

MODULE SYLLABUS

**Athens vs Rome: Life and Culture in
Classical Antiquity**

CLCS4007

Module Code:	CLCS4007
Credit points:	20
Pre-requisites/restrictions:	None
Taught:	Semester 2
Lecturer:	Prof Mike Edwards and Dr Marta García Morcillo

GENERAL INFORMATION

This module provides a wide-ranging discussion of the social, cultural and economic aspects of the Greco-Roman world by concentrating on the two great periods in ancient history: classical Athens and imperial Rome. The module will provide students with the opportunity to learn about the culture and life in these two diverse societies and compare the lives of Greeks and Romans of different social strata. The module will cover topics such as democracy, domestic life and sanitation, medicine, food and diet, work and leisure, games, theatre and shows, death and burial, cults and rituals, philosophy and art, slavery and the relations between classes. The module will cover important social structures such as the family, marriage and education, and it will also pay particular attention to trade, business and professional activities both in classical Athens and imperial Rome.

AIM(S)

- to introduce students to the society, culture and economy of the Athenians in the classical period and the Romans during the imperial period;
- to introduce students to key literary, documentary and archaeological evidence for Greek and Roman culture and society, and to modern scholarship on life in the Graeco-Roman world.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- Demonstrate an elementary understanding and knowledge of the main aspects of culture and social history of classical Athens, for example democratic institutions, theatre, religion, slavery and philosophy.
- Demonstrate a basic knowledge of social and cultural traits and developments in imperial Rome.
- Demonstrate a basic knowledge of the ancient sources and evidence relating to the society and culture of classical Athens and imperial Rome and an understanding of their problems and limitations
- Demonstrate a fundamental understanding of the modern scholarship on the main aspects of culture and social history of classical Athens and imperial Rome.
- Present written and oral work in a manner appropriate for a relevant/professional audience

OFFICE HOURS/HOW TO CONTACT US

Please feel free to come and see either one of us if you would like to discuss any problems you may have concerning this module. Do try, if at all possible, to come during one of our office hours. Marta Garcia Morcillo's office hours are Mondays 16.15-17.05, Tuesdays 12.15-13.05 and Wednesdays 16.15-17.05. Please do email Professor Mike Edwards to arrange a meeting, also if you come to see us at another time (m.edwards@tsd.ac.uk and m.morcillo@tsd.ac.uk). You can also ask questions (not confidential) in the discussion board available in the Moodle space for this course.

STRUCTURE AND ORGANISATION

This 20-credit module has 40 contact hours, inclusive of 3 seminars. Attendance is compulsory for ALL lectures, workshops and seminars. If you cannot make a class because of illness or other good reason, you need to inform the relevant lecturer (m.edwards@tsd.ac.uk or m.morcillo@tsd.ac.uk) and your personal tutor about this.

Lectures and workshops take place on Mondays at 10.15-11.05 and 1.15-2.05 in the Arts Hall, on Tuesdays at 4.15-5.05 in Tucker Theatre, on Thursdays at 9.15-10.05 in Tucker Theatre. .

Course Outline:

Number	Title	Content	
1	Lecture (MGM and ME)	Module syllabus and assessment	30/01/12.1:15PM
2	Lecture: The Household (ME)	The oikos	31/01/12. 4.15PM
3	Lecture: The Household (MGM)	The Roman House. Familia	02/02/12. 9.15 PM
4	Lecture: Citizens, Slaves and Others I (ME)	Athenian citizens	06/02/12. 10.15AM
5	Lecture: Citizens, Slaves and Others II (ME)	Slaves and Metics	06/02/12. 1.15 PM
6	Lecture: Citizens, Slaves and Others III (MGM)	Roman Citizenship. The upper classes	07/02/12. 4.15PM
7	Lecture: Citizens, Slaves and Others IV (MGM)	Roman Slaves and Freedmen	09/02/12. 9.15AM
8	Lecture: Religion I (ME)	Greek Cults and Rituals	20/02/12. 1:15AM
9	Workshop: Religion II (ME)	Conservatism and change in Athenian religion	21/02/12. 4.15PM
10	Lecture: Religion III (MGM)	Roman Cults and Rituals	05/03/12. 10.15AM
11	Workshop: Religion III (MGM)	Death and Memory in Rome	05/03/12. 1.15 PM
12	Lecture: Trade, Industry and Technology I (ME)	Traders and Craftsmen in Athens	06/03/12. 4.15PM
13	Lecture: Trade, Industry and Technology II (ME)	Overseas Trade and the Food Supply	08/03/12. 9.15AM
14	Lecture: Trade, Industry	Rome: Trade and Food Supply	12/03/12.

