



# AHIS310

## Early Rome

S2 External 2016

*Dept of Ancient History*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Paul McKechnie

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W6A500

Open door policy

Credit points

3

Prerequisites

39cp including (AHIS110 or AHIS212 or AHIS312 or AHST103 or AHST232 or AHST332)

Corequisites

Co-badged status

Unit description

This unit is a study of the history of Rome in the fifth and fourth centuries BCE, from the establishment of the Roman republic to the time of the first Punic War. The work draws on Livy, other literary sources including Plutarch, and to some degree the findings of archaeological research.

## 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:

Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.

Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.

Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.

Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.

Write analytical and argumentative studies relating to important questions in Roman history.

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

## General Assessment Information

Essays should be submitted through turnitin, via the links in the iLearn page.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Minor essay</u></a>	20%	15 August 2016
<a href="#"><u>Major essay</u></a>	30%	21 October 2016
<a href="#"><u>End of session examination</u></a>	50%	As scheduled

### Minor essay

Due: **15 August 2016**

Weighting: **20%**

Answer this question in a brief essay (i.e. shorter than 1000 words, counting footnotes but not counting bibliography):

**How valuable (or otherwise) is Livy's account of the Kaeso Quinctius riots in 463 (Livy 3.11-14) as evidence for the history of Rome in the early republican period?**

This brief essay is set for completion at the beginning of Week 3 of the semester, to help students get an idea of the standard for the unit, and how they are going. Bibliographical suggestions should be drawn from the bibliographies for Weeks 1 and 2. Students should also find relevant ancient sources, and scholarly books and articles, for themselves, since a valuable research skill is developed by doing this.

DO NOT use internet sources of low quality (for example, most of those without a named author would count as being of low quality). The minor essay will be marked and returned as soon as possible. There will be no choice of topic for this essay, in view of how limited the range of work is which has been covered by this stage in the unit.

The Ancient History Department style guide should be followed for all the essays in this unit.

On successful completion you will be able to:

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and

fourth centuries, studied in English translation.

- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

## Major essay

Due: **21 October 2016**

Weighting: **30%**

The major essay should have a maximum length of 2000 words counting footnotes but not counting bibliography.

A greater depth of study and a fuller range of reading are expected in the case of the major essay.

Initial bibliographical suggestions should be drawn from bibliographies in the iLearn unit. Students should also find relevant ancient sources, and scholarly books and articles, for themselves, since a valuable research skill is developed by doing this.

DO NOT use internet sources of low quality (for example, most of those without a named author would count as being of low quality).

Major essay titles:

1. Dionysius of Halicarnassus said that 'History is philosophy learned from examples'. Compare the lessons Dionysius wished to teach in Books 10 and 11 of his *Roman Antiquities* with the lessons Niccolò Machiavelli wished to teach in his *Discourses on the first Decade of Livy*.
2. 'The Vestals', writes Inge Kroppenber, 'represented the living Roman Republic. Their inauguration into the cult of Vesta, the *captio*, was a mythical and ritual process, both violent and sovereign, allowing the *res publica* to experience an immaculate new beginning.'
- In view of the pre-republican origin of the Vestal Virgins, can Kroppenber's view be convincingly maintained?
3. 'Very little in the sources ... prepares us for the universal belief among early modern historians that the *gens* was of surpassing influence in the creation of the early state, and the organisation of its early civic life' (C.J. Smith). Was the *gens* as such ever a key to political power at Rome? If not, how did the *gens* relate to real loci of power?
4. '[The] plebeian model of political performativity ... is already implied by the institutions of

ancient Rome's plebeian democracy as well as certain other premodern republics grounded on differentiated citizenship (whereby the few, though elevated and distinguished from the many, nonetheless endured unique burdens as a condition of this elevation) ...' (J.E. Green)

How powerful is the comparison Green draws between plebeian politics in the Roman republic and the 'plebeianism' which Green defines in the course of arguing that 'something other than the full realization of free and equal citizenship is being practised in contemporary mass liberal–democratic regimes'?

