AHIS335
Sparta and Greece, Archaic and Classical
S1 External 2015
Dept of Ancient History

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General Information

Unit convenor and teaching staff
Unit Coordinator
Paul McKechnie
paul.mckechnie@mq.edu.au
Contact via email
W6A500
open door policy

Credit points
3

Prerequisites
39cp including 6cp in AHIS units at 200 level

Corequisites

Co-badged status

Unit description
When the Delphic oracle said, 'Make the Greek your friend,' Croesus, king of Lydia, made a move to get an alliance with the Spartans. Greece's most powerful city-state in military terms through the archaic period and beyond, Sparta was admired in the ancient world for its unique qualities. Admired, but not usually imitated, because the Spartans chose a path which few others wanted to follow. In this unit the phenomenon of Sparta in the archaic and classical periods will be studied. The focus will be both inwards to how the Spartans led their lives and organised their state, and outwards to how the Spartan way of life impacted on others in Greece and beyond. In part, this is a story of conquest, war, and desperate struggles against enemies within and beyond; but in part, the narrative also addresses the question of how to be a Greek. The answer which was developed at Athens brought democracy and tragedy into the world, and was midwife to the birth of moral philosophy; but another answer was created at Sparta—an answer which was all about cohesion and disciplined effort to attain community goals.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/
Learning Outcomes

1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
5. Write analytical and argumentative studies relating to important questions in Greek history.
6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.

General Assessment Information

Grade descriptors

Work will be marked following these grade descriptors

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>HD</th>
<th>D</th>
<th>Cr</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of relevant subject matter</td>
<td>Extensive knowledge of relevant subject matter; goes beyond material supplied</td>
<td>Thorough knowledge of relevant subject matter</td>
<td>Substantial knowledge of relevant subject matter</td>
<td>Sound knowledge of relevant subject matter. Knowledge may be limited in some aspects</td>
<td>Little or no knowledge of relevant subject matter</td>
</tr>
</tbody>
</table>

Method
<table>
<thead>
<tr>
<th>Appropriate techniques and methodologies</th>
<th>Mastery of appropriate techniques and methodologies</th>
<th>Thorough application of techniques and methodologies</th>
<th>Substantial evidence of knowledge of appropriate techniques and methodologies</th>
<th>Some evidence of knowledge of appropriate techniques and methodologies</th>
<th>Little or no evidence of knowledge of appropriate techniques and methodologies</th>
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</thead>
<tbody>
<tr>
<td><strong>Your argument</strong></td>
<td></td>
<td></td>
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<tr>
<td>Consistent evidence of deep and critical thinking; substantial originality</td>
<td>Clear evidence of deep and critical thinking</td>
<td>Some evidence of critical thinking, e.g. arguments not just reported</td>
<td>Sufficient evidence of some critical thinking; reporting rather than analysis of arguments</td>
<td>Little or no evidence of critical thinking</td>
<td></td>
</tr>
<tr>
<td><strong>Arguments</strong></td>
<td></td>
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<tr>
<td>How well you deal with competing arguments</td>
<td>Competing arguments mastered; some success in attempting to go beyond scholarship</td>
<td>Competing arguments acknowledged and critically assessed; attempt to go beyond scholarship resolving conflicts between competing arguments</td>
<td>Substantial evidence of knowledge of competing arguments; different arguments reported rather than criticized</td>
<td>Some evidence of knowledge of competing arguments, but this not integrated into your argument</td>
<td>No evidence of knowledge of competing arguments</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Unit guide* AHIS335 Sparta and Greece, Archaic and Classical