Number	Title	Content	
	and Technology III (MGM)		10.15AM
15	Lecture: Trade, Industry and Technology IV (MGM)	Artisans, Markets and Shops in the Roman city	12/03/12. 1:15PM
16	Lecture: Law I (ME)	Athenian Law: An Overview	13/03/12. 4.14PM
17	Lecture: Law II (ME)	Athenian Homicide Law	15/03/12. 9:15AM
18	Lecture: Law III (MGM)	Roman Public and Private Law	19/03/12. 10.15AM
19	Lecture: Law IV (MGM)	Criminals and Justice	19/03/12. 1.15PM
20	Lecture: Education I (MGM)	The education of the Roman elite	20/03/12. 4.15PM
21	Lecture: Education II (MGM)	Status of teachers in Rome	22/03/12. 9.15AM
22	Lecture: Education III (ME)	Athenian Education	26/03/12. 10.15AM
23	Lecture: Entertainment I (ME)	Greek Theatre	26/03/12. 1.15PM
24	Lecture: Entertainment II (MGM)	Roman Theatre	27/03/12. 04.15PM
25	Lecture: Entertainment III (ME)	Athletic contests and Olympic Games	29/03/12. 9:15AM
26	Lecture: Entertainment IV (MGM)	Charriot Races and Gladiatorial games	23/04/12. 10.15AM
27	Workshop I: Theatre	Compare a Greek and a Roman play	23/04/12. 01.15PM
28	Workshop II:	Cooking	24/04/12. 04.15PM
29	Workshop III:	Measuring Time. Greek and Roman Calendar	26/04/12. 9.15AM
30	Workshop IV:	Comedy and everyday life: Aristophanes vs Plautus	30/04/12. 1.15PM
31	Workshop V	Final Debate: Athens vs Rome?	01/5/12. 4.15PM

Seminars

You will need to sign-up for a seminar group in the sign-up sheets during the first lectures for this course. If you have not done this, please contact me (m.morcillo@tsd.ac.uk) as soon as possible, so that you can be allocated to a seminar group.

There are 6 seminar groups:

Group	Day	Time	Place	Notes
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Group	Day	Time	Place	Notes
Group 1	Monday	12.15PM	LR 03	
Group 2	Monday	05.15PM	Nigel Yates Rm	
Group 3	Tuesday	11.15AM	Nigel Yates Rm	
Group 4	Tuesday	01.15PM	Nigel Yates Rm	
Group 5	Thursday	02.15PM	Nigel Yates Rm	
Group 6	Thursday	03.15PM	Nigel Yates Rm	

Preparation material for the seminars will be available on the Moodle space for this course in the week preceding each seminar.

Seminar	Topic	Week
Seminar 1	Banquets	7 (12.03 to 16.03)
Seminar 2	Books and Libraries	9 (26.03 to 30.03)
Seminar 3	Dressing and Fashion	11 (30.04 to 04.04)

ASSESSMENT

Coursework 100%

1 – 5-minute oral presentation 25%

2 – 500-word Reflective report on the oral presentation 25%

3 – 1500-word essay 50%

Course work

1 - 5 minute individual oral presentation to be held in the week between February the 13th and 17th 2012.

Slots for presentations: Monday 13.02 (10.15, 12:15, 13.15, 17.15); Tuesday 14.02 (11.15, 13.15, 16.15); Wednesday 15.02 (12.15); Thursday 16.02 (9.15, 14.15, 15.15). You will need to attend at least **5 slots**.

The Oral presentation will be delivered to an audience of academic staff. You are encouraged to use Powerpoint. The oral presentation will be marked according to the marking guidelines as found in your Student Handbook. You should be particularly attentive of the following aspects of your presentation:

1. Continuity of Structure
2. Strength of Argument
3. Historical knowledge
4. Use of primary sources
5. Critical attitude towards the secondary sources

6. Ease and quality of presentation
7. Use and quality of visual and other aids
8. Handout/powerpoint slides

You should provide a bibliography and adequate references in your presentation. You should produce a handout or a printout of your Powerpoint slides as part of your assessment. The presentation must not exceed five minutes. Be prepared to answer questions from the markers and from your peers. Your presentation will be recorded (either video or audio) for quality assurance purposes.

If you need help planning or delivering your presentation, please contact me as soon as possible. You should choose **ONE** of the following presentations **topics** (worth 25% of your final mark).