5. 'We must ... turn to Livy and ... try to assess the extent to which the Pontifical Tables and ... other sources ... channelled reliable information into the annalistic tradition. This procedure relies almost entirely on assessing the inherent probability of L.'s evidence and working from there to assessments of the quality of his ultimate sources' (S.P. Oakley).

Is it possible to do actual history under these conditions, or only myth? Focus on one or two historical issues of your choice from Livy 6-10.

6. Outline the types of Roman citizenship and the variety of kinds of citizen communities which existed between 386 and 264. How did modifications in the nature of citizenship, and creation of new citizen and non-citizen communities in the Roman sphere, augment the power of Rome in these years? Give examples.

The Ancient History Department style guide should be followed for all the essays in this unit.

On successful completion you will be able to:

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

## End of session examination

Due: **As scheduled**

Weighting: **50%**

There will be a two-hour exam at the end of semester. There will be a choice of questions, and

students, may choose to answer either two or three.

On successful completion you will be able to:

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.

## Delivery and Resources

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](mailto:onehelp@mq.edu.au) (9850 4357) and *not* the course convener.

### Bibliography

#### *Required*

See *Recommended*. Please do not plan your approach to this unit on the basis of doing the minimum.

#### *Recommended*

##### **Week 1**

##### **Ancient books**

Plutarch *Publicola* <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Publicola.html>

##### **Modern books and articles**

Monica Affortunati and Barbara Scardigli, 'Aspects of Plutarch's *Life of Publicola*' in Philip A.

Stadter, *Plutarch and the Historical Tradition* (London, 1992), 109-131.

Albert J. Ammerman, 'The *comitium* in Rome from the Beginning' *American Journal of Archaeology* 100 (1996), 121-136.

Maria Bonghi Jovino, 'The Tarquinia Project: A Summary of 25 Years of Excavation' *American Journal of Archaeology* 114 (2010), 161-180.

Norman W. DeWitt, 'The Origin of the Roman Forum' *Classical Journal* 14 (1919), 433-440.

C.B.R. Pelling, 'Plutarch's Adaptation of His Source-Material' *Journal of Hellenic Studies* 100 (1980), 127-140.

C.B.R. Pelling, 'Plutarch's Method of Work in the Roman Lives' *Journal of Hellenic Studies* 99 (1979), 74-96.

Tom Stevenson, 'Women of Early Rome as Exempla in Livy, AB Urbe Condita, Book 1' *Classical World* 104 (2011), 175-189.

T.P. Wiseman, 'Roman Republic: Year One' *Greece & Rome* 45 (1998) 19-26.

## Week 2

### Ancient books

Livy 3.11-14: the 'Kaeso Quinctius Handout'

Plutarch *Coriolanus*

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Coriolanus\\*.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Coriolanus*.html)

### Modern books and articles

Monica Affortunati and Barbara Scardigli, 'Aspects of Plutarch's *Life of Publicola*' in Philip A. Stadter, *Plutarch and the Historical Tradition* (London, 1992), 109-131.

Friedrich Balke, 'The Image of Lucretia: On the Creation of Republican Charisma in Livy' *New German Critique* 114 (2011), 35-50.

Seth G. Bernard, 'Continuing the Debate on Rome's Earliest Circuit Walls' *Papers of the British School at Rome* 80 (2012), 1-44.

Aleksandr Koptev, 'Three brothers at the head of archaic Rome: The king and his consuls' *Historia* 2005, 382-423.

Alan D. Lehman, 'The Coriolanus story in antiquity' *Classical Journal* 47 (1952), 329-336

R.M. Ogilvie, 'The Consul of 458 BC' *Hermes* 89 (1961), 379-382.

C.B.R. Pelling, 'Plutarch's Adaptation of His Source-Material' *Journal of Hellenic Studies* 100 (1980), 127-140.

