AHIS3510 - Greek Society
Course Outline

Course Co-ordinator: Hugh Lindsay
Room: MCLG22C
Ph: 49215226
Fax: 49216933
Email: Hugh.Lindsay@newcastle.edu.au
Consultation hours: Thursday 9-11

Course Overview
Semester: Semester 1 - 2007
Unit Weighting: 10
Teaching Methods: Lecture
Tutorial

Brief Course Description
An exploration of facets of Greek social life and civilisation in the fifth and fourth centuries BC.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 0.5 Hours per Week for the Full Term
Tutorials run fortnightly commencing in Week 2.

Learning Materials/Texts

Course Objectives
1. Isolating the most important sources on Greek Social history and gaining an understanding of their coverage and limitations.
2. Developing of a critical approach to modern interpretations of Greek Society.
3. Understanding the structure of the course of a life in the Greek world, and differences of emphasis from the modern world.
4. Appreciation of the shape of the urban environment and its impact on social structure.

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

CTS Download Date: 14 February 2007
5. Ability to express such appreciation and criticisms succinctly and accurately.

**Course Content**

Class and status in Greek society

Trades and professions

Life cycle: birth, marriage, old age, death

Education

Living conditions

Urban life

Health and diet

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Two tutorial papers or equivalent task @ 25% (circa 1000 words each) = 50% These papers aim at training students in assessing the bias and content of major sources in relation to a specific historical problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>One major essay or equivalent task = 50% (circa 2000 words). This is a major individual research and writing assignment selected from a choice of topics related to central themes of the course.</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>For particulars, dates and times, refer to Course Guide available from Office.</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**

20 units at any level in Ancient History or History

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**Callaghan Campus Timetable**

AHIS3510

**GREEK SOCIETY**

Enquiries: School of Humanities and Social Science

Semester 1 - 2007

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Thursday 14:00 - 16:00 [V101]</th>
<th>Thursday 11:00 - 12:00 [MCLG59]</th>
<th>Commencing Wk 2,4,6,8,10,12 &amp; 14 only</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>Thursday 12:00 - 13:00 [GP2-12/14]</td>
<td>Commencing Wk 2,4,6,8,10,12 &amp; 14 only</td>
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<tr>
<td>or</td>
<td>Thursday 13:00 - 14:00 [GP2-12/14]</td>
<td>Commencing Wk 2,4,6,8,10,12 &amp; 14 only</td>
<td></td>
</tr>
</tbody>
</table>

**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 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 lodged no later than 10 working days before the date of the examination.

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 2007
For semester 2 courses: 31 August 2007
For Trimester 1 courses: 16 February 2007
For Trimester 2 courses: 8 June 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](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 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
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
COURSE OUTLINE

Course co-ordinator: Hugh Lindsay, hugh.lindsay@newcastle.edu.au

MCLG 22C, phone 49215226

<table>
<thead>
<tr>
<th>Date</th>
<th>WK</th>
<th>Lecturer</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>19/2/07</td>
<td>1</td>
<td>H.M.Lindsay</td>
<td>Class and status in Greek society</td>
</tr>
<tr>
<td>26/2/07</td>
<td>2</td>
<td>H.M.Lindsay</td>
<td>The early life cycle in Greece</td>
</tr>
<tr>
<td>5/3/07</td>
<td>3</td>
<td>H.M.Lindsay</td>
<td>Marriage</td>
</tr>
<tr>
<td>12/3/07</td>
<td>4</td>
<td>H.M.Lindsay</td>
<td>Adoption and its function in Greek society</td>
</tr>
<tr>
<td>19/3/07</td>
<td>5</td>
<td>H.M.Lindsay</td>
<td>Death</td>
</tr>
<tr>
<td>26/3/07</td>
<td>6</td>
<td>H.M.Lindsay</td>
<td>Morality and homosexuality</td>
</tr>
<tr>
<td>2/4/07</td>
<td>7</td>
<td>H.M.Lindsay</td>
<td>Health and diet</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mid-Semester Recess Friday 6 April to Friday 20 April 2007</td>
</tr>
<tr>
<td>23/4/07</td>
<td>8</td>
<td>E.J.Baynham</td>
<td>Old age</td>
</tr>
<tr>
<td>30/4/07</td>
<td>9</td>
<td>E.J. Baynham</td>
<td>Slavery</td>
</tr>
<tr>
<td>7/5/07</td>
<td>10</td>
<td>E.J. Baynham</td>
<td>Athenian trade and commerce</td>
</tr>
<tr>
<td>14/5/07</td>
<td>11</td>
<td>E.J. Baynham</td>
<td>Trades and professions</td>
</tr>
<tr>
<td>21/5/07</td>
<td>12</td>
<td>E.J. Baynham</td>
<td>Living conditions</td>
</tr>
<tr>
<td>28/5/07</td>
<td>13</td>
<td>H.M.Lindsay</td>
<td>The shape of urban life</td>
</tr>
</tbody>
</table>

