



# AHIS211

## Ciceronian Rome

S2 Day 2015

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

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W6A 523

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Lecturer

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W6A 515

By appointment

Credit points

3

Prerequisites

AHIS110 or AHST103

Corequisites

Co-badged status

Unit description

This unit examines the social and political history of the age of Gaius Julius Caesar: the so-called last generation of the Roman Republic. It looks at Rome as a society in transition and closes with an examination of Rome's political transformation with the dictatorship of Caesar and the rise of his son and heir Octavian (Augustus). Along the way the unit investigates such topics as: the nature of political competition and the growth of violence, Pompey's great commands, rhetoric, religion, the role of women, slavery, and the changing architectural landscape of Rome itself; and probes such abiding issues as the ethics of murder.

## 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:

the ability to expand and build upon your prior knowledge of the Roman republican political process

the ability to demonstrate your skill in evaluating source material and, in particular, your ability to critically use ancient sources and evaluate modern interpretations of those sources

the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level

the ability to demonstrate an appreciation of the larger issues which engage historians

the ability to emerge with your enthusiasm for Roman History intact and hopefully enhanced

## General Assessment Information

1. **Participation:** Participation refers to much more than simply being in attendance. In order to receive full marks for participation (worth 10% of the overall grade), students must consistently demonstrate their commitment to the course by being well-prepared for all classes, and completing any required tutorial reading and discussion preparation. Participation marks are also gained through active involvement during tutorials, demonstrated by asking and answering questions, participating constructively as required, and showing consideration for their fellow classmates and teaching staff by behaving in a considerate and mature manner.

2. **Tutorial Paper:** Topics for discussion and assignment questions are set out under each week on the unit's iLearn site. ONE written assignment (tutorial paper) is to be submitted for assessment. It will count for 15% of the final mark. (Preparation for each tutorial, however, is strongly advised, **since the material covered in tutorials will be examined and will count towards the participation mark.**) Assignments must be submitted via Turnitin on the iLearn site BEFORE the relevant tutorial: **they will NOT be accepted after tutorial discussion has taken place.** Students are advised to submit a tutorial paper by the mid-session break.

The appropriate length of tutorial assignments will vary with the topic but should not exceed 1000 words. The assignment is not necessarily to be regarded as a mini-essay. What is often required are succinct, sharply-focused and tightly expressed answers to the particular questions set. The paper must be documented and based on a direct examination of the ancient sources. If modern scholarship is used, a bibliography should be attached (see Essay Presentation Guides on the Ancient History website at [http://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_ancient\\_history/current\\_students/teaching\\_materials/](http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_ancient_history/current_students/teaching_materials/)). To reiterate and clarify, we will be assessing the degree to which you answer the question/s set (within the word limit), the degree to which you cite the ancient evidence in support of your arguments and the clarity of your presentation and written expression.

2. **Essay:** One essay, counting for 35% of the final mark, is required. It should not exceed 2000 words. IT IS DUE **TUESDAY SEPTEMBER 29th**. Topics and marking criteria will be handed out early in the session.

**Note** that you should always keep a copy of completed tasks in case of loss.

### 3. Examination:

There is a two-hour examination worth 40% of the final assessment. It will include:

- \* a range of passages for discussion (drawn from the passages that will be studied in lectures and tutorials);
- \* a set of ten short-answer questions testing your knowledge of the Roman political system and the significant events of the period (worth 10% of the overall examination mark);
- \* a compulsory question (which is here pre-circulated): **Was Brutus right?**

The question seems simple; the answer is anything but. We shall discuss its various ramifications as the course progresses.

**Important:** The University Examination period in 2nd session 2015 is from 9th November to 27th November.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations at: [http://students.mq.edu.au/student\\_admin/timetables](http://students.mq.edu.au/student_admin/timetables).

The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](#) system. Information about the unavoidable disruption to studies process is available under the 'Policies and Procedures' section of this Unit Guide.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

#### Grading:

The grade a student receives will signify their overall performance in meeting the learning outcomes of the unit. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of the unit. Markers in the unit will use the following grades:

HD = High Distinction 85–100

D = Distinction 75–84

Cr = Credit 65–74

P = Pass 50–64

F = Fail 0–49

### Assignment Submission

**ALL** written assignments (tutorial paper, essay) must be submitted online through the AHIS211 iLearn site via Turnitin.

#### Return of marked work:

Staff will endeavour to return tutorial papers by the time of the next tutorial though this may not always be possible.

Staff will also endeavour to return essays by the end of the session.

