Faculty of Education and Arts  
School of Humanities and Social Science

Course Co-ordinator: Mr Terry Ryan  
Room: MCLG34b  
Ph: (02) 49 215228  
Email: Terry.Ryan@newcastle.edu.au  
Consultation hours: By arrangement Wednesdays and Thursdays

AHIS3150 - Sparta  
Course Guide

Semester  
Semester 2 - 2007

Unit Weighting  
10

Teaching Methods  
Lecture  
Tutorial

Brief Course Description  
Focuses upon Spartan history from her ancient origins down to the 4th Century BCE and key aspects of her political and social organisation and practice. Emphasis will be placed upon the use of ancient source material in translation (incorporating Greek and Roman value terms) in conjunction with modern scholarly opinion.

Contact Hours  
Lecture for 2 Hours per Week for the Full Term  
Tutorial for 1 Hour per Week for 12 Weeks  
There will be a one-hour tutorial weekly commencing in week 2.

Learning Materials/Texts  
Cartledge, P. Sparta and Lakonia: A Regional History 1300 to 362BC, Routledge  
Plutarch Plutarch on Sparta, Penguin  
Ryan, T.J. ed. Course Readings, University of Newcastle

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2007

CTS Download Date: 13/7/07
Course Objectives

1. Knowledge of Sparta, her history, culture, and tradition in antiquity
   1.1 To offer students a sound, discipline-based study of Sparta
   1.2 To foster an interest in the course and its various components: the evolution of Sparta from Mykenaian times to the 4th Century BC; Sparta's unique system of government and lifestyle; her relations with neighbours; her image in the eyes of the Greeks; the idealisation of her system by philosophers and historians; aspects of religion and cult; the special status of women.

2. Appreciation of the influence of Sparta
   2.1 To establish and develop connections between Sparta, her history, culture and tradition and other courses taught within the field of humanities
   2.2 To encourage and strengthen linkages between the artistic and cultural worlds of ancient Greece and Rome and the historical and social environments of Western society

3. The Development of Communication Skills
   3.1 Oral communication
   3.2 Written communication
   3.3 Electronic communication

4. Research Development
   4.1 Independent research skills
   4.2 An ability to communicate the products of research in a clear, concise and analytical manner

Course Content

An Introduction to the Course: Aims, Teaching Methodology, Difficulties in dealing with the evidence
Early Sparta from Mykenaian times to the end of the 8th Century BC
The Lykurgan System and Spartan institutions
Sparta and the Greeks from the 6th to the 4th Centuries BC
Religion and Cult; the special status of Women
The Decline of Sparta as a Power in the mid-4th Century BC
Sparta through the eyes of ancient Philosophers and Historians: Ideal versus Reality

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>One Source Analysis Exercise = 10% (500 words)</th>
<th>Due August 15th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>One Tutorial Paper = 30% (1000-1250 words)</td>
<td>Due the week following the tutorial</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>One Major Essay = 40% (2000-2250 words)</td>
<td>Due October 31st</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Text Analysis Exercise = 20%</td>
<td>Due November 7th</td>
</tr>
</tbody>
</table>

Assumed Knowledge
20 units at any level in Ancient History or History

Callaghan Campus Timetable
AHIS3150 SPARTA
Enquiries: School of Humanities and Social Science
Semester 2 - 2007

Lecture  Wednesday  11:00 - 13:00  [MCTH]  Commencing Wk 2 - 13 only
Tutorial  Wednesday  09:00 - 10:00  [V105]  Commencing Wk 2 - 13 only
or  Wednesday  10:00 - 11:00  [V105]  Commencing Wk 2 - 13 only
or  Wednesday  14:00 - 15:00  [V105]  Commencing Wk 2 - 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 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 date to withdraw without financial or academic penalty (called the HECS Census Dates) is:

For semester 2 courses: 31 August 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course 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 change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**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 Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

**Contact details**

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

School of Humanities and Social Science
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

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.
Faculty of Education and Arts
School of Humanities & Social Science

AHIS3150 SPARTA

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 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).
- **Do NOT submit** written assignments in folders or plastic sheaths

- **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
  - Or at any of the following:
    - 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.

- **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, unless prior arrangements have been made. In the event of employing email, students are required to submit a signed cover sheet before the paper will be accepted for assessment.

- **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 may 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/)

- **Major Essay**
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.


