AHIS1040 - War in the Ancient World

Course Outline

Course Co-ordinator: Jane Bellemore
Room: MCLG24
Ph: 02 4921 5231
Fax: 02 4921 6933
Email: Jane.Bellemore@Newcastle.edu.au
Consultation hours: By appointment

Semester: Semester 1 - 2008
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

Brief Course Description
This course will examine, by means of case studies, a number of aspects of the prosecution of war in the ancient world. The course will consider the attitudes, roles and actions of the warring parties, and the impact warfare has on combatants and non-combatants alike. Where nations are involved in prosecuting war, the course will also consider the reasons for the outbreak of warfare, and it will consider the nature of the societies participating in such conflict.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for 12 Weeks

Tutorials commence in week 2 and end in week 13

Learning Materials/Texts
Essential texts:
Caesar, *The Gallic War*, tr. C. Hammond (OUP) or equivalent
Thucydides, *A History of the Peloponnesian War*, trans. R. Warner (Penguin) or equivalent

Recommended texts:
*The Greeks at War*, P. de Souza et al. (Osprey) Oxford, 2004

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 31st January 2008
Course Objectives
1. To become familiar with and analyse texts relevant to ancient warfare
2. To compare and contrast relevant texts for accuracy and credibility and to appreciate and express the limits of ancient evidence
3. To assimilate the terminology of the discipline
4. To investigate the periods of history and major events under consideration, as well as major political and military figures
5. To evaluate, investigate and write about military problems in ancient history
6. To understand the place of warfare in different societies

Course Content
Content includes: the methods of war of the society, state or city and the benefits accruing from war (e.g. booty, indemnity, territorial acquisition); the structure of the army, with attention to the commander; logistical considerations of the army and campaigning - supplies and movements, weaponry, training in tactics, morale; strategies employed by warring generals, including aggressive warfare, sieges of towns, use of terror and psychology; battle tactics based on reconstructions of important battles; depiction and treatment of the enemy as combatants, hostages, prisoners (slavery, torture, execution); treatment of non-combatants (brutalising, rape, slavery, execution).

Assessment Items

| Essays / Written Assignments | A source-commentary exercise, worth 30% This exercise will require the student to analyse in detail two short extracts from the ancient sources, assessing each piece of evidence in terms of its context, content and bias. Each discussion will contain approximately 500 words, so 1000 words in total. |
| Essays / Written Assignments | The assessment will comprise one short essay, worth 20%. This essay will require the student to gather evidence from and analyse a large portion of a major ancient source. The results of this work must be presented in essay-form but contain only approximately 1000 words. |
| Essays / Written Assignments | One longer essay, worth 50%. This essay will concern a major problem of historical or thematic interest, and students will be expected to do research based on the ancient evidence, supplemented by modern authorities. The length of this essay will be 2000 words. TOTAL: 4000 words |

Assumed Knowledge
No assumed knowledge

Callaghan Campus Timetable
AHIS1040
WAR IN THE ANCIENT WORLD
Enquiries: School of Humanities and Social Science
Semester 1 - 2008

| Lecture and Tutorial | Monday | 11:00 - 13:00 | [V01] | Commencing Wk 1 |
| or | Monday | 13:00 - 14:00 | [V108] | Commencing Wk 2 to 13 only |
| or | Monday | 14:00 - 15:00 | [W219] | Commencing Wk 2 to 13 only |
| or | Monday | 15:00 - 16:00 | [W243] | Commencing Wk 2 to 13 only |
| or | Monday | 15:00 - 16:00 | [W238] | Commencing Wk 2 to 13 only |
| or | Monday | 10:00 - 11:00 | [V104] | Commencing Wk 2 to 13 only |
Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- Requests for Special Consideration must be lodged no later than 3 working days after the due date of submission or examination.
Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.

Requests for Rescheduling Exams must be received in the Student Hub no later than ten working days prior to the first date of the examination period.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2008
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus

• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806 Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123 Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.
Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

End of CTS Entry

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
# Lecture and Tutorial list