Presentation subjects

Your presentation must be on one of the following sources:

EITHER

1] Well, Socrates, as soon as I found her docile and sufficiently domesticated to carry on conversation, I questioned her to this effect: “Tell me, wife, have you realised for what reason I took you and your parents gave you to me? For it is obvious to you, I am sure, that we should have had no difficulty in finding someone else to share our beds. But I for myself and your parents for you considered who was the best partner of home and children that we could get. My choice fell on you, and your parents, it appears, chose me as the best they could find. Now if God grants us children, we will then think out how we shall best train them. For one of the blessings in which we shall share is the acquisition of the very best of allies and the very best of support in old age; but at present we share in this our home. For I am paying into the common stock all that I have, and you have put in all that you brought with you. And we are not to reckon up which of us has actually contributed the greater amount, but we should know of a surety that the one who proves the better partner makes the more valuable contribution.

Xenophon, *Oeconomicus* VII 10-13

OR

2] Secondly, I say there ought to be no one in the city who is deprived of his rights as a citizen. It is really disgraceful that men who have fought in just one naval battle should straight away be Plataeans and change from slaves into masters – and even that I couldn’t in any way say was a bad thing; on the contrary, I congratulate you on it, it’s the only sensible thing you’ve done; but in addition to that it’s only fair, when there are men who have fought alongside you, and whose fathers have fought in a great many naval battles, and who are your kith and kin, that you should pardon them this misfortune when they beg you to. So, you men of innate wisdom, let us tone down our anger, let us readily accept as our kinsmen, and as citizens with full rights, every man who fights in our fleet. If we puff ourselves up about this and are too proud to do it, and that too when our city finds itself “in the arms of the waves”, there will come time hereafter when will think we were not wise.

Aristophanes, *Frogs* 692-705

OR

3] When they are examined, they are asked, first, 'Who is your father, and of what deme? who is your father's father? who is your mother? who is your mother's father, and of what deme?' Then the candidate is asked whether he possesses an ancestral Apollo and a household Zeus, and where their sanctuaries are; next if he possesses a family tomb, and where; then if he treats his parents well, and pays his taxes, and has served on the required military expeditions.

Aristotle, *The Athenian Constitution* 55.3

OR

4] I feel it would be disgraceful not to support Callias so far as justice requires and my ability permits. I did expect, indeed, that the character that he showed as an alien residing in this city would far more readily gain for him some benefit at your hands than allow him to face so grave a danger because of such accusations as you have heard. But I find that these designing persons make life no less dangerous for those who have done no wrong than for those who are guilty of many misdeeds. You, however, ought not to credit the statements of mere servants and discredit those of the accused; for you should reflect that no one, either private citizen or magistrate, has ever indicted Callias before, and that while dwelling in this city he has bestowed many benefits upon you, and has arrived at his time of life with a blameless reputation; whereas these men, having spent their lives in committing serious offences and incurring a variety of troubles, make their speeches to-day with an air of having performed a great service, merely in the hope of freedom.

Lysias 5, *For Kallias* 1-3

OR

5] On his marriage with the sister of Callias he received a dowry of ten talents; yet after Hipponicus had lost his life as one of the generals at Delium, he exacted another ten, on the ground that Hipponicus had agreed to add this further sum as soon as Alcibiades should have a child by his daughter. Then, after obtaining a dowry such as no Greek had ever obtained before, he behaved in so profligate a fashion, bringing mistresses, slave and free, into the bridal house, that he drove his wife, who was a decent woman, to present herself before the Archon, as she was legally entitled to do, and divorce him. At that he gave conspicuous proof of his power. He called in his friends, and carried off his wife from the Agora by force, showing the whole world his contempt for the magistrates, the laws, and his fellow Athenians in general.

Andokides, *Against Alcibiades* 13-14

OR

6] Those of us who have been interested in the matter have long ago doubtless heard that Nikias, son of Nikeratos, once acquired 1,000 men in the silver-mines and that he hired them out to Sosias the Thracian, on condition that Sosias paid him a clear obol a man a day, and always kept the numbers constant. And Hipponikos too had 600 slaves let out on the same terms, who brought him a clear mina a day, while Philemonides had 300 who brought him half a mina.

Xenophon, *Revenues* 4.14-15.

