General Information

Unit convenor and teaching staff
Unit Convenor
Paul McKechnie
paul.mckechnie@mq.edu.au
Contact via paul.mckechnie@mq.edu.au
W6A500
Open door policy

Credit points
3

Prerequisites
39cp including (AHIS110 or AHIS212 or AHIS312 or AHST103 or AHST232 or AHST332)

Corequisites

Co-badged status

Unit description
This unit is a study of the history of Rome in the fifth and fourth centuries BCE, from the establishment of the Roman republic to the time of the first Punic War. The work draws on Livy, other literary sources including Plutarch, and to some degree the findings of archaeological research.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
Write analytical and argumentative studies relating to important questions in Roman history.

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

General Assessment Information

Essays should be submitted through turnitin, via the links in the iLearn page.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor essay</td>
<td>20%</td>
<td>15 August 2016</td>
</tr>
<tr>
<td>Major essay</td>
<td>30%</td>
<td>21 October 2016</td>
</tr>
<tr>
<td>End of session examination</td>
<td>50%</td>
<td>As scheduled</td>
</tr>
</tbody>
</table>

Minor essay

Due: 15 August 2016
Weighting: 20%

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

How valuable (or otherwise) is Livy’s account of the Kaeo Quinctius riots in 463 (Livy 3.11-14) as evidence for the history of Rome in the early republican period?

This brief essay is set for completion at the beginning of Week 3 of the semester, to help students get an idea of the standard for the unit, and how they are going. Bibliographical suggestions should be drawn from the bibliographies for Weeks 1 and 2. Students should also find relevant ancient sources, and scholarly books and articles, for themselves, since a valuable research skill is developed by doing this.

DO NOT use internet sources of low quality (for example, most of those without a named author would count as being of low quality). The minor essay will be marked and returned as soon as possible. There will be no choice of topic for this essay, in view of how limited the range of work is which has been covered by this stage in the unit.

The Ancient History Department style guide should be followed for all the essays in this unit.

On successful completion you will be able to:

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries BC.
fourth centuries, studied in English translation.

- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Major essay

Due: 21 October 2016
Weighting: 30%

The major essay should have a maximum length of 2000 words counting footnotes but not counting bibliography.

A greater depth of study and a fuller range of reading are expected in the case of the major essay.

Initial bibliographical suggestions should be drawn from bibliographies in the iLearn unit. Students should also find relevant ancient sources, and scholarly books and articles, for themselves, since a valuable research skill is developed by doing this.

DO NOT use internet sources of low quality (for example, most of those without a named author would count as being of low quality).

Major essay titles:

1. Dionysius of Halicarnassus said that 'History is philosophy learned from examples'. Compare the lessons Dionysius wished to teach in Books 10 and 11 of his Roman Antiquities with the lessons Niccolo Macchiavelli wished to teach in his Discourses on the first Decade of Livy.

2. 'The Vestals', writes Inge Kroppenberg, 'represented the living Roman Republic. Their inauguration into the cult of Vesta, the captio, was a mythical and ritual process, both violent and sovereign, allowing the res publica to experience an immaculate new beginning.'

   In view of the pre-republican origin of the Vestal Virgins, can Kroppenberg's view be convincingly maintained?

3. 'Very little in the sources ... prepares us for the universal belief among early modern historians that the gens was of surpassing influence in the creation of the early state, and the organisation of its early civic life' (C.J. Smith). Was the gens as such ever a key to political power at Rome? If not, how did the gens relate to real loci of power?

4. '[The] plebeian model of political performativity ... is already implied by the institutions of
ancient Rome’s plebeian democracy as well as certain other premodern republics grounded on
differentiated citizenship (whereby the few, though elevated and distinguished from the many,
onetheless endured unique burdens as a condition of this elevation) ...' (J.E. Green)

How powerful is the comparison Green draws between plebeian politics in the Roman republic
and the 'plebeianism' which Green defines in the course of arguing that 'something other than
the full realization of free and equal citizenship is being practised in contemporary mass
liberal–democratic regimes'?

