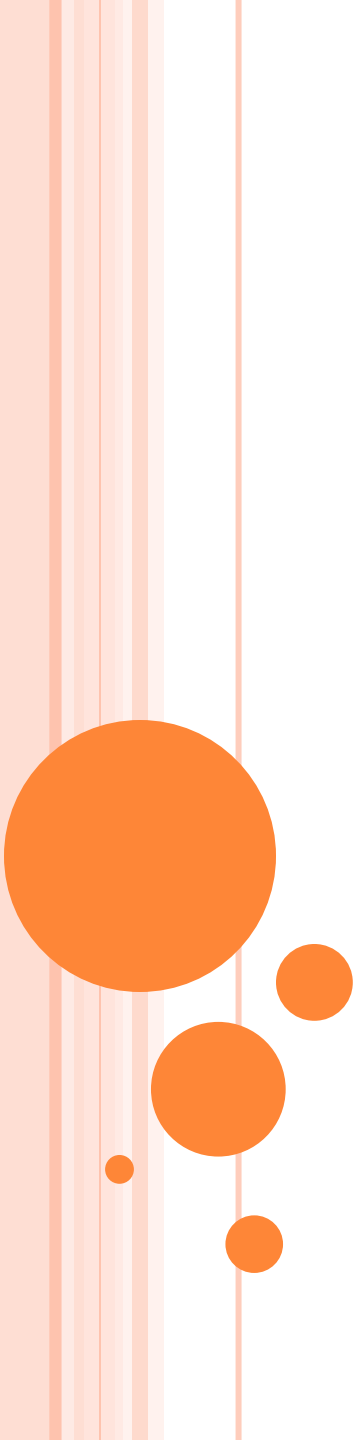




SPARTA: AN EXTRAORDINARY CITY

Exam Review and Wiki Feedback

WIKI FEEDBACK

- Lack of Group Work
- Spelling
- Structure!!!!
- Argument
- Quotations
- Analysis



WHAT IS THE PURPOSE OF AN ESSAY

- Essays are intended to develop, test and show your capacity for acquiring knowledge and understanding, and for presenting an argument on the basis of that knowledge and understanding.
- Good essays should make the subject more interesting and offer some creativity.
- Organising and expressing your thoughts on paper will not only give you a firmer grasp of the subject but will provide you with a skill which is invaluable throughout your life.



INTRODUCTION AND CONCLUSION

- The introduction should be more than just reposing or rephrasing the essay title. Delineate simply and clearly the main arguments you will use, and how they tie to the main thesis.
- Beware of introducing new ideas into the conclusion which you have not mentioned previously in the essay.



CONTENT AND STRUCTURE

- The most important thing is to *answer the question*. Do not include material which is *irrelevant* to the question.
- Do not copy out large sections from the books into your essay: your task is to analyse, not regurgitate or describe what's already written in another way.
- When you have thought about which main general points you wish to make in response to the essay question, consider whether they are arranged in the best order to present your argument coherently; rearrange them if they are not. Aim to *progress logically* through the essay.
- Logically grouped ideas should go into paragraphs; each paragraph should have its own thesis and conclusion (though they may be small). Be sure to make their connection to the main thesis clear.



CONTENT AND STRUCTURE

- Be creative: your own thinking, even if limited, will be recognised and rewarded. Don't just slavishly mime the evaluations of others.
- Check spelling and grammar. Proofread and, if you need to, rephrase for clarity or to avoid redundancy. Avoid repeating repetitious or repeated phrases. Vary your vocabulary.
- Do not trust Microsoft Thesaurus, and keep in mind the rule of Montoya: "You keep using that word. I do not think it means what you think it means."



