



# AHIX335

## Sparta and Greece: Archaic and Classical

S1 OUA 2019

*Dept of Ancient History*

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## General Information

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Prerequisites

Corequisites

Co-badged status

Unit description

Sparta was a powerful city-state in Greece from the eighth to the fourth centuries BC, and sometimes the most powerful. This unit examines the growth of Sparta from the Mycenaean period, through the phase of overseas settlement and the 'Spartan Mediterranean', the years of conflict against Persia then against Athens, and into the generation which ended with defeat at Leuctra and the establishment of Messene and Megalopolis. Spartan society, politics and upbringing will be examined, with reference to their broader context in Greece and beyond, along with the theme of change and opposition to change at Sparta. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.

Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.

Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.

Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## General Assessment Information

Task	Task Name	%	Due Date	Description	Submission Method
1	Minor essay	10	Friday Week 2	Minor essay 1000 words	iLearn Assignment upload
2	First major essay	20	Friday Week 6	Essay 2000 words	iLearn Assignment upload
3	Second major essay	20	Friday Week 9	Essay 2000 words	iLearn Assignment upload
4	Online Discussions participation	10	Weekly (ten weeks out of thirteen)	Contributions to Online Discussion	Discussion forums
5	Take-home examination	40	Sunday Week 13	Uninvigilated exam	iLearn Assignment upload
	<b>Total:</b>	<b>100%</b>			

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Minor essay</u>	10%	No	Week 2
<u>Major essay 1</u>	20%	No	Week 6
<u>Major essay 2</u>	20%	No	Week 9
<u>Online participation</u>	10%	No	weekly

Name	Weighting	Hurdle	Due
<u>Take-home examination</u>	40%	No	Week 13

## Minor essay

Due: **Week 2**

Weighting: **10%**

Choose and answer ONE of these two questions in a brief essay (i.e. shorter than 1000 words, counting footnotes but not counting bibliography):

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 and the bibliography for that week.

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.

Whichever title you choose, use the Department of Ancient History Assignment Presentation Style Guide (<https://www.mq.edu.au/public/download/?id=292059>), and see below for further hints. Submit your essay by the end of Friday of Week 2 through Turnitin.

*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?
3. Don't put multiple footnote markers at the same place in main text.<sup>10 11 12</sup> This isn't Wikipedia.

On successful completion you will be able to:

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to

present ideas.

- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## Major essay 1

Due: **Week 6**

Weighting: **20%**

A greater depth of study and a fuller range of reading are expected in the case of the major essay. Write an essay, maximum length 2000 words, counting footnotes but not bibliography, with a title chosen from those below:

1. *What can be learnt about seventh-century Sparta from the fragments of Tyrtaeus?*
2. *Is it fair to say (with W.P. Wallace) that 'Herodotos' whole account of Kleomenes is notoriously hostile and unsatisfactory'?*
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?*
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?*

Whichever title you choose, use the Department of Ancient History Assignment Presentation Style Guide (<https://www.mq.edu.au/public/download/?id=292059>), and see under Minor Essay for further hints. Submit your essay by the end of Friday of Week 6 through Turnitin.

On successful completion you will be able to:

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.

- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## Major essay 2

Due: **Week 9**

Weighting: **20%**

A greater depth of study and a fuller range of reading are expected in the case of the major essay. Write an essay, maximum length 2000 words, counting footnotes but not bibliography, with a title chosen from those below:

1. *Paul Cartledge writes: 'The history of Sparta, it is not too much to say, is fundamentally the history of the class struggle between the Spartans and the Helots.' Is this the heart of the matter?*
2. *Robin Seager writes: 'Agesilaus ... seems to have wanted to establish a buffer-zone of rebel satraps and tribes between the Persian empire and the Greek cities of the coast' Was this Agesilaus' strategy from 396-394? If so, did it have a realistic chance of working? If not, what was Agesilaus actually trying to do?*
3. *Vivienne Gray writes: 'The formal encomium of the Spartan King, Agesilaus, is written in a more elaborate style than Hellenica. Its version of the campaigns of Agesilaus in Asia, though largely a word for word copy of the Hellenica, nevertheless recognises the difference between encomium and history by preferring more poetic vocabulary and showing more concern for euphony and balance.' Discuss the objectives Xenophon achieved by writing an encomium which he could not achieve just through history-writing.*

On successful completion you will be able to:

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## Online participation

Due: **weekly**

Weighting: **10%**

Write a comment in the online discussion each week (but those who contribute in at least ten weeks out of thirteen will be eligible, if the quality is right, for full marks). The comment should respond to the question set for the week and should be based on reading of on ancient and

modern source material. Footnoting and listing of bibliography is not required, and courteous interaction with comments posted by other students is encouraged. Word length in each case should be no more than 200 words.

