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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Associate Professor Nick Doumanis</th>
<th>Room</th>
<th>MB334</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>02 9385 1705</td>
<td>Email</td>
<td><a href="mailto:n.doumanis@unsw.edu.au">n.doumanis@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesday 12-1pm, Thursday 11-12pm</td>
<td></td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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</table>

**Course Description**
ARTS2283 Classical Greece explores the dynamic, diverse, and troubled civilisation of Archaic and Classical Greece (ca. 750-323 BC). We will begin by briefly seeking the origins of later institutions in the Late Bronze and Early Iron Ages (1400-750 BC), and then trace the evolution and diversity of polis-based civilisation during the Archaic Era (circa 750-500). With the startling victory of two dozen Greek poleis over the vast and powerful Persian Empire in the early 5th century BC, the course goes on to examine the two-century arc of triumph and failure of Classical Greek polis civilization (ca. 500-323). We will chart not only the 4th century BC decline of polis civilization, but also the contemporary rise of the kingdom of Macedon, which conquered and united Greece in 338. We will conclude with the remarkable - and unlikely - success of Alexander the Great (336-323). Throughout the course, we will investigate several themes, including: evolving economic, social, and political structures; Greek democracy and its failures; Greek interaction with non-Greeks. Both literary and material evidence will be brought to bear on these issues; this course serves as an elective within the Archaeology minor as well as the History major.

**Learning Outcomes**

1. Students should understand the nature of Classical Greek history, culture and society from it’s the Bronze Age to Alexander the Great. To apply this

2. Knowledge of Mediterranean geography, focussing on the Aegean region.

3. Ability to locate and employ a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles).

4. Ability to analyse and critically assess primary and secondary sources (online and print).

5. Improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical, not merely descriptive or narrative.

6. Appreciate a range of current historiographical perspectives related to Classical Greece.
## 3. Course Schedule

*To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)*

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 01 (25-29 July)   | The Bronze Age      | 1. Who are the Greeks  
| Week 02 (1-5 August)   | The Dark Age        | 1. What were the Dark Ages?  
2. Making the polis                                                              | What are the problems with doing Greek history? |                                                                                                    |
| Week 03 (8-12 August)  | Colonization        | 1. Migrations  
2. Middle Grounds                                                              | What was the polis, and why did it emerge?  | Hall, *A History of the Archaic Greek World*, ch. 4. Defining the Polis                           |
| Week 04 (15-19 August) | Making the Early Polis | 1. Social change and conflict  
Dillon and Garland, *Ancient Greece*, ch. 2 Colonisation, pp. 48-72   |
| Week 05 (22-26 August) | Persian Wars        | 1. The ancient world c.500  
2. Persia and the Greeks                                                         | Tyrants were champions of the people. Discuss | Stein-Holkeskamp, ‘The Tyrants’, in Raafalbaub and van Wees, *Companion to Archaic Greece*, pp. 100-117  
Dillon and Garland, *Ancient Greece*, ch. 7 Tyrants, pp. 256-95         |
| Week 06 (29 August-2 September) | Golden Age I    | 1. The 50 Years  
2. What was classical about                                                      | What was the role of the                | Hall, *A History of the Archaic Greek World*,                                                |
| Week 07  
(5-9 Sept) | Classical Greece? | barbarian in Greek life? What did Persia mean to the Greeks? |
|-------------|------------------|-----------------------------------------------------------------|
| Peloponnesian War | 1. The Peloponnesian War  
2. What was classical about Classical Greece? Theatre | Lisa Kallet, 'The Fifth Century', in Osborne, *Classical Greece*, pp. 170-87  
Tyrants, pp. 390-412 |
| Week 08  
(12-16 Sept) | Golden Age II | Consider the deterioration of Athenian-Spartan relations. How do you explain it? |
| 1. Fifth century society  
'Mytilenian Debate' 3.36-49  
'Melian Dialogue' 5.84-116 |
| Week 09  
(19-23 Sept) | Greek Thought | How would you define the status of women in Athenian society? |
| 1. Pre-Socratics to Socrates  
Dillon and Garland, *Ancient Greece*, ch. 4  
women, pp. 123-178 |
| Week 10  
(3-7 October) | Fourth Century | Why did oratory matter in Athenian politics? Consider the case put by Demosthenes against Meidias. |
| 1. The new Greece after 401 BC  
Rubinstein, ‘Oratory’, in *Oxford Handbook of* |
| Week 11  (10-14 October) | Alexander | 1. Alexander’s reign  
2. Alexander’s Legacy | Did the fourth century witness the return and triumph of the tyrants? |
|--------------------------|-----------|------------------------------------------------|--------------------------------------------------|
Heckel and Yardley, *Alexander the Great*, ch. 2 |
| Week 12  (17-21 October) | Overview | 1. The Greeks in History I  
2. The Greeks in Memory | Did Alexander think himself to be a god? Consider this question in light of the sources |
|                          | Hornblower, *The Greek World 479-323 BC*, c. 19,  
Alexander, 290-320  
Heckel and Yardley, *Alexander the Great*, ch. 9 ‘Gods and Heroes’ |
| Week 13  (24-28 October) | No lecture in Week 13 | Class Test |

