



# AHIS335

## Sparta and Greece, Archaic and Classical

S1 Day 2019

*Dept of Ancient History*

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#### **Disclaimer**

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

## General Information

Unit convenor and teaching staff

Unit Coordinator

Paul McKechnie

[paul.mckechnie@mq.edu.au](mailto:paul.mckechnie@mq.edu.au)

Contact via email

W6A500

open door policy

Credit points

3

Prerequisites

39cp at 100 level or above including 6cp in AHIS or AHST units at 200 level

Corequisites

Co-badged status

Unit description

When the Delphic oracle said, 'Make the Greek your friend,' Croesus, king of Lydia, made a move to get an alliance with the Spartans. Greece's most powerful city-state in military terms through the archaic period and beyond, Sparta was admired in the ancient world for its unique qualities. Admired, but not usually imitated, because the Spartans chose a path which few others wanted to follow. In this unit the phenomenon of Sparta in the archaic and classical periods will be studied. The focus will be both inwards to how the Spartans led their lives and organised their state, and outwards to how the Spartan way of life impacted on others in Greece and beyond. In part, this is a story of conquest, war, and desperate struggles against enemies within and beyond; but in part, the narrative also addresses the question of how to be a Greek. The answer which was developed at Athens brought democracy and tragedy into the world, and was midwife to the birth of moral philosophy; but another answer was created at Sparta—an answer which was all about cohesion and disciplined effort to attain community goals.

## 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:

1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
5. Write analytical and argumentative studies relating to important questions in Greek history.
6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.

## General Assessment Information

### Grade descriptors

Work will be marked following these grade descriptors

	HD	D	Cr	P	F
<b>Knowledge</b>					
Knowledge of relevant subject matter	Extensive knowledge of relevant subject matter; goes beyond material supplied	Thorough knowledge of relevant subject matter	Substantial knowledge of relevant subject matter	Sound knowledge of relevant subject matter. Knowledge may be limited in some aspects	Little or no knowledge of relevant subject matter
<b>Method</b>					
Appropriate techniques and methodologies	Mastery of appropriate techniques and methodologies	Thorough application of techniques and methodologies	Substantial evidence of knowledge of appropriate techniques and methodologies	Some evidence of knowledge of appropriate techniques and methodologies	Little or no evidence of knowledge of appropriate techniques and methodologies
<b>Your argument</b>					

	Consistent evidence of deep and critical thinking; substantial originality	Clear evidence of deep and critical thinking	Some evidence of critical thinking, e.g. arguments not just reported	Sufficient evidence of some critical thinking; reporting rather than analysis of arguments	Little or no evidence of critical thinking
<b>Arguments</b>					
How well you deal with competing arguments	Competing arguments mastered; some success in attempting to go beyond scholarship	Competing arguments acknowledged and critically assessed; attempt to go beyond scholarship resolving conflicts between competing arguments	Substantial evidence of knowledge of competing arguments; different arguments reported rather than criticized	Some evidence of knowledge of competing arguments, but this not integrated into your argument	No evidence of knowledge of competing arguments
<b>Sources</b>					
Use of ancient sources	Extensive and critical use of ancient sources. Critical evaluation of relevant sources. Goes beyond material supplied	Thorough and critical use of ancient sources	Substantial use of ancient sources; some uncritical use. Evidence may be reported rather than critically evaluated	Sufficient use of ancient sources; substantial uncritical use	Very little or no use of ancient sources. Or, misuse of ancient sources where texts are quoted at length with little or no critical commentary or argument
<b>Modern works</b>					
The depth of your reading in modern scholarship	Extensive and critical use of modern scholarship. Goes beyond bibliography supplied in lectures	Thorough and critical use of modern scholarship supplied in lectures and tutorials	Substantial use of modern scholarship; some uncritical use	Sufficient use of modern scholarship; substantial uncritical use. Range of scholarship cited may be limited or inappropriate	Little or no use of modern scholarship; uncritical use of scholarship. Only inappropriate modern sources cited (e.g. unscholarly websites)
<b>Citation</b>					
Citation of sources, ancient and modern	No HD grade for this category	No D grade for this category	Credit or above: Approved system used consistently	Attempt to use approved system, but not used consistently in line with the models provided	No attempt to use approved system or failure to cite work quoted [plagiarism]
<b>Language</b>					

