



AHIX202

The Olympic Games, Ancient and Modern

S1 OUA 2018

Dept of Ancient History

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Disclaimer

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General Information

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit centres on the Olympic Games in broad context from their origins in the eighth century BCE, to the Beijing 2008 Olympic Games, as a unique way to explore the Mediterranean world through the lens of Greek culture, and the modern uses of Greek antiquity. The ancient half of the unit explores the links between religion, athletics and high culture in the Greek and Roman world, while the modern half traces the ideals of physical culture and the Olympic Games, in elite discourse and the popular mind, from the eighteenth-century enlightenment to the most recent Games. All enrolment queries should be directed to Open Universities Australia (OUA): see 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:

Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.

Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.

Study and interpret published archaeological data relating to Olympia and other sites of Greek games.

Read and evaluate modern academic studies of the Olympic Games, in English.

Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.

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

General Assessment Information

The pass mark in this unit is 50%. A student who has amassed 50% of the marks available for the unit as a whole will receive a pass, even if not all assignments have been attempted.

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

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|-----------------------------|-----------|--------|--------|
| Minor Essay | 10% | No | Week 2 |

| Name | Weighting | Hurdle | Due |
|--------------------------------------|-----------|--------|-----------|
| First major essay | 20% | No | Week 6 |
| Second major essay | 20% | No | Week 11 |
| Online participation | 10% | No | Each week |
| Take-home exam | 40% | No | Week 13 |

Minor Essay

Due: **Week 2**

Weighting: **10%**

Please note that essay form is required for all work submitted. Point form or extended notes are not good enough. Footnotes should be given, and should conform to the rules laid out in the Department of Ancient History '[Essay Presentation & Conventions: Style Guide](#)'.

Two extra hints:

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

Choose one topic from those given below:

1. What do Homer's accounts of the Phaeacian games, and the funeral games for Patroclus, really show about (what Moses Finley called) the 'World of Odysseus'?

Hints for this title: For this question refer to the weekly activity for week 1. It is vital to study M.I. Finley's *The World of Odysseus* as well as the relevant parts of the *Iliad* and *Odyssey*. Be strict about the word limit, and don't go over 1,000 words, including footnotes.

2. E. Norman Gardiner in 1917 wrote: 'As to the origin and character of the festival itself, the only evidence is to be found in the actual customs of the festival, particularly the time of the year when it was held, the four years' cycle, the olive crown, the sacred truce, the exclusion of women'. Are these still the decisive considerations for an understanding of what the Olympics Games meant in the eighth century BC?

Hints for this title: For this question refer to the weekly activity for Week Two. Look at the articles by Croke and Montgomery as well as Gardiner's article, but tackle the question broadly, bringing in appropriate reference to Spivey's *The Ancient Olympics: a History*, in order to focus on the meaning of the Olympics in the eighth century. Be strict about the word limit, and don't go over 1,000 words, including footnotes.

On successful completion you will be able to:

- Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.
- Read and evaluate modern academic studies of the Olympic Games, in English.
- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

First major essay

Due: **Week 6**

Weighting: **20%**

The first major essay, of no more than 2,000 words including footnotes, is due **at the end of Week 6**. Essay formalities (footnotes, bibliography) should follow the guidelines laid out in the Department of Ancient History '[Essay Presentation & Conventions: Style Guide](#)'.

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

Two extra hints:

1. Don't refer to the works of ancient authors by giving the page number in an English translation. Always use instead the book, chapter and section numbers in the text. Some of the translations you find online may not have proper numbering, e.g. in Internet Classics Archive (<http://classics.mit.edu/Browse/>); but if you're reading your ancient source online, try to use a

site which does have numbering, e.g. Lacus Curtius (<http://penelope.uchicago.edu/Thayer/E/home.html>) or Perseus Project (http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html).

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

Choose one topic from those given below:

1. When and how were the Pythian Games, Isthmian Games and Nemean Games founded? How important were these festivals in Greek life in the sixth century BC? *Hints for this title:* Use the weekly bibliography for week 3 as your main source of bibliographical advice.

2. Describe the combat events at the Olympic Games (boxing, wrestling, pankration). How dangerous was it to participate?

Hints for this title: This is a straightforward question, which some will find too dull. The first part of it is answered by giving a description of boxing, wrestling, and the pankration: what the contest consisted of, what equipment there was and how it was used, how a fight was won. The Brophy articles are important for the second element in the question.

3. Compare Isocrates' *Panegyricus* (380BC) with Barack Obama's *Speech at Cairo University* (5 June 2009). Are there similarities in the ways the speakers lay out a cultural program? Are both staking a claim to moral leadership in the world community?

