ARTS2283 Course Outline

School of Humanities and Languages

ARTS2283: Classical Greece
Session One, 2015

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Course Convenor & Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
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<tr>
<td>Associate Professor Nick Doumanis</td>
<td>MB334</td>
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<tr>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>02 9385 1705</td>
<td><a href="mailto:n.doumanis@unsw.edu.au">n.doumanis@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Consultation Time: Monday 2-3, Thursday 2-3

Tutor

<table>
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<tr>
<th>Name</th>
<th>Room</th>
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<tr>
<td>Dr Rachel Yuan-Colinville</td>
<td>TBA</td>
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Consultation Time: TBA

2. Course Details

Units of Credit (UoC): 6

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 civilisation (ca. 500-323). We will chart not only the 4th century BC decline of polis civilisation, 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.

Course Aims

1. Impart an understanding of European history, approximately from 500-1500 CE
2. Introduce students to the historiography of the Middle Ages
3. Improve students’ ability to the conduct independent research.
4. Develop critical reasoning skills, focusing on analysis of primary and secondary sources.
5. Improve oral and written expression.
6. Improve basic research skills.
7. Prepare students for third-year study, and create a deeper interest for history in general

Student Learning Outcomes

1. Students should understand the nature of medieval history, culture and society from its ancient origins in the Mediterranean, to the fusion of northern European cultures and creation of a new European society. To apply this
3. **Learning and Teaching Rationale**

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.
4. **Teaching Strategies**

The two-hour lecture will deliver most of the course content, combined with proscribed readings to give students a good overall knowledge of the Middle Ages in Europe and the varying theories and approaches historians take to understand a historical period approximately 1000 years in length.

Tutorials will serve for students to analyse not only the broad aspects of Roman history, but also offer focused weekly topics, far more detailed and specific than the general survey of Roman history will allow.

5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Essay</td>
<td>1000 words</td>
<td>30%</td>
<td>1, 3-6</td>
<td>1, 3-6</td>
<td>Fridays, weeks 3-10</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2000-2500</td>
<td>50%</td>
<td>1-6</td>
<td>1-7</td>
<td>29 May (by 4:00)</td>
</tr>
<tr>
<td>In-class test</td>
<td>Short answer</td>
<td>20%</td>
<td>1-2, 5</td>
<td>1, 5-6</td>
<td>Last tutorial</td>
</tr>
</tbody>
</table>

1. The cut off time for the assessment submission in the School is 4pm of the stated due date.
2. Each essay must be submitted electronically via Moodle.
3. Essays will be marked electronically and grades posted online.

**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 1000 words (1300 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 2000-2500 (2600 max) word paper must be submitted on Friday 30 May. **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).

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*Please Note: The Arts and Social Sciences Protocols and Guidelines state:*
A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/
The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. 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.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty's online extension tool available in LMS.
- 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.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- 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.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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

8. 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/FASSFile/Permissible_Clash_Policy.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.
9. 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

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 01 (02-06 March)</td>
<td>The Bronze Age</td>
<td>1. Who are the Greeks 2. The Mediterranean world c.1000 BC</td>
<td>No Tutorial</td>
<td></td>
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<tr>
<td>Week 02 (09-13 March)</td>
<td>The Dark Age</td>
<td>1. What were the Dark Ages? 2. Making communities</td>
<td>What are the problems with doing Greek history?</td>
<td>Hall, History of the Archaic Greek World, ‘’, chs. 1 and 2</td>
</tr>
<tr>
<td>Week 03 (16-20 March)</td>
<td>Colonization</td>
<td>1. Migrations and middle grounds 2. The polis form</td>
<td>What was the polis, and why did it emerge?</td>
<td>Hall, History of the Archaic Greek World, ‘Communities of Place’, ch. 4 What was the polis, and why did it emerge?</td>
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Was Greece created overseas |
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<tr>
<td>Week 05 (30 Mar - 02 April)</td>
<td>Persian Wars</td>
<td>1. The ancient world c.500 2. Persia and the Greeks</td>
<td>Good Friday No tutorial</td>
<td>Good Friday No tutorial</td>
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</table>
| Week 06 (13-17 April) | Golden Age | 1. The 50 Years 2. What was classical about Classical Greece? Art | What was the role of the barbarian in Greek life? What did Persia mean to the Greeks? | Hall, *History of the Archaic Greek World*, ‘The Practice of History’, ch 11.
Rhodes, *History of the Classical Greek World*, ch. 1
What was the role of the barbarian in Greek life?
What did Persia mean to the Greeks |
Thucydides *Book II*, 34-46 |
| Week 09 (04-8 May) | Greek Thought | (Guest lecturer: Associate Professor Peter Slezak) | What can we know about women in Athenian society? | Rhodes, *History of the Classical Greek World*, chs 16-17
Sources collected in J. Ferguson and K. Chisholm |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Lecture</th>
<th>Readings</th>
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<tr>
<td>10 (11-14 May)</td>
<td>Fourth Century</td>
<td>1. The new Greece after 401 BC 2. Macedon</td>
<td>What did the Greeks make of Socrates?</td>
</tr>
<tr>
<td>11 (18-22 May)</td>
<td>Alexander</td>
<td>1. Alexander’s reign 2. Alexander’s Legacy</td>
<td>Did the fourth century witness the return and triumph of the tyrants?</td>
</tr>
<tr>
<td>12 (25-29 May)</td>
<td>Overview</td>
<td>1. The Greeks in History I 2. The Greeks in Memory</td>
<td>What kind of man was Alexander? Which Alexander works for you?</td>
</tr>
<tr>
<td>13 (01-05 June)</td>
<td>Class Test</td>
<td>No lecture in Week 13</td>
<td>Class Test</td>
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### 11. Course Resources

#### Textbook Details

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<th>Textbook</th>
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#### Journals


### Websites

- Enliminures: Enliminures provides access to more than 80,000 text images and 4,000 images of medieval manuscripts from libraries in France (in French) [http://www.enluminures.culture.fr/documentation/enlumine/fr](http://www.enluminures.culture.fr/documentation/enlumine/fr)
- The Medieval Page: Sources for Medieval Studies on the WWW [http://members.efn.org/~acd/medievalpage.html](http://members.efn.org/~acd/medievalpage.html)
- Netserf: Internet Connection for Medieval Resources [http://www.netserf.org](http://www.netserf.org)

### 12. 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.

### 13. 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](http://www.lc.unsw.edu.au)

### 14. 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/complaints](https://student.unsw.edu.au/complaints)

### 15. 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](https://my.unsw.edu.au)
- [https://my.unsw.edu.au/student/atoz/ABC.html](https://my.unsw.edu.au/student/atoz/ABC.html)
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 https://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/special-consideration

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: http://www.studentequity.unsw.edu.au/

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.