**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](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 me 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/](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

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)

**Return of Assignments**

Students can collect their assignments from a nominated Student Hub during office hours – this will normally be at the Shortland Union Hub. Refer - ‘Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779’ available @ [http://www.newcastle.edu.au/policylibrary/000779.html](http://www.newcastle.edu.au/policylibrary/000779.html) (section 6.8.2.viii)

**Preferred Referencing Style**

In this course, you may employ whatever system appeals to you, provided due acknowledgement of page numbers (not simply dates) for all foot-notes that reference sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

A common system employed is one in which an in-text citation names the author of the source, gives the date of publication, and, for a direct quote, includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). 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 Representatives**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.


**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, Counselling, 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)

**Lecture Tapes**

As a rule, Lectures will be taped and available from Short Loans in the Auchmuty Library.
Assessment Details

<table>
<thead>
<tr>
<th>Assessment Components</th>
<th>Value/Length</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Analysis Exercise/Quiz</td>
<td>10% (500 words)</td>
<td>August 15 (Wk 5)</td>
</tr>
<tr>
<td>One Tutorial Paper</td>
<td>30% (1000-1250 words)</td>
<td>Week following Tutorial</td>
</tr>
<tr>
<td>One Major Essay</td>
<td>40% (2000-2250 words)</td>
<td>October 31</td>
</tr>
<tr>
<td>In-class Examination</td>
<td>20%</td>
<td>November 7</td>
</tr>
</tbody>
</table>

There will be weekly meetings of the Tutorial Groups commencing in Week 2.

At these meetings there will be open discussion of topics based on the analysis of ancient source materials contained in Set Texts and Course Handouts.

This material will have been the subject of lectures in preceding weeks.

A Note on Respect

Debate in tutorials is expected to be vigorous and opinions will vary. There must be general agreement to respect the point of view and opinions of other members of the group. Agreeing to disagree is one thing, but personal attacks and/or deprecating remarks will not be tolerated. The tutorial must remain a secure environment in which ideas and views are discussed with freedom and honesty.

There will be no tutorial in Week 6. The Semester is inordinately long this year so an artificial break has been built in for both lectures and tutorials.

1. TAKE HOME QUIZ

At the meeting of tutorial groups in Week 4, Wednesday, August 8, students will be provided with a Take Home Exercise derived from the lectures delivered in Weeks 1 to 4 and related materials.

- The Quiz is due on the following Wednesday, August 15 (by 5pm).
- The Quiz is worth 10% of the total assessment for the Course.
2. TUTORIALS and TUTORIAL PAPERS

Class Discussions [CD] and Formal Tutorial Papers [TP]

In Weeks 2, 3, 4 and 5 there will be Class Discussions of topics arising from the early lectures. The purpose of these is to familiarise students with the nature of the sources and techniques of analysis of material which will provide the substance for the Take-Home Quiz. From Week 7 onwards, students will be able to attempt a Formal Tutorial Paper on topics selected from the material treated in class:

- Students may choose any of the topics marked as TP and submit it as a Tutorial Paper. You may attempt more than one, in which case the top mark will be counted towards the final assessment.
- The Tutorial Paper, regardless of the topic chosen, is due to be submitted the week following the tutorial discussion. Normally there will be no extension granted beyond that time (see the Faculty of Education & Arts/School of Humanities & Social Science Guidelines for Extensions).

The Tutorial Paper can be written either in paragraphs using headings or in essay-format. In whatever format you choose, the Tutorial Paper must include:

- A brief Introduction, clearly stating the aims and directions of the Paper
- Endnotes or Footnotes
- A Bibliography of secondary works and editions of primary sources

For advice on the presentation of formal assignments, be they Tutorial Papers or Major Essays, you could consult Marguerite Johnson Advice on Writing Essays, Tutorial Papers and Text Analysis Exercises (available on request).

A Please Note

* Endnotes/Footnotes DO NOT count toward the word limit

* Bibliography and quotations from primary/secondary sources DO NOT count toward the word limit.

Please ensure that your name, student number, tutorial group and topic number are clearly displayed on the Tutorial Paper Cover Sheet
2. MAJOR ESSAY

The Essay must be submitted and stamped by **Wednesday 31st October** (5pm).

The Essay must be written in formal essay style and must include:

- A formal Introduction, clearly stating the aims and directions of the Paper
- Endnotes or Footnotes
- A formal Conclusion, summarizing and highlighting the main arguments presented in the Essay. The Conclusion is not to consist simply of a restatement of the Introduction.
- A Bibliography of secondary works and editions of primary sources

For advice on the presentation of Essays, you could consult *Marguerite Johnson* Advice on Writing Essays, Tutorial Papers and Text Analysis Exercises.