English language	Excellent use of English language throughout. Grammar and style of the highest quality	Excellent use of English language	Proficient use of English; some minor errors e.g. in use of apostrophe. Style not always appropriate (but language not ungrammatical)	Generally sound use of English; consistent minor errors	Substantial inappropriate or ungrammatical use of English
<b>Language</b>					
Spelling	Spelling correct throughout. Consistent treatment of foreign language words	Spelling correct throughout; may be some inconsistency e.g. in treatment of foreign language words in English (such as Greek and Latin transliterations) or in use of foreign language words	Spelling mostly correct throughout; some minor errors e.g. in Greek or Latin names	Minor spelling mistakes but otherwise sound	Spelling consistently poor
<b>Structure</b>					
Structure of Argument	Excellent structure; comes to a clear conclusion. Logical sequence to argument.	Argument is well structured	Paper comes to a clear conclusion; minor inconsistencies in argument	Argument has some structure, but significant inconsistencies too	Little or no attempt to structure
<b>Length</b>					
Length of Paper	No HD grade for this category	No D grade for this category	No Cr grade for this category	Within the limits set for the assignment	Not within limits set for this assignment: too long or too short
<b>Presentation</b>					
Presentation of Paper	No HD grade for this category	No D grade for this category	No Cr grade for this category	Well presented	Poor presentation: e.g. untidy and difficult to read

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Minor essay</u>	20%	No	Week 2
<u>Major essay</u>	30%	No	Week 6
<u>Examination</u>	50%	No	End of semester, as scheduled

## Minor essay

Due: **Week 2**

Weighting: **20%**

Please note that essay form is required for all work submitted. Point form or extended notes are not good enough. Give a bibliography at the end. The word limit (1000 words) includes footnotes but not bibliography. Footnotes should be given, and should conform to the rules laid out in 'Essay Presentation & Conventions: Style Guide', which is available from the following link: [Click Here](#)

**If an extension is needed, ask the unit coordinator before the due date by using email or via the iLearn unit.**

### Two extra hints:

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

### Choose *one* topic from those given below:

1. How were the Spartans putting conservative politics into action in their life within Sparta in the 370s before Leuctra? To what degree is Xenophon's view a fair one?  
For this question refer to the weekly activity for week 1. It is mostly about comprehending and reacting to Xenophon's *Constitution of the Lacedaimonians*, but judicious reading in the unit set books may also help.
2. How important a part of Spartan society was the hoplite army, in the seventh and sixth centuries BC?  
For this question refer to the weekly activity for week 2 and the bibliography for that week.

This is a complex question, by comparison with the one for week 1. If you choose to do it, it means comparing the data and arguments in the articles by Snodgrass, Cartledge and Holladay. Remember to confine yourself to the seventh and sixth centuries, i.e. the period between 700 and 501 BC. You will have to be strict with yourself to keep the answer down to 1,000 words.

## **NB**

Unless a Disruption to Studies request has been submitted and approved, (a) a penalty for lateness will apply--2 marks (out of a total of 100 marks) will be deducted per day for assignments submitted after the due date; and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline.

On successful completion you will be able to:

- 1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
- 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
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## **Major essay**

Due: **Week 6**

Weighting: **30%**

The major essay, of no more than 2,000 words including footnotes, is due at the end of Week 6. Essay formalities (footnotes, bibliography) should follow the guidelines laid out in 'Essay Presentation & Conventions: Style Guide', which is available from the following link: [Click Here](#)

Both footnotes and a bibliography of all the works you cited are required. Separate your bibliographies into ancient sources and modern works if you wish. Note that the provided bibliographies are wide-ranging but are not intended to be complete. They are suggestions as to a range of good places to start your research. You are perfectly free to go beyond them. You certainly ought not to think that the opinions of those books or articles listed in bibliographies are the 'course line'.

