remember to include every reference you have actually used in your bibliography. You must include a word count. Anything beyond the prescribed word limit will not be marked.

**Marking criteria:**

1. Knowledge of relevant subject matter
2. The range of primary sources used and their analysis
3. The range of secondary works consulted and the depth of engagement with them.
4. Correct citation of sources
5. Structure of argument
6. Skill in presenting the argument
7. Formal presentation including correct referencing, English language grammar, spelling and punctuation

**EXAMINATION**

The closed-book, invigilated, two-hour exam will test your knowledge of the material offered during the whole unit in both lectures and tutorials. It is worth 30% of the total marks. There will be three sections. Section A will consist of ten short answer questions all of which must be answered. It will be worth one-third of the marks for the exam. Sections B and C will each consist of a short essay and each will be worth a further third of the marks for the exam. You will have a choice of topics. Section B will cover topics from before the session break, and Section C will cover topics from after the session break.

**Marking criteria:**

1. knowledge of and depth of understanding of relevant subject matter
2. structure of argument
3. skill in presenting the argument
4. presentation (including spelling and grammar). Illegible writing will not be marked

You are required to present yourself for examination at the time and place designated in the University Examination Timetable. The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances, please

consult University Policy for the available procedure.

## EXTENSIONS AND PENALTIES

All due dates are firm. Permission to submit a late piece of work will only be granted in case of illness or other exceptional cases. Special approval for such late submissions must be sought in advance (where circumstances permit it). Late work will otherwise incur a penalty of 2% per day (including weekends), unless there are special circumstances (normally illness or serious misadventure) and unless an extension of time has been granted by the Unit Convenor or the Head of Division.

## RETURN OF WORK

### Essays

I plan to return essays within four weeks of submission. I will post a note on the unit's website to let you know when the essays have been marked. Assignment tasks handed in early will not be marked and returned before the due date.

## Assessment Tasks

Name	Weighting	Due
<u>On-line quizzes</u>	20%	Weeks 3, 6, 9, 11
<u>Minor essay</u>	20%	Fri Week 4 (29 August 2014)
<u>Major essay</u>	30%	Fri Week 8 (10 October 2014)
<u>Exam</u>	30%	As scheduled

## On-line quizzes

Due: **Weeks 3, 6, 9, 11**

Weighting: **20%**

Do four quizzes spaced throughout the semester based on information provided in the lectures and tutorials in the preceding weeks. Each quiz will consist of ten multiple-choice questions and be worth five percent of the total assessment

On successful completion you will be able to:

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in

the Archaic and High Classical periods

- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods

## Minor essay

Due: **Fri Week 4 (29 August 2014)**

Weighting: **20%**

Write a brief essay of no more than 1,000 words of text on one of the titles below. Submit through Turnitin.

Titles:

1. Plato (*Laws* 707e-708b) wrote that colonists were forced to emigrate because of a shortage of land. To what extent was he correct?
2. How did tyranny differ from earlier monarchical rule?

On successful completion you will be able to:

- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

## Major essay

Due: **Fri Week 8 (10 October 2014)**

Weighting: **30%**

Write a full-length essay (maximum 2,000 words excluding footnotes and bibliography) on one of the titles given below. Submit through Turnitin.

Titles:

1. Sparta's balanced system of government was greatly admired in antiquity. Why was this and was it justified?
2. Solon's reforms led directly to democracy - discuss.
3. [Aristotle] *Ath. Pol.* 16.7 described the tyranny of Peisistratos as a golden age. Why did

- the Athenians in the fifth century despise and fear tyranny?
4. Was Kleisthenes the puppet or puppet master of his reforms?
  5. Assess the character of Themistokles.

On successful completion you will be able to:

- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

## Exam

Due: **As scheduled**

Weighting: **30%**

Sit a two-hour exam worth 30% of the marks for this unit.

In the exam, there will be three sections:

Section A will consist of ten short-answer and multiple-choice questions all of which must be answered.

Section B will consist of a short essay (without footnotes or bibliography) on a choice of historical matters covered during the semester before the session break.

Section C will consist of a short essay (without footnotes or bibliography) on a choice of historical matters covered during the semester after the session break.