C.B.R. Pelling, 'Plutarch's Method of Work in the Roman Lives' *Journal of Hellenic Studies* 99 (1979), 74-96.

H.J. Rose, 'Patricians and plebeians at Rome' *Journal of Roman Studies* 12 (1922), 106-133

D.A. Russell, 'Plutarch's Life of Coriolanus' *Journal of Roman Studies* 53 (1963), 21-28.

E.T. Salmon, 'Historical Elements in the Story of Coriolanus' *Classical Quarterly* 24 (1930), 96-101.

Israel Shatzman, 'Patricians and Plebeians: the Case of the Veturii' *Classical Quarterly* 23 (1973), 65-77.

### **Week 3**

#### **Ancient books**

- The Twelve Tables (= Document 2)

#### **Modern books and articles**

Inge Kroppenborg, 'Law, Religion, and Constitution of the Vestal Virgins' *Law and Literature* 22 (2010), 418-439.

Clyde Pharr, 'The Interdiction of Magic in Roman Law' *Transactions and Proceedings of the American Philological Association* 63 (1932), 269-295.

James B. Rives, 'Magic in Roman Law: The Reconstruction of a Crime' *Classical Antiquity* 22 (2003), 313-339.

James B. Rives, 'Magic in the XII Tables Revisited' *Classical Quarterly* 52 (2002), 270-290.

J. H. Richardson, 'The Oath *per lovem lapidem* and the Community in Archaic Rome' *Rheinisches Museum für Philologie neue Folge* 153 (2010), 25-42.

H.J. Rose, 'Patricians and Plebeians at Rome' *Journal of Roman Studies* 12 (1922), 106-133.

Saskia T. Roselaar, 'The Concept of *commercium* in the Roman Republic' *Phoenix* 66 (2012), 381-413.

Michael Steinberg, 'The Twelve Tables and their Origins: an Eighteenth-Century Debate' *Journal of the History of Ideas* 43 (1982), 379-396.

### **Week 4**

#### **Ancient books**

Dionysius of Halicarnassus Roman Antiquities Set portion in 'Set Readings' folder in online unit.

Rest at this URL: [http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Dionysius\\_of\\_Halicarnassus/home.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Dionysius_of_Halicarnassus/home.html)

#### **Modern works**

Bruno D'Agostino, 'Image and Society in Archaic Etruria' *Journal of Roman Studies* 79 (1989) 1-10



J.D. Beazley, 'The World of the Etruscan Mirror' *Journal of Hellenic Studies* 69 (1949), 1-17.

D. Cohen, 'The Origin of Roman Dictatorship' *Mnemosyne*, Fourth Series 10 (1957), 300-318.

W.V. Harris, 'A Note on the Roman Conquest of Etruria' *Historia: Zeitschrift für Alte Geschichte* 22 (1973), 356-358

W.V. Harris, 'Roman Foedera in Etruria' *Historia: Zeitschrift für Alte Geschichte* 14 (1965), 282-292.

H. Hill, 'Dionysius of Halicarnassus and the Origins of Rome' *Journal of Roman Studies* 51 (1961), 88-93.

Charles King, 'The Organization of Roman Religious Beliefs' *Classical Antiquity* 22 (2003), 275-312.

Eugene S. McCartney, 'The Military Indebtedness of Early Rome to Etruria' *Memoirs of the American Academy in Rome* 1 (1915/1916), 121-167.

Irene Peirano, 'Hellenized Romans and Barbarized Greeks. Reading the End of Dionysius of Halicarnassus' *Antiquitates Romanae' Journal of Roman Studies* 100 (2010), 32-53.

R.J.H. Shutt, 'Dionysius of Halicarnassus' *Greece & Rome* 4 (1935), 139-150.

J.B. Ward Perkins, 'Etruscan and Roman Roads in Southern Etruria' *Journal of Roman Studies* 47 (1957), 139-143.

