



AHMG101

Greek Heroes and Heroines: From Achilles to Zorba

S1 Day 2019

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Co-convenor, First Contact

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By appointment

Unit Co-convenor

Elizabeth Kefallinos

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Contact via Email

Department of International Studies, Australian Hearing Hub

Susan Lupack

susan.lupack@mq.edu.au

Credit points

3

Prerequisites

Corequisites

Co-badged status

AHMG101: Greek Heroes and Heroines from Achilles to Zorba (Day)

Unit description

This unit studies Greek heroes and heroines from antiquity to the present day. It examines the concept of heroism from its ancient genesis in Greek mythology to the creation of modern literary and cultural heroes. The unit analyses the hero in ancient epic, Classical Greek drama, art and religion, then investigates changing perceptions of heroism in Hellenistic and Byzantine times, including the Christian re-evaluation of heroism, before proceeding to identify and interpret modern ideas of heroism.

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 your historical knowledge about personalities, events, time periods, and issues (ideologies, philosophies, traditions) related to the study of Greek heroes and heroines.

Interpret the cultural significance of Greek heroes and heroines within the larger context of Greek society and, indeed, in our society as well.

Utilize effective research methods and tools in acquiring your knowledge and for constructing your evidence-based arguments.

Critically read, analyze, and synthesize both primary and secondary historical sources about Greek heroes and heroines.

Communicate clearly and succinctly your knowledge and ideas about Greek heroes and heroines (and broader Greek culture) in both written work and group discussion.

Demonstrate your awareness that authors of both primary and secondary historical sources write from the viewpoint of their own cultural backgrounds and therefore have particular agendas and biases (which may or may not be explicitly expressed).

General Assessment Information

Late Submission Penalty

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

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.

Please, always retain a copy of completed tasks in case of loss.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Tutorial Participation</u>	10%	No	Every Tutorial
<u>Tutorial Papers</u>	50%	No	Fri 11:59 in week post tute

Name	Weighting	Hurdle	Due
<u>Research Essay</u>	40%	No	Friday 7 June at 11:59pm

Tutorial Participation

Due: **Every Tutorial**

Weighting: **10%**

Tutorials are intended to complement lectures by allowing for more detailed analysis and discussion of relevant topics and sources. Please make sure to read through the texts set for each week that are labeled "Required" in that week's block on the iLearn site. The Required readings will be uploaded onto our iLearn site so that you can download them. You will also have a list of questions for each week. Please make sure to prepare for tutorials by formulating answers to the questions posed for each week's tutorials. Your engagement in the tutorial discussions will be the basis of your Participation mark. Suggested secondary readings will also be listed on the iLearn site with the set of questions. These readings will be from modern scholarly work on that topic and will give you some context for the ancient, primary sources that make up your Required readings. They will therefore help you to better understand that week's topic and will make you better prepared for the tutorial discussion. They are also meant to serve as the basis for your research if you decide to write a Tutorial Paper on that topic. **External students** will be expected to participate in online tutorial discussions that focus on the same set of questions. Online contributions must be made by Friday at 11.59 pm in the week of the tutorial topic.

On successful completion you will be able to:

- Demonstrate your historical knowledge about personalities, events, time periods, and issues (ideologies, philosophies, traditions) related to the study of Greek heroes and heroines.
- Interpret the cultural significance of Greek heroes and heroines within the larger context of Greek society and, indeed, in our society as well.
- Critically read, analyze, and synthesize both primary and secondary historical sources about Greek heroes and heroines.
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- Demonstrate your awareness that authors of both primary and secondary historical sources write from the viewpoint of their own cultural backgrounds and therefore have particular agendas and biases (which may or may not be explicitly expressed).

Tutorial Papers

Due: **Fri 11:59 in week post tute**

Weighting: **50%**

For each of the tutorial topics there is a short study guide containing details of required and further readings together with a few questions. These questions serve two purposes: they provide the basis for the tutorial discussions (and you should prepare answers to them for each tutorial), but they also serve as the questions that you can explore for your Tutorial Papers. Make sure to write your Tutorial Papers in paragraph form (either as an essay or as short answers to the questions), and do not exceed 1000 words (+/- 10%). Papers which exceed the prescribed length will not be marked. The papers should be referenced using the Author-Date style, and a bibliography should be included. Do not include the citations or the bibliography in the word count. Guidelines for proper citation will be provided on the unit website.

Number of Papers:

TWO Tutorial Papers must be submitted. You have some choice in the tutorial topics for which you wish to submit responses. Your first paper must be chosen **from tutorials 2-6** and your second must be chosen **from tutorials 7-12**. Each tutorial paper is worth 25% of your mark for the term, so the two together gives you a total of 50%.

Submission:

Tutorial Papers must be submitted online via the Turnitin links in the unit's iLearn site. Assignments must be submitted **by 11:59 pm on the Friday following the tutorial discussion of your chosen topic. This means that you will have one week after the relevant tutorial to research and write your paper. This is the case for ALL students** (both internal and external).