Over the course of AHIS211 your work will be marked by at least two members of staff.

## Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	Every tutorial
<u>Tutorial Paper</u>	15%	Before relevant tutorial
<u>Major Essay</u>	35%	Tuesday 29th Sept. by 11.59 pm
<u>Examination</u>	40%	Formal Examination Period

### Participation

Due: **Every tutorial**

Weighting: **10%**

In order to receive full marks for participation, students must consistently demonstrate their commitment to the course.

On successful completion you will be able to:

- the ability to expand and build upon your prior knowledge of the Roman republican political process
- the ability to demonstrate your skill in evaluating source material and, in particular, your ability to critically use ancient sources and evaluate modern interpretations of those sources
- the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level
- the ability to demonstrate an appreciation of the larger issues which engage historians
- the ability to emerge with your enthusiasm for Roman History intact and hopefully enhanced

## Tutorial Paper

Due: **Before relevant tutorial**

Weighting: **15%**

Each week tutorial discussion will focus on set ancient texts. One tutorial paper not less than 600 words and not longer than 1000 words must be submitted. (In this unit, footnotes do not count in the word length.)

On successful completion you will be able to:

- the ability to expand and build upon your prior knowledge of the Roman republican political process
- the ability to demonstrate your skill in evaluating source material and, in particular, your ability to critically use ancient sources and evaluate modern interpretations of those sources
- the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level
- the ability to emerge with your enthusiasm for Roman History intact and hopefully enhanced

## Major Essay

Due: **Tuesday 29th Sept. by 11.59 pm**

Weighting: **35%**

Students must submit one 2000 word essay. (In this unit, footnotes do not count in the word length.)

Essay topics and marking criteria will be provided early in the session.

On successful completion you will be able to:

- the ability to expand and build upon your prior knowledge of the Roman republican political process
- the ability to demonstrate your skill in evaluating source material and, in particular, your ability to critically use ancient sources and evaluate modern interpretations of those sources
- the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level
- the ability to emerge with your enthusiasm for Roman History intact and hopefully enhanced

## Examination

Due: **Formal Examination Period**

Weighting: **40%**

There will be a two-hour examination.

On successful completion you will be able to:

- the ability to expand and build upon your prior knowledge of the Roman republican political process
- the ability to demonstrate your skill in evaluating source material and, in particular, your ability to critically use ancient sources and evaluate modern interpretations of those sources
- the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level
- the ability to demonstrate an appreciation of the larger issues which engage historians

## Delivery and Resources

### Classes

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Lectures: There are two lectures a week for most weeks of the semester. The importance of regular attendance is that in the lectures we signal the topics that we deem significant. It is these topics which will be examined.

Tutorials: There is one tutorial a week for most weeks of the semester. Participation in tutorial discussion is considered a vital and rewarding part of the unit but you should attend only if you have completed the reading prescribed for the week. Material from tutorials will be examined. Unexplained and persistent failure to participate may incur a penalty of 10% of the total mark for the course.

**Student Workload**: In accordance with Senate Guidelines, a student workload of 3 hours per credit point (i.e., 9 hours per week for this 3-credit point unit) for 15 weeks (13 weeks of lectures + 2 weeks of recess) is expected.

### Required Reading and Texts

#### (i) Ancient Sources

All students are expected to have a copy of the ancient sources listed below. All tutorial exercises which do not draw on material in the Unit Book of Readings (see below) will be based on source material in these works.

Cicero, *Selected Letters* (Penguin Classics)

Cicero, *Selected Political Speeches* (Penguin Classics)

Sallust, *Catiline's Conspiracy, The Jugurthine War, Histories* (Oxford World's Classics) OR Sallust, *Catiline's War, The Jugurthine War, Histories* (Penguin Classics) OR Sallust, *The Jugurthine War. The Conspiracy of Catiline* (Penguin Classics)

Plutarch, *Roman Lives* (Oxford World's Classics) OR Plutarch, *The Fall of the Roman Republic* (Penguin Classics)

Appian, *The Civil Wars* (Penguin Classics)

Other essential ancient sources to which reference will be made in the lectures have been compiled in a Book of Readings *Ciceronian Rome* which will be available for purchase at the Co-op at the beginning of the semester. It should be brought to all lectures and tutorials.

## NOTE

In this course emphasis is placed upon the direct examination of the ancient sources and evidence. Students are expected to base all their work on a personal examination of these sources. It will not be sufficient simply to read modern studies on any topic, however sound and highly recommended these are: it will be essential to look first at the ancient sources on which all modern studies are necessarily based.

