



AHIS100

Ancient Greece Tyranny and Democracy 800-399BC

S1 Day 2016

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff
Unit coordinator
Gil Davis
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W6A501
Open door policy (except Wednesdays)

Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit covers the broad sweep of ancient Greek history from the eighth century when Greeks began to settle ('colonize') outside Balkan Greece, through the extraordinary developments of the Late Archaic and High Classical periods, to the end of the fifth century when Athens lost her long war with Sparta. During these years Greeks were ruled by kings, aristocrats, oligarchs, tyrants, and (some of them) by themselves, in the world's first democratic systems. The unit focuses on political and economic development, the conflict with Persia, and the Peloponnesian War. It examines how literary, archaeological, and epigraphic sources are used to reconstruct the past.

Important Academic Dates

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

Learning Outcomes

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

Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC

Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC

Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th

centuries BC

Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC

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

Relate ancient Greek historiography to broader issues in ancient and modern history

General Assessment Information

SUCCESSFUL COMPLETION OF THE UNIT

To complete the unit successfully you need a minimum mark of 50% overall. You must attempt every piece of assessment or marks may be deducted (see 'Extensions and Penalties' below).

GRADES:

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

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

BLOGS

You are required to post five blog entries each of 150 words (+/- 10%) commenting on one significant aspect of set reading(s) which will be discussed in the relevant tutorials by Saturday, 11 pm of weeks 3, 5, 7, 9 & 11. Each blog entry must include a topic sentence, evidence and argument, and be fully referenced. Each blog is worth 10% of the total mark with only the best four counting, making a total of 40% of your assessment for the unit.

ONLINE QUIZZES

There are short online quizzes in weeks 2, 4, 6, 8 and 10, and one major online quiz in week 13. The minor quizzes will test you on material covered in the lectures and tutorials of the current and preceding week. (*Tip: you will easily be able to answer the questions if you have listened to the lectures and read the set readings for each tutorial - they are not designed to trick you*). Access to each quiz is through the unit's website. You may take the quizzes at any time during the relevant week but you may take each quiz only once. All answers will be either right or wrong. Each minor quiz consists of 8 questions and is worth 4% of your mark making a total of 20% for all four. The major quiz will comprise 20 questions and will test you on material covered in the whole unit - it is worth 10%.

MAJOR ESSAY

The MAJOR ESSAY is due by 5pm Friday 3 June, 2016. It is worth 30% of your total mark for

the unit.

A choice of essay questions will be provided by the mid-semester break and tutorial 5 is devoted to discussing the requirements for a good essay.

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

Your essay should be based on an analysis and discussion of primary (ancient) sources. Secondary literature should be used to aid you in your analysis and interpretation of the ancient sources and to place your interpretation within the context of previous scholarship. All opinions included in the essay, whether quoted directly or paraphrased, **MUST** be referenced according to the guidelines, Essay Presentation & Conventions: Style Guide, available online at http://mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_ancient_history/teaching_materials/. Ensure you download the full version of the Essay Presentation Guide. Do not footnote lectures or include anything in footnotes except citations, and remember to include every reference you have actually used in your bibliography. You must include a word count. Anything beyond the prescribed word limit will not be marked.

Marking criteria:

1. Argument and critical evaluation of evidence - 30% weighting
2. Structure and organisation - 20% weighting
3. Use of primary sources - 15% weighting
4. Use of secondary sources - 15% weighting
5. Grammar, style and spelling - 10% weighting
6. Referencing and bibliography - 10% weighting

RETURN OF WORK

Blogs: I plan to mark the blogs with feedback within a week of submission.

Quizzes: Results will be available as soon as the quiz closes.

EXTENSIONS AND PENALTIES

All due dates are firm. Permission to submit a late piece of work will only be granted in case of illness or other exceptional cases. Special approval for such late submissions must be sought in advance (where circumstances permit it). Late work will otherwise incur a penalty of 2% per day (including weekends), and failure to submit all five blogs may result in 5% of the total assessment being deducted from the aggregate mark for the blogs, unless there are special circumstances (normally illness or serious misadventure) and an extension of time has been granted by the Unit Convenor or the Head of Department.

Assessment Tasks

Name	Weighting	Due
On-line quizzes	30%	Weeks 2, 4, 6, 8, 10, 13
Blog Posts	40%	Weeks 3, 5, 7, 9, 11
Major essay	30%	Week 12

On-line quizzes

Due: **Weeks 2, 4, 6, 8, 10, 13**

Weighting: **30%**

Do five minor quizzes and one major quiz spaced throughout the semester based on information provided in the lectures and tutorials in the preceding weeks. The minor quizzes will consist of eight multiple-choice or right/wrong questions and will each be worth four percent of the total assessment. The major quiz at the end of the semester will comprise 20 questions and be worth ten percent of the total assessment.

On successful completion you will be able to:

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC
- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC

Blog Posts

Due: **Weeks 3, 5, 7, 9, 11**

Weighting: **40%**

Post five blog entries of 150 words per week (+/- 10%) commenting on one significant aspect of the reading(s) by Saturday, 5pm of weeks 3, 5, 7, 9 & 11. Each blog entry must include a topic sentence, evidence and argument, and be fully referenced. Each is worth 10% of the total mark with the best four counting.

On successful completion you will be able to:

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC

- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

Major essay

Due: **Week 12**

Weighting: **30%**

Write a full-length essay (2,000 words +/- 10% excluding footnotes and bibliography) and submit it through Turnitin. Topics will be provided before the mid-semester break.