**A Please Note**

* Endnotes/Footnotes DO NOT count toward the word limit

* Bibliography and quotations from primary/secondary sources DO NOT count toward the word limit.

Please ensure that your name, student number, and topic title are clearly displayed on the Assignment Cover Sheet.

4. END OF SEMESTER CLASS EXERCISE

This is expected to be held at the scheduled lecture time on **Wednesday, November 7th** (11am-1pm).

The exercise will consist of:

- One word/single sentence answers to set questions arising from materials studied in lectures and tutorials drawn from the entire course

- Analysis of any two pieces of text (from a representative selection), with questions attached

**The Class Exercise is worth 20% of the total assessment for the Course.**
Marking/Assessment Criteria

Tutorial Paper

i  Research – reading of all set ancient material and demonstrated understanding of issues raised in recommended secondary sources.

i  Direct use of ancient source material in the answering of the question. Students are urged to access ancient source material directly from the author and NOT from a modern textbook or article.

i  Demonstrated awareness of the types of ancient sources you are using (eg dates for authors, genres, degrees of bias evident, etc).

i  Demonstration of the consultation of secondary sources – this can be done in the text itself or in endnotes/footnotes. Additional marks will be rewarded to the effective analysis of secondary sources (eg comparing and contrasting interpretations, etc). This can be done in foot/endnotes.

i  Organisation of material in an effective way – essentially in a way that answers the question. This includes a logical development of ideas – connections between ideas, points of argumentation, etc.

i  Relevant material only.

i  Support of argumentation by the inclusion of appropriate evidence and examples.

i  Correct presentation: written expression, grammar, referencing, etc. In certain situations, a paper may have marks deducted for extremely poor presentation in these areas.

i  Participation in the class discussion.

Essay

See the above under Tutorial Paper. Essays require a greater degree of research and a correspondingly greater need for correct syntax, grammar, etc.

Your argument (essentially your answer to the question) needs to be presented and sustained in a much stronger manner as you cannot rely on verbal contribution.
## Grading Guide

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<tr>
<th>Grade Range</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>
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SCHOOL OF HUMANITIES & SOCIAL SCIENCE
CLASSICS
CALLAGHAN CAMPUS

AHIS3150 SPARTA

Semester 2 : 2007
10 units

<table>
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<tr>
<th>Class Times</th>
<th>Room</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>MCTH</td>
</tr>
<tr>
<td>Wednesday 11-1</td>
<td></td>
</tr>
<tr>
<td>Tutorials</td>
<td>V105</td>
</tr>
<tr>
<td>Wednesday 9-10</td>
<td></td>
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<tr>
<td>Wednesday 10-11</td>
<td></td>
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<tr>
<td>Wednesday 2-3</td>
<td></td>
</tr>
</tbody>
</table>

Wk Date Lecturer Lecture Topic
1 July 18 TJRyan Background to Sparta
2 July 25 TJRyan Early Sparta: Lykurgos, Messenian Wars
3 Aug 1 TJRyan Land Distribution; the Spartan politeia
4 Aug 8 TJRyan The agogé; syssition and phiditia
5 Aug 15 TJRyan Early History to 490BC
6 Aug 22 ---- No Lectures
7 Aug 29 TJRyan Persian Wars and Aftermath
8 Sept 5 TJRyan Mid-5th Century BC
9 Sept 12 TJRyan Peloponnesian War; Athenian views of Sparta
10 Sept 19 TJRyan Origins of Spartan Hegemony: Lysander, Agesilaos
11 Sept 26 TJRyan Hegemony and Catastrophe: Leuktra and Beyond

Semester Break: October 1- October 12

12 Oct 17 MMJohnson Spartan Religion and Cult
13 Oct 24 MMJohnson Spartan Women
14 Oct 31 TJRyan Sparta: The Ideal
15 Nov 7 ---- In-Class Text Analysis Exercise

Assessment Source Analysis ca.500 words 10% August 15
Tutorial Paper 1000-1250 words 30% Week After
Essay 2000-2250 words 40% October 31
Text Analysis ca.1000 words 20% November 7

Staff Telephone Office Email
Marguerite Johnson 49 215229 MCLG39 Marguerite.Johnson@newcastle.edu.au
Terry Ryan 49 215228 MCLG34b Terry.Ryan@newcastle.edu.au
(Course Co-Ordinator)

AHIS3150 SPARTA

TUTORIALS

School of Humanities and Social Science
‘A student’s job is to question, to disturb the status quo…’
- Sam Ryan, Silent Witness

