AHIS3170 - Rome and the Celts

Course Outline

Course Co-ordinator: Hugh Lindsay
Room: MCLG22C
Ph: 49215226
Fax: 49216933
Consultation hours: Thursdays at Ourimbah

Teaching staff: Hugh Lindsay & Terry Ryan
Email: hugh.lindsay@newcastle.edu.au, terry.ryan@newcastle.edu.au

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

Course Overview

Brief Course Description
Covers the history of Rome's contact and conflict with the Celtic races from the Sack of Rome by the Celts in 390BC down to the conquest of Gaul and Britain by Caesar in the middle of the First Century BC. Aspects of culture, institutions, and religion will be treated as well as the causes of individual conflicts. Emphasis is placed upon the use of ancient source material in translation, taken 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 weekly hour-long tutorial, commencing in Week 2.

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

CTS Download Date: 7 February 2008
Learning Materials/Texts

Course Objectives
1. Knowledge of Rome's contact and conflict with the Celtic peoples of Europe, its history, culture, and tradition from the 4th Century to the end of the Republican era.

1.1 To offer students a sound, discipline-based study of Rome's relations with the Celtic peoples of Europe.

1.2 To foster an interest in the subject and its various components

2. Appreciation of the influence of Rome's relations with the Celtic peoples of Europe on subsequent history

2.1 To establish and develop connections between Rome's relations with the Celtic peoples of Europe, its history, culture and tradition and other subjects 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
1. An Introduction to the Subject: Aims, Teaching Methodology, Difficulties in dealing with the evidence

2. The origins and culture of the continental Celtic peoples

3. The conquest and development of Roman influence in Italy down to 390BC

4. The impact upon Rome of the Celtic Invasion of central Italy in the period 390 to 387BC and its aftermath to the middle of the 4th Century

5. The wars of the late 4th Century: influence upon internal developments at Rome, relations with the Italic peoples of central Italy, growth of Roman imperialism

6. The conquest of northern Italy throughout the mid 3rd Century to the first half of the 2nd Century BC

7. The impact of Celtic migrations into Greece and Asia Minor

8. The conflict between Rome and the Germano-Celtic peoples in the era of Marius

9. The Gallic Problem of the 1st Century BC and the campaigns of Caesar in Gaul, Britain, and Germany
Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>One tutorial paper or equivalent task = 30% (1000-1250 words) - due mid semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>One essay or equivalent task = 40% (2000-2250 words) - due late semester</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Take-home Text Analysis and Quiz or equivalent task = 20%</td>
</tr>
<tr>
<td>Quiz - Class</td>
<td>One Class Quiz, Source Analysis exercise 10% (500 words) - due early semester</td>
</tr>
</tbody>
</table>

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

Ourimbah Timetable
AHIS3170
Rome & The Celts
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Lecture and Tutorial Thursday 12:00 - 14:00 [O_CS2.07]
Commencing Week 2

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](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 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 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 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

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

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 --------------------------------------------------------------------------------------------------

School of Humanities and Social Science
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](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/](http://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

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.

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

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

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style

A consistent style of referencing is essential. The Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments is one such system. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

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

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.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/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, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
# AHIS3170 ROME AND THE CELTS

