



# AHIS100

## Introduction to Ancient Greek History

S2 Online 2019

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Gil Davis

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Contact via 0439817299

Every day except Wednesdays

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit presents a survey of ancient Greek history and culture in the Archaic and Classical periods. It examines colonisation and the emergence of Greek city-states, notably Athens and Sparta, tracing their transformation through conflicts with the Persian empire and one another, down to the rise of Phillip II of Macedon. During these years Greeks were ruled by kings, aristocrats, oligarchs, tyrants, and (some of them) by themselves, in the world's first democratic systems. It examines how literary, archaeological, and epigraphic sources are used to reconstruct the past.

## Important Academic Dates

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

## Learning Outcomes

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

Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC

Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC

Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC

Research and write tightly focussed, analytical, and argumentative studies on topics

relating to ancient Greece in the 8th-4th centuries BC

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

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

## General Assessment Information

### SUCCESSFUL COMPLETION OF THE UNIT

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

### GRADES:

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

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

### BLOGS

You are required to post two blog entries each of 200 words (maximum) commenting on one significant aspect of the set reading(s) which will be discussed in the relevant tutorials by Saturday, 11 pm of weeks 3 and 6. Each blog entry must include a topic sentence, primary evidence and argument based on opinions of two modern scholars, and be fully referenced using in-text (Harvard style) referencing and a bibliography. Provide a word count. The bibliography does not count in the word count. Each blog is worth 5% of the total mark making a total of 10% of your assessment for the unit.

### ONLINE QUIZZES

There are short online quizzes in weeks 2, 4, 5, 7, 8, 9 and 11 and one major online quiz in week 13. The minor quizzes will test you on material covered in the lectures and tutorials of the current and preceding week(s) back to the last quiz. (*Tip: you will easily be able to answer the questions if you have listened to the lectures and read the set readings for each tutorial - they are not designed to trick you*). Access to each quiz is through the unit's website. You may take the quizzes at any time during the relevant week but you may take each quiz only once. All answers will be either right or wrong. Each minor quiz consists of ten questions and is worth 5% of your mark. The major quiz will comprise 30 questions and will test you on material covered in the whole unit - it is worth 15%. In total the quizzes are worth 50% of your overall mark.

### ESSAY BIBLIOGRAPHY

You must submit a bibliography through Turnitin containing five of the most significant journal articles or book chapters (NOT books or book chapters) you plan to use for your Major Essay.

For *each* source provide a short explanation of no more than 50 words of its usefulness to your essay. The bibliography is due by 5 pm Friday of Week 10 and is worth 10% of your total marks.

## **MAJOR ESSAY**

The MAJOR ESSAY is due by 5pm Friday of week 12. It MUST be submitted through Turnitin. It is worth 30% of your total mark for the unit.

The set question is: Why did the Spartans and their allies win the Peloponnesian War? Clearly identify and analyse the main factors. The tutorial in Week 8 is devoted to discussing the requirements for a good essay. Draft answers (on a non-assessed question) will be provided.

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

Your essay should be based on an analysis and discussion of primary (ancient) sources. Secondary literature should be used to aid you in your analysis and interpretation of the ancient sources and to place your interpretation within the context of previous scholarship. All opinions included in the essay, whether quoted directly or paraphrased, MUST be referenced according to the guidelines given in the Assignment Presentation Style Guide available on the iLearn site following the instructions for in-text (Harvard style) referencing. Do NOT add any extraneous information in footnotes. Remember to include every reference you have actually used in your bibliography. Do not reference lectures. You must include a word count. Anything beyond the prescribed word limit (2,000 words +/- 10% excluding footnotes and bibliography) will not be marked.

### **Marking criteria:**

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

## **RETURN OF WORK**

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

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

**Essay:** I will mark this on-line through Turnitin and release it when all marking is completed.

## EXTENSIONS AND PENALTIES

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.