OR
7]

HERE RESTS G POMPEIUS TRIMALCHIO
FREEDMAN OF MAECENAS DECREED
AUGUSTAL, SEVIR IN HIS ABSENCE
HE COULD HAVE BEEN A MEMBER OF
EVERY DECURIA OF ROME BUT WOULD
NOT CONSCIENTIOUS BRAVE LOYAL
HE GREW RICH FROM LITTLE AND LEFT
THIRTY MILLION SESTERCES BEHIND
HE NEVER HEARD A PHILOSOPHER
FAREWELL TRIMALCHIO
FAREWELL PASSERBY.

Petronius, *Satyricon* 71.

OR

8] Just here, where Nero's skyey colossus sees stars,
and the scaffolding towers up high, right in the way,
once shone the nasty halls of that cruel king,
and only the one Golden House in all of Rome.
Just here, where the Amphitheatre's honoured pile
rises, towering before our eyes, was Nero's lake.
Just here, where we gaze at Titus's thermal baths,
swift gift, proud acres razed the poor man's roof.
Where the Claudian colonnade spreads wide its shade,
that golden palace's outermost corner came to an end.
Caesar, Rome's back to herself, now you're in charge,
and the master's pleasures are the people's now.
Martial *On the Spectacles* 2.

OR

9] They seem to be based on the loftiest principles of political wisdom, that the emperor Trajan did not neglect even actors and the other performers of the stage, the circus, or the amphitheatre, knowing as he did that the Roman People are held fast by two things above all, the corn-dole and the shows, that the success of government depends on amusements as much as more serious things; neglect of serious matters entails the greater loss, neglect of amusements the greater discontent; food-largess is a weaker incentive than shows; by largesses of food only the proletariat on the corn-register are conciliated singly and individually, whereas by the shows the whole populace is kept in good humour.

Fronto *Introduction to History* 17.

OR

10]

They [the Greeks] consider that many of the customs which we [the Romans] think are appropriate are in bad taste. No Roman would hesitate to take his wife to a dinner party, or to allow the mother of his family to occupy the first rooms in his house and to walk about in public. The custom in Greece is completely different: a woman cannot appear at a party unless it is among her relatives; she can

only sit in the interior of the house, which is called the women's quarters (gynaecium); this no male can enter unless he is a close relative.

Nepos, *Lives*, preface 6.

OR

11] M. Verrius Flaccus, a freedman, gained special fame from his method of teaching. For to stimulate the efforts of his pupils, he used to pit those of the same advancement against one another, not only setting the subject on which they were to write, but also offering a prize for the victor to carry off. This was some old book, either beautiful or rare. He was therefore chosen by Augustus as the tutor of his grandsons, and he moved to the Place with his whole school, but with the understanding that he should admit no more pupils. He gave instruction in the hall of the house of Q. Lutatius Catulus, which at that time formed part of the Palace and was paid HS 100,000 a year. He died at an advanced age under Tiberius.

Suetonius *On Grammarians* 17. 3.

OR

12]

If, therefore, houses are erected, thus adapted to the different classes of society, as directed in the first book under the head of propriety, there will be nothing to reprehend, for they will be suitable to their destination. These rules are no less applicable to country than to town dwellings, except that in town the atria must be close to the gates, whereas, in the country villa, the peristylum is near the entrance, then the atrium, with paved porticos round it looking towards the palaestra and walk. I have thus briefly described the proportions of town residences as I promised. I shall now proceed to those of houses in the country, so that they may afford the requisite accommodation.

Vitruvius, *On Architecture* 6, 5, 3.

2 - 500-word Reflective report on the oral presentation. To be submitted on **March the 20th 2012 by 3.00PM.**

The students will be asked to reflect upon their performance in the oral presentation and present ways to improve it.

3 – 1500-word essay. To be submitted on **May the 1st 2012 by 3.00PM.**

Essay on comparing the cultures of Greece and Rome.

Example title: Compare the attitudes of upper class Athenians and upper class Romans towards slaves and slavery.

EITHER

1] Discuss the importance of sea trade in ancient Athens and Rome.

OR

2] Compare the differences and similarities between Greek and Roman drama

OR

3] How was water supply organised in ancient Athens and in the city of Rome?

OR

4] What were the main features of Greek and Roman banquets? Compare.

General assessment information: coursework

Coursework submission for this module will be through Moodle. Please follow the instructions on the module's Moodle page for how to submit your work. The deadline for submission will be at 3 pm on the day given above. You will also need to retain a second electronic copy of your work to be submitted, if deemed appropriate, to the module convenor.

Word count

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised.

REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the School Office as soon as possible to make arrangements for this.