On successful completion you will be able to:

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## Take-home examination

Due: **Week 13**

Weighting: **40%**

A take-home examination will be set. Four questions must be answered. The word-length for answers to the exam as a whole is 2,500 words, so that each answer should be approximately 625 words long. Some leeway is allowed on length, but there will be no extra marks for long answers.

The take-home examination is not another essay. Footnoting should not be used, and bibliographies should not be given. What is required is a set of well thought out but relatively brief answers to analytical questions drawn from across the ideas and events dealt with in the unit. The idea is that it should be possible to do the take-home exam in three hours, although there is no way of checking that a student does not spend four or five hours writing the answers: note again that there will be no credit for extra length.

The questions for the take-home examination will be made available in the unit during Week 13 of the Study Period.

On successful completion you will be able to:

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## Delivery and Resources

**You must complete Level 1 and 2 studies in Ancient History before starting this unit.**

## Introduction

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 organized 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.

## Required and recommended texts and/or materials

Books can be obtained from <http://www.coop.com.au>

This unit guide does not endorse Co-op Books (but for some reason I am required to mention the shop). There are lots of other places to buy books.

## Required Reading

The basic modern books to read about Sparta are:

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

Irad 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)

These books should be bought if circumstances allow. Please note that I do not care if you *buy* a book or read it in a library or via some other low-cost method. **DO NOT, therefore, contact me and ask me if it is necessary to buy the set books.** They are set books for a reason: but I am not the author and I do not make a cent on sales. I want you to study these books, not enrich the literary-industrial complex. If you are short of money I can't help.

Others on this list need not be bought, and indeed most of the primary sources are on the internet.

The work of the most important ancient writers is available here:



Plutarch *Life of Lycurgus* (Loeb translation volume 1, ISBN 978-0674990524) or online in English at <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:2008.01.0047>

Plutarch *Life of Pelopidas* (Loeb translation volume 5, ISBN 978-0674990975) or online in English at <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:2008.01.0054>

Herodotus *Histories* (Penguin Classics, ISBN 978-0140446388) or online in English at <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:1999.01.0126>

Thucydides *History of the Peloponnesian War* (Penguin Classics, ISBN 978-0140440393) or online in English at <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:1999.04.0105>

or

<http://classicpersuasion.org/pw/thucydides/thucydides-jowetttoc-b.htm>

Xenophon, Loeb translation volume 7 (*Constitution of the Lacedaimonians, Agesilaus, and other works*): ISBN 978-0674992023 or online in English at <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:1999.01.0210;text=Const.%20Lac>

Xenophon Loeb translation volume 3 (*Anabasis*): ISBN 978-0674991019 or online in English at <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:1999.01.0202>

Xenophon Loeb translation volume 1 (*Hellenica* I-IV): ISBN 978-0674990982 and Xenophon Loeb translation volume 2 (*Hellenica* V-VII): ISBN 978-0674990999 or online in English at <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:1999.01.020>

Diodorus Siculus, *Library of History* Loeb translations include ISBN 978-0674994133 Books 9-17 online in English at <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:1999.01.0084>

or here

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Diodorus\\_Siculus/home.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Diodorus_Siculus/home.html)

Other books which will be mentioned and which might be worth getting are:

Paul Cartledge, *Sparta and Lakonia: A Regional History 1300-362 BC* (Routledge, ISBN 978-0415262767)

D.M. Lewis, *Sparta and Persia* (Brill, ISBN 978-9004054271)

Daniel Ogden, *Aristomenes of Messene: Legends of Sparta's Nemesis* (Classical Press of Wales, ISBN 978-0954384548)

### **Late submission of work, and Special Consideration**

If you have to submit essay or take-home exam work late, then *before* the submission date you must submit an application for special consideration, using the ask.mq system (<https://ask.mq.edu.au/>)

Unless a Special Consideration request has been submitted and approved, (a) as 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.

In the case of contributions to online discussions, although they are intended to be weekly, the system will be that all contributions which are entered into the system before the day and time when the take-home exam is due will be regarded as being submitted on time. It is permissible, then, to back-fill these discussions, until the last day of Week 13. Full marks are available (depending on quality of contributions) to those who contribute in ten weeks or more out of thirteen: it is not obligatory to contribute to discussion in all thirteen weeks.

