AHIS204

Philip II, Alexander the Great, and the Macedonian Empire

S1 Day 2018

Dept of Ancient History

Contents

General Information

Unit convenor and teaching staff Ian Worthington ian.worthington@mq.edu.au
Credit points 3
Prerequisites 12cp at 100 level or above
Corequisites
Co-badged status
Unit description This course deals with Greek history from 359 to 323 BC (reigns of Philip II and Alexander the Great), as well as Alexander's exploits in Asia and Athenian domestic & foreign policy. Alexander (r. 336-323 BC) is one of the best known figures from antiquity, and continues to find his way into more recent history as well as pop culture. But why was he 'great' and does he deserve that epithet? What did he achieve, how did he achieve it, and what did he owe to his father Philip? We will also study various controversies associated with Alexander, such as his pretensions to personal divinity, the 'unity of mankind' theory, and the historical vs. legendary Alexander, as well as consider his failings as a king, commander, and man, and his legacy compared to that of Philip.

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:

consolidate knowledge in relation to the historical processes and fundamental historical developments in ancient history

develop more sophisticated research skills

articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to a higher level

formulate arguments and articulation of ideas to an advanced level

appreciate the larger issues that engage historians of the ancient world and of the

      learning experiences encountered in the Ancient History Major as well as see the

      connections between the ancient world and the modern

      be open to new approaches and different arguments that might make you rethink your

      previous positions, so learn to have an open mind

General Assessment Information

1) You MUST submit **ALL THREE** pieces of written work in order to pass the course.

2) **LATE PENALTY**: 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.

3) **IMPORTANT NOTE ON FINAL MARKS**: The department has moved to include the following statement concerning all of its courses with respect to the marks you receive for work during the session: 'that the marks given are indicative only; final marks will be determined after moderation'.

Assessment Tasks

Name	Weighting	Hurdle	Due
1st tutorial essay	20%	No	Week 6
2nd tutorial essay	20%	No	Week 11
Research Essay	60%	No	Week 13

1st tutorial essay

Due: **Week 6**
Weighting: **20%**

Select ONE of the tutorial essays on Philip that are given in the individual tutorials (see the topics in the various weeks of the unit). The choice is yours as long as you submit each one by its due time and date!

Each essay should be roughly 750-1,000 words, double-spaced, size 12 font throughout; see the tutorial essay marking rubric on how to write them.

As with the long essay, you must cite and quote from the relevant ancient sources in Heckel and Yardley, *Alexander the Great. Historical Sources in Translation* to support and expand on your points.

On successful completion you will be able to:

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2nd tutorial essay

Due: **Week 11**
Weighting: **20%**

Select ONE of the tutorial essays on Alexander that are given in the individual tutorials (see the topics in the various weeks of the unit). The choice is yours as long as you submit each one by its due time and date!

Each essay should be roughly 750-1,000 words, double-spaced, size 12 font throughout; see the tutorial essay marking rubric on how to write them.

As with the long essay, you must cite and quote from the relevant ancient sources in Heckel and Yardley, *Alexander the Great. Historical Sources in Translation* to support and expand on your points.

On successful completion you will be able to:
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Research Essay

Due: **Week 13**
Weighting: **60%**

Write an essay on any ONE of the questions given below. It must be approx. 2,000 words, double-spaced, size 12 font, throughout. On a separate page at the end provide a bibliography listing all works consulted (this page is not included in the page count). Put your name and question number at the top of p. 1 otherwise I will assume you are answering the first question and will grade accordingly. Follow the long essay writing rubric carefully. Always give specific examples to support your answers.

In your answers, you must (1) consult, cite, and quote from relevant books and essays (in edited books) to your topics in the unit readings AND at least 3 modern books and/or journal articles that are not in the unit readings but which you found through your own research, and (2) cite and quote from the relevant ancient sources in Heckel and Yardley, *Alexander the Great. Historical Sources in Translation* to support and expand on your points.

If you do not follow the above guidelines, your essay is likely to be failed.

Submit by the due time and date or penalties for lateness will be applied. To ensure you are no track for timely completion consult the 'How to Manage your Time and Write the Long Essay' section.

1. 'Without Philip, no Alexander the Great': true or false, do you think?

2. Why did Philip show a different attitude to the Athenians than to the other Greeks throughout his reign?

3. To what extent (if any) can the problems Alexander faced in dealing with a diverse subject population and the strategies he took to what might be called 'nation building' shed light on contemporary events in culturally dissimilar regions of the world?

4. Clausewitz in *On War* defined strategy as 'the employment of battle to gain the end in war; it must therefore give an aim to the whole military action, which must be in accordance with the object of the war'. To what extent is this true of both Alexander's strategy in Asia and the invasion adhering to its objectives as originally endorsed by the League of Corinth?