<table>
<thead>
<tr>
<th>Week</th>
<th>L.Date</th>
<th>Title of Lecture</th>
<th>Lecturer</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>18\textsuperscript{th} Feb</td>
<td>Introduction to course Philosophy and War</td>
<td>JB</td>
<td>HAST</td>
</tr>
<tr>
<td>2.</td>
<td>25\textsuperscript{th} Feb</td>
<td>Caesar and the Gallic Wars \textit{Gallic Wars} Books 1 and 2</td>
<td>JB</td>
<td>1. Caesar: the rules of war?</td>
</tr>
<tr>
<td>3.</td>
<td>3\textsuperscript{rd} March</td>
<td>\textit{Gallic Wars} Books 3 and 4 Legionary structure</td>
<td>JB</td>
<td>HML</td>
</tr>
<tr>
<td>4.</td>
<td>10\textsuperscript{th} March</td>
<td>\textit{Gallic Wars} Books 5 and 6 Roman pay and conditions</td>
<td>JB</td>
<td>HML</td>
</tr>
<tr>
<td>5.</td>
<td>17\textsuperscript{th} March</td>
<td>\textit{Gallic Wars} Book 7 Military careers, duties, equipment</td>
<td>JB</td>
<td>HML</td>
</tr>
<tr>
<td>6.</td>
<td>24\textsuperscript{th} March</td>
<td>No lectures or tutorials (Easter Monday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>7\textsuperscript{th} April</td>
<td>\textit{Gallic Wars} Book 8 War and Imperialism</td>
<td>JB</td>
<td>5. Invasion of Britain</td>
</tr>
<tr>
<td>8.</td>
<td>28\textsuperscript{th} April</td>
<td>POW’s – combatants and civilians Caesar’s World and legacy</td>
<td>JB</td>
<td>6. Battle of Alesia</td>
</tr>
<tr>
<td>9.</td>
<td>5\textsuperscript{th} May</td>
<td>From Homer to Hoplites Origins of hoplites</td>
<td>EJB</td>
<td>7. Topography of Greece and Plataea in 431BC</td>
</tr>
<tr>
<td>10.</td>
<td>12\textsuperscript{th} May</td>
<td>Thucydides and the Peloponnesian War Role of the strategós (general)</td>
<td>EJB</td>
<td>8. Video, The Spartans</td>
</tr>
</tbody>
</table>

---

**First paper (short essay) due Thursday 20\textsuperscript{th} March (end of week 5)**

**EASTER BREAK – FRIDAY 21\textsuperscript{st} MARCH to TUESDAY 25\textsuperscript{th} MARCH**

**FIRST SEMESTER RECESS - MONDAY 14\textsuperscript{th} APRIL to FRIDAY 25\textsuperscript{th} APRIL**

---

**Second paper (source-commentary) due Monday 12\textsuperscript{th} May (week 10)**
# Lecture and Tutorial list

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Lecturer</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>19th May</td>
<td>Naval warfare in the Archidamian War</td>
<td>EJB</td>
<td>9. Battle of Mantinea (418 BC)</td>
</tr>
<tr>
<td>12.</td>
<td>26th May</td>
<td>Siege warfare; Aeneas Tacticus</td>
<td>EJB</td>
<td>10. Thucydides on the good general</td>
</tr>
<tr>
<td>13.</td>
<td>2nd June</td>
<td>Twilight of hoplites; military developments in fourth century</td>
<td>EJB</td>
<td>11. Naval warfare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The elephant - glamour weapon of Hellenistic kings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Third paper (major essay) due Friday 13th June**

Key to lecturers:
- EJB Dr E. Baynham
- JB Dr J. Bellemore
- HML Mr H. Lindsay
- HAST Professor H. Tarrant

Summary of Assessment – see also under relevant weeks of tutorial programme:
1. Short Essay 20% (due Thurs, 20th March, in Week 5)
2. Sources commentary 30% (due Mon, 12th May, in Week 10)
3. Major Essay 50% (due Fri, 13th June, in ‘Week 14’)

Note 1: Topics, reading lists and hints on how to do Assessments 1 and 2 can be found in the booklet.
Note 2: Detailed topics, reading lists and hints for the Major Essay will be provided during the first half of the semester.
Note 3: All books and articles cited as reading for the tutorials are available in the Short Loans Section of the Auchmuty Library, and all articles should be available on-line.

Sites useful to Classics and Ancient History may be accessed via the Library:

See also the site specifically devoted to Roman military sources
[http://penelope.uchicago.edu/Thayer/E/Gazetteer/Periods/Roman/Topics/Warfare/home.html](http://penelope.uchicago.edu/Thayer/E/Gazetteer/Periods/Roman/Topics/Warfare/home.html)

There are a host of other sites to be found on ancient armies and warfare.

Jane Bellemore, course co-ordinator
Tutorial 1 (Week 2)

Caesar and the ‘rules’ of war

In this tutorial we shall focus on Book 1 of the Gallic Wars. We need to determine how Caesar depicts the motives and movements of his enemies, of his allies, his soldiers, and even his own actions. From this, we may judge whether he is an accurate reporter of the events he describes, and how we may use his text as a narrative of the events.

Questions:

From a close reading of Gallic Wars 1.1-30, address the following points:

1. What was Caesar’s justification for fighting against the Helvetii? Consider the various reasons offered in GW 1.2, 1.10-11, 1.14, 1.28, 1.30, 1.35. Were these valid reasons?

   Note the unprovoked Roman attacks on Gallic tribesmen who were trying to protect the integrity of their territories (GW 1.10), and the failed peace negotiations instigated by the Helvetii (GW 1.13-4)

2. Did Caesar behave with propriety? See GW 1.7-8, 1.12, 1.26, 1.27-8.
   Note the probable massacre of surrendered troops (GW 1.28). who was making the ‘rules’?

3. Does Caesar unfairly colour the role and character of the Aeduan Dumnorix, one of his allies (GW 1.3, 1.9, 1.16-20). Why does Caesar portray Dumnorix in this way?

