



# AHPG823

## History Writing in Antiquity: Herodotus and Thucydides

S2 Evening 2016

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Ian Plant

[ian.plant@mq.edu.au](mailto:ian.plant@mq.edu.au)

Contact via [ian.plant@mq.edu.au](mailto:ian.plant@mq.edu.au)

Credit points

4

Prerequisites

Admission to MAnchHist or GradCertAnchHist or MA in (Ancient History or Coptic Studies or ECJS or Egyptology or History or Late Antiquity or Ancient Art and Architecture) or PGDipArts in (Ancient History or ECJS) or PGCertArts in (Ancient History or Coptic Studies)

Corequisites

Co-badged status

Unit description

In antiquity Herodotus was regarded as the father of history. Thucydides is widely acknowledged as the creator of political history. This unit examines a range of historiographical approaches to the reading of these two influential Greek historians. The aim of this unit is both to understand Herodotus and Thucydides as writers and to evaluate the different historiographical approaches taken by the modern scholars who have studied them.

## 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:

- A. Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format.
- B. Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.

- C. Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography.
- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## General Assessment Information

### ***Assignment Submission***

*Assignments are to be submitted electronically through the links provided on the unit's website. Please consult your online unit on the iLearn website for detailed assignment submission instructions.*

### ***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. Applications for special approval must be made online (see *Disruption of Studies* below).

### ***Final Submission Date***

All work for this course must be submitted by the Friday of week fourteen, 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 Dean of Arts.

### ***Disruption of Studies & Grade Appeals***

The Faculty of Arts has a webpage where online applications may be made for ***Disruption of Studies*** and ***Grade Appeals***. Go to: [http://www.arts.mq.edu.au/current\\_students/undergraduate](http://www.arts.mq.edu.au/current_students/undergraduate) Click on the appropriate type of approval you are requesting. Disruption of Studies should be chosen if you are applying for special consideration or an extension of time for one of your assignments.

***Important Note on Grade Appeals*** A Grade Appeal can only be lodged on specific grounds. Please ensure you understand what these grounds are before submitting any application. Do follow the procedure specified for a Grade Appeal so that your appeal can be resolved promptly. Please do not email me to ask me to remark work. Note that it is not possible to appeal the result of an individual assessment task completed during the teaching of the unit. An appeal is only possible once the final grade has been released.

For the university's policy on Grade Appeal see: <http://www.mq.edu.au/policy/docs/gradeappeal/procedure.html> For the university's procedure on Grade Appeals see: <http://www.mq.edu.au/policy/docs/gradeappeal/procedure.html>

## Assessment Tasks

Name	Weighting	Due
<a href="#">Paper 1</a>	12%	Friday, relevant Week: 9pm
<a href="#">Paper 2</a>	13%	Friday, relevant Week: 9pm
<a href="#">Paper 3</a>	25%	Friday Week 8: 9pm
<a href="#">Paper 4</a>	50%	Friday Week 14: 9pm

### Paper 1

Due: **Friday, relevant Week: 9pm**

Weighting: **12%**

You choose one of the twelve topics listed (Weeks 2-13) and address the questions for the topic succinctly, in no more than 750 words (about three pages). Part of your answer may be in point form. However, do make sure that you refer to relevant ancient evidence in your answer. You must include a bibliography of works cited. This seminar paper is not meant to be a research essay. It is designed to guide your reading of the evidence, discussion of the topic and to allow feedback from your tutor.

On successful completion you will be able to:

- A. Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format.
- B. Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

### Paper 2

Due: **Friday, relevant Week: 9pm**

Weighting: **13%**

You choose another one of the twelve topics listed (Weeks 2-13) and address the questions for the topic succinctly, in no more than 750 words (about three pages). Part of your answer may be

in point form. However, do make sure that you refer to relevant ancient evidence in your answer. You must include a bibliography of works cited. This seminar paper is not meant to be a research essay. It is designed to guide your reading of the evidence, discussion of the topic and to allow feedback from your tutor.

On successful completion you will be able to:

- A. Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format.
- B. Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Paper 3

Due: **Friday Week 8: 9pm**

Weighting: **25%**

Choose one of the seminar topics from Weeks 2-6. Formulate an appropriate essay question from the topic. You should choose this question in consultation with the unit convenor. You may not write your essay on the same topic you choose for your seminar papers. You must include a bibliography of works cited. Your essay should be 1500 words in length (no more), based firmly upon the ancient evidence, and should show an understanding of historiography: the critical analysis of historical writing.

On successful completion you will be able to:

- A. Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format.
- B. Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- C. Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography.

- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Paper 4

Due: **Friday Week 14: 9pm**

Weighting: **50%**

Choose one of the seminar topics from Weeks 7-13. Formulate an appropriate question from the topic. You should choose this question in consultation with the unit convenor. You may not write your essay on the same topic you choose for your seminar papers. You must include a bibliography of works cited. Your essay should be 3000 words in length (no more), based firmly upon the ancient evidence, and should show an understanding of historiography: the critical analysis of historical writing.

On successful completion you will be able to:

- A. Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format.
- B. Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- C. Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography.
- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Delivery and Resources

### Required and recommended texts

There are two set texts for this unit. They are English translations of Herodotus and Thucydides. I recommend you obtain one of the two editions of each text listed below. However, you may choose to use a different edition of Herodotus or Thucydides.

**Herodotus:**

EITHER

- R. B. Straussler (ed. 2007) *The Landmark Herodotus*, New York.

OR

- W. Blanco and J. T. Roberts (eds. 1992), *Herodotus. The Histories*, New York

### **Thucydides:**

EITHER

- R. B. Straussler (ed. 1996, 1998) *The Landmark Thucydides*, New York, Simon and Schuster; Touchstone Paperback.

OR

- W. Blanco and J. T. Roberts (eds. 1998), *Thucydides: The Peloponnesian War*, New York, W. W. Norton

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## **Unit ilearn website**

This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/> Students 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) - 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)

## **Unit Schedule**

Weekly schedule:

<b>Week 1</b>	Introduction to Herodotus and Thucydides
<b>Week 2</b>	Herodotus and his sources
<b>Week 3</b>	Women in Herodotus
<b>Week 4</b>	Gods in Herodotus

Week 5	Politics in Herodotus
Week 6	Herodotus as literature
Week 7	Thucydides: the composition question
Week 8	Use of speeches by Thucydides
Week 9	Past or present? Model history
Week 10	Narratology: reader and text
Week 11	Structure and intertextuality
Week 12	History and historiography
Week 13	Thucydides, Herodotus and history

## 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.a>



[u/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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- A. Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format.
- B. Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- C. Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography.
- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

#### Assessment tasks

- Paper 1
- Paper 2
- Paper 3
- Paper 4

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- A. Read, analyse and interpret select sections from the mandatory primary historical

texts and commentary in pertinent secondary sources and present the information in a written format.

- B. Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- C. Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography.
- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.

## **Assessment tasks**

- Paper 1
- Paper 2
- Paper 3
- Paper 4

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

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- A. Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format.
- B. Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- C. Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Assessment tasks

- Paper 1
- Paper 2
- Paper 3
- Paper 4

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- C. Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography.
- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Assessment tasks

- Paper 3
- Paper 4

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- C. Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography.
- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.

## Assessment tasks

- Paper 1
- Paper 2
- Paper 3
- Paper 4

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- D. To communicate effectively and convey views about the life, times and work of Herodotus and Thucydides to different social, cultural and professional audiences.
- E. Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Assessment tasks

- Paper 3
- Paper 4