**If an extension is needed, ask the unit coordinator before the due date by using email or via the iLearn unit.**

Two extra hints:

Don't refer to the works of ancient authors by giving the page number in an English translation. Always use instead the book, chapter and section numbers in the text. Some of the translations you find online may not have proper numbering, e.g. in Internet Classics Archive (<http://classics.mit.edu/Browse/>); but if you're reading your ancient source online, try to use a site which does have numbering, e.g. Lacus Curtius (<http://penelope.uchicago.edu/Thayer/E/home.html>) or Perseus Project ([http://www.perseus.tufts.edu/cache/perscoll\\_Greco-Roman.html](http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)).

Don't give strings of identical footnotes. Whoever is marking your essay will not be impressed by you scoring fifty footnotes, or even a century. If you are referring more than once to the same page of the same book, consider grouping reference into one footnote, probably at the end of the paragraph. Or if something is so good that it has to be referred to four or five times, why not copy it in as a quotation, then add your discussion?

**Choose one topic from those given below:**

1. What can be learnt about seventh-century Sparta from the fragments of Tyrtaeus?

The fragments are in a document in iLearn under Week 3. Use this bibliography for Week 3 as your main source of bibliographical advice for this title.

2. Is it fair to say (with W.P. Wallace) that 'Herodotos' whole account of Kleomenes is notoriously hostile and unsatisfactory'?

Use the weekly bibliography for week 4 as your main source of bibliographical advice for this title.

The quotation from W.P. Wallace comes from his article, 'Kleomenes, Marathon, the Helots, and Arkadia'.

Herodotus' account of Cleomenes comes in Herodotus Books 5 and 6:

Book 5 at this URL: <http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0126&query=book%3D%235>

Book 6 at this URL: <http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0126&query=book%3D%236>

3. R.M. Cook wrote: 'Though Spartan life was certainly austere, it may be asked whether tradition has not exaggerated its austerity'. How much support does archaeology give to the idea that Sparta was less austere than sometimes thought?



Use the weekly bibliography for week 5 as your main source of bibliographical advice for this title.

The quotation from R.M. Cook comes from his article on Spartan history and archaeology.

4. P.J. Rhodes writes: 'Sparta headed a permanent alliance of southern mainland Greeks, the Peloponnesian League, but that was simply an alliance which Sparta could invite to join it in a major war from time to time: it was not active every year, and Sparta did not exercise any kind of regular control over the members.' What were the differences between the Spartan and Athenian alliances in the fifth century?

Use the weekly bibliography for week 6 as your main source of bibliographical advice for this title.

The quotation from P.J. Rhodes comes from his article 'Ancient Athens: democracy and empire'.

NB

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On successful completion you will be able to:

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## Examination

Due: **End of semester, as scheduled**

Weighting: **50%**

External students please note that **you must attend** at Macquarie University for this examination. If you want to take it in an alternative centre, contact the examinations section *early* in the session and make the arrangements. There may be a cost.

The examination for this unit will ask you to write three short essays out of a range of twelve questions. The exam will be divided into three sections with four questions each; you must do one question out of each section. All questions are of equal value. The sections will be as follows:

### **Section 1: Sources**

For this section, focus preparation on the ancient literary sources for Sparta. There are questions about Xenophon and Sparta, Herodotus and Sparta, Thucydides and Sparta, Isocrates and Sparta.

### **Section 2: Archaic Sparta**

For this section, prepare to answer on one or more of the following: the growth of Sparta in the Peloponnese, the Spartan Mediterranean, Sparta and Argos, Sparta and Arcadia, Sparta and Persia before 480, sex at Sparta.

### **Section 3: Classical Sparta**

For this section, prepare to answer on one or more of the following: Pausanias and the foundation of the Delian League, the Peloponnesian war and 'freedom for Greece', the battle of Leuctra, the Spartan ideal of self-sacrifice (and moments when it failed).

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## **Delivery and Resources**

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

Lectures will be recorded and available via Echo 360.

Resources are available in iLearn.

There are items available for this unit in e-reserve.

There are no tutorials. Attendance at lectures is recommended.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Any problem, contact [onehelp@mq.edu.au](mailto:onehelp@mq.edu.au) (9850 4357) *and not* the unit convener.