4. Consider Caesar’s depiction of the error made by Publius Considius (GW 1.21-2; cf. 1.23). Why does Caesar even mention this incident?

5. How did Caesar’s forces manage to conquer those of the Helvetii (GW 1.25-7), given the claims of numerical superiority of the latter (e.g. 1.29).

From a close reading of Gallic Wars 1.31-54, also address the following:

6. What was Caesar’s justification for attacking the German Ariovistus and his forces (GW 1.33, 35, 37, 38)? Note that the initial Gallic complaints were ‘secret’ (GW 1.31-3)

7. What about the ‘rules of conquest’ put in the mouth of Ariovistus (GW 1.34, 36, 44)?

8. Discuss the portrayal of Ariovistus, esp. in GW 1.42-6.
   Note the pointed (accurate?) criticisms of Caesar. Why are these here?

Modern Sources

Gelzer, M. Caesar, Politician and Statesman, Oxford, 1968 (937.05092 CAES-2 GELZ)
Goldsworthy, A.K. Roman Army at War 100 BC – AD 200, Oxford, 1996 (937.06 GOLD)
Ramage, E.S. ‘The bellum iustum in Caesar’s de Bello Gallico’, Athenaeum 89 (2001), esp. 149-54
Riggsby, A.M. Caesar in Gaul and Rome, Austin, 2006 (937.05092 CAES-2 RIGG)
Tutorial 2 (Week 3)

Caesar and the Nervii in 57

In this tutorial we shall examine Caesar’s generalship (as reported by himself), detailed for us in Book Two of the *Gallic Wars*. We shall focus in the main on Caesar’s interaction with the Nervii. As part of this examination, we shall consider his depictions of the enemy, his own soldiers and the troops allied with him. This will allow us to comment on some aspects of his narrative: his attitudes to the enemy, to fighting, and his credibility.

**Consider the following questions for discussion:**

1. From *GW* 2.1, can we say whether Caesar had military ambitions in Gaul? Why does he repeat such claims in his account? Note *GW* 2.35
2. Does Caesar give the Belgae the occasion to seek peace (2.2-5)?
3. What is Caesar’s attitude to the Nervii (2.15, 19, 21, 27, 28)?
4. How does he portray his own generalship (2.17, 19, 20-2, 25-6)?
5. How do his legionaries perform (2.20-1)?
6. How does Caesar report the activities of his light-armed sections and cavalry (2.19, 23-4, 26, 27)?
7. How does Caesar treat his various enemies (2.5, 2.11, 2.13-5, 2.28 but note the huge number of the Nervii still around just three years later reported in *GW* 5.38-48; 2.30-3)?

What is your overall assessment of Caesar as a general and as a reporter of his campaigns? Do literary considerations play any part in his account?

**Modern Sources**

Bell, B.M. ‘The contribution of Julius Caesar to the vocabulary of ethnography’, *Latomus* 54 (1995) 753-67


Goldsworthy, A.K. *Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06 GOLD)

King, A. *Roman Gaul and Germany*, Berkeley, 1990 (936.4 KING)


Tutorial 3 (Week 4)

Caesar and the Veneti

In this tutorial we shall examine how the Romans coped with naval warfare, although this was not their preferred fighting milieu (e.g. GW 3.9). We will examine two episodes recounted by Caesar: the first, his conquest of the Veneti (GW 3.7-16); the second, his ‘amphibious’ landing in Britain (4.20-6). The Veneti were a maritime tribe inhabiting the lower reaches of the Loire River in Brittany, in settlements facing onto the Bay of Biscay, part of the Atlantic coast. Caesar undertook the first campaign in 56, and the second, to Britain, at the end of 55. It is possible that the campaigns were linked, since Caesar alleged that the Veneti had influence in Britain (3.7, 4.20).

Consider the following questions for discussion in the tutorial:

1. How does Caesar justify his attack on the Veneti (GW 3.7-8, 9, 10, 16)?
2. What special difficulties did Caesar face in capturing the strongholds of the Veneti (GW 3.9, 12)?
3. How did Caesar prepare for this campaign? (GW 3.11, 14)?
4. Did Caesar overcome the Veneti by his tactical skill or good luck (GW 3.15-6)?
5. What effect did Caesar’s severe punishment of the Veneti cause (note GW 7.75)?
6. How effective was Caesar’s reconnaissance of the British coastline described in GW 4.21, 23?
7. What manoeuvres did Caesar’s troops have to undertake to gain a foothold in Britain; see GW 4.24-6)?

Does Caesar reveal the versatility of his generalship through these campaigns?
Was Caesar constructing a rod for the Romans’ back by attacking tribes further and further from the Roman province?
Was Caesar, in 56, concealing his real target, the Britons, or were the Veneti a genuine threat?

Modern Sources

Gelzer, M. Caesar, Politician and Statesman, Oxford, 1968 (937.05092 CAES-2 GELZ)
Tutorial 4 (Week 5)

Video/Discussion - Caesar

In this tutorial we shall examine Caesar as a general. Although the video deals largely with the siege of Alesia (see tutorial 6), its subsidiary focus is on the qualities and impact of Caesar as a general.