### 4. Course Resources

**Textbook Details**

All readings can be accessed electronically via the Library Catalogue

**Journals**

Journal of Hellenic Studies, Classical Quarterly, Classical Review,

**Additional Readings**


Herodotus, *The Histories*, any edition


5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Essay</td>
<td>750 words</td>
<td>30%</td>
<td>1, 3-6</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2500-3500</td>
<td>50%</td>
<td>1-6</td>
<td>21 October</td>
<td>Yes</td>
</tr>
<tr>
<td>In-class test*</td>
<td>Short essay</td>
<td>20%</td>
<td>1-2, 5</td>
<td>Last Normal tutorial class (either 26 or 27 October)</td>
<td>No</td>
</tr>
</tbody>
</table>

- This is the final assessment task for attendance purposes.

**NOTE:**

1. All assessments must be attempted. Failure to attempt the essays, or three of the in-class quizzes results in a final failing mark.
2. You must keep a copy of your essay submitted to the course coordinator.

**Tutorial Essay:** approximately 750 words (900 max). The paper is to be submitted the week following the chosen tutorial meeting (30% of total mark): e.g. week three’s topic would be submitted week four. **To be submitted electronically via Moodle.**

**Research Essay:** This 2500-3500 word paper must be submitted on Friday Week 12, 21 October. **To be submitted electronically via Moodle.** Students wishing written comments on their second essays must indicate they wish them on the essay or prior to submission in writing. Otherwise, they will receive a mark only.

**Class Test:** An in-class test will be given during the last tutorial. It will have short answer questions (20% of total mark). This test will be held in your last tutorial session, which is either 26 or 27 October.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (10 out of 12 lectures). Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at:
**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date (21 October) of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If
you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task beyond the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**

  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example**: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

- **Task with a percentage mark**

  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example**: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. **Learning and Teaching Rationale and Strategies**

Different courses at different levels require different approaches. This course will be centred on the standard two hour lecture and one hour tutorial format. Although this course has a large amount of lecturing, a far more important component of the course depends on you. The lectures often provide an introduction to a weekly topic. But tutorials will give
students an opportunity to flesh out specific issues in greater depth as well as discuss how the issues reflect broader themes.

The nature of the lectures is meant to deliver a number of complex concepts and broad information in an understandable way. By nature it does not permit much interaction between student and instructor. The tutorial, however, allows students to have an opportunity to discuss in-depth the issues in lecture as well as other issues that might interest students. It is meant to be much more freeform and permit students to take a much more direct approach to what they learn. Active participation is highly encouraged.

### 7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

### 8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

#### 8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for]
absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the
procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.
The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.