**Central Coast Campus - 20008**

## Class Times
- **Lecture** 12:00 - 14:00 [O_CS2.07]
- **Thursday**
- **Tutorial Thursday** 14:00 - 15:00 [O_CS1.03]

## Lecture Outline

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<th>Lecturer</th>
<th>Topic Area</th>
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<td>1</td>
<td>Feb 21</td>
<td>HMLindsay</td>
<td>Introductory: The Sources;</td>
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<tr>
<td>2</td>
<td>Feb 28</td>
<td>TJRyan</td>
<td>Origins of the Celtic Peoples</td>
</tr>
<tr>
<td>3</td>
<td>March 6</td>
<td>TJRyan</td>
<td>Rome and Italy to 390 BC</td>
</tr>
<tr>
<td>4</td>
<td>March 13</td>
<td>TJRyan</td>
<td>Celtic Invasion of Rome: 390 BC</td>
</tr>
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<td>5</td>
<td>March 20</td>
<td>TJRyan</td>
<td>Aftermath of 390BC</td>
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<tr>
<td>6</td>
<td>March 27</td>
<td>TJRyan</td>
<td>Wars of the Late 4th Century</td>
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<tr>
<td>7</td>
<td>April 3</td>
<td>TJRyan</td>
<td>Nth Italy in the 3rd Century</td>
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<tr>
<td>8</td>
<td>April 10</td>
<td>HMLindsay</td>
<td>Celts in Greece and Asia Minor</td>
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<td>9</td>
<td>May 1</td>
<td>HMLindsay</td>
<td>Marius and the Cimbri</td>
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<tr>
<td>10</td>
<td>May 8</td>
<td>HMLindsay</td>
<td>The Gallic Problem in the 1st Century BC</td>
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<tr>
<td>11</td>
<td>May 15</td>
<td>HMLindsay</td>
<td>Caesar: Spain, Gaul, Germany: 61-60, 58-55 BC</td>
</tr>
<tr>
<td>12</td>
<td>May 22</td>
<td>HMLindsay</td>
<td>Caesar in Gaul &amp; Germany: 55-50 BC</td>
</tr>
<tr>
<td>13</td>
<td>May 29</td>
<td>HMLindsay</td>
<td>Roman Perceptions and Celtic ‘Real;ities</td>
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<tr>
<td>14</td>
<td>June 5</td>
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<td>Class Test</td>
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**FIRST SEMESTER RECESS – Monday April 14 to Friday April 25**

**Source analysis exercise due**

**EASTER BREAK – FRIDAY March 21 to TUESDAY March 25**

**Essay due**
Lecturing Staff

Hugh Lindsay (Course Co-Ordinator) 4921 5226 MCLG22c Hugh.Lindsay@newcastle.edu.au
Terry Ryan MCLG34b Terry.Ryan@newcastle.edu.au
Staff Office: Room HO 1.14 (Marguerite Johnson)

Assessment Summary
Source Analysis Exercise 10% c.500 words Due: Thursday March 20
Tutorial Paper 30% c.1000-1250 words Due: Following week
Essay 40% c.2000-2250 words Due: Thursday June 5
End of Semester Class Test 20% Due: Thursday June 5

Aims
The aim of the Lecture programme is to introduce students to the main sources and viewpoints on the history and society of the Romans and the Celts in the Republican Era.

The aim of the Tutorial is to instil in students the confidence and methodology to develop as scholars by providing an opportunity (a) to engage in research on set topics, and (b) to discuss the fruits of that research in a group with other students engaged in the same activity. The tutorial provides a forum in which students are encouraged to research, debate, question, and learn. Both tutorial discussion and formal assignments will have analysis of ancient source material as the major focus.

The aim of the Major Essay is to provide an opportunity for students to engage in advanced research. Techniques which are encouraged in the preparation of tutorial papers are to be more finely tuned and developed in the essay where the task is to present an argued piece of research on a demanding topic. In the essay, students are expected to apply the fruits of modern scholarship to their treatment of ancient source material to a greater degree than in the tutorial paper.

General reading list
Rankin, D. Celts and the Classical World, Routledge, 1987
Cornell, T.J. The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c.1000-264BC), Routledge, 1995
Livy Rome and Italy, tr. B.Radice, Penguin, 1982
Polybius The Rise of the Roman Empire, tr I.Scott-Kilvert, Penguin, 1979

Additional source materials will be issued.

Useful General Works Available in the Central Coast Library
Green, M.J. The Celtic World, Routledge, 1995 [940.04916/GREE]
GUIDE TO ASSESSMENT COMPONENTS

Source Analysis Exercise  c.500 words
Due: Thursday March 20

You are expected to include some or all of the following in your analysis:
A brief introduction (no more than one or two sentences) to the selected passage; here you may wish to discuss the author, date, subject matter.
Ways in which the author handles the subject matter – eg is the author biased, racist, etc?
The main topic/s or theme/s of the passage.
The historical, literary and/or cultural issues raised.
The values present.
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 one of the relevant textbooks or items from the reading lists contained to provide you with an understanding of the author, era, topic.