Consider the impression you have gained of Caesar as a general from your reading of the first few books of the Gallic Wars.

Was Caesar a competent general? What were his weaknesses? Does he note these or try to hide them? Did he develop as a general over time?

What was Caesar’s strength as a general - his strategic skills, tactical skills or his leadership qualities?

Compare Caesar’s account against that shown in the video. Relevant extracts will be shown during the tutorials.

Modern Sources

Fuller, J. F. C.  

Gelzer, M.  
*Caesar, Politician and Statesman*, Oxford, 1968 (937.05092 CAES-2 GELZ)

Goldsworthy, A.K.  

Goldsworthy, A.K.  
*Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06 GOLD)
Week Five - First Assessment

Short Paper – Essay (1000 words)

Due by 5.00 p.m., Thursday 20th March

This paper is worth up to 20% of the semester’s marks

Write a short essay on the topic: Was Ariovistus a threat to Caesar’s province?

Base your answer on the text of Caesar’s *Gallic Wars*.

*See next page for hints about doing this assessment.*

*Modern Sources*


Goldsworthy, A.K. *Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06 GOLD)


Ramage, E.S. ‘The *bellum iustum* in Caesar’s *de Bello Gallico*’, *Athenaeum* 89 (2001), esp. 149-54

Riggsby, A.M. *Caesar in Gaul and Rome*, Austin, 2006 (937.05092 CAES-2 RIGG)

Notes for students:

This exercise requires you to focus in depth on the work of Caesar as you undertake the rudiments of research, and to practice composing an essay in a style appropriate for Ancient History. You will need these skills later in the semester for the major essay.

Your paper should be presented in essay-form, comprising the three general areas:

- An examination of the problem inherent in the question set, and a reference to the precise topic/s you will examine in the essay and why you consider that this selection throws light on the problem (introduction and methodology);
- A mustering of the evidence under the topics you have outlined (the evidence and argument). An analysis of the evidence is required rather than simply a narrative of events, although some narrative may be required for the material to make sense; and
- A conclusion based upon the evidence you have argued that will specifically address the question under examination.

Focus on the text given and its context. You need not cite nor even consult outside reading for this exercise, but the suggested reading may help you form your ideas.

In research work in Ancient History, it is common practice to base your main discussion on the ancient evidence and to cite such works in the body of your essay: e.g. ‘This point is illustrated by the speech by Ariovistus (Caesar Gallic Wars 1.44, or abbreviated as Caes. GW 1.44)’. Given this practice, footnotes should not contain a single reference to the text of Caesar, although they might be used for multiple references to his text. Footnotes might instead contain a reference to a modern author, if you have noted the idea of that author in the body of your work, or they might even present the idea of a modern author relating to the point you are making in your work based on the ancient sources, if that idea is relevant to your argument or you wish to refute it. If you make any point based on the ancient sources, you must provide an explicit reference to these, and similarly with modern authors. Try not to quote passages from the modern sources as a substitute for your own argument, but if you do quote, say whether or not you agree with the author and why. Direct quotes do not count in the word tally.

In terms of the mechanics of footnotes, you may give abbreviated details, for example, citing a modern author by name and page number (Pelling, 741), but make sure that you give full details in your bibliography. Do not forget to include a bibliography containing full details of the text of Caesar that you are using and of any commentaries or books that you have read for the purposes of this task, even if not cited in your notes. Separate your bibliography into ‘Ancient’ and ‘Modern’ sections. Italicise the titles of books or journals (not counted in word tally).

Although Caesar is the only contemporary source for the events he describes, do not be afraid of criticising his ideas, since he was not an entirely impartial observer of the events. You must supply good reasons for dismissing or ignoring his account (e.g. if he contradicts himself; knows thoughts, etc.)
Tutorial 5 (Week 7)

Caesar’s Invasion of Britain

Read closely Caesar’s description of his two invasions of Britain, in 55 and 54 B.C., given in Gallic Wars 4.20-37 and 5.1-23.

Why did Caesar undertake these campaigns?

Were these campaigns excessively risky? What about Gaul in his absence? Note the troubled circumstances in Gaul after his return in 54 (5.24 ff.)

What did Caesar achieve by his forays into Britain? Did Caesar feel defensive about his actions at this time (e.g. 5.22, 6.1)?

What do these campaigns reveal about Caesar’s organisational ability?

Modern Sources:

Ellis, P.B. Caesar’s invasion of Britain, London, 1978 (936.2031)

Gelzer, M. Caesar, Politician and Statesman, Oxford, 1968 (937.05092 CAES-2 GELZ)


Salway, P. The Oxford illustrated history of Roman Britain, Oxford, 1993 (936.2 SALW)

Salway, P. Roman Britain, Oxford, 1981 (936.104 SALW)


Webster, G. The Roman invasion of Britain, London, 1980 (936.204 WEBS)
Tutorial 6 (Week 8)

Battle of Alesia

This tutorial is based on Caesar’s description of the Gallic uprising of 52 BC, given in Gallic Wars Book 7, and we shall focus on the famous battle of Alesia (GW 7.68 ff.).

