



AHIX820

The Athenian Empire 510-404 BC

S1 OUA 2017

Dept of Ancient History

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Paul McKechnie

paul.mckechnie@mq.edu.au

Gil Davis

gil.davis@mq.edu.au

Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides an in-depth study of Athens and its empire in the fifth century BC, commencing with Cleisthenes' reforms. Athens' role in the Persian wars will be discussed, and the evidence (documentary and literary) for the Delian League will be studied from the foundation of the league until its dissolution with the defeat of Athens in the Peloponnesian War. All enrolment queries should be directed to Open Universities Australia (OUA): see

www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

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

Understand and remember primary source based information relating to Athens 510-404 BC.

Study and interpret primary literary sources relating to Athens 510-404 BC, in English translation.

Study and interpret published archaeological data relating to Athens and Greece 510-404 BC.

Read and evaluate modern academic studies of Athens and the Athenian empire, in English.

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

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Minor essay	20%	No	Week 5
Major essay	40%	No	Week 10
Take-home examination	40%	No	Week 13

Minor essay

Due: **Week 5**

Weighting: **20%**

Write an essay (word-limit 1500 words including footnotes but not including bibliography list) on one of the four titles given below.

1.

‘Herodotus’ emphasis is on demonstrating the inadequacy of simple slogans to do justice to the reality of a complex piece of history and complex motivations’, writes Emily Baragwanath. How helpful, or otherwise, for historical purposes, is Herodotus’ account of the end of the Athenian tyranny?

2.

‘Cleisthenes knew that there could be no turning back to rule by aristocratic faction—or at least he saw that any attempt to turn back the clock would bring on a bloodbath and make effective resistance to Sparta impossible’, writes Josiah Ober. Is he right to make a connection between Cleisthenes’ changes at Athens and ‘resistance to Sparta’?

3.

(As Donald Lateiner asks) Can a historically sound and convincing narrative [of the Ionian Revolt] be recovered from [Herodotus’] narrative?

4.

Was Ephialtes (as T.E. Rihll phrases it) ‘the man who finished what Solon began and Kleisthenes pushed forward’?

Whichever title you choose, use the Department of Ancient History Style Guide, and see the assessment section in the iLearn site for further hints. Submit your essay by 5 p.m. on Friday of Week 5 through Turnitin.

Two extra hints:

1. Don't refer to the works of ancient authors by giving the page number in an English translation. Always use instead the book, chapter and section numbers in the text. Some of the translations you find online may not have proper numbering, e.g. in Internet Classics Archive (<http://classics.mit.edu/Browse/>); but if you're reading your ancient source online, try to use a site which does have numbering, e.g. Lacus Curtius (<http://penelope.uchicago.edu/Thayer/E/home.html>) or Perseus Project (http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html).
2. Don't give strings of identical footnotes. Whoever is marking your essay will not be impressed by you scoring fifty footnotes, or even a century. If you are referring more than once to the same page of the same book, consider grouping reference into one footnote, probably at the end of the paragraph. Or if something is so good that it has to be referred to four or five times, why not copy it in as a quotation, then add your discussion?

On successful completion you will be able to:

- Understand and remember primary source based information relating to Athens 510-404 BC.
- Study and interpret primary literary sources relating to Athens 510-404 BC, in English translation.
- Study and interpret published archaeological data relating to Athens and Greece 510-404 BC.
- Write analytical and argumentative studies relating to important questions in Greek history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Major essay

Due: **Week 10**

Weighting: **40%**

Write an essay (word-limit 3000 words including footnotes but not including bibliography list) on one of the four titles given below.

1.

How important were the Megarian decrees as compared with other causes of the Peloponnesian War?

2.

M.H.B. Marshall writes that 'Thucydides' dislike of Cleon, contrasting with his favour for Pericles, is despite considerable similarity in their actual policies.' Is this fair comment?

3.

'Our author may not be a great thinker and he is certainly not a stylist. But he gives us a unique view on the Athenian democracy from the period not long before it faced its crisis and was temporarily overthrown. The brief rule of the Four Hundred and the early transition from a compromise government to full democracy curiously and impressively confirms the main thesis of the anonymous work', writes H.B. Mattingly.