On successful completion you will be able to:

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Research Essay

Due: Friday 7 June at 11:59pm

Weighting: **40%**

You will be given a choice of topics in the Essay section of the unit's iLearn site. Choose **ONE** of the topics for your essay. There is advice on writing essays on the unit's website. Feel free to ask your tutor for further advice.

Submission: Papers must be submitted online via the Turnitin link on the unit's iLearn site.

File name: Please follow this format when naming the file that you submit:

Surname.Student ID number (e.g., Smith.9458767)

Citation and Bibliography: A list of works of reference and ancient sources actually consulted and cited in your paper should be appended as a bibliography (this list is not included in the word count). Additionally, all work from which you draw ideas should be cited in your text (using the Author-Date style). Citation of references and ancient sources should conform to the guidelines set out in the document found in the link on the unit website: *Guide: Bibliography and Footnoting*.

Word limit: 2000 words +/- 10%. Essays which exceed the prescribed length will not be marked.

On successful completion you will be able to:

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Delivery and Resources

The Lecture will be given on Wednesdays, 1–3 pm, at 10 Hadenfield Avenue in Lecture Theatre 1 (T1).

Please make note of the details of your tutorial time and location.

REQUIRED READING

Required readings will be uploaded onto the iLearn site within each Week's section. It's great if you can read those texts, which will mostly consist of primary sources - that is, the ancient texts - before coming to the lecture. But it is expected that you will definitely read them before each tutorial, because they will serve as the basis for the in class discussions. It will also form the basis of your primary reading for your Tutorial Papers.

RECOMMENDED INTRODUCTORY READING

Lord Raglan, *The Hero: A Study in Tradition, Myth and Drama* (London, 1936; New York 2003)

Campbell, Joseph, *The Hero with a Thousand Faces*. 2nd edition (Princeton, 1968)

Online Delivery

The lectures will be recorded and made available through the unit website. We will also post the Powerpoints from each lecture in that week's section on the iLearn site after the lecture has been given. Other resources, such as secondary readings, are provided on the website or through the Macquarie University library website. (I will say that some publications are only available in hard copy in the library -- but please do not let that discourage you from choosing to read them, *especially when you are writing your Tutorial Papers!!*)

External students are required to join online discussion of the tutorial topics each week, and all students are required to submit their Tutorial Papers and Research Essay online through the Turnitin links.

Access to the internet and a computer are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Unit Schedule

Please see our iLearn site for the schedule of Lectures and Tutorials.

Learning and Teaching Activities

Lectures

You are expected to attend lectures (internal students), or to listen to them via the Echo recording system. The lecture Powerpoint slides will be available on the iLearn site after each lecture. There is a schedule of lectures on the unit website.

Tutorials

There is a schedule of tutorials on our iLearn site. It is extremely important for you to attend your tutorial or for external students to participate online, and for external students to make their online contribution to discussions by 11.59 pm on Friday of the week of the tutorial topic. For each tutorial you must read the relevant sources set each week in your Unit Reader. There are also some supplementary texts which you will find on the unit iLearn website. There is some additional modern scholarship made available to you for each topic. These sources will help you

to understand how scholars have thought about the questions.

Readings

It is vital for you to actively engage with the source material that underpins the study of history for yourself. One of the main skills that I want you to acquire, or hone, in this course is the ability to be able to read a text critically. When you are reading, you will of course be trying to figure out what basic information the author is trying to convey, but also try to see what interest or view of the material the author has -- does the author have an agenda or a bias that affects the presentation of the material? This is how we begin to understand both the ancients and ourselves through history.

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 or if you are a Global MBA

student contact globalmba.support@mq.edu.au

Academic honesty

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement:

<http://www.mq.edu.au/ethics/ethic-statement-final.html>.

Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way
- When the ideas of others are used, these ideas are acknowledged appropriately.

Special Consideration Policy

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

Applying for Special Consideration

Students applying for Special Consideration circumstances within a study period and/or within a formal examination period must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration

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

If you are a Global MBA student contact 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/.

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

- Interpret the cultural significance of Greek heroes and heroines within the larger context of Greek society and, indeed, in our society as well.
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- Demonstrate your awareness that authors of both primary and secondary historical sources write from the viewpoint of their own cultural backgrounds and therefore have particular agendas and biases (which may or may not be explicitly expressed).

Assessment tasks

- Tutorial Participation
- Tutorial Papers
- Research Essay

Learning and teaching activities

- There is a schedule of tutorials on our iLearn site. It is extremely important is for you to attend your tutorial or for external students to participate online, and for external students to make their online contribution to discussions by 11.59 pm on Friday of the week of the tutorial topic. For each tutorial you must read the relevant sources set each week in your Unit Reader. There are also some supplementary texts which you will find on the unit iLearn website. There is some additional modern scholarship made available to you for each topic. These sources will help you to understand how scholars have thought about the questions.