Consider Caesar’s characterisation of the Arvernian insurgent Vercingetorix (GW 7.4-5, 9, 12-21, 28-31, 34-5, 53, 63-4, 66-8, 71, 89), and note especially the speech attributed to him by Caesar (GW 7.20). Was he a worthy opponent of Caesar?

How important to Caesar was the defection of the Aedui, and how does he portray their ‘treachery’? (e.g. GW 7.37-43, 54-6, 63, 67, 76, 89-90; note 7.50)? How important was the ‘loyalty’ of the Remi and the Lingones?

Does Caesar give Labenienus’ actions more prominence than they deserve (GW 7.57-62)?

Why did Caesar win a victory at Alesia when he was allegedly so outnumbered (GW 7.68-89)?

What successful ploys did Caesar enjoy during this period, and what military blunders did he make?

Modern Sources:


Ebel, C. Transalpine Gaul: the emergence of a Roman province, Leiden, 1976 (936.4/1)


Goldsworthy, A.K. Roman Army at War 100 BC – AD 200, Oxford, 1996 (937.06 GOLD), see index under ‘Vercingetorix’.

King, A. Roman Gaul and Germany, Berkeley, 1990 (936.4 KING), 48-54


Stevens, C. E. ‘The Bellum Gallicum as a Work of Propaganda’, Latomus 11 (1952) 3-18 and 165-179

1. Locate on a map of Greece the following towns:
   - Athens and her ally Plataea (Plataiai)
   - Sparta (Sparti) and her ally Thebes (Thivai)
   - Find also the larger regions: Attica, Boeotia and Sparta

What are the distances between these town centres, and how long would it have taken to walk from, say, Thebes to Plataea? Where were the main roads? Start your examination through Google Earth or even with a simple map (see link: http://iam.classics.unc.edu/map/map_idx.html)

2. Read the following excerpt by Thucydides (2.2-7) and consider the questions below (extract taken from http://classics.mit.edu/Thucydides/pelopwar.2.second.html)

   ... just at the beginning of spring, a Theban force a little over three hundred strong, under the command of their Boeotarchs, Pythangelus, son of Phyleides, and Diemporus, son of Onetorides, about the first watch of the night, made an armed entry into Plataea, a town of Boeotia in alliance with Athens. The gates were opened to them by a Plataean called Naucleides, who, with his party, had invited them in, meaning to put to death the citizens of the opposite party, bring over the city to Thebes, and thus obtain power for themselves. This was arranged through Eurymachus, son of Leontiades, a person of great influence at Thebes. For Plataea had always been at variance with Thebes; and the latter, foreseeing that war was at hand, wished to surprise her old enemy in time of peace, before hostilities had actually broken out. Indeed this was how they got in so easily without being observed, as no guard had been posted. After the soldiers had grounded arms in the market-place, those who had invited them in wished them to set to work at once and go to their enemies' houses. This, however, the Thebans refused to do, but determined to make a conciliatory proclamation, and if possible to come to a friendly understanding with the citizens. Their herald accordingly invited any who wished to resume their old place in the confederacy of their countrymen [Boeotian League] to ground arms with them, for they thought that in this way the city would readily join them.

2.3 On becoming aware of the presence of the Thebans within their gates, and of the sudden occupation of the town, the Plataeans concluded in their alarm that more had entered than was really the case, the night preventing their seeing them. They accordingly came to terms and, accepting the proposal, made no movement; especially as the Thebans offered none of them any violence. But somehow or other, during the negotiations, they discovered the scanty numbers of the Thebans, and decided that they could easily attack and overpower them; the mass of the Plataeans being averse to revolting from Athens. At all events they resolved to attempt it. Digging through the party walls of the houses, they thus managed to join each other without being seen going through the streets, in which they placed wagons without the beasts in them, to serve as a barricade, and arranged everything else as seemed convenient for the occasion. When everything had been done that circumstances permitted, they watched their opportunity and went out of their houses against the enemy. It was still night, though daybreak was at hand: in daylight it was thought that their attack would be broken out. Indeed this was how they got in so easily without being observed, as no guard had been posted. After the soldiers had grounded arms in the market-place, those who had invited them in wished them to set to work at once and go to their enemies' houses. This, however, the Thebans refused to do, but determined to make a conciliatory proclamation, and if possible to come to a friendly understanding with the citizens. Their herald accordingly invited any who wished to resume their old place in the confederacy of their countrymen [Boeotian League] to ground arms with them, for they thought that in this way the city would readily join them.

