



# AHIS349

## Ancient History Special Topic B

S1 External 2016

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

39cp including (6cp in AHIS units at 200 level)

Corequisites

Co-badged status

Unit description

This unit allows for advanced study on special ancient history topics, including advanced Greek history or archaeological training. Session 1: The topic will focus on Greek Tyrants - seventh to third centuries BC. Sole rulers of Greek states from Cypselus of Corinth to Philopoemen of Megalopolis, 'the last of the ancient Greeks', are the focus of this unit, which follows the phenomenon of tyranny from the archaic age down to the days of the Hellenistic kings.

## 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:

Employ appropriate text-based and artefact-based techniques to solve historical problems relating to ancient Greek tyranny, and interpret the results.

Plan and present written arguments about ancient Greek tyranny in coherent and documented form.

Evaluate information, ideas and arguments about ancient Greek tyranny, including those of diverse cultural assumptions.

Apply and adapt knowledge about ancient Greek tyranny to today's world.

## General Assessment Information

Follow the Ancient History essay style guide.

Hand in essays via turnitin.

If you want to do the exam anywhere else other than at Macquarie University on the day set, you must make your own arrangements for this with the agreement of the exams section, well in advance, and at your own cost.

Assessment tasks are compulsory and must be submitted on time. Extensions may be requested from the unit convener before the assignment is due (and not after). Up to a week will be allowed; if a longer time is needed, a professional authority form should accompany the request, saying how many days the student has been unable to work. Late submissions may be penalised by 2% for each day (including weekends) the assignment task is late. Coursework handed in early will not be returned before the due date.

For Disruption to Studies Policy see under Policies and Procedures.

## Assessment Tasks

Name	Weighting	Due
<u>Minor essay</u>	20%	Week 2
<u>Major essay</u>	40%	Week 10
<u>End of semester exam</u>	40%	Set by examinations section

### Minor essay

Due: **Week 2**

Weighting: **20%**

Minor essay, maximum 1000 words including footnotes but not including bibliography.

#### *Option 1*

How did the tyranny of Cypselus and (later) Periander differ from the way Corinth was governed in the days of the Corinthian monarchy and of the Bacchiad presidency?

#### *Option 2*

Consider Orthagoras and the Sicyonian tyranny, and also Theagenes and the Megarian tyranny. Are they evidence of a political movement originating in Corinth,

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## Major essay

Due: **Week 10**

Weighting: **40%**

Major essay, maximum 2000 words including footnotes but not including bibliography.

### *Option 1*

'Pisistratus ... occupied a clear cultural niche at Rome by exemplifying the "good" tyrant' (Christopher B. Polt). Trace the origins of this idea; does it have something to commend it?

### *Option 2*

When Dion took over from Dionysius II, had the Syracusans 'merely exchanged a stupid and drunken tyrant for a watchful and sober master' (cf. Plutarch *Dion* 34.2)? Or was Dion actually the nearest thing the Greek world ever had to a philosopher-king?

### *Option 3*

Compare and contrast one of these Greek tyrants with one of these twentieth-century tyrants. Are the parallels and differences informative?

*Greek tyrants:* Periander, Polycrates, Dionysius I

*Twentieth-century tyrants:* Hastings Kamuzu Banda, Enver Hoxha

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## End of semester exam

Due: **Set by examinations section**

Weighting: **40%**

Two-hour invigilated exam.

In Section A, segments will be set from each of ten source documents. Student will be asked to

comment on points of historical interest in one or two of these segments. Half the marks for the exam (20% of the marks for the unit as a whole) will be available for work done in this Section.

In Section B, four questions will be set for essay-style answers without footnoting. Students will be asked to attempt one or two of these questions. Half the marks for the exam (20% of the marks for the unit as a whole) will be available for work done in this Section.

Late in the course of lectures, the unit convener will give some broad guidance as to what to prepare for this exam.

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## Delivery and Resources

Please use the iLearn page, Echo360, and the unit readings to full advantage.

Lecture attendance is recommended.