FORMATTING AND STYLE

- Footnotes go after punctuation, not before.
- Double space.
- Your bibliography should be on a separate page.
- Avoid contractions such as *didn't*, *couldn't*, *would've* and *it's*. The essay is intended as a piece of formal prose and what is permissible in conversation or more personal writing is not acceptable.
- *Avoid* long run-on sentences that carry on forever and are loosely strung together with a few adverbs like “thus” or “and so” because it becomes hard to follow when you are putting too many ideas into one sentence which thus clutters the train of thought of the poor reader with too many ideas and so you should really separate them into more sentences. (This is an example.)
- Be consistent with your use of punctuation, font and formatting (e.g. **bold**, *italics*, underlining, etc.) and with your use of Latin/Greek quotations.



REFERENCING AND BIBLIOGRAPHY

- The statements made in the essay should be backed up by evidence. Be specific in your references. Identify quotations from ancient works and refer to the key passages which support the general statements you make. It is especially worthwhile to bring together a number of sources for the point you are discussing and *to compare their evidence* and implications.
- All essays should end with a bibliography of works used to write the essay, *usually* sub-divided into primary and secondary works. The primary works should list the main ancient editions or translations of ancient works used. The lists should be alphabetised.



MODERN REFERENCES

Footnotes:

Footnotes should take the form of the Author's last name year: page number(s).

Havelock 1971: 1-4.

Please note there is no difference between journal articles, book chapters, or whole books.



MODERN REFERENCES

Bibliography:

Bibliography references should contain the complete publication information.

FOR COMPLETE BOOKS:

Author's Last Name, Initial. *Title*. Place of Publication: Publisher. Year.

Havelock, C.M. *Hellenistic Art: The Art of the Classical World from the Death of Alexander the Great to the Battle of Actium*. London: Phaidon. 1971.

FOR JOURNAL ARTICLES:

Author's Last Name, Initial. 'Article Title'. *Journal Title* Journal Volume, Year. pages.

Kleiner, F.S. 'The Kalydonian Hunt: A Reconstruction of a Painting from the Circle of Polygnotos'. *Antike Kunst* 15, 1972. 7-19.

FOR ARTICLES IN A BOOK:

Author's Last Name, Initial. 'Article Title'. In Editor's Last Name, Initials (ed.) *Book Title*. Place of Publication: Publisher, Year. Pages.

Pembroke, S.G.. 'Myth'. In Finley, M.I. (ed.) *The Legacy of Greece: A New Appraisal*. Oxford: Oxford University Press, 1984, 301-324.



ANCIENT REFERENCES

GREEK AND ROMAN TEXTS:

Lists of standard abbreviations for Greek and Roman authors can be found at the front of the Oxford Classical Dictionary. These may be used in footnotes. There are more guidelines in your referencing handbook.

Ar. *Pl.* 87-92. All translations of Aristophanes' *Plutus (Wealth)* are by Sommerstein 2001.

However you should still have a full bibliographic entry.

These should include:

Author, *Title*. Translated/Edited by Translator/Editor. Place of Publication: Publisher. Year.

Aeschylus, *Choephoroi*. Translated by A.W. Verall. London: Macmillan. 1893.

Aeschylus, *Choephoroi*. Edited by A. Bowen. Bristol: Bristol Classical Press. 1986.

Aristophanes, *Wealth*. Translated and edited by A.H. Sommerstein. Warminster: Aris & Phillips. 2001.



ANCIENT REFERENCES

Inscriptions:

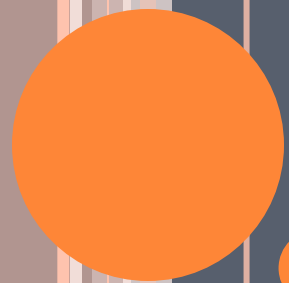
Almost all of the inscriptions you will come across will be in edited collections. These collections are usually designated by an abbreviation and an inscription number. These can be used in footnotes.

For example: *OGIS* 220

Please then reference the edited volume as a modern work.

Dittenberger, W. 1903-1905. *Orientis Graeci Inscriptiones Selectae*. 2 vols. Leipzig: S. Hirzel.





QUESTIONS?