2.5 While such was the fate of the party in Plataea, the rest of the Thebans who were to have joined them with all their
forces before daybreak, in case of anything miscarrying with the body that had entered, received the news of the affair on the road, and pressed forward to their succour. Now Plataea is nearly eight miles [13 km] from Thebes, and their march delayed by the rain that had fallen in the night, for the river Asopus had risen and was not easy of passage; and so, having to march in the rain, and being hindered in crossing the river, they arrived too late, and found the whole party either slain or captive. When they learned what had happened, they at once formed a design against the Plataeans outside the city. As the attack had been made in time of peace, and was perfectly unexpected, there were of course men and stock in the fields; and the Thebans wished if possible to have some prisoners to exchange against their countrymen in the town, should any chance to have been taken alive. Such was their plan. But the Plataeans suspected their intention almost before it was formed, and becoming alarmed for their fellow citizens outside the town, sent a herald to the Thebans, reproaching them for their unscrupulous attempt to seize their city in time of peace, and warning them against any outrage on those outside. Should the warning be disregarded, they threatened to put to death the men they had in their hands, but added that, on the Thebans retiring from their territory, they would surrender the prisoners to their friends. This is the Theban account of the matter, and they say that they had an oath given them. The Plataeans, on the other hand, do not admit any promise of an immediate surrender, but make it contingent upon subsequent negotiation: the oath they deny altogether. Be this as it may, upon the Thebans retiring from their territory without committing any injury, the Plataeans hastily got in whatever they had in the country and immediately put the men to death. The prisoners were a hundred and eighty in number; Eurymachus, the person with whom the traitors had negotiated, being one.

This done, the Plataeans sent a messenger to Athens, gave back the dead to the Thebans under a truce, and arranged things in the city as seemed best to meet the present emergency. The Athenians meanwhile, having had word of the affair sent them immediately after its occurrence, had instantly seized all the Boeotians in Attica, and sent a herald to the Plataeans to forbid their proceeding to extremities with their Theban prisoners without instructions from Athens. The news of the men's death had of course not arrived; the first messenger having left Plataea just when the Thebans entered it, the second just after their defeat and capture; so there was no later news. Thus the Athenians sent orders in ignorance of the facts; and the herald on his arrival found the men slain. After this the Athenians marched to Plataea and brought in provisions, and left a garrison in the place, also taking away the women and children and such of the men as were least efficient.

Points to consider

What errors did the Thebans make in planning and executing their takeover of Plataea?
Can we make any comment upon the role that the structure of Plataea played in the events?
What deductions can you make about the practice of ancient warfare from this incident?

What moral questions are raised by the actions of the Thebans, the Plataeans and the Athenians?

Modern Sources

Buckler, J. *The Theban Hegemony*, Cambridge, Ma. 1980 (938.06 BUCK)
Hornblower, S. *A Commentary on Thucydides*, vol. 1, 2, Oxford, 1996 (938.007202 THUC-2 HORN)
Kagan, D. *Outbreak of the Peloponnesian War*, Ithaca, 1969 (938.05 KAGA)
Price, J.J. *Thucydides and internal war*, Cambridge, 2001 (938.05 PRIC)
Tutorial 8 (Week 10)

Video/Discussion: The Spartans

In the course of Book One of the Peloponnesian Wars, Thucydides indirectly canvasses some of the reasons why different groups of Greeks fought wars.

How do the views to be found in Thucydides’ work compare with the ethos attributed to the Spartans and Athenians in the series depicted on the video recording, The Spartans?

Relevant extracts will be shown by video during the tutorial times.

Modern Sources

Cartledge, P. Spartan Reflections, Berkeley, 2001, especially 153-66 (938.9 CART-3)
Hornblower. S. Commentary on Thucydides, Oxford, 1991 (938.007202 THUC-2 HORN)
Kagan, D. Outbreak of the Peloponnesian War, Ithaca, 1969 (938.05 KAGA)
de St. Croix, G. E.M. Origins of the Peloponnesian War, London, 1972 (938.05 DEST)
Week 10 - Second Assessment

Commentary/Sources Test (Two exercises @ 500 each = 1000 words total)

Due Monday 12th May

This paper is worth up to 30% of the semester’s marks (each commentary @ 15%)

In approximately 500 words each, choose and comment on TWO from the following (three) extracts (two from Caesar’s work and one by Thucydides). Do not connect the extracts you have chosen, but deal with them as separate pieces of evidence.

1. ‘This led to extreme difficulties, because the ships were too large to be beached except in deep water, while the soldiers, ignorant of the land, their hands full, weighed down by the size and weight of their weapons, at one and the same time had to jump down from the ships, find their feet in the surf, and fight the enemy. The Britons, on the other hand, were either on dry ground or in shallow water, their limbs unencumbered, the ground very familiar. They cast missiles boldly and spurred on their horses, which were well used to such work. This led to panic among our men, who were wholly unaccustomed to this style of fighting, and thus did not display the same eagerness and enthusiasm as they habitually did in infantry engagements.’

[Caesar *Gallic Wars* 4.24]

2. ‘Not one of our men gave a thought to booty. They were so severely provoked by the massacre at Cenabum and the effort they had put into the siege that they spared neither the elderly, nor the women, nor even the little children. In the end, of a total number of about 40,000, barely 800 reached Vercingetorix safely; these had run from the town as soon as they heard the shout.’