The Source Analysis Exercise must be accompanied by formal endnotes or footnotes and a bibliography. End-/footnotes and bibliography DO NOT count toward the word limit in Source Analysis Exercises.

Tutorial Paper  1000 to 1250 words
Due: The week following the tutorial discussion
No extensions will be granted for late submission
Students may attempt as many Formal Papers as they like and the top mark will be the one that contributes to the final assessment

Research – reading of all set ancient material and reading of at least two of the recommended secondary sources.
Direct use of ancient source material in the answering of the question. Students are urged to access ancient source material directly from the ancient author, NOT from a modern textbook or article.
Demonstrated awareness of the types of ancient sources you are using (eg dates for authors, genres, degrees of bias evident, etc).
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 endnotes/footnotes.
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.
Treatment of relevant material only.
Support of argumentation by the inclusion of appropriate evidence and examples.
Correct presentation: written expression, grammar, referencing, etc. In certain situations, a paper may have marks deducted for extremely poor presentation in these areas.
Participation in the class discussion.

Major Essay  2000 to 2250 words
Due: Thursday June 5

See the pertinent information (above) for Tutorial Papers. Major Essays require a much greater degree of research (both primary and secondary material) and a 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.

Please Note
In Formal Tutorial Papers and Major Essays
* Endnotes/footnotes DO count toward the word limit
* Bibliography and quotations from primary/secondary sources DO NOT count toward the word limit.
In both Tutorial Papers and Major Essays, exceeding the word limit by more than 100 words can result in a 10% penalty.
Always use a consistent system of referencing, and refer to exact pages consulted. DO NOT USE VAGUE GENERAL REFERENCES TO ARTICLES AND BOOKS EMPLOYED.

School of Humanities and Social Science
For advice on the presentation of Tutorial Papers and Major Essays, you could consult Marguerite Johnson. Advice on Writing Essays, Tutorial Papers and Text Analysis Exercises.

Additional Information
Academic Misconduct
Academic misconduct in the form of plagiarism will result in severe penalty. Plagiarism includes ‘borrowing’ assignments from peers or students who have undertaken the same or similar course in previous years.

Students are also reminded that the summarising of material from modern texts and/or the use of sentences, phrases and longer pieces that are word-for-word from another author and accompanied by a footnote but not by quotation marks also constitute plagiarism.

If you are in any doubt, consult the School of Humanities and Social Science Policy on Plagiarism in your Student Guide and on the University Website.

Special Consideration and Adverse Circumstances
Special Consideration technically applies to circumstances which affect performance in examinations or equivalent, hence, is only applicable to the end of semester class test. If you require Special Consideration please make sure you go through the correct administrative avenue — ie a Special Consideration form must be lodged. Make sure you are informed about deadlines for Special Consideration. Adverse Circumstances are factors that you have experienced, which may have affected your performance in the progressive assessment components of the course. You may, if thus affected, apply for and submit a ‘Notification of Adverse Circumstances (that may affect progressive assessment).’ Forms and details are available on the University of Newcastle’s website.

Attendance
It is the student’s responsibility to attend classes as required. This course requires that students attend 80% of the formal meetings of the class (lectures and tutorials). Students unable to attend should (a) contact the School Office or Course Co-Ordinator and/or (b) submit a ‘Notification of Adverse Circumstances.’

Penalties for Late Submissions
It is the student’s responsibility to submit required work on time. Any late submissions without the ‘Notification of Adverse Circumstances’ will receive a 10% deduction from the available mark. Work that is not submitted after one week of the due date will not be accepted.

Appointments and Assistance
Should you require any advice or help concerning the course, please contact either your Lecturer or the Course Co-Ordinator. Issues relating to extensions or tutorial class attendance must be discussed with either your Lecturer or the Course Co-Ordinator. If you need to discuss a grade or comments made on a paper, please make an appointment with the Lecturer who assessed your work.
# TUTORIAL SCHEDULE