## **Week 5**

### **Ancient books**

Livy 6 set passage

### **Modern books and articles**

Niccolò Machiavelli *Discourses on the First Decade of Livy*, chapter 22. (Link called 'Machiavelli selection' in online unit)

Michelle T. Clarke, 'The Virtues of Republican Citizenship in Machiavelli's

*Discourses on Livy' Journal of Politics* 75 (2013), 317–329.

A.W. Lintott, 'The Tradition of Violence in the Annals of the Early Roman Republic' *Historia: Zeitschrift für Alte Geschichte* 19 (1970), 12-29.

K.W. Meiklejohn, 'Roman Strategy and Tactics from 509 to 202 B. C.' *Greece & Rome* 7 (1938), 170-178.

Carl Roebuck, 'A Search for Political Stability: Machiavelli's "Discourses on Livy"' *Phoenix* 6 (1952), 52-65.

Veil Rosenberger, 'The Gallic Disaster' *Classical World* 96 (2003), 365-373.

Lorne H. Ward, 'Roman Population, Territory, Tribe, City, and Army Size from the Republic's

Founding to the Veientane War, 509 B.C.-400 B.C.' *American Journal of Philology* 111 (1990), 5-39.

## Week 6

### Ancient books

Plutarch Camillus set passage.

### Modern books and articles

F. E. Adcock, 'Consular Tribunes and Their Successors' *Journal of Roman Studies* 47 (1957), 9-14.

Ann Boddington, 'The Original Nature of the Consular Tribunate' *Historia: Zeitschrift für Alte Geschichte* 8 (1959), 356-364.

Robert Vincent Cram, 'The Roman Censors' *Harvard Studies in Classical Philology* 51 (1940), 71-110.

Kurt Latte, 'The Origin of the Roman Quaestorship' *Transactions and Proceedings of the American Philological Association* 67 (1936), 24-33.

K.W. Meiklejohn, 'Roman Strategy and Tactics from 509 to 202 B. C.' *Greece & Rome* 7 (1938), 170-178.

Arnaldo Momigliano, 'Camillus and Concord' *Classical Quarterly* 36 (1942), 111-120.

Lorne H. Ward, 'Roman Population, Territory, Tribe, City, and Army Size from the Republic's Founding to the Veientane War, 509 B.C.-400 B.C.' *American Journal of Philology* 111 (1990), 5-39.

## Week 7

### Modern books and articles

Jeremy Armstrong, "'Bands of Brothers": Warfare and Fraternity in Early Rome' *Journal of Ancient History* 1 (2013), 53-69.

Aislinn Melchior, 'Caesar in Vietnam: Did Roman Soldiers Suffer from Post-Traumatic Stress Disorder?' *Greece & Rome* 58 (2011), 209-223.

Philip Sabin, 'The Face of Roman Battle' *Journal of Roman Studies* 90 (2000), 1-17.

E. Stuart Staveley, 'Provocatio during the Fifth and Fourth Centuries B.C.' *Historia: Zeitschrift für Alte Geschichte* 3 (1955), 412-428.

## Week 8

### Ancient books

Plutarch *Roman Questions* set passage.

### **Modern books and articles**

Kurt von Fritz, 'The Reorganisation of the Roman Government in 366 B.C. and the So-Called Licinio-Sextian Laws' *Historia: Zeitschrift für Alte Geschichte* 1 (1950), 3-44.

Andrew Lintott, 'Electoral Bribery in the Roman Republic' *Journal of Roman Studies* 80 (1990), 1-16.

P. L. MacKendrick, 'Roman Colonization' *Phoenix* 6 (1952), 139-146.

E.T. Salmon, 'Rome and the Latins: I' *Phoenix* 7 (1953), 93-104.

E.T. Salmon, 'Rome and the Latins: II' *Phoenix* 7 (1953), 123-135.

Walter Scheidel, 'Human Mobility in Roman Italy, I: The Free Population' *Journal of Roman Studies* 94 (2004) 1-26.