[Caesar *Gallic Wars* 7.28]

3. ‘The Athenians meanwhile, having had word of the affair sent them immediately after its occurrence, had instantly seized all the Boeotians in Attica, and sent a herald to the Plataeans to forbid their proceeding to extremities with their Theban prisoners without instructions from Athens. The news of the men’s death had of course not arrived; the first messenger having left Plataea just when the Thebans entered it, the second just after their defeat and capture; so there was no later news. Thus the Athenians sent orders in ignorance of the facts; and the herald on his arrival found the men slain.’

[Thucydides *Peloponnesian Wars* 2.5]

See next page for details concerning the methodology for this exercise.
How to deal with a source-examination exercise

The following is an exemplar to help you deal with commentary-style answers, but there is no set response, and you should let the nature of the extract guide you.

‘News of this was quickly brought to Transalpine Gaul. The Gauls exaggerated the reports, and embellished them with rumours, as the occasion seemed to require: Caesar, they said, was being detained because of a revolt at Rome, and was unable to join his army because of the serious unrest. Those who had previously lamented their subjection to the rule of the Roman people now had an opportunity to begin planning a strategy of war more freely and with greater daring.’

[Caesar Gallic Wars 7.1]

1) Set the piece of evidence given within a context, both the immediate and the broader context. Often this will include a specific reference to the episode and general story-line of a particular work, and you should cite dating or geographical details if possible:

*e.g.* In this passage Caesar’s gives both a date and a motivating circumstance to the revolt of the Arvernians against the Romans, led by Vercingetorix, a revolt later centred on Alesia in northern central Gaul. Caesar links the revolt to political factors in Rome, the disturbances caused by the murder of the leading politician Clodius in January 52, which was followed by popular rioting and which led to Pompey’s being offered a unique sole consulship (just before March). Pompey later exploited this situation to his political advantage and to the detriment of Caesar (e.g. Caesar, *Civil Wars* 1.85). Here, Caesar strongly implies that, although he was undertaking his normal rounds of duties in provincial Italy (e.g. Caes. *GW* 1.54), when his distraction by affairs in Italy was made known in Gaul, it brought on the revolt of 52.

2) Discuss the problems or issues raised by the extract, citing where possible other evidence to substantiate or contradict the extract:

*e.g.* Caesar chooses to ignore the possibility that his own actions in Gaul may have brought on the revolt (e.g. brutality revealed in *GW* 1.28, 2.33, 3.16, 4.14; taking grain during shortage in 3.7, 4.16, 5.24).

Many of the events in Rome outlined here would have occurred too late to have been a significant factor in Gallic disaffection, and Caesar in fact goes on in this same passage to attribute to the Gallic leaders more reasonable grounds for discontent: that many of them had been implicated in the earlier revolt and would be almost certainly targets of Caesar’s reprisals (*GW* 7.6). Caesar also perhaps does not want to stress that his departure from Gaul in late 53, when the situation there was still extremely volatile, was a contributing factor. His absence was the necessary condition for a Gallic uprising (e.g. 4.37, 5.7, 5.24, 5.29). Caesar indirectly praises the Gauls for taking advantage of his absence and also for determining on a military strategy that could have caused him severe difficulty – namely, cutting him of from his legions in winter quarters. He ignores the fact that he has claimed already that Gaul was pacified (e.g. *GW* 2.35, 7.1).

3) Resolve the problem/s. Explain what the author intended by his comments, or what is the historical impact of the information given in the extract. Is the information correct and how are we to understand it?

*e.g.* Caesar certainly compiled his account of the events of 52 after the end of that year, when he was in full possession of all the facts. Caesar perhaps chooses to stress how his relations with Rome and Pompey, in keeping him from the province, caused him military difficulties, because he has an eye to his audience, soon (he hopes) to be a voting group for him in Rome. By his interest in Rome (as also in *GW* 6.1), Caesar shows his patriotism and perhaps tries to deflect criticism from his poor military judgement in leaving Transalpine Gaul at a delicate moment. Caesar also implies that political machinations in Rome have a major effect on Gallic affairs, and this perhaps serves as a warning to all parties there that matters should settle down.

In this passage, it is not necessarily the facts as reported that are in any way suspect, but we should be wary of reading too much into the emphasis placed on some of the causes of the revolt and their links – to the death of Clodius - as outlined Caesar.
Tutorial 9 (Week 11)

The Battle of Mantinea:
The Logistics of Hoplite Warfare in the Classical Period

Read Thucydides' account of the Battle of Mantinea (418 B.C.) Peloponnesian War 5.63-83 (pp. 388-400 in Penguin), but focus on 5.63-74. You might also find the preceding section, 5.40-62, helpful for background information. The other ancient source, Diodorus Siculus (not a contemporary historian) only offers a brief account, but with some details not provided by Thucydides. See Diodorus 12.79-80 at: http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0084&layout=&loc=12.79.1

Background

Thucydides 5.74 describes this encounter as "the greatest battle that had taken place for a very long time among the Hellenic states and it was fought by the most renowned cities in Hellas".