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<th>Date</th>
<th>No.</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Feb 21</td>
<td>----</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>2</td>
<td>Feb 28</td>
<td>CD 1</td>
<td>Introductory Tutorial: Using Sources</td>
</tr>
<tr>
<td>3</td>
<td>Mar 6</td>
<td>CD 2</td>
<td>Who were the Celts?</td>
</tr>
<tr>
<td>4</td>
<td>Mar 13</td>
<td>CD 3</td>
<td>Celtic Religion</td>
</tr>
<tr>
<td>5</td>
<td>Mar 20</td>
<td>----</td>
<td>No Tutorial: Text Analysis Due</td>
</tr>
<tr>
<td>6</td>
<td>Mar 27</td>
<td>TP 1</td>
<td>The Expulsion of Camillus: Myth and History</td>
</tr>
<tr>
<td>7</td>
<td>Apr 3</td>
<td>TP 2</td>
<td>Wars of the 360s-350s</td>
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<tr>
<td>8</td>
<td>Apr 10</td>
<td>----</td>
<td>No Tutorial</td>
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----------------------- Semester Break: April 8 to April 25 -----------------------

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<tr>
<th>Week</th>
<th>Date</th>
<th>No.</th>
<th>Topic</th>
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<tr>
<td>9</td>
<td>May 1</td>
<td>TP 3</td>
<td>Celtic Invasion in 225BC</td>
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<td>10</td>
<td>May 8</td>
<td>TP 4</td>
<td>Marius and the Cimbri</td>
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<td>11</td>
<td>May 15</td>
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<td>No Tutorial</td>
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<td>12</td>
<td>May 22</td>
<td>TP 5</td>
<td>Caesar in Gaul</td>
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<td>13</td>
<td>May 29</td>
<td>TP 6</td>
<td>Diodorus and Caesar on Celtic Customs</td>
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<td>14</td>
<td>June 5</td>
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<td>Class Exercise</td>
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**Code:** CD = Class Discussion  FP = Formal Tutorial Paper

### The Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
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<tr>
<td>85+</td>
<td>HD</td>
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<td>75-84</td>
<td>D</td>
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<tr>
<td>65-74</td>
<td>C</td>
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<tr>
<td>50-64</td>
<td>P</td>
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<tr>
<td>Below 50</td>
<td>FF</td>
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1 Feb 21  *No Tutorial*

2 Feb 28  **Class Discussion 1: THE SOURCES**

At this meeting of the group issues relating to the use of original source materials, source and text analysis, will be discussed and questions pertaining to the course will be addressed.

3 March 6  **Class Discussion 2: WHO WERE THE CELTS?**

The main focus of this discussion is the viewpoints expressed in the following:

*Ancient Source*
Diodorus Siculus 5.24, 5.32-33

*Secondary Overviews*

4 March 13  **Class Discussion 3: CELTIC RELIGION**

In this discussion we will analyse the representation of Celtic religion from the perspectives of two Greek and one Roman author, Diodorus Siculus 5.31.2-5 and Strabo *Geography* 5.31.2-5, as well as Caesar’s *Gallic Wars* 6.13-18.

To what extent do the writers promote (racist) stereotypes? In view of subsequent secondary literature, to what extent have they misrepresented the Celts in matters of religion?

*Some reading:*

Caesar  *Gallic Wars* 6.11-28: Customs of the Gauls and Germans
Herm, G. *The Celts: The People who Came out of the Darkness* (Weidenfeld and Nicolson, 1975) *passim* [consult the index]

5 March 20  **No Tutorial: Text Analysis Exercise Due**

6 March 27  **Tutorial Topic 1: EXPULSION OF CAMILLUS**
Discuss the following accounts of the expulsion of Camillus prior to the Celtic Invasion of 390BC with attention to the role of religion, omens and the supernatural. Assess the blurring of mythical and historical narrative in these accounts.

The must base your answer on an in-depth treatment of any two of the respective accounts in:

♦ Livy Book 5 32.6-9
♦ Dionysius of Halicarnassus Roman Antiquities 13.4.4-6.7
♦ Plutarch Camillus 7, 11-13

Some Select Secondary Reading:

General Surveys of 390BC

Historiographical Issues Pertaining to Livy

Some Background Material on Camillus
Momigliano, A. ‘Camillus and Concord’ Classical Quarterly 36 (1962) 111-120
7 April 3  Tutorial Topic 2: WARS OF THE 360s-350s

Question:
Both Livy (6.42) and Plutarch (Camillus 40-43) refer to a major conflict with the Celts in 367BC – the crowning moment in Camillus’ career – and the former questions some of his sources about events attributed to this campaign. Livy returns to matters Celtic in his treatment of the years 361 to the late 350s. Yet Polybius refers only to one conflict, fought thirty years after the original invasion.