### **Unit webpage and technology used and required**

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

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

Please **do not contact teaching staff** for any further, more specific computer requirements. [onehelp@mq.edu.au](mailto:onehelp@mq.edu.au) is the resource to use for help with all computer problems. Alternatively phone 02 9850 4357. Consult the OUA website for more detailed information on technology requirements:

<http://www.open.edu.au/public/future-students/getting-started/computer-requirements>

### **University Grading Policy**

<http://www.mq.edu.au/policy/docs/grading/policy.html>

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Procedure on on Individual Assessment Grade Review, Unit Grade Review, Appeals Against Grades and Special Circumstances can be found at [http://www.mq.edu.au/courses/open\\_universities\\_australia/download\\_forms/](http://www.mq.edu.au/courses/open_universities_australia/download_forms/)

Marks given are indicative only: final marks will be determined after moderation.

## Ancient History grading

Below is the rubric applicable to all work handed in in this unit. Other rubrics will not be supplied. The method of assessing work does not involve allocating marks or parts of marks to boxes in the rubric.

### Grade Descriptors

<i>Knowledge, approach &amp; argument</i>	<b>HD</b>	<b>D</b>	<b>Cr</b>	<b>P</b>	<b>F</b>
<b>Knowledge of relevant subject matter</b>	Extensive knowledge of relevant subject matter	Thorough knowledge of relevant subject matter	Substantial knowledge of relevant subject matter	Sound knowledge of relevant subject matter	Little or no knowledge of relevant subject matter
<b>Mastery of appropriate techniques and methodologies</b>	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 deep and critical thinking	Sufficient evidence of some critical thinking	Little or no evidence of critical thinking
<b>Competing arguments</b>	Competing arguments mastered; some success in attempting to go beyond scholarship	Competing arguments mastered; attempt to go beyond scholarship	Substantial evidence of knowledge of competing arguments; arguments reported rather than analysed	Some evidence of knowledge of competing arguments, but this not integrated into your argument	No evidence of knowledge of competing arguments
<i>Sources &amp; their use</i>	<b>HD</b>	<b>D</b>	<b>Cr</b>	<b>P</b>	<b>F</b>
<b>Use of ancient sources</b>	Extensive and critical use of ancient sources	Thorough and critical use of ancient sources	Substantial use of ancient sources; some uncritical use	Sufficient use of ancient sources; substantial uncritical use	Very little or no use of ancient sources
<b>Use of modern scholarship</b>	Extensive and critical use of modern scholarship	Thorough and critical use of modern scholarship	Substantial use of modern scholarship; some uncritical use	Sufficient use of modern scholarship; substantial uncritical use	Little or no use of modern scholarship; uncritical use.

<b>Citation of sources</b>	Approved system used consistently	Approved system used consistently	Approved system used consistently	Approved system used, but not used consistently	No attempt to use approved system or no citation [plagiarism]
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<b>Style, presentation and language</b>	<b>HD</b>	<b>D</b>	<b>Cr</b>	<b>P</b>	<b>F</b>
<b>English language: grammar</b>	Excellent use of English language throughout	Excellent use of English language	Proficient use of English; some minor errors eg in use of apostrophe	Generally sound use of English; consistent minor errors	Substantial inappropriate or ungrammatical use of English
<b>English language: spelling</b>	Spelling correct throughout	Spelling correct throughout	Spelling mostly correct throughout; some inconsistency eg in treatment of foreign language words in English	Minor spelling mistakes but otherwise sound	Spelling poor
<b>Structure of argument</b>	Argument structure excellent	Argument well structured	Argument has proficient structure	Argument has clear structure	Little or no structure to argument
<b>Length of paper</b>	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Not within limits set for this assignment
<b>Presentation</b>	Well presented	Well presented	Well presented	Well presented	Poor presentation: eg untidy and difficult to read

## Academic honesty / Plagiarism

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.
- The work has not been submitted in whole or in part to any previous course or institution

(including MQ).

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty Policy which is available at Macquarie University's Policy Central website.