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Code</th>
<th>Topic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 18</td>
<td>---</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>July 25</td>
<td>CD1</td>
<td>Introduction to Source Analysis Techniques</td>
</tr>
<tr>
<td>Aug 1</td>
<td>CD2</td>
<td>Alkman Partheneion</td>
</tr>
<tr>
<td>Aug 8</td>
<td>CD3</td>
<td>The Great Rhetra</td>
</tr>
<tr>
<td>Aug 15</td>
<td>CD4</td>
<td>The agóge</td>
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<tr>
<td>Aug 22</td>
<td>---</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>Aug 29</td>
<td>TP1</td>
<td>Kleomenes I</td>
</tr>
<tr>
<td>Sept 5</td>
<td>TP2</td>
<td>Leonidas at Thermopylae</td>
</tr>
<tr>
<td>Sept 12</td>
<td>TP3</td>
<td>Career of Pausanias the Regent</td>
</tr>
<tr>
<td>Sept 19</td>
<td>TP4</td>
<td>The Speeches in Thucydides 1.68-86</td>
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<td>Sept 26</td>
<td>TP5</td>
<td>Conspiracy of Kinadon</td>
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--------------------------------------------- Semester Break: October 1 – October 12 ---------------------------------------------

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<th>Week/Dates</th>
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<td>No Tutorial</td>
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<td>Spartan Religion</td>
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<td>Oct 31</td>
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Codes:
CD   Class Discussion
TP   Formal Tutorial Paper Topic

Set Texts
Cartledge, P  Sparta and Lakonia: A Regional History 1300 to 362BC  Routledge. 2nd Ed.
Plutarch Plutarch on Sparta, tr. R.J.A.Talbert, Penguin
Ryan, T.J. ed  Course Readings, Newcastle, 2007

References
Forrest, W.G. A History of Sparta 950-192BC, Duckworth or Bristol
Powell, A. Athens and Sparta, Routledge. 2nd Ed.
Herodotus The History, Chicago or Oxford or Penguin
Plutarch Greek Lives, tr. R.Waterfield, Oxford
Thucydides The Peloponnesian War, Penguin or Chicago
Xenophon A History of My Times, Penguin

Attendance at tutorials is desirable and a Roll is kept.
Week 1: July 18  No Tutorial
Week 2: July 25  Class Discussion 1 - Source Analysis Techniques

In this session we will discuss the tutorial system and do some work-shopping of source material by way of an introduction to methodological analysis.

Week 3: August 1  Class Discussion 2 – ALKMAN Partheneion

This is one of the earliest surviving pieces of lyric poetry from the Greek Dark Ages. There is much debate about its context and meaning and the tutorial will be devoted to an analysis of the text and the views of modern scholars.

Three versions of the text of Alkman's poem have been provided and will be compared for insights and variations of interpretation:

West, M.L. Greek Lyric Poetry, Oxford, 1994:31-33  [Course Documents 2.7]
Campbell, D.A. Greek Lyric II, Cambridge (Mass) and London, 1988: 361-369.  [Course Documents 2.7a]
Pomeroy, S.B. Spartan Women, Oxford, 2002: 6-7  [Course Documents 2.7b]

Selected Secondary Reading

On the Poem

and
Calame, C. The Craft of Poetic speech in Ancient Greece, Cornell, 1995: Ch.7
Calame, C. Choruses of Young Women in Ancient Greece, New York, 1997: passim

On more general applications of the Poem
Week 4: August 8  Class Discussion 3 - LYKURGOS AND THE RHETRA

You are asked to analyse the version of the Great Rhetra of Lykurgos provided by Diodorus Siculus (late 1st Century BC) and compare it with that of Tyrtaeus (the earliest surviving version from the 7th Century BC), Herodotus (5th Century BC) and the later one by Plutarch (AD 1st-2nd Century) with a view to discussing issues and variations of emphasis that arise.

The secondary reading on the Rhetra is considerable. For the purpose of this discussion, confine your attention to the articles by Hammond and Ogden, representing modern perspectives almost half a century apart, and the recent views of Van Wees and Lipka in the Duckworth collections.

Essential Reading

Tyrtaeus Eunomia frs. 2 and 4. [Course Documents 2.6]
Herodotus The History 1.65 [Course Documents 2.4]
Plutarch Lykurgos 6 [Course Documents 2.2]
Diodorus Siculus 7.12.1-4 [Course Documents 3.3]

Selected Secondary Reading

Glossary of some of the highlighted terms contained in the passage by Diodorus

The Glossary is based on that of Michael Ewans (1984). It is not intended to provide translations of the terms as such, but rather to be used as a guide to their range of meaning. (*) indicates an important term.

