General Information

Unit convenor and teaching staff
Unit Convenor
Paul McKechnie
paul.mckechnie@mq.edu.au
Contact via paul.mckechnie@mq.edu.au
AHH South Floor 2
by appointment only (email me)

Credit points
3

Prerequisites
(39cp at 100 level or above) 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
1. Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
2. Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
3. Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
4. Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
5. Write analytical and argumentative studies relating to important questions in Roman history.
6. Present written work to a high standard, with relevant footnoting and accurate bibliographies.

**General Assessment Information**

**How to submit your work**

Written work must be submitted through Turnitin in the iLearn website for the unit.

**Extensions**

Please submit your work on time.

If you want an extension you must apply for special consideration (https://students.mq.edu.au/study/my-study-program/special-consideration).

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.

**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.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor essay</td>
<td>20%</td>
<td>No</td>
<td>13 August 2018</td>
</tr>
<tr>
<td>Major essay</td>
<td>30%</td>
<td>No</td>
<td>19 October 2018</td>
</tr>
<tr>
<td>End of session examination</td>
<td>50%</td>
<td>No</td>
<td>As scheduled</td>
</tr>
</tbody>
</table>

**Minor essay**

Due: 13 August 2018

Weighting: 20%

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

**What does Livy’s story of the rape of Lucretia show about the public and private values of**
the Roman republic?

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 Department of Ancient History Assignment Presentation Style Guide should be followed for all the essays in this unit.

This Assessment Task relates to the following 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.

Major essay

Due: 19 October 2018

Weighting: 30%

The major essay should be shorter than 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 Niccolò 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. '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.

The Department of Ancient History Assignment Presentation Style Guide should be followed for all the essays in this unit.

This Assessment Task relates to the following Learning Outcomes:

• Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
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• 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
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 students may choose to answer either two or three.

This Assessment Task relates to the following 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.

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 Leganto.

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 computer 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

Unit as a whole

Jeremy Armstrong, War and Society in Early Rome (Cambridge, 2016).

**Week 1**

**Ancient books**

Livy 1.57-60 (= Document 1)

**Modern books and articles**


**Week 2**

**Ancient books**

Livy 3.11-14: the ‘Kaeso Quinctius Handout’

Plutarch *Coriolanus*


**Modern books and articles**

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


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**

Dionysius of Halicarnassus Roman Antiquities Set portion in ‘Set Readings’ folder in online unit. Rest at this URL: http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Dionysius_of_Halicarnassus/home.html

**Modern works**


W.V. Harris, ‘A Note on the Roman Conquest of Etruria’ *Historia: Zeitschrift für Alte Geschichte* 22 (1973), 356-358


**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)


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


Week 8

Ancient books

Plutarch Roman Questions set passage.

Modern books and articles


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.


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


<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30 July</td>
<td>12.00</td>
<td>Rome and Latium in the sixth century BC</td>
</tr>
<tr>
<td>2</td>
<td>31 July</td>
<td>10.00</td>
<td>How the Tarquini lost Rome and Gabii (Livy 1.57-60 [= Document 1])</td>
</tr>
<tr>
<td>3</td>
<td>6 August</td>
<td>12.00</td>
<td>Roman Republic Year One</td>
</tr>
<tr>
<td>Unit guide</td>
<td>AHIS310 Early Rome</td>
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<tr>
<td>4</td>
<td>7 August 10.00</td>
<td>The Black Stone</td>
<td></td>
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<tr>
<td>5</td>
<td>13 August 12.00</td>
<td>Who were the patricians and the plebs? (Livy 2.32-33)</td>
<td></td>
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<tr>
<td>6</td>
<td>14 August 10.00</td>
<td>The Twelve Tables (Document 2), plus Religion (and law) in the early republic, incl. the Black Stone</td>
<td></td>
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<tr>
<td>7</td>
<td>20 August 12.00</td>
<td>Dionysius of Halicarnassus Roman Antiquities (Document 3)</td>
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<tr>
<td>8</td>
<td>21 August 10.00</td>
<td>Coriolanus and the Volscians; the Fabii, the Etruscans and the Cremera; and the foedus Cassianum.</td>
<td></td>
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<tr>
<td>9</td>
<td>27 August 12.00</td>
<td>The Roman clan; plus Livy History of Rome 6 (Document 4)</td>
<td></td>
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<tr>
<td>10</td>
<td>28 August 10.00</td>
<td>Machiavelli's Discourses</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3 September 12.00</td>
<td>Etruscan life, Etruscan art</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4 September 10.00</td>
<td>The Gauls capture Rome</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>10 September 12.00</td>
<td>Plutarch Camillus (Document 5)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11 September 10.00</td>
<td>Rome and the Latins (1)</td>
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<tr>
<td>15</td>
<td>2 October 10.00</td>
<td>Rome and the Latins (2) plus Plutarch Roman Questions (Document 6)</td>
<td></td>
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<tr>
<td>16</td>
<td>8 October 12.00</td>
<td>Roman years, months, days and fasti</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>9 October 10.00</td>
<td>Women at Rome; Roman slavery</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>15 October 12.00</td>
<td>Livy History of Rome 8 (Document 7)</td>
<td></td>
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<tr>
<td>19</td>
<td>16 October 10.00</td>
<td>Patrons and clients</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>22 October 12.00</td>
<td>Rome and the Samnites (1)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>23 October 10.00</td>
<td>Livy History of Rome 10 (Document 8)</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>29 October 12.00</td>
<td>Rome and the Samnites (2)</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>30 October 10.00</td>
<td>Plutarch Pyrrhus (Document 9)</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>5 November 12.00</td>
<td>Rome and Greece, Greece and Rome</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>6 November 12.00</td>
<td>Polybius 1.5.1-10.9 (Document 10)</td>
<td></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'Année philologique

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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). 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).

Student Code of Conduct

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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>
### 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.service.mq.edu.au) who can provide
appropriate help with any issues that arise during their studies.

**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](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/). The policy applies to all who connect to the MQ network including students.

**Graduate Capabilities**

**Creative and Innovative**

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

This graduate capability is supported by:

**Learning outcomes**

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

Assessment tasks

- Minor essay
- Major essay

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
• Major essay
• End of session examination

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:
Learning outcomes

• 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.
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• 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