How strong is Mattingly's case for a late dating of pseudo-Xenophon's *Constitution of the Athenians*?

4.

About the Melian Dialogue, A.B. Bosworth writes, 'For the Athenians the Melian position is the ultimate triumph of hope over expediency, and the appeals to justice are simply an evasion of reality. ... For many scholars this exemplifies the degeneration of moral terminology ...; in their opinion the Athenians rewrite the language of moral discourse to serve their immediate interests. On the contrary I would argue that the Athenians use highly traditional arguments and it is the Melian position which is sophistical.'

Has Bosworth taken his provocative argument so far that it fails to make sense?

Whichever title you choose, use the Department of Ancient History Style Guide, and see the assessment section in the iLearn site for further hints. Submit your essay by 5 p.m. on Friday of Week 10 through Turnitin. For two further hints, see under Minor Essay.

On successful completion you will be able to:

- Understand and remember primary source based information relating to Athens 510-404 BC.
- Study and interpret primary literary sources relating to Athens 510-404 BC, in English translation.
- Study and interpret published archaeological data relating to Athens and Greece 510-404 BC.
- Read and evaluate modern academic studies of Athens and the Athenian empire, in English.
- Write analytical and argumentative studies relating to important questions in Greek history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Take-home examination

Due: **Week 13**

Weighting: **40%**

A take-home examination will be set. Four questions must be answered. The word-length for answers to the exam as a whole is 2,500 words, so that each answer should be approximately 625 words long. Some leeway is allowed on length, but there will be no extra marks for long answers.

The take-home examination is not another essay. Footnoting should not be used, and bibliographies should not be given. What is required is a set of well thought out but relatively brief answers to analytical questions drawn from across the ideas and events dealt with in the unit. The idea is that it should be possible to do the take-home exam in three hours, although there is no way of checking that a student does not spend four or five hours writing the answers: note again that there will be no credit for extra length.

The questions for the take-home examination will be made available in the iLearn unit during Week 13 of the Session.

Submit your answers by 5 p.m. on Friday of Week 13 through Turnitin.

On successful completion you will be able to:

- Understand and remember primary source based information relating to Athens 510-404 BC.
- Write analytical and argumentative studies relating to important questions in Greek history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Delivery and Resources

Introduction

Pericles said:

‘I would have you day by day fix your eyes upon the greatness of Athens, until you become filled with the love of her; and when you are impressed by the spectacle of her glory, reflect that this empire has been acquired by men who knew their duty and had the courage to do it.’

Athens in the fifth century BC was the world’s first democracy, and defeated the Persian invasion of Greece in 480-79. Afterwards, it became the hub of an empire whose spokes were around eastern Greece and the west of Asia Minor. The Athenians acted on the thesis that (as Clifford Orwin writes), ‘Every city is constrained to pursue its own safety, honor, and profit to the detriment of those of other cities: only when its appetite for these is glutted to the point of empire

can it reasonably (and thus justly) be expected to study justice’.

In this unit the seventy-four year history of the Athenian empire is scrutinized: how it took shape, how it worked, where the money came from. Near the end, the war in which Sparta took down the Athenian empire is examined, and finally, there is a look at what the post-imperial future held for the Athenians.

Required and recommended texts and/or materials

Books can be obtained from <http://www.coop.com.au>

This unit guide does not endorse Co-op Books (but for some reason I am required to mention the shop).

Required Reading

Clifford Orwin, *The Humanity of Thucydides* (Princeton, Princeton University Press, 1994: ISBN 0691034494)

J.M. Moore, *Aristotle and Xenophon on democracy and oligarchy* (London, Hogarth Press, 1983: ISBN 0701127031)

These books should be bought if circumstances allow. Please note that I do not care if you *buy* a book or read it in a library or via some other low-cost method. **DO NOT, therefore, contact me and ask me if it is necessary to buy the set books.** They are set books for a reason: but I am not the author and I do not make a cent on sales. I want you to study these books, not enrich the literary-industrial complex. If you are short of money I can't help.