**agath/os, -oi, -a***  
most powerful term for expressing approval of persons or things

**aidós**  
‘awe’, ‘shame’, ‘respect’ (or ‘mercy’?)

**aischr/os, -on***  
adj.  
the most powerful words for expressing a distaste approximating

**aischuné***  
noun to a feeling of shame or disgrace

**andreia**  
manly courage; bravery in battle

**aret/é, -ai***  
‘excellence’- the highest aim of human conduct; plural, varieties of

**démos**  
the people

**elench/os**  
= **aischros**

**eleutheria***  
notion of ‘freedom’; the state of being a free citizen

**esthl/os, -é***  
= **agathos**

**eunomia**  
good order

**kak/os, -on, -a***  
most powerful term for expressing general disapproval of a person or thing

**kakotés**  
the worst possible condition to be in

**kallist/os, -on**  
superlative form of **kal/os** ‘beautiful’; therefore ‘most beautiful’

**moîra***  
originally ‘share’, later ‘death, fate’. Can be personified (Moïra)

**phil/os, -otes***  
means both ‘own’ and ‘dear’; refers usually to members of a person’s body or **oikos**. **philia** is the relationship between a person and those he depends on and is depended on for survival, ie members of his **oikos**; after Homer, gradually comes to denote ‘friendship’ in general

**pol/is, -eis** (pl)  
incorporates the land, the developed areas of habitation and cultivation, and, most importantly, the people/citizens who live in that area = ‘the community’; the translation ‘city state’ is hopelessly inadequate

**thumos**  
the spirit or heart that drives an individual to perform

**timé***  
almost untranslatable: it conveys a variety of connotations – the honour and renown that is due to an individual; compensation and penalty; possessions. The adjective is **timios**

**tuché**  
‘fortune’, ‘chance’, or ‘luck’
Week 5: August 15  
**Class Discussion 4 - THE AGOGÉ**

Examine the views of Plutarch and Xenophon on the Spartan agogé of Lykurgos.

- What were the main characteristics of the agogé?
- In what way(s) did it contribute to the formation of the Spartan ethos?
- To what extent are the personal evaluations of the writers evident in their accounts?
- Are they influenced by the appeal of austerity and brutality in their treatment of the agogé?
- You may care to comment on issues relevant to modern notions of adolescent education

**Essential Reading**

Plutarch Lykurgos 14-28  [in Plutarch on Sparta, ps.23-41]
Xenophon Politeia of the Spartans 2-4  [in Plutarch on Sparta, ps.168-72]

**Selected Secondary Reading**


Week 6: August 22  
**No Tutorial. Mini Semester Break**
Week 7: August 29

Tutorial Paper 1: KLEOMENES I

Discuss the onset of internal political upheaval in Sparta itself exemplified in the struggle between Kleomenes and Dorieus, before treating the main focus of the exercise - Kleomenes I’s intervention in Attika towards the end of the 6th Century:

- Assess the role of internal Spartan tensions within the royal house/s.
- What do you learn about the nature, power and limitations of Spartan kingship from an analysis of Herodotus The History 6.52-58?
- Is there evidence of quasi-imperialist ambition/s on the part of either Kleomenes or the Spartan governing elite in respect of the invasion of Attika?

READING
Consult the Sparta Bibliography for the major monographs. In addition to these, some useful material is to be found in general Histories of Greece.

Essential Primary Reading

On Spartan Kingship
Herodotus The History 6.52-58 [Course Documents 4.6]

On Kleomenes and Dorieus and the Invasion of Attika
Herodotus The History 5 [Course Documents 5.8-5.10, 5.12]

Selected Secondary Reading

Week 8: September 5    Tutorial Paper 2 : LEONIDAS AT THERMOPYLAE

The story of Leonidas and the 300 Spartans who held the pass at Thermopylae against overwhelming odds is one of the most enduring of all, in antiquity as well as in modern times. Examine the accounts provided in Herodotus and Diodorus Siculus and, after consulting some of the secondary reading, offer your views on any or all of the following issues:

♦ What were the strategic issues involved?
♦ What personal motives on Leonidas’ part emerge from your reading of the evidence?
♦ Was anything to be gained from the death of these men?
♦ Do you think the incident warranted the eulogistic treatment it received in these two accounts?