## Unit Schedule

		Lectures	Texts
Week 1	1	Heroes, founders, kings	
	2	Cypselus	Document 1: Herodotus on Cypselus (Hdt. 5.92)
Week 2	3	Periander	Document 2: Herodotus on Periander (Hdt. 5.92)
	4	The Peloponnesian tyrants	
Week 3	5	The Peloponnesian tyrants (2)	
	6	The Peloponnesian tyrants (3)	
Week 4	7	Polycrates: the luckiest man in the world (1)	Document 3: Herodotus on Polycrates (Hdt. 3.39-43, 60, 122-6)
	8	Polycrates: the luckiest man in the world (2)	

Week 5	9	Pisistratus (1)	Document 4: Aristotle on Pisistratus (Aristotle <i>Constitution of the Athenians</i> 13-17)
	10	Pisistratus (2)	
Week 6	11	The Pisistratids	
	12	Hippias' last stand	Document 5: Herodotus on Hippias and the Pisistratids.
Week 7	13	Fifth-century Athens and tyrants	
	14	Introduction to Greek Sicily	
Week 8	15	Dionysius I (1)	Document 6: Diodorus Siculus on Dionysius I of Sicily
	16	Dionysius I (2)	
Week 9	17	Dionysius II and Dion	Document 7 [Plato] on Dionysius II of Syracuse
	18	Dionysius II and Plato	
Week 10	19	Timoleon and the revival of Greek Sicily	Document 8 Plutarch on Timoleon
	20	Agathocles	
Week 11	21	Sicyon and Achaea (1)	
	22	Sicyon and Achaea (2)	Document 9: Plutarch on Cleomenes
Week 12	23	Sicyon and Achaea (3)	
	24	Sparta in the third century (1)	
Week 13	25	Sparta in the third century (2)	Document 10: Polybius on the Achaean League and Cleomenes
	26	Sparta in the third century (3)	

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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:

#### Learning outcomes

- Employ appropriate text-based and artefact-based techniques to solve historical problems relating to ancient Greek tyranny, and interpret the results.
- Plan and present written arguments about ancient Greek tyranny in coherent and documented form.
- Evaluate information, ideas and arguments about ancient Greek tyranny, including those of diverse cultural assumptions.
- Apply and adapt knowledge about ancient Greek tyranny to today's world.

#### Assessment tasks

- Minor essay
- Major essay
- End of semester exam

### 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

- Employ appropriate text-based and artefact-based techniques to solve historical problems relating to ancient Greek tyranny, and interpret the results.



- Plan and present written arguments about ancient Greek tyranny in coherent and documented form.
- Evaluate information, ideas and arguments about ancient Greek tyranny, including those of diverse cultural assumptions.
- Apply and adapt knowledge about ancient Greek tyranny to today's world.

### **Assessment tasks**

- Minor essay
- Major essay
- End of semester exam

## **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**

- Plan and present written arguments about ancient Greek tyranny in coherent and documented form.
- Apply and adapt knowledge about ancient Greek tyranny to today's world.

### **Assessment tasks**

- Minor essay
- Major essay

## **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**

- Employ appropriate text-based and artefact-based techniques to solve historical

problems relating to ancient Greek tyranny, and interpret the results.

- Plan and present written arguments about ancient Greek tyranny in coherent and documented form.
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## **Assessment tasks**

- Minor essay
- Major essay
- End of semester 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**

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## **Assessment tasks**

- Minor essay
- Major essay
- End of semester 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**

- Employ appropriate text-based and artefact-based techniques to solve historical problems relating to ancient Greek tyranny, and interpret the results.
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### **Assessment tasks**

- Minor essay
- Major essay
- End of semester 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**

- Plan and present written arguments about ancient Greek tyranny in coherent and documented form.
- Evaluate information, ideas and arguments about ancient Greek tyranny, including those of diverse cultural assumptions.
- Apply and adapt knowledge about ancient Greek tyranny to today's world.

### **Assessment tasks**

- Minor essay
- Major essay
- End of semester 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**

- Plan and present written arguments about ancient Greek tyranny in coherent and documented form.
- Evaluate information, ideas and arguments about ancient Greek tyranny, including those of diverse cultural assumptions.
- Apply and adapt knowledge about ancient Greek tyranny to today's world.

### **Assessment task**

- End of semester exam

## **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**

- Plan and present written arguments about ancient Greek tyranny in coherent and documented form.
- Evaluate information, ideas and arguments about ancient Greek tyranny, including those of diverse cultural assumptions.
- Apply and adapt knowledge about ancient Greek tyranny to today's world.

### **Assessment task**

- End of semester exam

## **Changes from Previous Offering**

This unit is being offered for the first time in 2016. If it goes well it may be offered again.