Late submission of work

Late submission of written work will result in **a deduction of 10% of the mark awarded** for each week or part of a week beyond the due date, or date to which an extension has been granted.

Extensions

The granting of extensions of up to one week are at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week is subject to the university's Disruptions Policy (Read the policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html).

Disruption to Studies

If you require an extension of longer than seven (7) days you will be required to submit a 'Disruption to Studies' Notification. Please follow the procedure below:

1. Visit <https://ask.mq.edu.au/account/forms/display/disruptions> and use your OneID to log in.
2. Select your OUA unit code from the drop down list and fill in your relevant details. *Note:*

A notification needs to be submitted for each unit you believe is affected by the disruption.

3. Click "Submit form".
4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents
5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Please ensure that supporting documentation is included with your request. The Macquarie Professional Authority form is the preferred document (though not the only one allowed): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/disruption-to-studies/media/Form_Disruption-to-Studies_PAF.pdf

Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification.

Your request will be considered once all the documentation has been received.

If you have issues, please contact your convenor via the dialogue tool immediately.

Extensions are granted **only** on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. Work submitted after 3 weeks beyond the due date, or the date after which an extension has been given, will not be accepted. If you are having problems completing an assignment, please contact the tutor as early as possible.

OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

Applications for Special Circumstances are to be submitted to Open Universities Australia directly.

<https://www.open.edu.au/public/student-admin-and-support/student-support-services/special-circumstances>

Unit webpage and technology used and required

Online units can be accessed at: <http://ilearn.mq.edu.au/>

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please **do not contact teaching staff** for any further, more specific computer requirements. onehelp@mq.edu.au is the resource to use for help with all computer problems. Consult the OUA website for more detailed information on technology requirements:

<http://www.open.edu.au/public/future-students/getting-started/computer-requirements>

University Grading Policy

<http://www.mq.edu.au/policy/docs/grading/policy.html>

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Procedure on on Individual Assessment Grade Review, Unit Grade Review, Appeals Against Grades and Special Circumstances can be found at http://www.mq.edu.au/courses/open_universities_australia/download_forms/

What marks are given for

Ancient History

Below is the rubric applicable to all work handed in in this unit. Other rubrics will not be supplied.

Grade Descriptors

<i>Knowledge, approach & argument</i>	HD	D	Cr	P	F
Knowledge of relevant subject matter	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
Mastery of appropriate techniques and methodologies	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 no evidence of knowledge of appropriate techniques and methodologies

Your argument	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
Competing arguments	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
Sources & their use	HD	D	Cr	P	F
Use of ancient sources	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
Use of modern scholarship	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.
Citation of sources	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]

Style, presentation and language	HD	D	Cr	P	F
English language: grammar	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
English language: spelling	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
Structure of argument	Argument structure excellent	Argument well structured	Argument has proficient structure	Argument has clear structure	Little or no structure to argument

Length of paper	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
Presentation	Well presented	Well presented	Well presented	Well presented	Poor presentation: eg untidy and difficult to read

Academic honesty / Plagiarism

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement: <http://www.mq.edu.au/ethics/ethic-statement-final.html>.

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.
- The work has not been submitted in whole or in part to any previous course or institution (including MQ).

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty Policy which is available at Macquarie University's Policy Central website.

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Student support services

Macquarie University provides a range of Student Support Services. Details of these services can be accessed at:

Student Advocacy and Support Services: http://students.mq.edu.au/support/health_and_wellbeing/student_advocacy_and_support/ or

Campus Wellbeing & Support Services: http://students.mq.edu.au/support/health_and_wellbeing/

Online Learning Support

It is highly recommended that before you begin this unit of study you acquaint yourself the **Online Learning Support** resources available at this website - http://www.mq.edu.au/courses/open_u

[universities_australia/welcome_to_online_learning/welcome_to_online_learning/](#)

It will provide you with an orientation to learning online, information about your assessment tasks, instructions on how to make use of the unit's resources, as well as an awareness of the various support services available to you. Please take some time to explore the links in this website before commencing your study.