5. 'We must ... turn to Livy and ... try to assess the extent to which the Pontifical Tables and ...
other sources ... channelled reliable information into the annalistic tradition. This procedure relies
almost entirely on assessing the inherent probability of L.’s evidence and working from there to
assessments of the quality of his ultimate sources' (S.P. Oakley).

Is it possible to do actual history under these conditions, or only myth? Focus on one or two
historical issues of your choice from Livy 6-10.

6. Outline the types of Roman citizenship and the variety of kinds of citizen communities which
existed between 386 and 264. How did modifications in the nature of citizenship, and creation of
new citizen and non-citizen communities in the Roman sphere, augment the power of Rome in
these years? Give examples.

The Ancient History Department style guide should be followed for all the essays in this unit.

On successful completion you will be able to:

• Demonstrate understanding and retention of information from primary sources relating to
  Rome in the fifth and fourth centuries BC.
• Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and
  fourth centuries, studied in English translation.
• Demonstrate ability to understand and interpret published archaeological data relating to
  Rome and Italy in the fifth and fourth centuries.
• Demonstrate critical understanding and evaluation of modern academic studies of early
  Roman history, in English.
• Write analytical and argumentative studies relating to important questions in Roman
  history.
• Present written work to a high standard, with relevant footnoting and accurate
  bibliographies.

End of session examination

Due: As scheduled
Weighting: 50%

There will be a two-hour exam at the end of semester. There will be a choice of questions, and
On successful completion you will be able to:

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.

**Delivery and Resources**

Lectures will be recorded and available via Echo 360.

Resources are available in iLearn.

There are items available for this unit in 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 (9850 4357) and not the course convener.

**Bibliography**

*Required*

See *Recommended*. Please do not plan your approach to this unit on the basis of doing the minimum.

*Recommended*

**Week 1**

**Ancient books**

Plutarch *Publicola* http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Publicola*.html

**Modern books and articles**

Monica Affortunati and Barbara Scardigli, ‘Aspects of Plutarch’s *Life of Publicola*’ in Philip A.


**Week 2**

**Ancient books**

Livy 3.11-14: the ‘Kaeso Quinctius Handout’

Plutarch *Coriolanus*


**Modern books and articles**


Seth G. Bernard, ‘Continuing the Debate on Rome’s Earliest Circuit Walls’ *Papers of the British School at Rome* 80 (2012), 1-44.


**Week 3**

**Ancient books**

- The Twelve Tables (= Document 2)

**Modern books and articles**


**Week 4**

**Ancient books**


**Modern works**


Irene Peirano, ‘Hellenized Romans and Barbarized Greeks. Reading the End of Dionysius of Halicarnassus’ *Antiquitates Romanae* *Journal of Roman Studies* 100 (2010), 32-53.


**Week 5**

**Ancient books**

Livy 6 set passage

**Modern books and articles**

Niccolò Machiavelli *Discourses on the First Decade of Livy*, chapter 22. (Link called ‘Machiavelli selection’ in online unit)


Lorne H. Ward, ‘Roman Population, Territory, Tribe, City, and Army Size from the Republic's

**Week 6**

**Ancient books**

Plutarch Camillus set passage.

**Modern books and articles**


Arnaldo Momigliano, ‘Camillus and Concord’ *Classical Quarterly* 36 (1942), 111-120.


**Week 7**

**Modern books and articles**


E. Stuart Staveley, ‘*Provocatio* during the Fifth and Fourth Centuries B.C.’ *Historia: Zeitschrift für Alte Geschichte* 3 (1955), 412-428.

**Week 8**

**Ancient books**
Plutarch *Roman Questions* set passage.

**Modern books and articles**


Andrew Lintott, ‘Electoral Bribery in the Roman Republic’ *Journal of Roman Studies* 80 (1990), 1-16.

P. L. MacKendrick, ‘Roman Colonization’ *Phoenix* 6 (1952), 139-146.


**Week 9**

**Ancient books**

Livy *History of Rome* 8 (Document 7) in set documents collection

**Modern books and articles**

Clifford Ando, ‘Was Rome a Polis?’ *Classical Antiquity* 18 (1999), 5-34.


Saskia T. Roselaar, ‘*Assidui or proletarii?* Property in Roman Citizen Colonies and the *vacatio militiae*’ *Mnemosyne* 62 (2009), 609-623.