SET TEXT

Women's life in Greece and Rome / [edited by] Mary R. Lefkowitz and Maureen B. Fant
London : Duckworth, 1982 CALL NO. Auchmuty - Book 305.420937 LEFK 1982

RECOMMENDED TEXTS

Garland, Robert  The Greek way of life from conception to old age / Robert Garland
Ithaca, N.Y. : Cornell University Press, c1990
CALL NO. C Coast - Book 306.09495 GARL

Humphreys, S. C. The family, women, and death : comparative studies / S.C. Humphreys
London ; Boston : Routledge & Kegan Paul, 1983
CALL NO. Auchmuty - Book 306.09495 HUMP
CALL NO. C Coast - Book 306.09495 HUMP 1993

Morris, Ian, Death-ritual and social structure in classical antiquity / Cambridge ; New York : Cambridge University Press, 1992
CALL NO Auchmuty - Book 393.0938 MORR  C Coast - Book 393.0938 MORR c.2

CALL NO. Auchmuty - Book 306.8509495 POME
ASSESSMENT
A. 1 tutorial paper (1000-1500 words) @ 25%
Students may choose one of the six tutorial topics for their tutorial paper. Papers will be due to be handed in at the tutorial in the week following the discussion of the chosen topic, or (in the case of the final tutorial) one week after their tutorial.
B. 1 take home gobbet exercise (1000-1500 words) @ 25%
(write notes on the context and content of 4 out of 7 passages from major ancient authorities discussed in tutorials and in lectures). These will be handed out in week 4 of semester (week beginning 12 March 2007), and will be due on 19 March 2007.
C. 1 essay (1500-2000) @ 50%
Due date 1 June 2007

Extensions for tutorial papers, gobbet exercises and essays will only be granted before the due date for the work. A 10% penalty will apply to late assignments.

TUTORIALS

TOPIC 1 Week 2, 1/3/07
CHILDHOOD IN THE GREEK WORLD
EITHER
(1) How would you differentiate between modern perceptions of childhood and those current in the Greek world of the 6th-4th centuries BC?
OR
(2) What did Athenian parents expect from their children?
OR
(3) At what stage did a child become important to the Greek family and why?

Reading list:

Children and childhood
Aries, P, *Centuries of Childhood: a social history of family life* [Auch - Short Loans: 306.85 ARIE c.2]

Article available online:

Exposure
TOPIC 2 Week 4, 15/3/07
ATHENIAN AND SPARTAN WOMEN

EITHER
1. What do we know about Greek marriage ceremonies and what did Greeks see as the most important purposes of marriage? How did marriage affect social status?

OR
2. What do you see as the main restrictions placed on Greek women by their male counterparts? Did status make a big difference to the freedom of the Greek woman?

Consider one of the above questions and explain any difference you can detect between Athenian and Spartan customs.

Essential reading:

Reading list:
Cantarella, E., *Pandora's Daughters. The Role and Status of Women in Greek and Roman Antiquity* pp.41-50 (CALL NO: Auch - Short Loans 305.420938 CANT).


On Spartan women see the following articles available online:
Cartledge, P. 'Spartan wives: liberation or licence?' *Classical Quarterly* 31 (1981) 84-105.


TOPIC 3 Week 6, 29/3/07
GREEK DEATH

Examine Greek funerary practices. What were the main stages between death and burial in the Greek world? How distinctive do these seem, and which aspects of the Greek response to death seem significantly different from modern experience?