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HOW TO APPROACH AN ESSAY



ANSWER THE QUESTION

The most important thing to remember in writing an essay is to answer the question.

ANSWERING THE QUESTION

- The most straightforward way, although not the only way, to do this is to answer the question in the first sentence or two of your essay. Then your reader knows exactly where your essay is going.
- Remember: an essay is an argument which has been constructed in answer to a question.
- An essay is not a mystery story. It is generally not appropriate to leave the 'answer' until the end.
- If you are unable to decide what the answer should be, it can be helpful to *write your way out of the problem*. This can sometimes be a useful strategy, particularly if you can't see the way through the woods!
- However, this should not then become your essay. This is a preliminary stage, and, for a course-work essay, might form part of the reflection in a note-book. You need to re-work your 'thinking on paper' in order to construct a coherent and structured argument.





WAYS TO HELP YOU ANSWER THE QUESTION



INTRODUCTION

1. An essay should have a strong introduction.

INTRODUCTION

- Your introduction is the place where you set out your stall.
- It is a good place to say what your answer to the question is, and the points you are going to use in order to answer it. This it makes it clear to your reader exactly what the *direction* of your essay is going to be.
- Essay writing is not about surprises. You need to help your reader as much as you can, so that they can understand what you are trying to say.





STRUCTURE

2. An essay needs to have a clear structure.

STRUCTURE

- An essay is an *argument*. For this reason, you need to have definite points, which help build-up your argument, and answer the question.
- This means you need to *plan your essay* carefully.
- Some people like to plan their essays using spider diagrammes. These can be very useful for 'brainstorming' the points you need to answer the question, but it is important to bear in mind that a written argument is *linear*. That is, each of your points needs to follow consecutively from each other. That means you need to think very carefully about the arrangement of your points. Once you know the points you want to use, try numbering them in order to find the most effective sequence.



AN EXAMPLE

Causes of the Peloponnesian War

- **Athenian imperialism**
- **Spartan fear**
- **Pressure from Corinth**
- **Truest reason and causes**





MAKING YOUR ARGUMENT

3. Each point needs to be introduced clearly.

TOPIC SENTENCES

- Introducing each point with a *topic sentence* is an effective way to make your point clear. A topic sentence says exactly what your point is and how it relates to the question. Tying each of your points securely to the question is a good way of keeping your essay (and you!) focussed.
- Make sure your topic sentence relates to your argument and ANSWERS THE QUESTION





EVIDENCE

4. An essay should be a response to the primary evidence.

EVIDENCE

- In your preparation for writing an essay, the most important thing to read is the ancient evidence, and your answer to the question should respond to the ancient material. Some students make the mistake of reading all the secondary literature, but forget to read the ancient texts themselves.
- *We are trying to teach you how to respond to ancient material, so in your essays the ancient sources should be the focus of your response.*
- This does not mean that you should not read secondary authors. You need to read as widely as possible in the secondary literature in order to help you understand and work through issues, and to inform your thinking about problems and possible solutions.



REFERENCING

- You also need to make sure that your essays are properly *referenced* to the primary sources as well as the secondary literature. You should give ALL references to primary material, not just direct quotations. This not only grounds your essay in the ancient sources, but also helps *you* to keep them as your focus.



EXAMPLE

- For course-work essays, references to primary sources should be precise, while in exams they can be more general.
- For example, in a course-work essay you might write:

Herodotus (8.144.2) sets out a clear definition of what Greekness is.

- However, in an exam, it would be possible to say:
Herodotus in Book 8 sets out a clear definition of what Greekness is.





YOUR ARGUMENT, YOUR ESSAY

5. An essay should reflect **YOUR** response to the question.

HAVE YOUR OWN ARGUMENT

- In writing essays, we are trying to teach and assess how YOU are able to respond to the evidence, think for yourself, and construct an argument.
- Your thinking can and should be informed by the thoughts of others. No one expects (or wants) you to reinvent the wheel!