Questions

1. What states were involved (e.g. 5.60) and what were the circumstances leading to the confrontation?

2. What does Thucydides' account tell us about the logistics of hoplite warfare (consider details like numbers, troop disposition, command structure, combat psychology (pre-battle "psyching or pumping up", the role of music, etc).

3. How important were tactics? Consider especially the actions of the Spartan king Agis. How does Thucydides portray the Spartans?

4. What were the strengths and weaknesses of hoplite fighting?

5. Consider the veracity of the casualty figures.

Modern Sources

Gomme, A. W, and Andrewes, A. and Dover, K.J. A Historical Commentary on Thucydides vol. 3


Hanson, V.D. The Western Way of War: Infantry Battle in Classical Greece, New York, 1989 (355.00938 HANS)


Wees, H.V. Greek Warfare: myths and reality (London, 2004)
Tutorial 10 (Week 12)

**Thucydides on the ‘good general’**

Consier the following quote made by Plutarch *Pelopidas* 2. 1 (Trans I. Scott-Kilvert, *The Age of Alexander* [Penguin] p. 70; see http://classics.mit.edu/Plutarch/pelopida.html):

> The Athenian general Iphicrates once compared the light-armed troops to the hands, the cavalry to the feet, the main body of infantry to the chest and breast-plate, and the general to the head: thus if the commander is over-impetuous and takes undue risks, he endangers not only his own life but those of all the others, whose safety or destruction depend on him.

**Questions**

1. What was the role of the strategos (general) in a hoplite battle? Recall some of the actions of Agis (Thuc. 5.57-60, 65, 66, 71).

2. What are some major differences between how ancient generals were expected to fight, as opposed to their modern counterparts?

3. Compare and contrast the portrayal of the respective commanders at Amphipolis, the Spartan general, Brasidas, and the Athenian, Cleon. For this question, read Thucydides *Peloponnesian War* 5.1-13, the description of the Athenian loss of Amphipolis. Consider also Thucydides' statements in 8.27 (pp. 552-3) about not engaging rashly (via another Athenian general, Phrynichus).

4. Why does Thucydides portray Cleon in such a bad light? Was he really a poor commander?

**Modern Sources**


Westlake, W.D. *Individuals in Thucydides*, Cambridge, 1968 (938.007202 THUC-2 WEST)


Tutorial 4 (Week 5)

Naval Warfare in the Archidamian War

Read Thucydides Peloponnesian War 2.83-92 on Phormio's naval victory in 429 in the Corinthian Gulf.

See in particular the speeches by the Peloponnesian commanders and Phormio, mentioned by Thucydides 2. 87-89, which address some of the questions to follow.

Questions

1. What are the advantages and disadvantages of a trireme?
2. Why were the Athenians generally superior at sea?
3. How important were the tactics employed during battle? In particular, note the *periplous* ('sailing around') and the *diekplous* ('sailing through and out')?

There are a few internet sites dealing with triremes. For pictures, at least, see:

http://cma.soton.ac.uk/HistShip/shlect26.htm

Modern Sources

Casson, L. *Ships and Seamanship in the Ancient World*, Baltimore, 1971, 77-96 (623.821/3)
Holladay, A.J. 'Further Thoughts on Trireme Tactics', *Greece and Rome* 35 (1988) 149-51
Faculty of Education and Arts  
School of Humanities & Social Science  

AHIS1040 War in the Ancient World

Important Additional Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

**NB: Not all of these services may apply to the Port Macquarie Campus.**

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

| 1. Short essay | The assessment will comprise one short essay, worth 20%. This essay will require the student to gather evidence from and analyse a large portion of a major ancient source. The results of this work must be presented in essay-form but contain only approximately 1000 words. |
2. Commentary exercise

A source-commentary exercise, worth 30%. This exercise will require the student to analyse in detail two short extracts from the ancient sources, assessing each piece of evidence in terms of its context, content and bias. Each discussion will contain approximately 500 words, so 1000 words in total.

3. Major essay

One longer essay, worth 50%. This essay will concern a major problem of historical or thematic interest, and students will be expected to do research based on the ancient evidence, supplemented by modern authorities. The length of this essay will be 2000 words.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.
A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

---

**Preferred Referencing Style**

In this course, it is recommended that you use in-text referencing of ancient sources (e.g. Thuc. 4.12; Caes. *GW* 2.21), and that you use footnotes (or endnotes) for citation of modern sources. In footnotes, it is enough to use the surname of the modern authority, followed by a precise reference to the page number (e.g. Jones, 52). If there is some ambiguity, also use the year of the publication (e.g. Jones (1966) 52, Jones (1989) 21). Consistency, simplicity and comprehensibility are the essential criteria. At the end of the paper, provide a bibliography of all works cited, separating ancient from modern works, and give full bibliographical listing of all works, including translators, etc. This section should appear on a separate page, headed Bibliography.

For further information on referencing and general study skills refer - ‘Infoskills’ available @ [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)

---

**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

---

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counseling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>