Hints for this title: Be careful about the requirement to *compare*. It does not mean 'Describe the *Panegyricus*, then describe the Obama speech'. But at the same time it is not helpful to write, 'These speeches were given thousands of years apart in totally contrasting contexts, and therefore they are completely different and there is nothing to compare.' Read the speeches with an ear to the areas where the speakers are reflecting on elements of human experience which resonate in similar ways, and then *compare* how the two speakers address the issues which arise. Focus on *cultural program* and *moral leadership*.

4. Compare the articles about Pindar *Olympian* 1 by Sicking (1983) and Nagy (1986). Which of them seems to have the better interpretation of Pindar's use of myth?

Hints for this title: See the hints for title 3 above about how to *compare*. Vitally, this does *not* mean, 'Write a little summary of both articles'. This is a good title for students who have done HST140 *Myth in the Ancient World*. Remember that myths can always be retold *and changed*: Pindar was in this business, using myths 'to think with'.

On successful completion you will be able to:

- Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.

- Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.
- Study and interpret published archaeological data relating to Olympia and other sites of Greek games.
- Read and evaluate modern academic studies of the Olympic Games, in English.
- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Second major essay

Due: **Week 11**

Weighting: **20%**

The second major essay, of no more than 1500 words including footnotes, is due **at the end of Week 11**. Essay formalities (footnotes, bibliography) should follow the guidelines laid out in the Department of Ancient History '[Essay Presentation & Conventions: Style Guide](#)'.

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

Choose *one* topic from those given below:

1. Discuss critically the transformation of the pre-Christian world to Christianity with the reference to Olympic Games under the Emperor Theodosius.

Hints for this title: Use the articles by Fowden, as well as other relevant bibliography from your own research, in order to elaborate this argument. The purpose of this essay is to articulate an argument that would expose the position and the attitude of the Christian empire towards athleticism.

2. What in your opinion constitutes the major factor or factors for the revival of the Olympic Games in the nineteenth century?

Hints for this title: This is not just a question to outline the factors of the Olympic revival but to critically trace and articulate the elements that constitute the process towards the revival.

3. It seems that there are conflicted views regarding the founder of the Modern Olympics. Please use your sources and critically discuss the process of revival of Olympic Games during the 19th century.

Hints for this title: Another straightforward question. Use mainly David Young (1996) for your argument. This is because Young's account of the Olympic history has been considered controversial. What do you think?

4. Give a critical account for the crucial roles Coubertin, Brooks and Vikelas (and the others) played in the revival of the first International Olympic Games in Athens (1896).

Hints for this title: You do not have to outline merely the actions of the various people that played role for the revival of the Olympic Games, but mainly both to examine their philosophical views and attitudes regarding Olympism during the 19th century.

On successful completion you will be able to:

- Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.
- Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.
- Read and evaluate modern academic studies of the Olympic Games, in English.
- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Online participation

Due: **Each week**

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. It should be based on reading of 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 between 100 and 250 words. The exact date when you post a comment does not matter, but the axe will fall at 5 p.m. on the Friday of Week 13, and comments added to the site after that time will not be taken into account.

On successful completion you will be able to:

- Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.
- Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.

- Study and interpret published archaeological data relating to Olympia and other sites of Greek games.

Take-home exam

Due: **Week 13**

Weighting: **40%**

Length: 2,500 words **Available:** from 9am Monday (EST) of **Week 13** **Due:** 5pm (EST) Friday of **Week 13**

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

- **Section 1: Ancient** For this section, focus preparation on weeks 1 to 7 of the unit.
- **Section 2: Modern** For this section, focus preparation on weeks 8 to 13 of the unit.

The exam will be made available for a period of one working week, from **9am (EST) Monday of Week 13 to 5pm (EST) Friday of Week 13**. It will be a 'take home' exam, meaning that you can decide for yourself when to work on it during the given week.

Treat the exam as much as possible as if you were doing it under 'exam conditions'. In particular, don't make it into another essay: don't give footnotes and bibliographies, but work principally from memory. The idea is to gauge how effectively you can argue and draw conclusions from material discussed in the unit, and scholarly work you have read.

You are asked if possible to do the take-home exam in three hours. This cannot be policed, and you may give yourself longer if you think it helps; but note that 2,500 words amount to about 625 words per answer, and there will be no extra marks for extra length.

On successful completion you will be able to:

- Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.
- Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.
- Study and interpret published archaeological data relating to Olympia and other sites of Greek games.
- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.

Delivery and Resources

Required and recommended texts and/or materials

Books can be obtained from the Co-op bookshop <https://www.coop.com.au/s/macquarie-university>

There are better places to obtain books than the Co-op bookshop, including online. This unit guide does not endorse the Co-op bookshop.

Required Reading

M.I. Finley, *The World of Odysseus* (London, 1954 and reprints)

Nigel Spivey, *The Ancient Olympic Games: a History* (Oxford, 2004)

D.C. Young, *The Modern Olympics: a Struggle for Revival* (Baltimore, 1996)

Unibooks say they cannot obtain D.C. Young's book. See <http://www.amazon.com/The-Modern-Olympics-Struggle-Revival/dp/0801872073>

Recommended Reading

The iLearn website gives bibliographies for every week, and many of the items are in the Library unit readings. It is recommended that you should read widely and deeply.

