AHIS310

Early Rome

S2 Day 2018

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff Unit Convenor Paul McKechnie paul.mckechnie@mq.edu.au Contact via paul.mckechnie@mq.edu.au AHH South Floor 2 by appointment only (email me)
Credit points 3
Prerequisites (39cp at 100 level or above) 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

How to submit your work

Written work must be submitted through Turnitin in the iLearn website for the unit.

Extensions

Please submit your work on time.

If you want an extension you must apply for special consideration (https://students.mq.edu.au/study/my-study-program/special-consideration).

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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Minor essay	20%	No	13 August 2018
Major essay	30%	No	19 October 2018
End of session examination	50%	No	As scheduled

Minor essay

Due: **13 August 2018**
Weighting: **20%**

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

What does Livy's story of the rape of Lucretia show about the public and private values of the Roman republic?

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 Department of Ancient History Assignment Presentation 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: **19 October 2018**
Weighting: **30%**

The major essay should be shorter than 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 Macchiavelli wished to teach in his *Discourses on the first Decade of Livy*.

2. 'The Vestals', writes Inge Kroppenberg, '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 Kroppenberg'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. '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.

The Department of Ancient History Assignment Presentation 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 Leganto.

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 computer problem, contact 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

Unit as a whole

Jeremy Armstrong, *War and Society in Early Rome* (Cambridge, 2016).

Tim Cornell, *The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars* (London, 1995).

Week 1

Ancient books

Livy 1.57-60 (= Document 1)

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.

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

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.

Melissa M. Matthes, *The Rape of Lucretia and the Founding of Republics* (University Park, 2000).

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

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 Iovem 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

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 Denter 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 12-1, 25a Wallys Walk Room 110; Tuesdays 10-11, 25a Wallys Walk Room 210.

No.	Date	Time	Topic
1	30 July	12.00	Rome and Latium in the sixth century BC

2	31 July	10.00	How the Tarquinii lost Rome and Gabii (Livy 1.57-60 [= Document 1])
3	6 August	12.00	Roman Republic Year One
4	7 August	10.00	The Black Stone
5	13 August	12.00	Who were the patricians and the plebs? (Livy 2.32-33)
6	14 August	10.00	The Twelve Tables (Document 2), plus Religion (and law) in the early republic, incl. the Black Stone
7	20 August	12.00	*Dionysius of Halicarnassus Roman Antiquities* (Document 3)
8	21 August	10.00	Coriolanus and the Volscians; the Fabii, the Etruscans and the Cremera; and the *foedus Cassianum.*
9	27 August	12.00	The Roman clan; plus Livy *History of Rome* 6 (Document 4)
10	28 August	10.00	Machiavelli's *Discourses*
11	3 September	12.00	Etruscan life, Etruscan art
12	4 September	10.00	The Gauls capture Rome
13	10 September	12.00	Plutarch *Camillus* (Document 5)
14	11 September	10.00	Rome and the Latins (1)
15	2 October	10.00	Rome and the Latins (2) plus *Plutarch Roman Questions* (Document 6)
16	8 October	12.00	Roman years, months, days and *fasti*
17	9 October	10.00	Women at Rome; Roman slavery
18	15 October	12.00	Livy *History of Rome* 8 (Document 7)
19	16 October	10.00	Patrons and clients
20	22 October	12.00	Rome and the Samnites (1)
21	23 October	10.00	Livy *History of Rome* 10 (Document 8)
22	29 October	12.00	Rome and the Samnites (2)
23	30 October	10.00	Plutarch *Pyrrhus* (Document 9)

24	5 November	12.00	Rome and Greece, Greece and Rome
25	6 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 (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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 (https://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 (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

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How to submit your work

Written work must be submitted through Turnitin in the iLearn website for the unit.

Extensions

Please submit your work on time.

If you want an extension you must apply for special consideration (https://students.mq.edu.au/study/my-study-program/special-consideration).

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.

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

Knowledge, approach & argument	**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 nor 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

Student Support

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

Learning Skills

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

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 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