### (ii) Modern Studies

A useful textbook account for the period will be found in H.H. Scullard, *From the Gracchi to Nero* (5th edition, 1982) whose notes on pp. 381ff. provide reference to more recent modern studies. It is highly recommended for background reading. A limited number of Scullard is available at the Co-op. Students may also find H. Swain and M.E. Davies, *Aspects of Roman History, 82 BC–AD14. A Source-based Approach* (Routledge, 2010) a useful narrative of events in this period.

A short paperback which provides an introduction to the Republic and Republican history – Michael Crawford, *The Roman Republic* (Fontana, 1978)—might be useful to students who are feeling a little rusty on this period. Again, for students needing a primer, David Shotter's *The Fall of the Roman Republic* (Routledge 1994, 2nd edition 2005) provides a simple narrative.

A very readable introduction to the period is W. Jeffrey Tatum's *Always I am Caesar* (Oxford, Blackwell Publishing, 2008). A limited number of Tatum is available at the Co-op.

A stocktaking of modern scholarship and a useful summation of many of the problematic issues arising in this course will be found in M. Beard and M. Crawford *Rome in the Late Republic. Problems and Interpretations* (London, Duckworth, 1985). Even more recent introductions to various themes are provided by Harriet I. Flower (ed.), *The Cambridge Companion to the Roman Republic* (Cambridge, Cambridge University Press, 2004) and Nathan Rosenstein and Robert Morstein-Marx (eds), *A Companion to the Roman Republic* (Oxford, Blackwell Publishing, 2006), both designed for readers new to the subject.

More detailed reading lists relating to particular topics will be provided on the iLearn site. The most important recommended books will be held in Reserve in the Library.

There are two essential works of reference for the course which are to be consulted in the Library:

*The Oxford Classical Dictionary* (abbreviated *OCD*) of which multiple copies are held in the Library. This is the standard work of reference in English for Roman and Greek history and culture. It provides reliable and succinct explanations and definitions of technical terms, summary biographies of prominent individuals, and accounts of institutions, etc.

T.R.S. Broughton *The Magistrates of the Roman Republic* (abbrev. *MRR*; 2 vols, 1951–2; Vol. 1 covers the period 509–100 BC; vol. 2 the period 99–31 BC), copies of which will be held in Reserve. This is an invaluable book which gives, year by year, a full, systematic list of the known political officials and magistrates, a summary of their actions in office and full references to the known ancient sources. A supplementary volume (vol. 3) was published in 1986.

Also to be regarded as a standard work of reference is J.A. Crook et al. (ed.), *The Cambridge Ancient History* vol. IX (2nd ed., Cambridge University Press, 1994).

### **Technology Used and Required**

The unit has an iLearn page which can be accessed at: <<https://ilearn.mq.edu.au/login/MQ/>>. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

### **Satisfactory Completion of Unit**

In order to complete the unit satisfactorily students must gain a mark of 50% or more overall.

## **Unit Schedule**

Please note that this schedule may be altered according to the availability of guest speakers.

### **Week 1**

Lecture 1: Introduction to the Course

Lecture 2: An Introduction to Cicero: Looking back from 88 BC

**Tutorial: *There are no tutorials in the first week***

### **Week 2**

Lecture 1: Cicero's Early Life to 88 BC

Lecture 2: 88 BC

**Tutorial: Roman Religion in the Time of Sulla and Roman Religion in General**

### Week 3

Lecture 1: The March on Rome to Sulla's Dictatorship

Lecture 2: Sulla, Pompeii and Praeneste

The Seventies and Growing Discontent: What was the *Ventus Popularis*?

**Tutorial: Pompey's Early Career**

### Week 4

Lecture 1: Gladiators & Slaves I

Lecture 2: Gladiators & Slaves II

**Tutorial: T. Pomponius Atticus**

### Week 5

Lecture 1: The Seventies and Growing Discontent: What was the *Ventus Popularis*?

Lecture 2: The Equites and Pompey's Great Commands. Reading Cicero's *pro lege Manilia*: A New Way of Looking at War?