E.T. Salmon, ‘Roman Expansion and Roman Colonization in Italy’ *Phoenix* 9, (1955), 63-75.

**Week 10**

**Ancient books**

Livy *History of Rome* 10 (Document 8) in set documents collection

**Modern books and articles**


**Week 11**

**Ancient books**

Plutarch *Pyrrhus* (Document 9) in set documents collection

**Modern books and articles**


**Week 12**

**Modern books and articles**


Week 13

Ancient books
Polybius 1.5.1-10.9 (Document 10) in set documents collection

Modern books and articles


**Unit Schedule**

Classes: Mondays and Tuesdays 12.00-1.00, W5C220

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 August</td>
<td>12.00</td>
<td>Royal Rome and its downfall</td>
</tr>
<tr>
<td>2</td>
<td>2 August</td>
<td>12.00</td>
<td>Evidence for Rome in the early republic</td>
</tr>
<tr>
<td>3</td>
<td>8 August</td>
<td>12.00</td>
<td>Praetors (= consuls) and dictators</td>
</tr>
<tr>
<td>4</td>
<td>9 August</td>
<td>12.00</td>
<td>Plutarch <em>Publicola</em> (Document 1)</td>
</tr>
<tr>
<td>5</td>
<td>15 August</td>
<td>12.00</td>
<td>Patricians and plebeians in the fifth century</td>
</tr>
<tr>
<td>6</td>
<td>16 August</td>
<td>12.00</td>
<td>The Twelve Tables (Document 2), plus Religion (and law) in the early republic, incl. the Black Stone</td>
</tr>
<tr>
<td>7</td>
<td>22 August</td>
<td>12.00</td>
<td><em>Dionysius of Halicarnassus Roman Antiquities</em> (Document 3)</td>
</tr>
<tr>
<td>8</td>
<td>23 August</td>
<td>12.00</td>
<td>Coriolanus and the Volscians; the Fabii, the Etruscans and the Cremera; and the <em>foedus Cassianum.</em></td>
</tr>
<tr>
<td>9</td>
<td>29 August</td>
<td>12.00</td>
<td>The Roman clan; plus Livy <em>History of Rome</em> 6 (Document 4)</td>
</tr>
<tr>
<td>10</td>
<td>30 August</td>
<td>12.00</td>
<td>Macchiavelli’s <em>Discourses</em></td>
</tr>
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</table>
### Unit Guide AHIS310 Early Rome

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>5 September</td>
<td>12.00</td>
<td>Etruscan life, Etruscan art</td>
</tr>
<tr>
<td>12</td>
<td>6 September</td>
<td>12.00</td>
<td>Etruscans, Romans and Celts</td>
</tr>
<tr>
<td>13</td>
<td>12 September</td>
<td>12.00</td>
<td>Plutarch Camillus (Document 5)</td>
</tr>
<tr>
<td>14</td>
<td>13 September</td>
<td>12.00</td>
<td>The Roman army</td>
</tr>
<tr>
<td>15</td>
<td>3 October</td>
<td>12.00</td>
<td>Rome and the Latins (1)</td>
</tr>
<tr>
<td>16</td>
<td>4 October</td>
<td>12.00</td>
<td>Rome and the Latins (2) plus Plutarch Roman Questions (Document 6)</td>
</tr>
<tr>
<td>17</td>
<td>10 October</td>
<td>12.00</td>
<td>Roman years, months, days and fasti</td>
</tr>
<tr>
<td>18</td>
<td>11 October</td>
<td>12.00</td>
<td>Women at Rome; Roman slavery</td>
</tr>
<tr>
<td>19</td>
<td>17 October</td>
<td>12.00</td>
<td>Livy History of Rome 8 (Document 7)</td>
</tr>
<tr>
<td>20</td>
<td>18 October</td>
<td>12.00</td>
<td>Patrons and clients</td>
</tr>
<tr>
<td>21</td>
<td>24 October</td>
<td>12.00</td>
<td>Rome and the Samnites (1)</td>
</tr>
<tr>
<td>22</td>
<td>25 October</td>
<td>12.00</td>
<td>Livy History of Rome 10 (Document 8)</td>
</tr>
<tr>
<td>23</td>
<td>31 October</td>
<td>12.00</td>
<td>Rome and the Samnites (2)</td>
</tr>
<tr>
<td>24</td>
<td>1 November</td>
<td>12.00</td>
<td>Plutarch Pyrrhus (Document 9)</td>
</tr>
<tr>
<td>25</td>
<td>7 November</td>
<td>12.00</td>
<td>Rome and Greece, Greece and Rome</td>
</tr>
<tr>
<td>26</td>
<td>8 November</td>
<td>12.00</td>
<td>Polybius 1.5.1-10.9 (Document 10)</td>
</tr>
</tbody>
</table>