[http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

## Unit Schedule

<b>Week 1</b>	<p><b>Lecture 1:</b> Xenophon's <i>Constitution of the Lacedaimonians</i> 1: women and children at Sparta in the 370s BC.</p> <p><b>Lecture 2:</b> Xenophon's <i>Constitution of the Lacedaimonians</i> 2: the Spartans and their lawgiver in the fourth century.</p>
<b>Week 2</b>	<p><b>Lecture 3:</b> Early Sparta: the Mycenaean period and the return of the Heraclidae (Dorian migration).</p> <p><b>Lecture 4:</b> Irad Malkin's <i>Myth and Territory in the Spartan Mediterranean</i></p>
<b>Week 3</b>	<p><b>Lecture 5:</b> Plutarch's <i>Lycurgus</i> 1: Roman retrospect on how Sparta began.</p> <p><b>Lecture 6:</b> Plutarch's <i>Lycurgus</i> 2: Searching through the pigswill looking for pearls.</p>
<b>Week 4</b>	<p><b>Lecture 7:</b> Sparta and Persia in the sixth century.</p> <p><b>Lecture 8:</b> The Marathon campaign and the Greek alliance.</p>
<b>Week 5</b>	<p><b>Lecture 9:</b> Sparta and the battle of Plataea.</p> <p><b>Lecture 10:</b> Archaeology of Sparta.</p>
<b>Week 6</b>	<p><b>Lecture 11:</b> Pausanias and the foundation of the Delian League.</p> <p><b>Lecture 12:</b> Sparta and Athens 478-450.</p>
<b>Week 7</b>	<p><b>Lecture 13:</b> Spartan isolationism and Archidamus.</p> <p><b>Lecture 14:</b> Coryphasium, Brasidas and the northern campaign.</p>
<b>Week 8</b>	<p><b>Lecture 15:</b> Gylippus and the defence of Syracuse; Lysander and victory in the Aegean.</p> <p><b>Lecture 16:</b> Sparta's moves against Persia: Xenophon's <i>Anabasis</i>.</p>
<b>Week 9</b>	<p><b>Lecture 17:</b> Sources for fourth-century history: Xenophon, Diodorus Siculus, <i>Hellenica Oxyrhynchia</i>.</p> <p><b>Lecture 18:</b> Xenophon's <i>Agésilas</i> and the 'lame kingship'</p>
<b>Week 10</b>	<p><b>Lecture 19:</b> Sparta from 401 to the King's Peace</p> <p><b>Lecture 20:</b> Xenophon's <i>Oeconomicus</i> and the payoff for pro-Spartan propaganda</p>
<b>Week 11</b>	<p><b>Lecture 21 :</b> Sparta 387-375, and the Second Athenian Confederacy</p> <p><b>Lecture 22:</b> Isocrates and Sparta</p>

Week 12	<b>Lecture 23:</b> Sparta from 375 to Leuctra <b>Lecture 24:</b> Epaminondas in the Peloponnese
Week 13	<b>Lecture 25:</b> Daniel Ogden's <i>Aristomenes of Messene</i> <b>Lecture 26:</b> Sparta: retrospective

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

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.

### Extension Request

**Special Consideration Policy and Procedure**  
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in

2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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)

Marks given are indicative only; final marks will be determined after moderation.

## 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)

If independent information regarding Macquarie University's rules and procedures is needed, contact Student Advocacy <https://students.mq.edu.au/support/wellbeing/student-advocacy>



## 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.

For the helpdesk call 02 9850 4357, or email [onehelp@mq.edu.au](mailto:onehelp@mq.edu.au)

## 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

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

### Assessment tasks

- Minor essay
- Major essay 1
- Major essay 2
- Online participation
- Take-home 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**

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## **Assessment tasks**

- Major essay 1
- Major essay 2
- Online participation
- Take-home 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**

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## **Assessment task**

- Online participation

## 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

- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

### Assessment tasks

- Minor essay
- Major essay 1
- Major essay 2
- Online participation
- Take-home 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

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.

- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## **Assessment tasks**

- Minor essay
- Major essay 1
- Major essay 2
- Online participation
- Take-home examination

## **Problem Solving and Research Capability**

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

This graduate capability is supported by:

## **Learning outcomes**

- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## **Assessment tasks**

- Minor essay
- Major essay 1
- Major essay 2
- Online participation
- Take-home 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**

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## **Assessment tasks**

- Major essay 1
- Major essay 2
- Online participation
- Take-home 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**

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Up-to-date familiarity with the academic debate over the origins and nature of Sparta as a Greek state and regional power.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

## **Assessment tasks**

- Major essay 1

- Major essay 2
- Online participation
- Take-home examination

## Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

### Learning outcomes

- Enhanced generic skills including assembling information to develop an argument, comparing different points of view, arguing your own view and finding creative ways to present ideas.
- Familiarity with a source-based methodology for study of the ancient world, including critical approaches to literary material and an eclectic approach to synthesis of data.
- Familiarity with the debate over statehood and military service (especially hoplite service) in ancient Greece.

### Assessment task

- Online participation