5. 'To us, Alexander's claim to divinity may seem like megalomania, even madness. But in the context of the traditions and beliefs of his own age, it could be seen by many, and it certainly was by Alexander himself, as reasonable and justified, by virtue of his divine birth, his superhuman *aretê* and achievements, and the approbation of his father Zeus': E. Fredricksmeyer, 'Alexander's Religion and Divinity', in the *Brill Companion to Alexander the Great,* at p. 278. Discuss the validity of this claim as it affects Alexander's pretensions to personal divinity.

6. 'There is little that can be said to approximate to careful premeditated policy [of a fusion of the races]: rather Alexander seems to have reacted promptly to the various challenges confronting

him during his reign. The result is piecemeal and certainly less romantic than a visionary policy of fusion and conciliation but it is far truer to the evidence as it stands': A.B. Bosworth, 'Alexander and the Iranians', in the *Alexander Reader,* at p. 304. Discuss the validity of Bosworth's claim that Alexander was always the pragmatist and never the idealist.

7. A topic of your choosing, but confer with me well in advance to assist with, and approve, your choice.

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Delivery and Resources

DELIVERY SCHEDULE, METHOD, UNIT WEBPAGE, TECHNOLOGY USED, SKILLS REQUIRED

Schedule: Internal: Campus Sessions (Weeks 1-13) - mandatory. External: listen to lectures and online decision form (not marked).

Method: AHIS204 is delivered in blended mode as a Macquarie University unit of study.

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

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

Please contact IT staff (not Ian Worthington!) for any further, more specific, requirements, to do with technology.

Times and Locations for Lectures and Tutorials:

Lectures are weekly on Thursdays at 1.00-3.00 p.m. in C5A 226; tutorials are on Fridays at 11.00 a.m. and 12 noon in WW25A 211 (but not every week - consult iLearn Syllabus programme for details).

It is a requirement of this unit that students who are enrolled in Internal mode attend on-campus lectures. Students enrolled in External mode may attend campus sessions. All lectures will be

recorded for digital upload.

All students must write and submit ALL written work assignments in order to pass the course.

Required and recommended resources

Required books:

Ian Worthington, *By the Spear. Philip II, Alexander the Great, and the Rise and Fall of the Macedonian Empire* (Oxford University Press 2014)

Ian Worthington (ed.), *Alexander the Great: A Reader,* 2nd edition (Routledge: 2011)

Prescribed text(s):

eReserve readings (see 'Unit Readings' in iLearn Sylabus for information).

Unit Schedule

Week 1: Introduction to the unit; the sources; Macedonia and Greece before Philip II.

Week 2: Philip's accession and reign, 359-355.

Week 3: Athenian Movements and Imperialism; Philip II from 350-346.

Week 4: Philip from 346-338.

Week 5: Battle of Chaeronea (338); League of Corinth; death of Philip (336); Alexander, Youth and Accession to 334.

Week 6: Alexander's Invasion of Persia (1).

Week 7: Alexander's Invasion of Persia (2); Alexander and Central Asia (1).

Week 8: Alexander and Central Asia (2); Alexander and India (1).

Week 9: Alexander and India (2); Final Years and Death.

Week 10: Alexander, Administration, and the Unity of Mankind.

Week 11: Alexander: Megalomaniac or Divine Idealist?

Week 12: Alexander the Great?

Week 13: Greece in Alexander's Absence; The Lamian War; Beyond Alexander.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m

q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr al). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (htt ps://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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/study/getting-started/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.m q.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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

- develop more sophisticated research skills
- articulate approaches to evaluating source material and, in particular, to critically use ancient sources and evaluate modern interpretations of these sources to a higher level
- formulate arguments and articulation of ideas to an advanced level
- appreciate the larger issues that engage historians of the ancient world and of the learning experiences encountered in the Ancient History Major as well as see the connections between the ancient world and the modern
- be open to new approaches and different arguments that might make you rethink your previous positions, so learn to have an open mind

Assessment tasks

- 1st tutorial essay
- 2nd tutorial essay
- Research 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

- consolidate knowledge in relation to the historical processes and fundamental historical developments in ancient history
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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.

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- Research 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.

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Assessment tasks

- 1st tutorial essay
- 2nd tutorial essay
- Research 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:

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Assessment tasks

- 1st tutorial essay

- 2nd tutorial essay

- Research 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

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Assessment tasks

- 1st tutorial essay
- 2nd tutorial essay
- Research 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

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Assessment tasks

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- 2nd tutorial essay

- Research 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

- consolidate knowledge in relation to the historical processes and fundamental historical developments in ancient history
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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

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Changes from Previous Offering

This is a new course, which has not been taught at Macquarie before.