Unit Schedule

Weekly schedule

| | |
|--------|--|
| Week 1 | <p>Lecture 1: Athletics in Greece in the age of heroes.</p> <p>Lecture 2: Finley's <i>World of Odysseus</i>; the eighth century BC, and the beginning of the Olympic Games</p> |
| Week 2 | <p>Lecture 3: The stadion race, Olympic nudity, the archaic Olympics.</p> <p>Lecture 4: Eusebius, victor lists, and the chronographic tradition in Greece.</p> |
| Week 3 | <p>Lecture 5: Other athletic festivals in Greece. Sport and politics in Greece.</p> <p>Lecture 6: The Olympic Games in the fifth century BC. Horses, and chariot-racing.</p> |
| Week 4 | <p>Lecture 7: Athletics for women: the Heraia.</p> <p>Lecture 8: the Olympic Games in the fourth century BC. Boxing and wrestling.</p> |
| Week 5 | <p>Lecture 9: Olympic talk. The pentathlon.</p> <p>Lecture 10: The site of Olympia.</p> |
| Week 6 | <p>Lecture 11: Victory celebrations and Pindar's poetry.</p> <p>Lecture 12: Pindar and the Greek nobility.</p> |
| Week 7 | <p>Lecture 13: The Olympic Games in the Hellenistic age.</p> <p>Lecture 14: The Olympic Games under the non-Christian Roman empire.</p> |
| Week 8 | <p>Lecture 15: Were there any Olympic Games after Theodosius?</p> <p>Lecture 16: Olympic games and Christianity: Martyrdom and/or spiritual athleticism?</p> |

| | |
|---------|---|
| Week 9 | Lecture 17: Enlightenment, Renaissance and Olympic Games. Lecture 18: Re-discovering and the path to revival. |
| Week 10 | Lecture 19: Greece and the Greek world in the nineteenth century. Lecture 20: "The Forgotten Olympics" |
| Week 11 | Lecture 21: Coubertin, Brooks and Vikelas. Lecture 22: The first Modern Olympic Games: Athens 1896. |
| Week 12 | Lecture 23: The Olympic Games and Politics. Lecture 24: Berlin, Moscow and Los Angeles. |
| Week 13 | Lecture 25: The first Olympics in the twenty-first century: Athens 2004. Lecture 26: Significance, symbolisms and reality in the opening ceremonies. |

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 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.

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

Extensions and Special Consideration

Please hand in your work on time. If this is not going to be possible, you must apply for Special Consideration, using the ask.mq system (<https://ask.mq.edu.au/>). Say how many days late your work is going to be, and include supporting documentation (for example, a doctor's certificate saying how many days you were unable to work).

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

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.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au>

dents.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

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.

Please **do not contact teaching staff** for any further, more specific computer requirements. onehelp@mq.edu.au is the resource to use for help with all computer problems. Alternatively phone 02 9850 4357.

Graduate Capabilities

Creative and Innovative

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

This graduate capability is supported by:

Learning outcomes

- Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.
- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.

Assessment tasks

- Minor Essay
- First major essay
- Second major essay
- Online participation
- Take-home exam

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

- Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.
- Study and interpret published archaeological data relating to Olympia and other sites of Greek games.
- Read and evaluate modern academic studies of the Olympic Games, in English.
- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Minor Essay
- First major essay
- Second major essay

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcome

- Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.
- Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.
- Study and interpret published archaeological data relating to Olympia and other sites of Greek games.
- Read and evaluate modern academic studies of the Olympic Games, in English.
- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.

Assessment tasks

- Minor Essay
- First major essay
- Second major essay
- Online participation
- Take-home exam

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- Understand and remember primary source based information relating to the Olympic Games, in the ancient and modern eras.
- Study and interpret primary literary sources relating to the Olympic Games, in English translation where not originally written in English.
- Study and interpret published archaeological data relating to Olympia and other sites of Greek games.
- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.

Assessment tasks

- Minor Essay
- First major essay
- Second major essay
- Online participation
- Take-home exam

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

- Study and interpret published archaeological data relating to Olympia and other sites of Greek games.
- Read and evaluate modern academic studies of the Olympic Games, in English.

Assessment tasks

- Minor Essay
- First major essay
- Second major essay
- Online participation
- Take-home exam

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

- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Minor Essay
- First major essay
- Second major essay
- Online participation
- Take-home exam

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

- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Second major essay
- Online participation

Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

Learning outcome

- Write analytical and argumentative studies relating to important questions relating the Olympic Games to broader issues in ancient and modern history.

Assessment task

- Second major essay

Changes from Previous Offering

Updates to policy statements on extensions and Special Consideration.