On successful completion you will be able to:

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC
- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

Delivery and Resources

Delivery modes

Internal (Day) and External

Lectures and tutorials

- Lectures: There are two lectures per week on Tuesdays 12-1 pm W5A T2 Theatre, and Thursdays 11-12 pm W5A T1 Theatre

- Tutorials: There is one tutorial per week for Weeks 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11. See the website for a list of tutorials all of which are on Tuesdays and Thursdays for one hour
- For current updates, times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.
- Lectures will be recorded and available via Echo 360.
- One tutorial a week will be recorded and available via Echo 360. This is mostly intended for External students, though everyone is free to listen to it. Please note that the tutorial is given in an ordinary classroom and because of the limitations of the recording equipment it may be difficult to hear when students talk, though it should be possible to hear what the tutor says.
- Attendance at tutorials is required for day students. If you are unable to go to your scheduled tutorial, go to one at a different time (no special permission is needed for this). External students must listen to the recorded tutorial. *Tip: If you do not go to, or listen to the lectures and tutorials, you will find it difficult to answer the quizzes and successfully write the blogs.*

UNIT WEBPAGE AND ONLINE TEACHING

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

READING LIST

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

You are also required to become familiar with the ancient literary source material which will be the basis of much of what we discuss. The most necessary are conveniently found in the

following reasonably-priced editions:

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

Better versions with indices and explanatory appendices are the *Landmark* editions of both Herodotus and Thucydides edited by Robert B. Strassler:

- *The Landmark Herodotus: The Histories* (Pantheon Books, New York, 2007)
- *The Landmark Thucydides: a Comprehensive Guide to the Peloponnesian War* (Touchstone, New York, 1998)

Unit Schedule

Week no. /dates	Lecture no.	Lecture title	Tutorial no.	Tutorial title
1 29 Feb-4 Mar	1	Introduction: why study Greek history		No tutorial
	2	Mycenaean and 'Dark Age' antecedents		
2 7-11 Mar	3	Homer, Hesiod, and the rise of the <i>polis</i>	1	On-line quiz Understanding history
	4	Colonies across the seas		
3 14-18 Mar	5	Greek tyrants	2	Blog Using sources – old & new
	6	The expansion of Sparta, and the Spartan way of life		
4 21-25 Mar	7	Pre-Socratic philosophy	3	On-line quiz The Spartan mirage
	8	Greeks in the East and West		
5 28 Mar-1 April	9	Athens: Theseus to Solon	4	Blog Kleisthenes – father of democracy?
	10	Athens: Peisistratos to Kleisthenes		
6 4-8 Apr	11	Warfare by land and sea	5	On-line quiz How to write a good essay
	12	From Persian imperialism to the Battle of Marathon		

Session break

Week no. /dates	Lecture no.	Lecture title	Tutorial no.	Tutorial title
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7 25-29 Apr	13	Dating Early Attic coins from literary, numismatic & scientific evidence	6	Blog Barbarians?
	14	Xerxes and the grand invasion of Greece		
8 2-60 May	15	After the Persian Wars – Spartan politics & the Delian League	7	On-line quiz Great men - Themistokles
	16	Allies become enemies, amid power struggles at Athens		
9 9-13 May	17	Thucydides – the man & his writings	8	Blog How far can we rely on Thucydides?
	18	50 years of sparring – the <i>pentekontaetia</i>		
10 16-20 May	19	The first phase of the Peloponnesian War	9	On-line quiz Understanding epigraphic material
	20	Change of strategy – Perikles and his successors		
11 23-27 May	21	Syracuse & the Sicilian expedition	10	Blog The Sicilian expedition
	22	The finer things – art, architecture & philosophy		
12 30 May-3 Jun	23	The Ionian War, and political turmoil at Athens		Major essay due
	24	The bitter end for Athens		
13 6-10 Jun	25	Unit review for major quiz		Major quiz
	26	Artefact study (optional)		

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

New Assessment Policy in effect from Session 2 2016 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/

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

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.

Plagiarism and other dishonest behaviours are not allowed.

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

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

DEFINITIONS

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

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

Plagiarism: Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts: copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins; using or extracting another person's concepts, experimental results, or conclusions; summarising another person's work; submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work; use of others (paid or otherwise) to conceive, research or write material submitted for assessment; submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

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

ACADEMIC HONESTY POLICY

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

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

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

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

*developing educational strategies to promote academic honesty

*developing strategies that reduce opportunities for academic dishonesty

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

*reviewing these strategies at appropriate intervals.

COMPLIANCE AND BREACHES

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

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) 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

IT Help

For help with University computer systems and technology, visit 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

- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC
- Relate ancient Greek historiography to broader issues in ancient and modern history

Assessment tasks

- Blog Posts
- Major essay

Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

Learning outcomes

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC
- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

Assessment tasks

- Blog Posts
- Major essay

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

- Understand and use primary literary sources (in English translation) relating to ancient

Greece in the 8th-5th centuries BC

- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

Assessment tasks

- On-line quizzes
- Blog Posts
- 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

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC
- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC
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- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

Assessment tasks

- On-line quizzes
- Blog Posts
- Major essay

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC
- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC
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- Relate ancient Greek historiography to broader issues in ancient and modern history

Assessment tasks

- On-line quizzes
- Blog Posts
- Major essay

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC
- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC
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- Relate ancient Greek historiography to broader issues in ancient and modern history

Assessment tasks

- On-line quizzes
- Blog Posts
- Major essay

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

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

Assessment tasks

- Blog Posts
- Major essay

Engaged and Ethical Local and Global citizens

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

This graduate capability is supported by:

Learning outcomes

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-5th centuries BC
- Study and interpret physical data (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-5th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-5th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-5th centuries BC
- Relate ancient Greek historiography to broader issues in ancient and modern 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

- Relate ancient Greek historiography to broader issues in ancient and modern history