Selected Reading

Herodotus The History 7.204-232
Diodorus Siculus 11.4-11 [Course Documents 6.6]

All of the major modern Histories of the period and of Sparta have views on this episode, so consult them and the specialist works in the Sparta Bibliography. Internet sources could prove useful.

Week 9: September 12  

Tutorial Paper 3 : CAREER OF PAUSANIAS

You are asked to look at the presentation of the career and actions of Pausanias the Regent in the course and aftermath of the Second Persian War. In light of his performance at Plataea, how do you account for his subsequent fall from grace and the accusations of medism that dominate the accounts of Thucydides (and others)?

**Essential Reading**

Thucydides Peloponnesian War 1.94-96 and 1.126-138  [Course Documents 6.9-10]
Plutarch Themistokles 23  [Course Documents 6.12]

**Selected Secondary Reading**

AHIS3150 SPARTA

Week 10: September 19 Tutorial Paper 4: SPEECHES IN THUCYDIDES

You are to examine the following speeches with a view to establishing the essential features of the representation by Thucydides of the character, policies, and external perceptions of the Spartans.

A Conference at Sparta in 432BC preceded the outbreak of the Peloponnesian War. He puts speeches into the mouths of:
(a) a delegation from Corinth [1.68-71]
(b) a delegation from Athens [1.73-78]
(c) the Spartan king, Archidamus [1.80-85]
(d) Sthenelaidas, a Spartan ephor [1.86]

Contrast the representation of the Spartan ethos of the (unnamed) Corinthian and Athenian speeches with those of (named) Spartan speakers at the Sparta Conference.

What do you see as the strengths and weaknesses of their politeia (a) in the eyes of the ‘outsiders’, and, (b) the individual Spartans who speak?

In terms of Thucydides’ dramatisation of events, how important is his use of characterisation?

Contrast the views of the respective Spartan speakers in the light of their status within Spartan society.

Essential Reading

Thucydides Peloponnesian War 1.66-87; 4.85-87 [Course Documents 8.4]

Selected Secondary Reading

The only detailed source for the so-called Conspiracy of Kinadon in 397BC is in the *Hellenika* of Xenophon (=*History of My Times*). You are asked to examine this account and place it within the broader context of relations between the Spartiates and disaffected or inferior groups within the Spartan *politeia* in the period from the Helot revolt down to this event.

**READING**

Xenophon *Hellenika* (*History of My Times*) 3.3.1 [= Document 9.8]

Cartledge, P. ‘Agesilaos and the Spartan Class Struggle’ in *Agesilaos and the Crisis of Sparta* (Johns Hopkins, 1987) 160-179

David, E. ‘The Conspiracy of Cinadon’ Athenaeum 57 (1979) 239-259


also

Cawkwell, G.L. ‘The Decline of Sparta’ *CQ* 33 (1983) 385-400


and


**SEMESTER BREAK : October 1 - October 12**

**Week 12: October 17**  
No Tutorial

**Week 13: October 24**  
Tutorial Paper 6 : SPARTAN RELIGION
Discuss the main features of any TWO Spartan cults. Analyse the significance of these cults in terms of the cultural features of the Spartan polis and ethos. You must include ancient written and/or artistic representations to support your answer.

**READING**


Fuqua, Ch. ‘Tyrtaeus and the Cult of Heroes’ *GRBS* 22 (1981): 215-226  

**Week 14: October 31**  
No Tutorial
AHIS3150 SPARTA

SOURCE ANALYSIS EXERCISE

Due Date: August 15 (Week 5)
Maximum Length: 500 - 550 words
Value: 10% of the total assessment

Analyse the attached passages on the Spartan Partheniae and the foundation of Tarentum. You are expected to include some or all the following in your analysis:

1. A brief introduction to the passages; here you may wish to discuss the author, date, subject matter.
2. Ways in which the author handles the subject matter – eg is the author biased, racist, idealistic, etc?
3. The main topics or themes of the passage.
4. The historical, literary and/or cultural issues raised.
5. The value-judgements that are present (if any).
6. Any other relevant material.

The aim of this task is to assess students' handling of ancient source material. Therefore, you are expected to focus on the ancient passage itself. You should, however, do some background reading. Please consult the relevant textbooks or items from the reading lists to provide you with an understanding of the author, era, topic.

Source analyses must be accompanied by formal endnotes or footnotes and a bibliography. Endnotes/footnotes, bibliography and quotations do not count toward the word limit.