## IMPORTANT NOTE ON FINAL MARKS

Please note 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. See further the note on Results in the Policies and Procedures section below.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>On-line quizzes</u>	50%	No	Weeks 2, 4, 5, 7, 8, 9, 11, 13
<u>Blog Posts</u>	10%	No	Week 3, 6
<u>Essay bibliography</u>	10%	No	Week 10
<u>Major essay</u>	30%	No	Week 12

### On-line quizzes

Due: **Weeks 2, 4, 5, 7, 8, 9, 11, 13**

Weighting: **50%**

Do seven minor quizzes and one major quiz spaced throughout the semester based on information provided in the lectures and tutorials in the preceding week(s). The minor quizzes will consist of ten multiple-choice or right/wrong questions and will each be worth five percent of the total assessment. The major quiz at the end of the semester will comprise 30 questions and be worth fifteen percent of the total assessment.

On successful completion you will be able to:

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC

### Blog Posts

Due: **Week 3, 6**

Weighting: **10%**

You are required to post two blog entries each of 200 words (maximum) commenting on one significant aspect of the set reading(s) which will be discussed in the relevant tutorials by Saturday, 11 pm of weeks 3 and 6. Each blog entry must include a topic sentence, primary evidence and argument based on opinions of two modern scholars, and be fully referenced. Each blog is worth 5% of the total mark, making a total of 10% of your assessment for the unit.

On successful completion you will be able to:

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

## Essay bibliography

Due: **Week 10**

Weighting: **10%**

Submit a bibliography through Turnitin containing five significant journal articles or chapters in edited volumes (NOT books or book chapters) you plan to use for your Major Essay. For each source, provide a short explanation of no more than 50 words of its usefulness to your essay.

On successful completion you will be able to:

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies

## Major essay

Due: **Week 12**

Weighting: **30%**

Write a full-length essay (2,000 words +/- 10% excluding bibliography ) and submit it through Turnitin. The set question is: Why did the Spartans and their allies win the Peloponnesian War? Clearly identify and analyse the main factors.

On successful completion you will be able to:

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

## Delivery and Resources

### Delivery modes

Internal (Day) and External

### Lectures and tutorials

- Lectures: There are two lectures per week on Thursdays 10-11 and Fridays 10-11 am both in the T1 Theatre, 23 Wallys Walk.
- Tutorials: There is one tutorial per week for Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11. See the website for a list of tutorials all of which are on Thursdays and Fridays for one hour after the lectures.
- For current updates, times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.
- Lectures will be recorded and available via Echo 360.
- One tutorial a week will be recorded and available via Echo 360. This is mostly intended for External students, though everyone is free to listen to it. Please note that the tutorial is given in an ordinary classroom and because of the limitations of the recording

equipment it may be difficult to hear when students talk, though it should be possible to hear what the tutor says.

- Attendance at tutorials is required for day students. If you are unable to go to your scheduled tutorial, go to one at a different time (no special permission is needed for this). External students must listen to the recorded tutorial. *Tip: If you do not go to, or listen to the lectures and tutorials, you will find it difficult to answer the quizzes and successfully write the blogs.*

## UNIT WEBPAGE AND ONLINE TEACHING

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

## READING LIST

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

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

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

Better versions with indices and explanatory appendices are the *Landmark* editions of both Herodotus and Thucydides edited by Robert B. Strassler and these have been ordered by the Coop bookshop:

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



*War* (Touchstone, New York, 1998)

Versions of Herodotus and Thucydides are also freely available on-line.

## Unit Schedule

Week no. /date	Lecture no.	Lecture title	Tutorial no.	Tutorial title/Assessment
1 29 July	1	Introduction: why study Greek history	1	Understanding history
	2	Mycenaean and 'Dark Age' antecedents		
2 5 August	3	Homer, Hesiod, and the rise of the <i>polis</i>	2	Using sources – old & new <b>On-line quiz</b>
	4	Colonies across the seas		
3 12 August	5	Greek tyrants	3	The Spartan mirage <b>Blog</b>
	6	The expansion of Sparta, and the Spartan way of life		
4 19 August	7	Athens: Theseus to Solon	4	Kleisthenes – father of democracy? <b>On-line quiz</b>
	8	Athens: Peisistratos to Kleisthenes		
5 26 August	9	Warfare by land and sea	5	Barbarians? <b>On-line quiz</b>
	10	From Persian imperialism to the Battle of Marathon		
6 2 September	11	Xerxes and the grand invasion of Greece	6	Great men – Themistokles <b>Blog</b>
	12	After the Persian Wars – Spartan politics & the Delian League		
7 9 September	13	Allies become enemies, amid power struggles at Athens	7	How far can we rely on Thucydides? <b>On-line quiz</b>
	14	Thucydides – the man & his writings; the <i>pentekontaetia</i>		