♦ Analyse the accounts and compare their respective treatments.
♦ What do you learn about the ‘problems’ associated with the accounts of wars in this period?
♦ Do you see any connection between these wars and the resolution of the Struggle of the Orders?

READING
Sources on the Conflicts of the Mid-Fourth Century BC
Miscellaneous Sources on the Celts
Walbank, F.W. et al Cambridge Ancient History VII.2: The Rise of Rome to 220BC.
Cambridge, 1989

8 April 10  No Tutorial

------------------------ Semester Break: April 14 to April 25 ----------------

9 May 1  Tutorial Topic 3: CELTIC INVASION OF 225BC

‘This was how the most formidable of all the Celtic invasions [225BCE], which had placed all the Italians and above all the Romans in mortal danger, was finally destroyed. The victory encouraged the Romans to hope that they could clear the Celts from the entire valley of the Po.....’

Polybius 2.31.7-8

Using the narrative of Polybius at 2.14-35 (especially 2.20-23), discuss both the causes of the Celtic invasion of Italy in 225BCE and its aftermath.

You may wish to address some or all of the following issues:
♦ Rome’s treatment of the various Celtic peoples from 283BCE onwards.
♦ Flaminius’ land law of 232BCE and its implementation.
♦ The scale of the preparations of both sides prior to the invasion.
♦ The attitude of Rome’s Italian allies.
♦ Rome’s behaviour after the victory at Telamon (225-220BCE).
♦ The ‘attractions’ of the Po valley for Rome.

Select Secondary Reading
Source documents should provide the major focus for your analysis. On the background, in addition to more general surveys of the period, the following will prove useful:


10 May 8 Tutorial Topic 4: MARIUS & THE CIMBRI

What sort of threat did the Cimbri pose to Roman stability, and what political and military factors resulted in the choice of Marius as commander in the Cimbric wars?

Some points you might choose to consider:-
♦ Who were the Cimbri?
♦ Why did they come into conflict with Rome at this time?
♦ What sort of threat did the Cimbri represent?
♦ Why was Marius chosen to fight the Cimbri?
♦ Assess the magnitude (or otherwise) of his achievement. Did he deserve the acclamation as the ‘Third Founder of the City’?

Selected Secondary Reading

Documents on the Cimbric Wars
Carney, T.F. A Biography of C. Marius. An inaugural lecture given in the University College of Rhodesia and Nyasaland, African Classical Associations, proceedings supplement, no.1 (1961)
Holmes, T.R. Caesar’s Conquest of Gaul, Oxford, 1931. ‘Section V: The Celtic Invasion of Italy’: 542-553 (esp 546ff)
also of use are:


11 May 15 No Tutorial

12 May 22 Tutorial Paper 5: CAESAR IN GAUL

Examine Caesar’s dealings with Gauls and Germans. How did he view them, and how did his attitude to these ethnic groups affect his handling of the situation in Gaul?

Some points for consideration
The view of Gauls and Germans before Caesar
Does Caesar simply repeat existing stereotypes?
The handling of the leadership and the masses in Gallic society
How effective were Caesar’s dealings with these Celtic groups?
Did he have a realistic appreciation of how Celtic society operated?
How did the picture he presented help to promote his policies in Gaul?
Did he believe his own account?

Reading:
Caesar: Ethnography of the Gauls and Germans, especially Gallic Wars 6.11-24
Holmes, T.R. Caesar’s Conquest of Gaul, Oxford, 1931
‘The Credibility of Caesar’s Narrative’, 211-256
‘Section IV: Social, Political, and Religious’, 504-541

Bell, B.M. ‘The Contribution of Julius Caesar to the Vocabulary of Ethnography’
Latomus 54 (1995) 753-767
Collins, J.H. ‘Caesar as Political Propagandist’ ANRW 1.1 (1972) 922-966
Ellis, P.B. ‘Druids Through Foreign Eyes’ in The Druids, Michigan 1994: 50-69

13 May 29 Tutorial Topic 6: CELTIC CUSTOMS

Diodorus Siculus and Gaius Julius Caesar belong to the same era, the second half of the First Century BC. Although writing for quite different reasons, they both report detailed information on the customs and practices of the Celtic races.