The Partheniae and Tarentum [708BC]

Aristotle Politics 1306b

In aristocracies sedition may occur as a result of limiting office to a mere handful of the population…. Sedition owing to [this cause] is particularly liable to occur under the following conditions:
(a) When the rank and file of a people are exalted by the idea that they are just as worthy as their rulers. At Sparta… the so-called Partheniae* (who were the sons of Spartan homoioi) determined to vindicate their rights; but their conspiracy was found out, and they were sent to colonise Tarentum [708BC]….

Justin Philippic Histories 3.4.1-11

[1] The citizen body (civitas = politeia) grew strong through these customs (mores) in so short a time that, when they were levelling war against the Messenians on account of their
having defiled Spartan maidens during a solemn Messenian sacrificial ritual, they bound themselves by the weightiest possible oath that they would not return until they had stormed Messenia, swearing this with regard to their physical persons, their resources, and their fate (fortuna). [2] This event provided the beginning of dissension for Greece and was the cause and origin of internal war. [3] When, contrary to their predictions, they had been detained for ten years in the siege and, after so prolonged a period of ‘widowhood’, they had been recalled by dint of the complaints of their wives, [4] they became afraid lest they render more grievous harm to themselves than to the Messenians by reason of the prolongation of the conflict. Indeed, for the Messenians, whatever amount of their young men fell in the conflict was replaced through the fecundity of their women, while losses among their own ranks, just as continuous, could not be replaced through the fecundity of women whose husbands were absent; [5] as a result, they selected youths from that group of soldiers, who had entered the ranks subsequent to the taking of the oath, and, when they had sent these back to Sparta, they granted them the right to enter into promiscuous sexual relations with all of the women, [6] believing that the rate of conception would be accelerated if the individual women mated with a great number of men.

[7] Those who were born of these unions were called Partheniae*, as a mark of their maternal shame (pudor). [8] On reaching the age of thirty and fearing poverty – for none of them had a father, into whose patrimony they could hope to succeed – they took as their leader (dux) one Phalantus, son of that Aratus, who had instigated the Spartan decision to send the young men home for the purpose of generating offspring, [9] so that, just as in the distant past they had had his father as the instigator (auctor) of their being born, so now they might have that man’s son as the source of their hopes and their self-esteem (dignitas). [10] Thus, without even paying their respects to their mothers, from whose adultery they believed they had acquired their personal infamy (infamia), they set out to find a place to live. [11] After journeying for a long time and experiencing various misfortunes (casus), at length they were cast ashore in Italy and, having seized the citadel of the Tarentines and expelled the ancient inhabitants of the place, they established Tarentum as their new abode.

*Partheniae: literally, the offspring of virgins [in the sense of unmarried maidens], therefore, children without fathers.

AHIS3150 SPARTA

MAJOR ESSAY

Due Date: Wednesday, October 31, 2007 (Week 14)

Maximum Length: 2000-2250 words

The Major Essay is worth 40% of the total assessment

PLEASE CONSULT THE COURSE GUIDE FOR ADVICE ON WRITING AN ESSAY

Choose any ONE of the following topics:

Topic 1 Land Distribution and Spartan homonoia
Topic 2 Spartan Hegemony and Leuktra
Topic 3 Spartan Women

Please pay careful attention to the rules regarding written application for extensions, staying within the specified word limit, and the presentation of the final draft in appropriate format. This assignment is the single biggest contributor to the final assessment and is designed to reflect your capacity for and application to research methodology and the amount of wide reading you have undertaken throughout the semester. Do not assume that the recommended reading attached to the questions is the final word on the subject or is sufficient for bibliographical purposes in its own right. You are expected to find material for yourself, from the internet, through the use of the bibliographies of works you have consulted, and from scouring the resources of the Library.

Bibliographical Note
You should only include in your Bibliography works that you have employed in the preparation of the essay. It should thus be restricted to works cited in footnotes or quoted in the body of the essay.
‘However, Lykurgos’ main purpose at the time was not to leave his city in command of a huge number of (other) places. He thought that happiness in the life of a whole city was due to the same factors as in the life of a single individual, namely virtue (areté) and internal unanimity (homonoiā), and so the point of all his arrangements and institutions had been to enable the Lacedaemonians to be possessed of freedom (eleutheria), autonomy (autarkēia), and self-discipline (sophrosynē) for as long as possible. This political scheme (politeia) has been taken over by everyone who has come to be admired for attempting to address these issues, including Plato, Diogenes, and Zeno, even though they left to posterity nothing but words and ideas, but created an actual and unrivalled system of government (politeia).’

- Plutarch Lykurgos 31

For the political philosophers, the key to understanding the success of the Spartan system lay in the principles engendered in the education system which led to the implementation of the concept of homonoia. Modern scholars have long regarded the distribution of land as the greatest factor in the development of an harmonious and unified community at Sparta.