**Tutorial: The 'First Catilinarian Conspiracy'**

### Week 6

Lecture 1: Cicero's *pro lege Manilia* and the Mithridatic War: Pompey in the East

Lecture 2: Pompey's Return and Life in Ciceronian Rome

**Tutorial: The Bona Dea and the Bona Dea Affair**

### Week 7

Lecture 1: The 'Catilinarian Conspiracy'

Lecture 2: The 'Catilinarian Conspiracy', the Bona Dea Affair: the Politics of Enmity

**Tutorial: Caesar's Early Career**

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Mid-semester Recess (two weeks)

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### Week 8

**Tuesday September 29th: Essay Due**

***THERE ARE NO LECTURES OR TUTORIALS THIS WEEK***

**Week 9**

Lecture 1: Cicero's Career to the late sixties BC

Lecture 2: The Coalition of Caesar, Crassus and Pompey

**Tutorial: Cicero's *Letters* and Sallust: History and the Desire for Fame**

**Week 10**

Lecture 1: Caesar's Gallic Wars

Lecture 2: Theatre in Life and Politics; Pompey's Theatre and the Urban Landscape

**Tutorial: Cicero's *Letters*: Relationships**

**Week 11**

Lecture 1: The Post-Marian Army and Caesar's Gallic Wars

The Coalition of Caesar, Pompey and Crassus cont'd

Lecture 2: Exam Chat

The Breakdown of the Coalition and Civil Violence

**Tutorial: The Wives of Pompey & Women in Politics**

**Week 12**

Lecture 1: The Breakdown of the Coalition cont'd

Lecture 2: The Roman Civil Wars

**Tutorial: Caesar's Assassination**

**Week 13**

Lecture 1: Caesar's Dictatorship

Lecture 2: The Triumvirate and the Death of Cicero and the Rise of Octavian

**Tutorial: *There are no tutorials in the last week***

## **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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

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

## Learning Skills

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

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

## Student Services and Support

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

## Student Enquiries

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

## IT Help

For help with University computer systems and technology, visit <http://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

### 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:

#### Assessment tasks

- Participation
- Major Essay
- Examination

### 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 outcome

- the ability to demonstrate an appreciation of the larger issues which engage historians

#### Assessment task

- Participation

### 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

- the ability to demonstrate an appreciation of the larger issues which engage historians
- the ability to emerge with your enthusiasm for Roman History intact and hopefully enhanced

## 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

- the ability to expand and build upon your prior knowledge of the Roman republican political process
- the ability to demonstrate your skill in evaluating source material and, in particular, your ability to critically use ancient sources and evaluate modern interpretations of those sources
- the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level
- the ability to demonstrate an appreciation of the larger issues which engage historians

## Assessment tasks

- Participation
- Tutorial Paper
- Major Essay
- Examination

## 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

- the ability to demonstrate your skill in evaluating source material and, in particular, your ability to critically use ancient sources and evaluate modern interpretations of those sources
- the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level
- the ability to demonstrate an appreciation of the larger issues which engage historians

## Assessment tasks

- Participation
- Tutorial Paper
- Major Essay
- Examination

## 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

- the ability to demonstrate your skill in evaluating source material and, in particular, your ability to critically use ancient sources and evaluate modern interpretations of those sources
- the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level
- the ability to demonstrate an appreciation of the larger issues which engage historians

## Assessment tasks

- Participation
- Tutorial Paper
- Major Essay
- Examination

## 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**

- the ability to formulate arguments and articulate your ideas in a written and oral form and at a more sophisticated level than you did at 100-level
- the ability to demonstrate an appreciation of the larger issues which engage historians

### **Assessment tasks**

- Participation
- Tutorial Paper
- Major Essay
- Examination

## **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 outcome**

- the ability to demonstrate an appreciation of the larger issues which engage historians

### **Assessment task**

- Examination

## **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 outcome**

- the ability to demonstrate an appreciation of the larger issues which engage historians

## Assessment task

- Participation

## Changes from Previous Offering

A mark for participation has been introduced in this offering. This means that the essay and tutorial papers are less heavily weighted than in previous years.

## Assignment Submission, Extensions and Penalties

### ASSIGNMENT SUBMISSIONS

**ALL** written assignments (tutorial paper, essay) will be submitted online through the AHIS211 iLearn site via Turnitin.

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

Extensions for assignments and waivers for penalties for non-attendance can only be granted for medical reasons or on compassionate grounds.

Without documentation (medical or counselling certificate), a penalty of 2% a day (including weekends) will be applied.

If you need an extension this must be agreed on after discussion with the course convenor, who may ask for documentation. You must apply for an extension **before the assignment due date**. Extensions asked for after the date will not be granted.

Unexplained and persistent failure to participate in tutorial discussion may incur a penalty of 10% of the total mark for the course.

**Note:** Always retain a copy of completed tasks in case of loss.