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

- Interpret the cultural significance of Greek heroes and heroines within the larger context of Greek society and, indeed, in our society as well.
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Commitment to Continuous Learning

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

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Learning outcomes

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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

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- You are expected to attend lectures (internal students), or to listen to them via the Echo recording system. The lecture Powerpoint slides will be available on the iLearn site after each lecture. There is a schedule of lectures on the unit website.
- There is a schedule of tutorials on our iLearn site. It is extremely important is for you to attend your tutorial or for external students to participate online, and for external students to make their online contribution to discussions by 11.59 pm on Friday of the week of the tutorial topic. For each tutorial you must read the relevant sources set each week in your Unit Reader. There are also some supplementary texts which you will find on the unit iLearn website. There is some additional modern scholarship made available to you for each topic. These sources will help you to understand how scholars have thought about the questions.
- It is vital for you to actively engage with the source material that underpins the study of history for yourself. One of the main skills that I want you to acquire, or hone, in this course is the ability to be able to read a text critically. When you are reading, you will of course be trying to figure out what basic information the author is trying to convey, but also try to see what interest or view of the material the author has -- does the author have an agenda or a bias that affects the presentation of the material? This is how we begin to understand both the ancients and ourselves through history.

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 your historical knowledge about personalities, events, time periods, and issues (ideologies, philosophies, traditions) related to the study of Greek heroes and

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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.

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Learning outcomes

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- It is vital for you to actively engage with the source material that underpins the study of

history for yourself. One of the main skills that I want you to acquire, or hone, in this course is the ability to be able to read a text critically. When you are reading, you will of course be trying to figure out what basic information the author is trying to convey, but also try to see what interest or view of the material the author has -- does the author have an agenda or a bias that affects the presentation of the material? This is how we begin to understand both the ancients and ourselves through history.

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

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- It is vital for you to actively engage with the source material that underpins the study of history for yourself. One of the main skills that I want you to acquire, or hone, in this course is the ability to be able to read a text critically. When you are reading, you will of course be trying to figure out what basic information the author is trying to convey, but also try to see what interest or view of the material the author has -- does the author have an agenda or a bias that affects the presentation of the material? This is how we begin to understand both the ancients and ourselves through history.

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 your historical knowledge about personalities, events, time periods, and issues (ideologies, philosophies, traditions) related to the study of Greek heroes and heroines.
- Interpret the cultural significance of Greek heroes and heroines within the larger context of Greek society and, indeed, in our society as well.
- Critically read, analyze, and synthesize both primary and secondary historical sources about Greek heroes and heroines.
- Communicate clearly and succinctly your knowledge and ideas about Greek heroes and heroines (and broader Greek culture) in both written work and group discussion.
- Demonstrate your awareness that authors of both primary and secondary historical sources write from the viewpoint of their own cultural backgrounds and therefore have particular agendas and biases (which may or may not be explicitly expressed).

Assessment tasks

- Tutorial Participation
- Tutorial Papers
- Research Essay

Learning and teaching activities

- You are expected to attend lectures (internal students), or to listen to them via the Echo recording system. The lecture Powerpoint slides will be available on the iLearn site after each lecture. There is a schedule of lectures on the unit website.
- There is a schedule of tutorials on our iLearn site. It is extremely important is for you to attend your tutorial or for external students to participate online, and for external students to make their online contribution to discussions by 11.59 pm on Friday of the week of the tutorial topic. For each tutorial you must read the relevant sources set each week in your Unit Reader. There are also some supplementary texts which you will find on the unit iLearn website. There is some additional modern scholarship made available to you for each topic. These sources will help you to understand how scholars have thought about the questions.
- It is vital for you to actively engage with the source material that underpins the study of history for yourself. One of the main skills that I want you to acquire, or hone, in this course is the ability to be able to read a text critically. When you are reading, you will of course be trying to figure out what basic information the author is trying to convey, but also try to see what interest or view of the material the author has -- does the author have an agenda or a bias that affects the presentation of the material? This is how we begin to understand both the ancients and ourselves through 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 outcomes

- Demonstrate your historical knowledge about personalities, events, time periods, and issues (ideologies, philosophies, traditions) related to the study of Greek heroes and heroines.
- Interpret the cultural significance of Greek heroes and heroines within the larger context of Greek society and, indeed, in our society as well.
- Communicate clearly and succinctly your knowledge and ideas about Greek heroes and heroines (and broader Greek culture) in both written work and group discussion.
- Demonstrate your awareness that authors of both primary and secondary historical

sources write from the viewpoint of their own cultural backgrounds and therefore have particular agendas and biases (which may or may not be explicitly expressed).

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Changes since First Published

Date	Description
18/02/2019	It has been decided that the Required readings will appear on the iLearn site rather than in a printed course reader. This version of the Unit Guide has been amended to reflect that.