In recent years, however, the question has been revisited and there are now serious differences of opinion about the extent and even the reality of both the agogé and the Lykourgan land reforms.

In light of these viewpoints, subject the quote from Plutarch to close analysis with a view to ascertaining the ‘reality’ of homonoia at Sparta in the period prior to Leuktra.

Selected Secondary Reading
Powell, A. Athens and Sparta, Routledge, 1988. Ch. 6 ‘Life in Sparta’
Topic 2  The Spartan Hegemony and the Impact of Leuktra

What factors led to the formation of the Spartan Hegemony in the aftermath of the Peloponnesian War? Are the seeds of Sparta's eventual collapse as a major Aegean power within the lifetime of Agesilaos II sown almost from the time of his accession? How do you account for a 'single defeat' leading to Sparta's rapid decline?

Throughout your treatment, ensure that Sparta remains the central focus. Try to avoid dwelling at length on affairs in Athens or Thebes except where it has a direct bearing on Sparta.

Selected Reading
Consult the Sparta Reading List for the major monographs.
In addition to these, some useful material is to be found in general Histories of Greece.

The main primary source materials are Plutarch's Lysander, Agesilaos, Pelopidas and Xenophon's Hellenica and Agesilaos.

The most comprehensive survey of events from 401 to 371BC is:

Some Specialist Papers on Military and Diplomatic Events Preceding Leuktra

Agesilaos and the Spartan Hegemony
Smith, R.E. ‘The Opposition to Agesilaus’ Foreign Policy’ Historia 2 (1953/4) 274-288.

Corinthian War

The King’s Peace: 387-375/4BC
**Topic 3 Spartan Women**

Spartan Women are regarded by ancient and modern observers alike as the most ‘liberated’ in the Greek world. To what extent is this view borne out in the evidence? Do you agree with Aristotle [Politics 1269b] that the ‘licence’ permitted them was a major factor in the decline of Sparta?

**Selected Secondary Reading**


**On land problems associated with women:**

SPARTA BIBLIOGRAPHY

Atkinson, K.M.T. Ancient Sparta: A Re-Examination of the Evidence, Manchester, 1952 938.9/ATKI

Boring, T.A. Literacy in Ancient Sparta, Brill, 1979 938.6/BORI


Cartledge, P. Sparta and Lakonia: A Regional History 1300-362BC, Routledge, 2002 938.9/CART-2

Cartledge, P. Agesilaos and the Crisis of Sparta, Johns Hopkins, 1987 938.9/CART-1/1987

Cartledge, P. Spartan Reflections, Duckworth, 2001 938.9/CART-3

Cartledge, P. Thermopylae: The Battle that Changed the World, McMillan, 2006 938.03/CART


David, E. Sparta Between Empire and Revolution (404-243BC), Salem, 1981 938.9/DAVI

Figueira, T.J. ed. Spartan Society, Swansea, 2004 938.9/FIGU


Hamilton, Ch.D. Sparta's Bitter Victories: Politics and Diplomacy in the Corinthian War, Cornell, 1979 938.06/HAMI

Hodkinson, S. Property and Wealth in Classical Sparta, Duckworth, 2000 938.9/HODK-1

Huxley, G.L. Early Sparta, I.U.P., 1970 938.9/HUXL

Jones, A.H.M. Sparta, Blackwell, 1968 938/JONE

Kelly, Th. A History of Argos to 500BC, Minneapolis, 1976 938.8/KELL


Lewis, D.M. Sparta and Persia, Brill, 1977 938.05/LEWI

Malkin, I. Myth and Territory in the Spartan Mediterranean, Cambridge, 1994 938.9/MALK

Michell, H. Sparta, Cambridge, 1952 938.9/MICH


Oliva, P. Sparta and Her Social Problems, Hakker, 1971 938/OLIV

Pomeroy, S.B. Spartan Women, Oxford, 2002 305.40938/POME

Powell, A. Athens and Sparta, Routledge, 2001 938/POWE/2001


Powell, A. & Hodkinson, S. edd. Sparta: New Perspectives, Duckworth, 1999 938.9/HODK

Powell, A. & Hodkinson, S. edd. Sparta: Beyond the Mirage, Duckworth, 2002 938.9/POWE-1

Proietti, G. Xenophon’s Sparta: An Introduction, Brill, 1987 938.9/PROI


Whitby, M. Sparta, Edinburgh, 2002 938.9/WHIT