## **Week 9**

### **Ancient books**

Livy *History of Rome* 8 (Document 7) in set documents collection

### **Modern books and articles**

Clifford Ando, 'Was Rome a Polis?' *Classical Antiquity* 18 (1999), 5-34.

Tenney Frank, 'Rome's First Coinage' *Classical Philology* 14 (1919), 314-327.

David Konstan, 'Patrons and Friends' *Classical Philology* 90 (1995), 328-342.

S.J. Northwood, 'Asconius' Fifty-three Roman Colonies: a Regal Solution' *Classical Quarterly* 58 (2008), 353-356.

Robert E.A. Palmer, 'The Censors of 312 B.C. and the State Religion' *Historia: Zeitschrift für Alte Geschichte* 14 (1965), 293-324.

Saskia T. Roselaar, 'Assidui or proletarii? Property in Roman Citizen Colonies and the *vacatio militiae*' *Mnemosyne* 62 (2009), 609-623.

E.T. Salmon, 'Roman Expansion and Roman Colonization in Italy' *Phoenix* 9, (1955), 63-75.

## **Week 10**

### **Ancient books**

Livy *History of Rome* 10 (Document 8) in set documents collection

### **Modern books and articles**

Jan M. Libourel, 'A Battle of Uncertain Outcome in the Second Samnite War' *American Journal of Philology* 94 (1973), 71-78.

S.P. Oakley, 'Single Combat in the Roman Republic' *Classical Quarterly* 35 (1985), 392-410.

Robert E.A. Palmer, 'The Censors of 312 B.C. and the State Religion' *Historia: Zeitschrift für Alte Geschichte* 14 (1965), 293-324.

R. Ross Holloway, 'A Cover-Up in Early Roman History: Fabia Minor and the Sextian-Licinian Reforms' *Classical Journal* 109 (December 2013-January 2014), 139-146.

E.T. Salmon, 'The Resumption of Hostilities after the Caudine Forks' *Transactions and Proceedings of the American Philological Association* 87 (1956), 98-108.

E. Stuart Staveley, 'The Political Aims of Appius Claudius Caecus' *Historia: Zeitschrift für Alte Geschichte* 8 (1959), 410-433.

## **Week 11**

### **Ancient books**

Plutarch *Pyrrhus* (Document 9) in set documents collection

### **Modern books and articles**

T. Corey Brennan, 'M.' Curius Dentatus and the Praetor's Right to Triumph' *Historia: Zeitschrift für Alte Geschichte* 43 (1994), 423-439.

J.H. Corbett, 'Rome and the Gauls 285-280 B.C.' *Historia: Zeitschrift für Alte Geschichte* 20 (1971), 656-664.

Mary R. Lefkowitz, 'Pyrrhus' Negotiations with the Romans, 280-278 BC' *Harvard Studies in Classical Philology* 64 (1959), 147-177.

M. Gwyn Morgan, 'The Defeat of L. Metellus Dentatus at Arretium' *Classical Quarterly* 22 (1972), 309-325.

## **Week 12**

### **Modern books and articles**

T. Corey Brennan, 'M.' Curius Dentatus and the Praetor's Right to Triumph' *Historia: Zeitschrift für Alte Geschichte* 43 (1994), 423-439.

J.H. Corbett, 'Rome and the Gauls 285-280 B.C.' *Historia: Zeitschrift für Alte Geschichte* 20 (1971), 656-664.

B. Dexter Hoyos, 'Treaties True and False: The Error of Philinus of Agrigentum' *Classical Quarterly* 35 (1985), 92-109.

Roman Roth, 'Pyrrhic Paradigms: Ennius, Livy and Ammianus Marcellinus' *Hermes* 138 (2010), 171-195.