### Session break

Week no. /dates	Lecture no.	Lecture title	Tutorial no.	Tutorial title

8 30 September	15	The first phase of the Peloponnesian War	8	How to write a good essay  <b>On-line quiz</b>
	16	Change of strategy – Perikles and his successors		
9 7 October	17	Syracuse & the Sicilian expedition	9	Understanding and using archaeological evidence  <b>On-line quiz</b>
	18	The Ionian War, and political turmoil at Athens		
10 14 October	19	Dating of decrees	10	Understanding and using epigraphic material  <b>Essay bibliography due</b>
	20	The bitter end for Athens		
11 21 October	21	Post-war Athens: general amnesty, trial of Socrates	11	How much of history is inevitable – Alkibiades?  <b>On-line quiz</b>
	22	Publication of the Athenian sacred calendar		
12 28 October	23	Spartan hegemony 1		<b>Major essay due</b>
	24	Spartan hegemony 2, Theban hegemony		
13 4 November	25	Athens resurrected/2nd Naval Confederacy to 359; rise of Macedonia		<b>Major quiz</b>
	26	Unit review for major quiz		

## 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) (<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) (<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) (<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

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/](http://www.mq.edu.au/about_us/)

[offices\\_and\\_units/information\\_technology/help/](#).

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

## Graduate Capabilities

### Creative and Innovative

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

This graduate capability is supported by:

#### Learning outcomes

- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Relate ancient Greek historiography to broader issues in ancient and modern history

#### Assessment tasks

- On-line quizzes
- Blog Posts
- Major essay

### Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

#### Learning outcomes

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC

- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

## **Assessment tasks**

- On-line quizzes
- Blog Posts
- Major essay

## **Commitment to Continuous Learning**

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

This graduate capability is supported by:

## **Learning outcomes**

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

## **Assessment tasks**

- On-line quizzes
- Blog Posts
- Major essay

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

### Assessment tasks

- On-line quizzes
- Blog Posts
- Essay bibliography
- Major essay

## Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

### Learning outcomes

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

Greece in the 8th-4th centuries BC

- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

## **Assessment tasks**

- On-line quizzes
- Blog Posts
- Major essay

## **Problem Solving and Research Capability**

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

This graduate capability is supported by:

## **Learning outcomes**

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

## Assessment tasks

- On-line quizzes
- Blog Posts
- Essay bibliography
- Major essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Understand and use primary literary sources (in English translation) relating to ancient Greece in the 8th-4th centuries BC
- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Read and evaluate modern academic studies (written in English) of Greece in the 8th-4th centuries BC
- Research and write tightly focussed, analytical, and argumentative studies on topics relating to ancient Greece in the 8th-4th centuries BC
- Present written work to a high standard, with relevant footnoting and accurate bibliographies
- Relate ancient Greek historiography to broader issues in ancient and modern history

## Assessment tasks

- On-line quizzes
- Blog Posts
- Essay bibliography
- Major essay

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should



have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Study and interpret evidence of material culture (archaeological, epigraphic, numismatic) relating to ancient Greece in the 8th-4th centuries BC
- Relate ancient Greek historiography to broader issues in ancient and modern history

## **Assessment tasks**

- On-line quizzes
- Blog Posts
- Major essay

## **Socially and Environmentally Active and Responsible**

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

This graduate capability is supported by:

## **Learning outcome**

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

## **Assessment tasks**

- Blog Posts
- Major essay

## **Changes from Previous Offering**

The time period covered in this unit has been extended into the 4th century down to the rise of Phillip II of Macedon.