Reading list:

Griffin, J., *Homer on Life and Death*, Oxford 1980, Ch.1 (CALL NO: Auch -Bk-3 Day Loan 883.01 HOME-2 GRIF-1 c.3).
Lattimore, R., *Themes in Greek and Latin Epitaphs*, Illinois 1942 (CALL NO: Auchmuty - Book 929.5 LATT c.2).
Morris, I., *Death-ritual and social structure in classical antiquity* [Auchmuty - Short loans: 393.0938 MORR]
Vermeule, E., *Aspects of Death in Early Greek Art and Poetry*, Berkeley & London 1979 (CALL NO: Auchmuty – Short loans: 700.938 VERM; Central Coast - Book 700.938 VERM c.2; C Coast -Book -3 Day 700.938 VERM c.3; Huxley-Book 700.938/V1 c.4).

Article available online:

**TOPIC 4 Week 8, 26/4/07**

**GREEK HOMOSEXUALITY**

Discuss Greek attitudes to sexuality and homosexuality. Was homosexuality openly and widely encouraged in Greek society?

Essential reading:

Reading list:
Dover, K.J., *Greek Homosexuality*, Oxford 1978 (CALL NO: Auchmuty – Short loans: 306.76609495/1; 306.76609495 DOVE c.3)

Articles:
TOPIC 5 Week 10, 10/5/07

SLAVERY

What impact did the Greek view of slaves as property have on the conditions under which slavery was conducted in the Greek world? What insights do our sources offer about Greek attitudes to slaves?

Some points to consider:
1. Aristotle on slaves as tools (Wiedemann pp. 15-21); also the idea of the ‘barbarian’ or the ‘other’ and the moral inferiority of slaves (see extracts from Aristotle, Politics, slavery handout, pp.4-5)
2. The limits of the powers of masters over their slaves. What restrictions (if any) were placed on masters killing or maiming slaves? Did slaves have any avenues of appeal?
3. Types of work for which slaves were employed in differing contexts; was the lot of the domestic slave easier than that of his rural counterpart?
4. Types of labour, other than chattel slavery. How did the situation of the Laconian helot compare with chattel slavery?
5. Prospects for slaves, including freedom

Essential reading:
Handout on slavery, esp. p.1 (the Gortyn Code) and pp.4-5 (extracts from Aristotle).
See also:

Recommended Reading list:
Slavery in classical antiquity, edited by M. I. Finley, Cambridge, Heffer; New York, Barnes & Noble, 1968.[CALL NO: Auchmuty - Book 326.093 FINL]

Articles available online:
TOPIC 6 Week 12, 24/5/07
Citizens and metics in Greek society
What are the main differences in social expectation between a metic and an Athenian citizen? What limitations are there on the sphere of influence of a metic?

For definition of a metic see D. Whitehead, The Ideology of the Athenian Metic, Cambridge 1977 Chapter 1 (extract provided).

PASSAGES ON METICS
EURIPIDES Suppliants 888-900
Next, son of huntress Atalanta, Parthenopaeus, of peerless beauty. He was an Arcadian, but came to Inachus' streams and grew up in Argos. Reared there, he avoided - as befits the immigrant foreigner - making trouble or arousing jealousy in the city; contentious argument, by which citizen and foreigner alike make themselves most vexatious, he eschewed. He stood in the ranks like a native Argive and defended our land. He rejoiced when the city prospered, and sorrowed in its adversities. Many men and women loved him, but he took care not to cause offence.

ISOCRATES 16.12
Reflect how each of you was affected, what resolve you each had, and what danger each of you would not have undergone in order to stop being a metic, return home, and punish the men who threw you out.

DEMOSTHENES 22.54
Why then were you binding and outraging citizens and the poor metics, whom you used more outrageously than your own slaves?

LYSIAS - himself a metic - 5.2
I expected that his conduct as a metic in this city was such as far rather to elicit some reward from you than to expose him to so great a danger on accusations like this.

22.5 You, tell me, are you a metic? Yes. And are you a metic in order to obey the laws of the city, or to do as you please? To obey.

20 ...this was not what we deserved from the city, having undertaken all the choregiai, contributed to many eisphoriai, shown ourselves well behaved, and done what is required of us ... Such was our reward from them for living as metics very differently from their own conduct as citizens.

23.2 I summoned him before the polemarch, supposing him to be a metic ... 23.15 ... he was a metic in Thebes. But I think you understand that, were he really a Plataean, he would surely have been a metic anywhere rather than Thebes.