REFERENCING

7. Your essay should be properly documented.

REFERENCING

- It is important that you give credit where credit is due. You **MUST** provide proper documentation in your essay for all secondary authors. To use someone else's *words* or *thoughts* without recognising that they are not your own is intellectual theft. It is called plagiarism and will be heavily penalised. There are proper conventions for documenting essays, which should be followed.



REFERENCING

- Follow the referencing guide
- Reference everything that you use
- Include page numbers in your references





CONCLUSION

7. Use your conclusion to sum up your points and show how they answer the question.

CONCLUSION

- Just as an essay needs a strong introduction, it also needs a good conclusion. This does not mean restating your introduction.
- In the *introduction* you show what you are going to do and how you are going to do it.
- In the *body* of your essay you set out your individual arguments.
- The *conclusion* is where you draw up all your threads back together again, and show how collectively your points all add up to answering.





HAVE YOU ANSWERED THE QUESTION?

Have you?

TWO DIFFERENT ESSAYS

A strong essay ...	A weak essay ...
Argument	
<i>... answers the question, with a clearly structured, strong and coherent argument which addresses the key points.</i>	<i>... does not answer the question, wanders off into irrelevancies, and cannot present a clear account of the main issues.</i>
Analysis	
<i>... provides a carefully considered and in-depth analysis of the primary evidence, showing a knowledge of secondary reading where appropriate.</i>	<i>... does not attempt to analyse primary evidence, and is based heavily on lectures or set reading.</i>
Knowledge of ancient sources	
<i>... shows a detailed knowledge of the text, or command of a wide range of sources.</i>	<i>... does not consider the primary sources in detail or in-depth.</i>
Presentation	
<i>... is be clearly set out, using good and appropriate English with proper punctuation, and full documentation of primary and secondary sources.</i>	<i>... does not have proper or clear paragraph breaks, has poor English expression and spelling, and does not document primary and secondary sources fully or consistently.</i>



WHAT IS AN ARGUMENT?

- An Argument is an effort to make the thoughts of other people conform to our own. It is not merely a taking of opposite sides, or the act of disputing or quarrelling. In the argument the end and aim of all that is done is to produce in the mind of another person a belief that the theory asserted is true or valid. Conviction and persuasion are indissolubly combined in a good argument.



YOUR ARGUMENT AND YOUR ESSAY

- Your essay is made up of an overall argument
- This argument can have sub-arguments
- Treat each sub-argument as you treat the overall argument





AN ARGUMENT

An argument consists of three parts: the Introduction, the Proof, and the Conclusion.

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**DOES YOUR ARGUMENT ANSWER
THE QUESTION?**

SOME SUGGESTIONS FOR STRUCTURING YOUR ARGUMENT

○ Introduction

- State the structure of your argument
- Have the main issues stand out clearly at the end of the introduction.

○ Proof

- Delineate your main sub-points in some kind of logical order, or ordered format, e.g., general to specific
 - e.g., sub-point A with example
 - e.g., sub-point B with example
 - or sub-point A
 - sub-point A-1
 - sub-point A-2
 - sub-point B
 - sub-point B1
 - sub-point B2
- Never take it for granted that this logical ordering is self-evident; it may be to you but not to your reader.
- Do not assume that your reader can deduce your points amidst your evidence without your specific statement of those points. You'll probably be wrong.

○ Conclusion

- Do not conclude inconclusively. Reiterate your main points in the conclusion.
- In longer essays, summarize your themes and principle subsidiary points.



REVISE, REVISE, REVISE

Revise your essay by:

- Returning to your outline to satisfy yourself that you have said all you wanted to say;
- Review your notes and readings to assure yourself that no other important points can be made or evidence be used;
- Review your conclusion and opening paragraph. Be sure the former ties up your presentation in terms of the main question asked and your main point or points. Be sure that the opening paragraph states clearly the question asked or problem presented and the way that you will handle the question or problem in terms of your main points.
- Type the revised draft taking note of your grammar and style for a presentable final copy. Print a copy of your final draft and read it over.
- Once the essay is finished, forget it. Hand it in as soon as you can. Do not fuss over it. If you have followed all the steps up to this point, you will probably do quite well.