Macquarie University would like to do as much as we can to help you succeed in your studies with Macquarie via OUA. To do that, we are providing a list of services you may need to access from time to time. Please see our [Support Services Website](#) for further details.

If you have any issues or questions please submit an enquiry via <http://ask.mq.edu.au>

Unit Schedule

Week 1	1	The overthrow of the Athenian tyrants
	2	Cleisthenes' Athenian revolution: Athenian democracy instituted
Week 2	3	Athens and Persia: the Ionian Revolt
	4	Athens in the 490s; Marathon
Week 3	5	Athens in the 480s; Xerxes' invasion of Greece
	6	Aeschylus' <i>Persians</i>
Week 4	7	Aristides and the Delian League
	8	Cimon and the Fourth Persian War

Week 5	9	The Ephialtic revolution: Athenian democracy radicalized
	10	How democratic Athens worked 1: justice
Week 6	11	How democratic Athens worked 2: bureaucracy
	12	The Athenian Tribute Lists; how the empire was paid for
Week 7	13	Athens on land: the 'First Peloponnesian war'
	14	Monuments to the democratic order: the Acropolis and Agora
Week 8	15	Who started it?
	16	The Periclean strategy and the phony war
Week 9	17	Pylos, Sphacteria, Delium; Brasidas
	18	The many and the few 1: the Old Oligarch
Week 10	19	The many and the few 2: Athenian democracy theorized
	20	The Peace of Nicias and the Melian dialogue: the iron hand of democratic Athens

Week 11	21	The Sicilian Expedition 1: the insane genius of Alcibiades
	22	The Sicilian Expedition 2: the eclipse of an Athenian gentleman
Week 12	23	The Ionian war 411-405
	24	Conon and the battle of Aegospotami
Week 13	25	Lysander takes over
	26	<i>Democratia redux</i> : the archonship of Euclides and after

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure
<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable

2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student 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

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

- Understand and remember primary source based information relating to Athens 510-404 BC.
- Study and interpret primary literary sources relating to Athens 510-404 BC, in English translation.
- Study and interpret published archaeological data relating to Athens and Greece 510-404 BC.
- Read and evaluate modern academic studies of Athens and the Athenian empire, in English.
- Write analytical and argumentative studies relating to important questions in Greek history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Minor essay
- Major essay
- Take-home examination

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

- Understand and remember primary source based information relating to Athens 510-404 BC.

- Study and interpret primary literary sources relating to Athens 510-404 BC, in English translation.
- Study and interpret published archaeological data relating to Athens and Greece 510-404 BC.
- Read and evaluate modern academic studies of Athens and the Athenian empire, in English.
- Write analytical and argumentative studies relating to important questions in Greek history.

Assessment tasks

- Minor essay
- Major essay
- Take-home examination

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

- Understand and remember primary source based information relating to Athens 510-404 BC.
- Study and interpret primary literary sources relating to Athens 510-404 BC, in English translation.
- Study and interpret published archaeological data relating to Athens and Greece 510-404 BC.
- Read and evaluate modern academic studies of Athens and the Athenian empire, in English.
- Write analytical and argumentative studies relating to important questions in Greek history.

Assessment tasks

- Minor essay
- Major essay
- Take-home examination

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

- Study and interpret primary literary sources relating to Athens 510-404 BC, in English translation.
- Study and interpret published archaeological data relating to Athens and Greece 510-404 BC.
- Read and evaluate modern academic studies of Athens and the Athenian empire, in English.
- Write analytical and argumentative studies relating to important questions in Greek history.

Assessment tasks

- Minor essay
- Major essay

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

- Write analytical and argumentative studies relating to important questions in Greek history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Minor essay
- Major essay
- Take-home examination

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

- Study and interpret primary literary sources relating to Athens 510-404 BC, in English translation.
- Study and interpret published archaeological data relating to Athens and Greece 510-404 BC.
- Read and evaluate modern academic studies of Athens and the Athenian empire, in English.
- Write analytical and argumentative studies relating to important questions in Greek history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Minor essay
- Major essay
- Take-home examination