This tutorial is devoted to analyzing their respective accounts:

♦ Diodorus Siculus Roman History 5.24-34
♦ Caesar Gallic Wars 1.1-2; 6.11-28

What were their origins?
What issues of climate and geography affected their behaviour and nature?
Physical characteristics
Customs and philosophy of life
Methods of fighting, weaponry
Role of bards and druids, ritual
Distinctions made between the various Celtic races
To what extent are they (esp Caesar) repeating stereotypes?
Do you discern any differences in their respective treatments?

Selected Secondary Reading

Holmes, T.R. Caesar’s Conquest of Gaul, Oxford, 1931:
‘The Credibility of Caesar’s Narrative’, 211-256
‘Section IV: Social, Political, and Religious’, 504-541

Bell, B.M. ‘The Contribution of Julius Caesar to the Vocabulary of Ethnography’ Latomus
54 (1995) 753-767


Collins, J.H. ‘Caesar as Political Propagandist’ ANRW 1.1 (1972) 922-966
Ellis, P.B. ‘Druids Through Foreign Eyes’ in The Druids, Michigan 1994: 50-69

Rawlings, L. ‘Caesar’s Portrayal of Gauls as Warriors’ in Julius Caesar as Artful Reporter, ed Kathryn Welch and Anton Powell, Duckworth, 1998: 171-192

14 June 5 In-Class Exercise (at lecture time and room)

Further comments on assessable items
TUTORIAL PAPERS – MARKING CRITERIA

The following criteria will be taken into consideration when seminar papers are being graded:
* evidence of clear and careful thought about the topic
* evidence of careful reading of the ancient sources
* evidence of some secondary reading. You do not have to read all the secondary material suggested. Think carefully about the reading material, spend some time in Short Loans, and be selective in what you choose.
* logical development of ideas
* ideas and opinions that are supported by facts or examples
* a focus on answering the question – hence an avoidance of descriptive information
* a demonstrated awareness of divergent information or opinions (this can be done in endnotes or footnotes)
* clear, effective writing style
* papers that answer the question within the word limit (papers that exceed the limit by more than 100 words will be given a 10% penalty)
* the absence of mistakes of grammar and spelling (poorly presented papers may result in the loss of marks)
* correct referencing (endnotes / footnotes) and correct bibliographic layout (poorly presented papers may result in the loss of marks)

END OF SEMESTER IN CLASS EXERCISE: TEXT ANALYSIS EXERCISE

You are expected to include the following in your analysis:
A brief introduction to the selected passage; here you may wish to discuss the author, date, subject matter.
Ways in which the author handles the subject matter – eg is the author biased, racist, etc?
The main topics or themes of the passage.
The historical, literary and/or cultural issues raised.
The values that are present (if any).
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 one of the relevant textbooks or items from the reading lists contained in this booklet to provide you with an understanding of the author, era, topic.

* There should be a brief introduction outlining the main issues raised in the topic set, and there should be a short reference to the way you will deal with the topic (methodology).

* The ‘middle’ should discuss the evidence that has been grouped or selected according to your methodological criteria.

* A traditional conclusion containing main points sums up the essay.

Writing a Tutorial Paper or Essay

1. STRUCTURE:

Make sure you indicate in your introduction where your paper is heading. Address each component of the question in your introduction. When it comes to writing the ‘middle’ of the paper, use each of these key points for a paragraph (for essay-style) or heading (for point-form).

Support your key points by references to or quotations from an ancient or modern source.

(Support your key points with examples, facts, figures.

(Keep addressing the question as you progress, so you won’t go off the track or bring in unnecessary information. Keep asking yourself: ‘am I answering the question?’ and ‘is this piece of information needed to answer the question?’

When including footnotes or endnotes you can do more than reference material taken from ancient or modern sources. Notes can be used to acknowledge variations in information (eg dates or interpretations). Notes can also be used to define words (eg if you use a Greek or Roman word in your paper, you can include a brief definition in a footnote or endnote). Such notes can add to the paper without intruding on the flow and focus of the main work.