[http://unitguides.mq.edu.au/unit_offerings/48196/unit_guide/print](http://unitguides.mq.edu.au/unit_offerings/48196/unit_guide/print)
<table>
<thead>
<tr>
<th>Use of ancient sources</th>
<th>Extensive and critical use of ancient sources. Critical evaluation of relevant sources. Goes beyond material supplied</th>
<th>Thorough and critical use of ancient sources</th>
<th>Substantial use of ancient sources; some uncritical use. Evidence may be reported rather than critically evaluated</th>
<th>Sufficient use of ancient sources; substantial uncritical use</th>
<th>Very little or no use of ancient sources. Or, misuse of ancient sources where texts are quoted at length with little or no critical commentary or argument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modern works</strong></td>
<td>Extensive and critical use of modern scholarship. Goes beyond bibliography supplied in lectures</td>
<td>Thorough and critical use of modern scholarship supplied in lectures and tutorials</td>
<td>Substantial use of modern scholarship; some uncritical use</td>
<td>Sufficient use of modern scholarship; substantial uncritical use</td>
<td>Little or no use of modern scholarship; uncritical use of scholarship. Only inappropriate modern sources cited (e.g. unscholarly websites)</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>No HD grade for this category</td>
<td>No D grade for this category</td>
<td>Credit or above: Approved system used consistently</td>
<td>Attempt to use approved system, but not used consistently in line with the models provided</td>
<td>No attempt to use approved system or failure to cite work quoted [plagiarism]</td>
</tr>
</tbody>
</table>
## Language

<table>
<thead>
<tr>
<th></th>
<th>Excellent use of English language throughout. Grammar and style of the highest quality</th>
<th>Excellent use of English language</th>
<th>Proficient use of English; some minor errors e.g. in use of apostrophe. Style not always appropriate (but language not ungrammatical)</th>
<th>Generally sound use of English; consistent minor errors</th>
<th>Substantial inappropriate or ungrammatical use of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## Language

<table>
<thead>
<tr>
<th></th>
<th>Spelling correct throughout. Consistent treatment of foreign language words</th>
<th>Spelling correct throughout; may be some inconsistency e.g. in treatment of foreign language words in English (such as Greek and Latin transliterations) or in use of foreign language words</th>
<th>Spelling mostly correct throughout; some minor errors e.g. in Greek or Latin names</th>
<th>Minor spelling mistakes but otherwise sound</th>
<th>Spelling consistently poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Structure
### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor essay</td>
<td>20%</td>
<td>Week 2</td>
</tr>
<tr>
<td>Major essay</td>
<td>30%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Examination</td>
<td>50%</td>
<td>End of semester, as scheduled</td>
</tr>
</tbody>
</table>

**Minor essay**

*Due: Week 2*

*Weighting: 20%*
Please note that essay form is required for all work submitted. Point form or extended notes are not good enough. Give a bibliography at the end. The word limit (1000 words) includes footnotes but not bibliography. Footnotes should be given, and should conform to the rules laid out in ‘Essay Presentation & Conventions: Style Guide’, which is available from the following link: Click Here

If an extension is needed, ask the unit coordinator before the due date by using email or via the iLearn unit.

Two extra hints:

1. Don’t refer to the works of ancient authors by giving the page number in an English translation. Always use instead the book, chapter and section numbers in the text. Some of the translations you find online may not have proper numbering, e.g. in Internet Classics Archive (http://classics.mit.edu/Browse/); but if you’re reading your ancient source online, try to use a site which does have numbering, e.g. Lacus Curtius (http://penelope.uchicago.edu/Thayer/E/home.html) or Perseus Project (http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html).

2. Don’t give strings of identical footnotes. Whoever is marking your essay will not be impressed by you scoring fifty footnotes, or even a century. If you are referring more than once to the same page of the same book, consider grouping reference into one footnote, probably at the end of the paragraph. Or if something is so good that it has to be referred to four or five times, why not copy it in as a quotation, then add your discussion?

Choose one topic from those given below:

1. How were the Spartans putting conservative politics into action in their life within Sparta in the 370s before Leuctra? To what degree is Xenophon’s view a fair one?
   For this question refer to the weekly activity for week 1. It is mostly about comprehending and reacting to Xenophon’s Constitution of the Lacedaimonians, but judicious reading in the unit set books may also help.

2. How important a part of Spartan society was the hoplite army, in the seventh and sixth centuries BC?
   For this question refer to the weekly activity for week 2 and the bibliography for that week.