## Week 13

### Ancient books

Polybius 1.5.1-10.9 (Document 10) in set documents collection

### Modern books and articles

Arthur M. Eckstein, 'Polybius, "the Treaty of Philinus", and Roman Accusations against Carthage' *Classical Quarterly* 60 (2010), 406-426.

B. Dexter Hoyos, 'The Roman-Punic Pact of 279 B.C.: Its Problems and Its Purpose' *Historia: Zeitschrift für Alte Geschichte* 33 (1984), 402-439.

B. Dexter Hoyos, 'Treaties True and False: The Error of Philinus of Agrigentum' *Classical Quarterly* 35 (1985), 92-109.

F.W. Walbank, 'Polybius, Philinus, and the First Punic War' *Classical Quarterly* 39 (1945), 1-18.

## Unit Schedule

Classes: Mondays and Tuesdays 12.00-1.00, W5C220

No.	Date	Time	Topic
1	1 August	12.00	Royal Rome and its downfall
2	2 August	12.00	Evidence for Rome in the early republic
3	8 August	12.00	Praetors (= consuls) and dictators
4	9 August	12.00	Plutarch <i>Publicola</i> (Document 1)
5	15 August	12.00	Patricians and plebeians in the fifth century
6	16 August	12.00	The Twelve Tables (Document 2), plus Religion (and law) in the early republic, incl. the Black Stone
7	22 August	12.00	<i>Dionysius of Halicarnassus Roman Antiquities</i> (Document 3)
8	23 August	12.00	Coriolanus and the Volscians; the Fabii, the Etruscans and the Cremera; and the <i>foedus Cassianum</i> .
9	29 August	12.00	The Roman clan; plus Livy <i>History of Rome</i> 6 (Document 4)
10	30 August	12.00	Macchiavelli's <i>Discourses</i>

11	5 September	12.00	Etruscan life, Etruscan art
12	6 September	12.00	Etruscans, Romans and Celts
13	12 September	12.00	Plutarch <i>Camillus</i> (Document 5)
14	13 September	12.00	The Roman army
15	3 October	12.00	Rome and the Latins (1)
16	4 October	12.00	Rome and the Latins (2) plus <i>Plutarch Roman Questions</i> (Document 6)
17	10 October	12.00	Roman years, months, days and <i>fasti</i>
18	11 October	12.00	Women at Rome; Roman slavery
19	17 October	12.00	Livy <i>History of Rome</i> 8 (Document 7)
20	18 October	12.00	Patrons and clients
21	24 October	12.00	Rome and the Samnites (1)
22	25 October	12.00	Livy <i>History of Rome</i> 10 (Document 8)
23	31 October	12.00	Rome and the Samnites (2)
24	1 November	12.00	Plutarch <i>Pyrrhus</i> (Document 9)
25	7 November	12.00	Rome and Greece, Greece and Rome
26	8 November	12.00	Polybius 1.5.1-10.9 (Document 10)

## Learning and Teaching Activities

### Listen to lectures

In the classroom or on Echo360

### Study primary sources

Use iLearn plus library study

### Study modern learned literature

Use bibliographies and e-reserve, plus library study

## Find and study additional relevant literature beyond material in bibliographies

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](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).

### How to submit your work

Written work must be submitted by internal students through the Arts Student Centre (via the AHIS assignment box) on Level 1, W6A. External students submit work through the Centre for Open Education. Students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is generated from the student section of the Faculty of Arts website at:

[http://www.arts.mq.edu.au/current\\_students/undergraduate/admin\\_central/coversheet](http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet)

Please provide your student details and click the *Get my assignment coversheet* button to generate your personalized assignment cover sheet.

### *Extensions*

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

If you need an extension ask for it before hand-in time. Unless of minimal duration, extensions can only be granted for documented medical reasons or on documented compassionate grounds.

### **Pass mark**

To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.