(The conclusion should sum-up the main points and give a concise answer to the question. It should not bring in any new or unrelated material.

2. RESEARCHING AND WRITING THE PAPER:

1. Read all the ancient sources thoroughly and take notes as you go.

2. Read secondary sources in conjunction with the ancient sources. At times you will need the secondary sources to guide you through topics and give you a better understanding of the ancient material. We recommend consulting the modern sources listed for a particular topic as these are geared towards the particular subject. Take notes on key points.

3. Always make sure to record the author’s name, title of the work, publishing details and page numbers as you take notes. This will ensure that when the time comes to write-up your paper you have all the details to include in the notes and bibliography. Inadequate or incomplete notes and bibliography (eg. missing page numbers, absence of publishing details, etc) may result in the deduction of marks.

4. Try to establish your own opinions as you progress with your research. Research and writing at tertiary level does involve your having an opinion and supporting it through the careful structure of a paper and a persuasive argument.

5. Plan your papers carefully before you begin writing them. After your research is complete, start to plan. Read through the notes you have taken and then write down all the important ideas and points.

6. Follow-up by organising this material into a coherent order. Each major point should represent a paragraph/heading of the paper.

7. Write the first draft, making sure that each major point is allocated a separate paragraph/heading and is supported by facts, references to and/or quotations from ancient and modern sources.
8. Read through the first draft. Then, with your original notes nearby, write in any additional information you feel is needed.

9. Check the style and content, revising when necessary.

10. Write the final draft.

11. Proof-read the final copy for spelling errors, typographical errors, etc.

3. WRITING STYLE:
Write as simply and clearly as possible.
Do not over-write – i.e. use more words than you need to.
Avoid overly descriptive or ‘flowery’ language.

4. SOME ADDITIONAL TIPS:
1. Never write the paper the night before.

2. Try to allow time to elapse between certain stages in the writing process. Eg: After you have completed the first draft, allow time to elapse before proceeding to the next stage where you are re-reading the paper and writing in additional points. A break from the work will give you a much sharper, more critical ‘eye’.

3. Always keep drafts and a copy of the final work. Draft copies are vital in case something goes wrong during the writing process and you accidentally lose your work. Remember we do not accept computer problems (‘crashes’, printing difficulties, etc) as a reason for lateness of work.

5. THE WORD LIMIT:
There is always a word limit set, so adjust your research accordingly.
A limit is imposed to make students better researchers, thinkers and writers, because it forces students to decide what should go in the paper and what should be left out. Hopefully this means that only work that has direct relevance to the topic will be included in any paper. All this is part of the CRITICAL THINKING PROCESS.
Exceeding or not reaching the word limit by more than 10% will lead to deductions of marks. Falling short of the word limit may well indicate that the student has not researched enough, did not understand the topic, or ran out of time!

6. INSTRUCTIONAL WORDS:
ANALYSE: identify and examine the key components of a topic and interpret these components
COMPARE: identify the similarities and differences within a given topic and elaborate on these
DISCUSS: examine a text, character, historical event, etc and interpret it - demonstrate your views on a given topic
ASSESS: attempt to objectively evaluate two sides of an argument - a conclusion should then be reached as to which side of the argument is most acceptable

7. PLAGIARISM:
This word is derived from the Latin, plagiarius, which means 'kidnapper' or 'plunderer'.
Plagiarism is the direct 'plundering' of a source - ancient or modern - without acknowledgment.

Plagiarism can take a variety of forms:
• a single sentence unacknowledged
• a phrase unacknowledged
• a sentence or sentences with a few words changed unacknowledged
• a theory or argument unacknowledged

• using sentences or parts thereof from a text without quotation marks – even if a footnote/endnote number comes after it
How do you acknowledge information? By using quotation marks, italics or indentation and accompanying footnote / endnote if you are including a piece that is verbatim; or a footnote / endnote after information that has been paraphrased; or a footnote / endnote after an idea, argument, or particular piece of information taken from an ancient or modern source.

Under NO CIRCUMSTANCES are you to use the work of another student.