   This is a complex question, by comparison with the one for week 1. If you choose to do it, it means comparing the data and arguments in the articles by Snodgrass, Cartledge and Holladay. Remember to confine yourself to the seventh and sixth centuries, i.e. the
period between 700 and 501 BC. You will have to be strict with yourself to keep the answer down to 1,000 words.

**NB**

Late assignments will be penalized at the rate of 10% per week, or part of a week. Remember than an hour is ‘part of a week’. The 10% lost is 10% of the score gained, not 10% of the maximum, so if a major essay (worth 20%) is a week late and the marker assesses it as being worth 10 out of 20, the student will actually get {10 minus 10% of 10 [i.e. 1]}, and so eventually score 9 out of 20.

This Assessment Task relates to the following Learning Outcomes:

1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
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5. Write analytical and argumentative studies relating to important questions in Greek history.
6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.

**Major essay**

Due: **Week 6**  
Weighting: **30%**

The major essay, of no more than 2,000 words including footnotes, is due at the end of Week 6. Essay formalities (footnotes, bibliography) should follow the guidelines laid out in ‘Essay Presentation & Conventions: Style Guide’, which is available from the following link: Click Here

Both footnotes and a bibliography of all the works you cited are required. Separate your bibliographies into ancient sources and modern works if you wish. Note that the provided bibliographies are wide-ranging but are not intended to be complete. They are suggestions as to a range of good places to start your research. You are perfectly free to go beyond them. You certainly ought not to think that the opinions of those books or articles listed in bibliographies are the ‘course line’.
If an extension is needed, ask the unit coordinator before the due date by using email or via the iLearn unit.

Two extra hints:

Don’t refer to the works of ancient authors by giving the page number in an English translation. Always use instead the book, chapter and section numbers in the text. Some of the translations you find online may not have proper numbering, e.g. in Internet Classics Archive (http://classics.mit.edu/Browse/); but if you’re reading your ancient source online, try to use a site which does have numbering, e.g. Lacus Curtius (http://penelope.uchicago.edu/Thayer/E/home.html) or Perseus Project (http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html).

Don’t give strings of identical footnotes. Whoever is marking your essay will not be impressed by you scoring fifty footnotes, or even a century. If you are referring more than once to the same page of the same book, consider grouping reference into one footnote, probably at the end of the paragraph. Or if something is so good that it has to be referred to four or five times, why not copy it in as a quotation, then add your discussion?

Choose one topic from those given below:

1. What was the Great Rhetra, and when did it first come into existence?

   Use the weekly bibliography for week 3 as your main source of bibliographical advice for this title.

2. Is it fair to say (with W.P. Wallace) that ‘Herodotos’ whole account of Kleomenes is notoriously hostile and unsatisfactory’?

   Use the weekly bibliography for week 4 as your main source of bibliographical advice for this title.

   The quotation from W.P. Wallace comes from his article, ‘Kleomenes, Marathon, the Helots, and Arkadia’.

   Herodotus’ account of Cleomenes comes in Herodotus Books 5 and 6:

   Book 5 at this URL:  http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0126&query=book%3D%235

   Book 6 at this URL:  http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0126&query=book%3D%236

3. R.M. Cook wrote: ‘Though Spartan life was certainly austere, it may be asked whether tradition has not exaggerated its austerity’. How much support does archaeology give to the idea that Sparta was less austere than sometimes thought?
Use the weekly bibliography for week 5 as your main source of bibliographical advice for this title.

The quotation from R.M. Cook comes from his article on Spartan history and archaeology.

4. P.J. Rhodes writes: ‘Sparta headed a permanent alliance of southern mainland Greeks, the Peloponnesian League, but that was simply an alliance which Sparta could invite to join it in a major war from time to time: it was not active every year, and Sparta did not exercise any kind of regular control over the members.’ What were the differences between the Spartan and Athenian alliances in the fifth century?

Use the weekly bibliography for week 6 as your main source of bibliographical advice for this title.

The quotation from P.J. Rhodes comes from his article ‘Ancient Athens: democracy and empire’.