31.9 ... he left the city and lived, under a prosthes (patron) and paying metoikion, in Oropus - preferring life as a metic there to being a citizen with us. 31.29 Who would not rebuke you rightly - if, after honouring in a manner worthy of the city the metics, who exceeded their duty in assisting the demos, you fail to punish Philo, who violated his duty in betraying the city...?

LYCURGUS, Leoc 21
He lived in Megara for more than five years, with a Megarian prosthes (patron), unashamed by living on the borders of Attica, a metic in the city next to the one which nurtured him.
HYPERIDES 4.3
Diognides and Antidorus the metic are impeached for hiring out flute-girls at a rate higher than the law prescribes, and Agasicles from Piraeus because he was registered as a demesman in Halinus.

THE OLD OLIGARCH 1.10
Now among the slaves and metics in Athens there is the greatest unruliness: you cannot strike them there, nor will the slave stand aside for you. And I will tell you the reason for this local peculiarity. If it were customary for the slave - or the metic or the freedman - to be beaten by the free man, you would often strike an Athenian in the belief that he was a slave; for the people there are no better dressed than the slaves and the metics, nor at all superior in appearance.

1.12 So for this reason (to allow for slaves to become rich) we established equal freedom of speech as between slave and free, and as between metic and citizen; for the city needs metics because of the multiplicity of crafts and because of the fleet. So, because of this it was reasonable for us to establish equal freedom of speech even for metics.

Recommended Reading list:

MAJOR ESSAY TOPICS (major essay due on 1/6/07)

1. Childhood in the Greek world
What role did the parents have in the upbringing of an Athenian child? How different was the attitude of Athenian parents from contemporary experience?

Recommended Reading
As for tutorial topic 1, but add:
Just, R., Women in Athenian Law and Life pp.40-75 (Auchmuty - Book 305.420938 JUST 1991 c.2; 305.420938/3 C; Auch - Short Loans 305.420938 JUST 1991).

2. Women in Athenian life
Explain the difference in rights and obligations of the three main groups of Athenian women discussed by Demosthenes in the following passage:

Demosthenes 59 [Neaira] 122
We have hetairai for physical excitement, mistresses (pallakai) to look after our day-to-day bodily comfort, and wives (gunaikes) in order to procreate legitimate children and have a trustworthy custodian for the household.

Recommended Reading
As for tutorial topic 2

3. Death

Which aspects of Greek funerary practices seem to be a distinctive reflection of Greek values? In what ways do any such practices differ significantly from the conduct of a modern funeral?

Recommended Reading

As for tutorial topic 3, but add


4. Slavery

To what extent do Aristotle’s theories on slaves and slavery (the idea of slaves as tools and the moral inferiority of slaves) appear to have been borne out in actual practice? What does our ancient evidence suggest as to how slaves were treated? How important was context? (i.e rural as opposed to domestic locations, “factory” and artisan situations, etc)

Note: these are broad issues. A useful approach would be to read Aristotle’s views carefully before examining other evidence. It would also be a good idea to confine your focus to a specific period and place (e.g. Classical Athens) although you may cite comparative material.

Recommended Reading

As for Tutorial Topic 4

5. Homosexuality

Is Greek homosexuality a distinctive product of the social organisation of that society?

Recommended Reading

As for tutorial topic 6

6. Living conditions

Explore the division of space between men and women (both family and slaves) within the house of a well-to-do oikos in Classical Athens. Does the ancient evidence offer us any insight as to how segregation may have influenced social relations between the sexes?
Recommended Reading


Pomeroy, Sarah B *Oeconomicus* (Oxford, 1995)


A. Carson, “Putting Her in Her Place: Women, Dirt, and Desire”, in *Before Sexuality*, ed.

A. W. Lawrence, *Greek Architecture* (Penguin, 1983) esp. chap. 21


E. Keuls, *The Reign of the Phallus* (California, 1985)

Supplementary reading:


Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: [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.

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

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
- **Major essay due on 1/6/07**

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 @ 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.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: http://www.newcastle.edu.au/study/forms/

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
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing 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.

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). Further information on referencing and general study skills can be obtained from:


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 can be found at:

<table>
<thead>
<tr>
<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>
</tr>
</thead>
<tbody>
<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 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>
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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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<tr>
<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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<tr>
<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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