## Set books

Please buy or borrow the following:

W.G. Forrest, *A History of Sparta 950-192 BC* (W. W. Norton & Company, ISBN 978-0393004816)

Irada Malkin, *Myth and Territory in the Spartan Mediterranean* (Cambridge University Press, ISBN 978-0090878413)

Paul Cartledge, *Spartan Reflections* (University of California Press, ISBN 978-0520231245)

Michael Whitby, *Sparta* (Routledge, ISBN 0415 939577)

## Unit Schedule

### Lecture schedule

		Lectures
Week 1	1	Xenophon's <i>Constitution of the Lacedaimonians</i> 1: women and children at Sparta in the 370s BC
	2	Xenophon's <i>Constitution of the Lacedaimonians</i> 2: the Spartans and their lawgiver in the fourth century
Week 2	3	Early Sparta: the Mycenaean period and the return of the Heraclidae (Dorian migration)
	4	Irada Malkin's <i>Myth and Territory in the Spartan Mediterranean</i>
Week 3	5	Plutarch's <i>Lycurgus</i> 1: Roman retrospect on how Sparta began
	6	Plutarch's <i>Lycurgus</i> 2: Searching through the pigswill looking for pearls
Week 4	7	Sparta and Persia in the sixth century
	8	The Marathon campaign and the Greek alliance

Week 5	9	Sparta and the battle of Plataea
	10	Archaeology of Sparta
Week 6	11	Pausanias and the foundation of the Delian League
	12	Sparta and Athens 478-450
Week 7	13	Spartan isolationism and Archidamus
	14	Coryphasium, Brasidas and the northern campaign
Week 8	15	Gylippus and the defence of Syracuse; Lysander and victory in the Aegean.
	16	Sparta's moves against Persia: Xenophon's <i>Anabasis</i>
Week 9	17	Sources for fourth-century history: Xenophon, Diodorus Siculus, <i>Hellenica Oxyrhynchia</i>
	18	Xenophon's <i>Agésilas</i> and the 'lame kingship'
Week 10	19	Sparta from 401 to the King's Peace
	20	Xenophon's <i>Oeconomicus</i> and the payoff for pro-Spartan propaganda
Week 11	21	Sparta 387-375, and the Second Athenian Confederacy
	22	Isocrates and Sparta
Week 12	23	Sparta from 375 to Leuctra
	24	Epaminondas in the Peloponnese
Week 13	25	Daniel Ogden's <i>Aristomenes of Messene</i>
	26	Sparta: retrospective

## Learning and Teaching Activities

### Activities

1. Listen to lectures, in the classroom or on Echo360; 2. Study primary sources; 3. Use iLearn plus library study; 4. Study modern learned literature; 5. Use bibliographies and e-reserve, plus library study; 6. Find and study additional relevant literature beyond material in bibliographies; 7.

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) (<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](http://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/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### Creative and Innovative

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

This graduate capability is supported by:

### Learning outcomes

- 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
- 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
- 5. Write analytical and argumentative studies relating to important questions in Greek history.

### Assessment tasks

- Minor essay

- Major essay
- 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

- 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
- 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
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### Assessment tasks

- Minor essay
- Major essay
- 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

- 1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
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- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
- 5. Write analytical and argumentative studies relating to important questions in Greek history.
- 6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.

## **Assessment tasks**

- Minor essay
- Major essay
- Examination

## **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**

- 1. Demonstrate understanding and retention of information from primary sources relating to Sparta and Greece in the archaic and classical periods.
- 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
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## **Assessment tasks**

- Minor essay



- Major essay
- 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

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### Assessment tasks

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- Major essay
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## 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**

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- Major essay
- Examination

## **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**

- 2. Demonstrate ability to interpret primary literary sources relating to Sparta and Greece in the archaic and classical periods, studied in English translation.
- 3. Demonstrate ability to understand and interpret published archaeological data relating to Sparta and Greece in the archaic and classical periods.
- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
- 5. Write analytical and argumentative studies relating to important questions in Greek history.
- 6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.

## **Assessment tasks**

- Minor essay
- Major essay
- 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

- 4. Demonstrate critical understanding and evaluation of modern academic studies of Sparta and Greece in the archaic and classical periods, in English.
- 5. Write analytical and argumentative studies relating to important questions in Greek history.

## 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

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