NB

Late assignments will be penalized at the rate of 10% per week, or part of a week. Remember than an hour is ‘part of a week’. The 10% lost is 10% of the score gained, not 10% of the maximum, so if a major essay (worth 20%) is a week late and the marker assesses it as being worth 10 out of 20, the student will actually get \(10 - 10\% \times 10\) [i.e. 1], and so eventually score 9 out of 20.

This Assessment Task relates to the following Learning Outcomes:

- 1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
- 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
- 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
- 5. Write analytical and argumentative studies relating to important questions in Greek history.
- 6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.
Examination

Due: **End of semester, as scheduled**
Weighting: **50%**

The examination for this unit will ask you to write three short essays out of a range of twelve questions. The exam will be divided into three sections with four questions each; you must do one question out of each section. All questions are of equal value. The sections will be as follows:

**Section 1: Sources**

For this section, focus preparation on the ancient literary sources for Sparta. There are questions about Xenophon and Sparta, Herodotus and Sparta, Thucydides and Sparta, Isocrates and Sparta.

**Section 2: Archaic Sparta**

For this section, prepare to answer on one or more of the following: the growth of Sparta in the Peloponnesian, the Spartan Mediterranean, Sparta and Argos, Sparta and Arcadia, Sparta and Persia before 480, sex at Sparta.

**Section 3: Classical Sparta**

For this section, prepare to answer on one or more of the following: Pausanias and the foundation of the Delian League, the Peloponnesian war and ‘freedom for Greece’, the battle of Leuctra, the Spartan ideal of self-sacrifice (and moments when it failed).

No extensions will be allowed for the take-home exam except with a document from a doctor, counsellor or equivalent professional.

This Assessment Task relates to the following Learning Outcomes:

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- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
- 5. Write analytical and argumentative studies relating to important questions in Greek history.
Delivery and Resources
To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.

Lectures will be recorded and available via Echo 360.

Resources are available in iLearn.

There are items available for this unit in e-reserve.

There are no tutorials. Attendance at lectures is recommended.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Any problem, contact onehelp@mq.edu.au (9850 4357) and not the unit convener.

Set books
Please buy or borrow the following:


Unit Schedule

Lecture schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Xenophon’s <em>Constitution of the Lacedaimonians</em> 1: women and children at Sparta in the 370s BC</td>
</tr>
<tr>
<td>2</td>
<td>Xenophon’s <em>Constitution of the Lacedaimonians</em> 2: the Spartans and their lawgiver in the fourth century</td>
</tr>
<tr>
<td>Week 2</td>
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<tr>
<td></td>
<td>4</td>
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<tr>
<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td>18</td>
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<tr>
<td>Week 10</td>
<td>19</td>
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<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Learning and Teaching Activities

Activities
1. Listen to lectures, in the classroom or on Echo360; 2. Study primary sources; 3. Use iLearn plus library study; 4. Study modern learned literature; 5. Use bibliographies and e-reserve, plus library study; 6. Find and study additional relevant literature beyond material in bibliographies; 7. Use resources including JSTOR and L'Annee philologique.

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
Disruption to Studies Policy 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/

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.

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) 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 Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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

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**

- 1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
- 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
- 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
- 5. Write analytical and argumentative studies relating to important questions in Greek history.

**Assessment tasks**

- Minor essay
- 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**

- 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
- 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
- 5. Write analytical and argumentative studies relating to important questions in Greek history.
• 6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks
• Minor essay
• 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 outcomes
• 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
• 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
• 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
• 5. Write analytical and argumentative studies relating to important questions in Greek history.

Assessment tasks
• Minor essay
• Major essay
• Examination

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

- 1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
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Assessment tasks

- Minor essay
- 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

- 1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
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Assessment tasks

• Minor essay
• Major essay
• Examination

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

• 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
• 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
• 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
• 5. Write analytical and argumentative studies relating to important questions in Greek history.

Assessment tasks

• Minor essay
• 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 outcomes

• 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
• 5. Write analytical and argumentative studies relating to important questions in Greek history.

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

• 5. Write analytical and argumentative studies relating to important questions in Greek history.

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

• 1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
• 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
• 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
• 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
• 5. Write analytical and argumentative studies relating to important questions in Greek history.
• 6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

• Minor essay
• Major essay
• Examination