**Learning and Teaching Activities**

Listen to lectures  
In the classroom or on Echo360  

Study primary sources  
Use iLearn plus library study  

Study modern learned literature  
Use bibliographies and e-reserve, plus library study
Find and study additional relevant literature beyond material in bibliographies

Use resources including JSTOR and L'Annee philologique

**Policies and Procedures**

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Honesty Policy](http://mq.edu.au/policy/docs/academic_honesty/policy.html)
- [Assessment Policy prior to Session 2 2016](http://mq.edu.au/policy/docs/assessment/policy.html)
- [Grading Policy prior to Session 2 2016](http://mq.edu.au/policy/docs/grading/policy.html)
- [Grade Appeal Policy](http://mq.edu.au/policy/docs/gradeappeal/policy.html)
- [Complaint Management Procedure for Students and Members of the Public](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)
- [Disruption to Studies Policy](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of 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/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

**Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

**How to submit your work**

Written work must be submitted by internal students through the Arts Student Centre (via the AHIS assignment box) on Level 1, W6A. External students submit work through the Centre for Open Education. Students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is generated from the student section of the Faculty of Arts website at:
Please provide your student details and click the *Get my assignment coversheet* button to generate your personalized assignment cover sheet.

*Extensions*

Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied.

If you need an extension ask for it before hand-in time. Unless of minimal duration, extensions can only be granted for documented medical reasons or on documented compassionate grounds.

*Pass mark*

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

*Criteria and standards for grading against which individual assessment tasks will be judged*
<table>
<thead>
<tr>
<th>Knowledge, approach &amp; argument</th>
<th>HD</th>
<th>D</th>
<th>Cr</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of relevant subject matter</td>
<td>Extensive knowledge of relevant subject matter</td>
<td>Thorough knowledge of relevant subject matter</td>
<td>Substantial knowledge of relevant subject matter</td>
<td>Sound knowledge of relevant subject matter</td>
<td>Little or no knowledge of relevant subject matter</td>
</tr>
<tr>
<td>Mastery of appropriate techniques and methodologies</td>
<td>Mastery of appropriate techniques and methodologies</td>
<td>Thorough application of techniques and methodologies</td>
<td>Substantial evidence of knowledge of appropriate techniques and methodologies</td>
<td>Some evidence of knowledge of appropriate techniques and methodologies</td>
<td>Little or no evidence of knowledge of appropriate techniques and methodologies</td>
</tr>
<tr>
<td>Your argument</td>
<td>Consistent evidence of deep and critical thinking; substantial originality</td>
<td>Clear evidence of deep and critical thinking.</td>
<td>Some evidence of deep and critical thinking</td>
<td>Sufficient evidence of some critical thinking</td>
<td>Little or no evidence of critical thinking</td>
</tr>
<tr>
<td>Competing arguments</td>
<td>Competing arguments mastered; some success in attempting to go beyond scholarship</td>
<td>Competing arguments mastered; attempt to go beyond scholarship</td>
<td>Substantial evidence of knowledge of competing arguments; arguments reported rather than analysed</td>
<td>Some evidence of knowledge of competing arguments, but this not integrated into your argument</td>
<td>No evidence of knowledge of competing arguments</td>
</tr>
<tr>
<td>Sources &amp; their use</td>
<td>HD</td>
<td>D</td>
<td>Cr</td>
<td>P</td>
<td>F</td>
</tr>
<tr>
<td>Use of ancient sources</td>
<td>Extensive and critical use of ancient sources</td>
<td>Thorough and critical use of ancient sources</td>
<td>Substantial use of ancient sources; some uncritical use</td>
<td>Sufficient use of ancient sources; substantial uncritical use</td>
<td>Very little or no use of ancient sources</td>
</tr>
<tr>
<td>Use of modern scholarship</td>
<td>Extensive and critical use of modern scholarship</td>
<td>Thorough and critical use of modern scholarship</td>
<td>Substantial use of modern scholarship; some uncritical use</td>
<td>Sufficient use of modern scholarship; substantial uncritical use</td>
<td>Little or no use of modern scholarship; uncritical use.</td>
</tr>
<tr>
<td>Citation of sources</td>
<td>Approved system used consistently</td>
<td>Approved system used consistently</td>
<td>Approved system used consistently</td>
<td>Approved system used, but not used consistently</td>
<td>No attempt to use approved system or no citation [plagiarism]</td>
</tr>
</tbody>
</table>
### Style, presentation and language