On successful completion you will be able to:

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and

High Classical periods

- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history

## Delivery and Resources

### Delivery modes

Internal (Day) and External

### Lectures and tutorials

- Lectures: Thursdays 3-4 pm W5A T1 Theatre, and Fridays 12-1 pm W5A T2 Theatre
- Tutorials: see the website for a list of tutorials all of which are on Thursdays and Fridays
- For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.
- Lectures will be recorded and available via Echo 360.
- One tutorial a week will be recorded and available via Echo 360. This is mostly intended for External students, though everyone is free to listen to it. Please note that the tutorial is given in an ordinary classroom and because of the limitations of the recording equipment it may be difficult to hear when students talk, though it should be possible to hear what the tutor says.
- Attendance at tutorials is required for day students. If you are unable to go to your scheduled tutorial, go to one at a different time (no special permission is needed for this).

### UNIT WEBPAGE AND ONLINE TEACHING

- This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>
- For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)
- You are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.
- For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help)
- Information about accessing and using the Online Teaching Facility can be found at: <https://online.mq.edu.au/index.html>. Please direct any questions about passwords, access and WebCT to the IT helpdesk. You can:
  - email them via the Just Askform at <http://www.library.mq.edu.au/justask/>
  - access their help via <http://www.library.mq.edu.au/help/ithelp/>
  - phone (02) 9850 HELP, (02) 9850 4357 (in Sydney) or 1 800 063 191 (outside Sydney).



## READING LIST

The required course textbook is Terry Buckley's *Aspects of Greek History: A Source-Based Approach*, 2<sup>nd</sup> edition, (London 2010), copies available in the university bookshop (some also available in the library).

You are also required to become familiar with the ancient source material which will be the basis of almost everything we discuss. The most necessary are conveniently found in the following reasonably-priced editions:

- *Herodotus: The Histories* (Penguin ed., London 1972)
- *Thucydides: History of the Peloponnesian War* (Penguin ed., London 1972)

## Unit Schedule

Week no. /dates	Lecture no.	Lecture title	Tutorial no.	Tutorial title
1 4-8 Aug	1	Introduction: why study Greek history		No tutorial
	2	Mycenaean and Dark Age antecedents		
2 11-15 Aug	3	Homer, Hesiod, and the rise of the <i>polis</i>	1	Using sources – old & new
	4	Colonies across the seas		
3 18-22 Aug	5	Greek tyrants	2	<b>On-line quiz</b> How to write a good essay
	6	<i>Oikos</i> and economics		
4 25-29 Aug	7	The expansion of Sparta, and the Spartan way of life	3	<b>Minor essay due</b> The Spartan mirage
	8	Greeks in the East and West		
5 1-5 Sept	9	Athens: Theseus to Solon	4	Kleisthenes – father of democracy?
	10	Athens: Peisistratos to Kleisthenes		
6 8-12 Sept	11	Warfare by land and sea	5	<b>On-line quiz</b> Barbarians?
	12	From Persian imperialism to the Battle of Marathon		
7 15-19 Sept	13	Dating Early Attic coins from literary, numismatic & scientific evidence		No tutorial

	14	Xerxes and the grand invasion of Greece		
Session break				
8 7-10 Oct (NB: 6 <sup>th</sup> a holiday)	15	After the Persian Wars – Spartan politics & the Delian League	6	Major essay due Great men - Themistokles
	16	Allies become enemies, amid power struggles at Athens		
9 13-17 Oct	17	Thucydides – the man & his writings	7	On-line quiz How far can we rely on Thucydides?
	18	50 years of sparring – the <i>pentekontaetia</i>		
10 20-24 Oct	19	The first phase of the Peloponnesian War – the Archidamian War	8	Understanding epigraphic material
	20	Change of strategy – Perikles and his successors		
11 27-31 Oct	21	Syracuse & the Sicilian expedition	9	On-line quiz The Sicilian expedition
	22	The finer things – art, architecture & philosophy		
12 3-7 Nov	23	The Ionian War, and political turmoil at Athens	10	Why was Sokrates executed?
	24	The bitter end for Athens		
13 10-14 Nov	25	Athenian democracy rises from the ashes		
	26	Course review and examination preparation		

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

Plagiarism and other dishonest behaviours are not allowed.