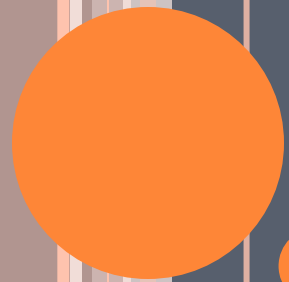
SOME PRINCIPLES OF COMPOSITION

- Avoid excessively long or short paragraphs. As a rule, single sentences should not be written as paragraphs except for sentences of transition, indicating the relation between parts of an argument.
- Use definite, specific, concrete language. Prefer the specific to the general, the definite to the vague, the concrete to the abstract.
- Revise and rewrite. Your words are not set in granite; do not be afraid to change them or cross them out. When revising a paper, use scissors and tape to reorder the sentences and paragraphs or to add or delete materials.
- Do not overwrite. There is no need for rich or ornate prose. Be direct and to the point.
- Avoid fancy words; avoid the elaborate, the pretentious, the coy and the cute.
- **Be clear.** Since writing is communication, clarity can only be a virtue. And although there is no substitute for merit in writing, clarity comes closest to being one.



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REMEMBER TO ANSWER THE
QUESTION



THE EXAM

THE EXAM

- You will get your examination paper in the morning of Wednesday 23 May.
- It will consist of a paper with a 6 questions. You then have to write a 2,000 word essay on one of the questions.
- The essay should be typed, referenced and contain a bibliography.
- The essay will need to be handed in by 3 PM to the library.
- You must also submit an electronic copy on Moodle by the 3 PM deadline.
- You will pick up the exam in a location to be announced.



AIMS

- The aim of the take-home exam is to simulate a situation where exacting work needs to be produced within the space of one working day. A traditional examination can no longer simulate the pressure of the modern work-place, since an employer now has access to data and information and no longer has to rely exclusively or primarily on memory. The take-home exam seeks to simulate the circumstances of producing a report or project evaluation in the pressed situation but incorporating the modern employee's ability to access information widely.



THE TAKE-HOME EXAM TESTS:

- Your ability to work under pressure
- Your knowledge of the subject
- Your preparation and reading
- Your to write well within specific time limits
- Your to present a piece of work appropriately within specific time limits



DIFFERENT EXAM PREPARATION

- The take-home exam needs different preparation and revision from a traditional exam. Where the traditional exam preparation focuses on revising lecture notes and memorising facts and ideas, the take-home exam is absolutely dependent on long-term preparation. You will need to read widely during the term the course runs and keep good notes of that reading. Revision will consist of revising the lecture notes but most importantly in reading through the notes of prior reading.



QUESTIONS:

- Can I use the library?
 - Yes
- What if someone has taken out the book that I need?
 - If they are in the library politely ask if you can also borrow it
 - What if they say no?
 - Tough, hopefully you have taken good notes and can use those



QUESTIONS:

- Can we collaborate?
 - No
- Do I have to reference things?
 - Yes
- Do I have to have a bibliography?
 - Yes
- Do I have to type it?
 - Yes



QUESTIONS:

- Any more questions?



HOW DO I STUDY FOR IT?

- Major Themes
- Major Events
- Things not covered by other assignments
- What types of things did the lecturer stress in lectures?



MAJOR THEMES

- Is Sparta unique?
- Spartan government
- Religion
- State formation
- Government
- Foreign policy
- Internal policy
- Sources
- Key Spartans
- Reflections on Sparta (Mirage)
- Others?



MAJOR EVENTS

- Persian Wars
- Messenian Revolt
- Peloponnesian War
- Spartan Hegemony
- Leuctra
- Others?