### **Criteria and standards for grading against which individual assessment tasks will be judged**



<b>Knowledge, approach &amp; argument</b>	<b>HD</b>	<b>D</b>	<b>Cr</b>	<b>P</b>	<b>F</b>
<b>Knowledge of relevant subject matter</b>	Extensive knowledge of relevant subject matter	Thorough knowledge of relevant subject matter	Substantial knowledge of relevant subject matter	Sound knowledge of relevant subject matter	Little or no knowledge of relevant subject matter
<b>Mastery of appropriate techniques and methodologies</b>	Mastery of appropriate techniques and methodologies	Thorough application of techniques and methodologies	Substantial evidence of knowledge of appropriate techniques and methodologies	Some evidence of knowledge of appropriate techniques and methodologies	Little or nor evidence of knowledge of appropriate techniques and methodologies
<b>Your argument</b>	Consistent evidence of deep and critical thinking; substantial originality	Clear evidence of deep and critical thinking.	Some evidence of deep and critical thinking	Sufficient evidence of some critical thinking	Little or no evidence of critical thinking
<b>Competing arguments</b>	Competing arguments mastered; some success in attempting to go beyond scholarship	Competing arguments mastered; attempt to go beyond scholarship	Substantial evidence of knowledge of competing arguments; arguments reported rather than analysed	Some evidence of knowledge of competing arguments, but this not integrated into your argument	No evidence of knowledge of competing arguments
<b>Sources &amp; their use</b>	<b>HD</b>	<b>D</b>	<b>Cr</b>	<b>P</b>	<b>F</b>
<b>Use of ancient sources</b>	Extensive and critical use of ancient sources	Thorough and critical use of ancient sources	Substantial use of ancient sources; some uncritical use	Sufficient use of ancient sources; substantial uncritical use	Very little or no use of ancient sources
<b>Use of modern scholarship</b>	Extensive and critical use of modern scholarship	Thorough and critical use of modern scholarship	Substantial use of modern scholarship; some uncritical use	Sufficient use of modern scholarship; substantial uncritical use	Little or no use of modern scholarship; uncritical use.
<b>Citation of sources</b>	Approved system used consistently	Approved system used consistently	Approved system used consistently	Approved system used, but not used consistently	No attempt to use approved system or no citation [plagiarism]

<b>Style, presentation and language</b>	<b>HD</b>	<b>D</b>	<b>Cr</b>	<b>P</b>	<b>F</b>
<b>English language: grammar</b>	Excellent use of English language throughout	Excellent use of English language	Proficient use of English; some minor errors eg in use of apostrophe	Generally sound use of English; consistent minor errors	Substantial inappropriate or ungrammatical use of English
<b>English language: spelling</b>	Spelling correct throughout	Spelling correct throughout	Spelling mostly correct throughout; some inconsistency eg in treatment of foreign language words in English	Minor spelling mistakes but otherwise sound	Spelling poor
<b>Structure of argument</b>	Argument structure excellent	Argument well structured	Argument has proficient structure	Argument has clear structure	Little or no structure to argument
<b>Length of paper</b>	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Not within limits set for this assignment
<b>Presentation</b>	Well presented	Well presented	Well presented	Well presented	Poor presentation: eg untidy and difficult to read

## 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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.

### Assessment tasks

- Minor essay
- Major essay
- End of session 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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.

## Assessment tasks

- Minor essay
- Major essay
- End of session examination

## 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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman

history.

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

## 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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.

## Assessment tasks

- Minor essay
- Major essay
- End of session 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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.

## Assessment tasks

- Minor essay
- Major essay
- End of session examination

## Problem Solving and Research Capability

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

This graduate capability is supported by:

## Learning outcomes

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman

history.

## Assessment tasks

- Minor essay
- 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

- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

## Assessment tasks

- Minor essay
- Major essay
- End of session 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

- Demonstrate understanding and retention of information from primary sources relating to

Rome in the fifth and fourth centuries BC.

- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

### Assessment tasks

- Minor essay
- Major essay
- End of session examination

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.



## Assessment tasks

- Minor essay
- Major essay
- End of session examination