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that: all academic work claimed as original is the work of the author making the claim all academic collaborations are acknowledged academic work is not falsified in any way when the ideas of others are used, these ideas are acknowledged appropriately.

All academic and professional staff involved in learning, teaching and research are expected to display leadership in this area. One of the University's objectives is to produce ethically and socially aware graduates, capable of applying the skills and knowledge they have developed at University to all aspects of their lives, as well as to their academic work. Academic dishonesty undermines the integrity of the University's academic awards and assessment processes, and damages the University's reputation. It also reduces the effectiveness of a student's time at the University. Examples of some dishonest behaviours are deception, fabrication, plagiarism and sabotage.

### DEFINITIONS

Deception: includes, but is not limited to, false indication of group contribution, false indication of assignment submission, collusion, submission of a work previously submitted, creating a new article out of an existing article by rewriting/reusing it, using the same data to form the same arguments and conclusion, presenting collaborative work as one's own without acknowledging others' contributions, cheating in an examination or using others to write material for examination.

Fabrication: includes, but is not limited to, creating fictitious clinical data, citation(s), or referee reports.

Plagiarism: Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to,

any of the following acts: copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins; using or extracting another person's concepts, experimental results, or conclusions; summarising another person's work; submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work; use of others (paid or otherwise) to conceive, research or write material submitted for assessment; submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

Sabotage: includes, but is not limited to, theft of work, destruction of library materials.

## ACADEMIC HONESTY POLICY

This Policy applies to all students and to staff of the University involved in learning, teaching and research.

The key principles of this policy are that the University will:

1. require all students and staff to undertake their academic work honestly
2. use a range of approaches to educate students and staff to practise honesty in their academic work and raise awareness of the importance of ensuring ethical behaviour with respect to research
3. take consistent and equitable action to manage dishonest student behaviours by:
  1. communicating to students that any piece of academic work can be checked at any time using an appropriate process
  2. implementing a common remedial and penalty framework across the University.
  3. establishing and applying appropriate, consistent procedures for detecting and investigating alleged academic dishonesty
  4. providing and communicating the appeal process
4. apply the appropriate processes of the Macquarie University Enterprise Agreement to manage alleged academic dishonesty by staff. The University will engage staff and students by:

\*using appropriate mechanisms to advise staff and students of the Policy

\*developing educational strategies to promote academic honesty

\*developing strategies that reduce opportunities for academic dishonesty

\*designing strategies to increase student engagement with their study, and their ability to submit their own work

\*reviewing these strategies at appropriate intervals.

## COMPLIANCE AND BREACHES

The University may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and

High Classical periods

- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

## **Assessment task**

- Major essay

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history

## **Assessment tasks**

- On-line quizzes
- Minor essay
- Major essay
- Exam

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in

ancient and modern history

- Present written work to a high standard, with relevant footnoting and accurate bibliographies

## **Assessment tasks**

- On-line quizzes
- Minor essay
- Major essay
- Exam

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history

## **Assessment tasks**

- On-line quizzes
- Minor essay
- Major essay
- Exam

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We



want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcomes**

- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

### **Assessment tasks**

- Minor essay
- Major essay
- Exam

## **Effective Communication**

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

This graduate capability is supported by:

### **Learning outcomes**

- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

### **Assessment tasks**

- Minor essay
- Major essay
- Exam

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

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

This graduate capability is supported by:

## **Learning outcomes**

- Understand and remember primary source-based information relating to ancient Greece in the eighth to fifth centuries BC
- Study and interpret primary literary sources (in English translation) relating to Greece in the Archaic and High Classical periods
- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Study and interpret published archaeological data relating to Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

## **Assessment tasks**

- Minor essay
- Major essay

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Read and evaluate modern academic studies (written in English) of Greece in the Archaic and High Classical periods
- Write analytical and argumentative studies relating ancient Greece to broader issues in ancient and modern history
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

## **Changes from Previous Offering**

This unit covers the same period as in 2013 but it has changed in some ways: - it has a broader range of topics - it looks to provide a general understanding as well as a base for further study - it is more concerned with how we know things and interpret the past than specific events or dates