<table>
<thead>
<tr>
<th></th>
<th>HD</th>
<th>D</th>
<th>Cr</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English language:</strong> grammar</td>
<td>Excellent use of English language throughout</td>
<td>Excellent use of English language</td>
<td>Proficient use of English; some minor errors eg in use of apostrophe</td>
<td>Generally sound use of English; consistent minor errors</td>
<td>Substantial inappropriate or ungrammatical use of English</td>
</tr>
<tr>
<td><strong>English language:</strong> spelling</td>
<td>Spelling correct throughout</td>
<td>Spelling correct throughout</td>
<td>Spelling mostly correct throughout; some inconsistency eg in treatment of foreign language words in English</td>
<td>Minor spelling mistakes but otherwise sound</td>
<td>Spelling poor</td>
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<tr>
<td><strong>Structure of argument</strong></td>
<td>Argument structure excellent</td>
<td>Argument well structured</td>
<td>Argument has proficient structure</td>
<td>Argument has clear structure</td>
<td>Little or no structure to argument</td>
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<tr>
<td><strong>Length of paper</strong></td>
<td>Within limits set for this assignment</td>
<td>Within limits set for this assignment</td>
<td>Within limits set for this assignment</td>
<td>Within limits set for this assignment</td>
<td>Not within limits set for this assignment</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Well presented</td>
<td>Well presented</td>
<td>Well presented</td>
<td>Well presented</td>
<td>Poor presentation: eg untidy and difficult to read</td>
</tr>
</tbody>
</table>

### Student Support

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

#### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

### Equity Support

Students with a disability are encouraged to contact the [Disability Service](http://disability.mq.edu.au) who can provide
Problem Solving and Research Capability
Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

• Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
• Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
• Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
• Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
• Write analytical and argumentative studies relating to important questions in Roman history.

Assessment tasks

• Minor essay
• Major essay

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

**Learning outcomes**

- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

**Assessment tasks**

- Minor essay
- Major essay
- End of session examination

**Capable of Professional and Personal Judgement and Initiative**

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

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.

**Assessment tasks**

- Minor essay
Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.

Assessment tasks

- Minor essay
- Major essay
- End of session examination

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- Demonstrate understanding and retention of information from primary sources relating to
Rome in the fifth and fourth centuries BC.
• Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
• Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
• Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
• Write analytical and argumentative studies relating to important questions in Roman history.

Assessment tasks
• Minor essay
• Major essay
• End of session examination

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

This graduate capability is supported by:

Learning outcomes
• Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
• Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
• Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
• Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
• Write analytical and argumentative studies relating to important questions in Roman history.

Assessment tasks
• Minor essay
• Major essay
• End of session examination
Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

**Assessment tasks**

- Minor essay
- Major essay
- End of session examination

Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
• Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
• Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
• Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
• Write analytical and argumentative studies relating to important questions in Roman history.
• Present written work to a high standard, with relevant footnoting and accurate bibliographies.

**Assessment tasks**

• Minor essay
• Major essay
• End of session examination

**Commitment to Continuous Learning**

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

This graduate capability is supported by:

**Learning outcomes**

• Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
• Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
• Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
• Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
• Write analytical and argumentative studies relating to important questions in Roman history.
• Present written work to a high standard, with relevant footnoting and accurate bibliographies.
**Assessment tasks**

- Minor essay
- Major essay