Plagiarism is academic misconduct and if a student is found guilty of it, the paper in question will be passed to the Plagiarism Committee at the Central Coast Campus.

8. PRESENTATION:
All work must have the following information on it:
Name
Subject & level – either CCIV255C or CCIV355C (not both!)
Tutorial Group
Topic
Due Date

Leave room for the marker's comments.

Double spaced typing is preferable.

FOOTNOTES & ENDNOTES:
Footnotes are placed at the foot or bottom of the page
Endnotes are placed at the end of the paper, preferably on a separate sheet of paper (and before the bibliography)
EITHER IS ACCEPTABLE - BUT ONLY ONE OR THE OTHER
The notes must be numbered consecutively

For a BOOK, they should look like this:
Mary Lefkowitz, Women in Greek Myth (Baltimore, 1986) 99.

For an ARTICLE, they should look like this:

There is no need to provide all the details of the publication after you have made your first note. Therefore, when repeating the works cited above, you can write surnames plus page. Eg: Lefkowitz 99 or Walcot 41.

If you are using two works by the same author, cite the title of each book or the date along with the author’s surname and the page in subsequent notes. Eg: Lefkowitz (1986) 88 and Lefkowitz (1972) 35.

BIBLIOGRAPHY:
All work must have a bibliography (a list of ALL the books and articles you have consulted while researching the paper).

The bibliography should go on a separate page at the end of the paper.

A book should be set out as follows:

NB: No page numbers included for a book.

An article should be set out as follows:

NB: All page numbers included for an article.
BIBLIOGRAPHIES GO IN ALPHABETICAL ORDER - AUTHOR'S SURNAME FIRST.

YOU should HAVE A SEPARATE SECTION FOR ANCIENT AUTHORS AND WITH THESE YOU MUST INCLUDE THE NAME OF THE TRANSLATOR. EG:

QUOTATIONS:
If the quotation is lengthy (exceeding 2-3 lines) it is given a new line and is indented. When indenting there is no need for quotation marks unless someone is actually speaking. Shorter quotations can be placed in quotation marks and written into the text. When quoting from an ancient author you can use an abbreviated style of referencing in the text of the paper - eg (II 22.134-35). The marker will then look for the details of the translator, publisher, etc in the bibliography.

9. SPELLING, SYNTAX, PUNCTUATION & SPELLING:
Everyone makes spelling errors. However, with computer 'spell-checks' there is less reason for poor spelling these days. Correct spelling is ultimately your responsibility. Poor spelling detracts from your work and can ruin the best of papers. So, use the 'spell-check'.

SYNTAX:
This is sentence structure. Students often fall into the trap of writing incomplete sentences (often the result of splitting what should be one sentence into two). Another problem is the sentence that goes for several lines with little if any punctuation (commas, semi-colons, full-stops). There are all sorts of syntax problems, but to avoid them, try reading your paper aloud (if what you’re reading doesn’t sound right - rewrite).

PUNCTUATION:
(a) Apostrophes: usually indicate possession.
Correct examples in the SINGULAR:
The woman’s book.
The child’s toy.

Correct examples in the PLURAL:
The boys’ uniforms.
The animals’ food.

Correct examples in the COLLECTIVE PLURAL:
The men’s tent.
The people’s treaty.

(b) Confused Words:
its / it’s
its = possessive pronoun and DOES NOT TAKE AN APOSTROPHE ‘S’. Eg: The book had lost its cover.
it’s = shortening of it is: Eg: It’s a hot day.

there / their
there is an adverb and indicates a place or direction. Eg: I put the book over there. Eg: There is a river north of Newcastle.
their is a possessive pronoun in the plural. Eg: It is their home.

SAMPLE BIBLIOGRAPHY

You can have two lists in the bibliography – one for ancient texts and one for modern ones. Eg:

Ancient Texts:

Modern Texts:


Or, you can combine the list. Eg:


How to cite other material (all of which goes in the same list in alphabetical order):

Lecture Notes:

Internet Material:

Departmental Documents:

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<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<tr>
<td>49% or less</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 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>
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<tr>
<td>50% to 64%</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>
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<td>65% to 74%</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>
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<td>75% to 84%</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>
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<td>85% upwards</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>
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