Special needs / requirements

If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Welfare Officer, Dr Kyle Erickson (k.erickson@tsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

Your coursework will be returned electronically through Moodle. Detailed feedback is given on the essay cover sheet but if you would like to discuss your work in more detail, do come and see me during one of my office hours (see times given above).

Extensions

Extensions for the submission of coursework will only be granted in exceptional circumstances; for more information please consult the Student Guide (or the *Academic Quality Handbook* 7.2.16 pages 180-181). In order to request an extension, you will need to fill in an extension request form, available on the Faculty Office Moodle page, and submit it in good time before the coursework submission deadline to the co-ordinator of your programme of study.

Please note that if you are given an extension, there may be a corresponding delay to the return of your work.

Some extra assignment/essay guidelines

Help for the writing of coursework is available in the TSD and School of Classics Reference Guides, as well as through the Student Support Moodle page. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

***** You need to watch plagiarism whenever you use secondary literature (ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

In case of problems....

Do come and see me during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

Bibliography

A bibliography is provided in the Moodle space for this course. Please note that the books mentioned there are only recommendations. You should also make use of the relevant lecture notes and handouts and do some independent research.

Unless they are available in electronic format, all items for the reading list have been placed on library-only or short loan and are kept behind the library counter. Note that all these items can be reserved via the computerised catalogue – a very useful device that allows you to plan ahead with your reading for the essay.

RECOMMENDED READING:

Essential

Balsdon, J.P.V.D. *Life and Leisure in Ancient Rome*. London: Bodley Head, 1969.

Dillon, M. and Garland, L. *Ancient Greece: Social and Historical Documents from Archaic Times to the Death of Socrates*. London: Routledge, 1999.

Lefkowitz, M. R. and Fant, M. B. *Women's life in Greece and Rome: a sourcebook in translation*. Baltimore: John Hopkins University Press, 1992.

Paoli, U.E. *Rome: Its People, Life and Customs*. London: Longman, 1990 (pbk).

Parker, R. *Athenian religion : a history*. Oxford: Clarendon Press, 1996.

Pomeroy, S. B. *Goddesses, whores, wives, and slaves : women in classical antiquity*. New York: Schocken Books, 1995.

Sidwell, K. and Jones, P. *The World of Rome: An Introduction to Roman Culture*. Cambridge: Cambridge University Press, 1997.

Toner, J.P. *Leisure and Ancient Rome*. Cambridge: Cambridge University Press, 1995.

Recommended

- Beacham, R. *Spectacle Entertainments of Early Imperial Rome*. New Haven: Yale University Press, 1999.
- Beard, M. *The Parthenon*. London: Profile Books, 2004.
- Bonner, S.F. *Education in Ancient Rome*. London: Bristol Classical Press, 1977.
- Carcopino, J. *Daily Life in Ancient Rome*. Harmondsworth: Penguin, 1991 (pbk).
- Cartledge, P. 'Like a Worm i' the Bud? A Heterology of Classical Greek Slavery', *Greece & Rome*, Second Series, 40, 2, October, 1993, pp. 163-180.
- Cooley, A. *Pompeii*. London: Duckworth, 2003.
- Coulston, J. and Dodge, H. *Ancient Rome: The Archaeology of the Eternal City*. Oxford: Oxford University School of Archaeology, 2000.
- Demand, N. H. *Birth, death, and motherhood in Classical Greece*. Baltimore: John Hopkins University Press, 1994.
- Dover, K. J. *Greek popular morality in the time of Plato and Aristotle*. Oxford: Blackwell, 1974.
- Gate, C. *Ancient Cities*. London: Routledge, 2002.
- Gregory, J. (ed) *A Companion to Greek Tragedy*. Malden, Mass: Blackwell, 2005.
- Hansen, M. H. *The Athenian democracy in the age of Demosthenes : structure, principles, and ideology*. London: Bristol Classical Press, 1999.
- Just, R. *Women in Athenian Law and Life*. London: Routledge, 1991.
- Konstan, D. *Greek Comedy and Ideology*. New York: Oxford University Press, 1995.
- Kyle, D.G. *Spectacles of Death in Ancient Rome*. London: Routledge, 1998.
- MacDowell, D. *The law in classical Athens*. London: Thames and Hudson, 1978.
- McClure, L. *Spoken like a woman : speech and gender in Athenian drama*. Princeton, N.J.: Princeton University Press, 1999.
- McGinn, T. A. *Prostitution, Sexuality, and the Law in Ancient Rome*. Oxford: Oxford University Press, 1998.
- Ober, J. *Mass and elite in democratic Athens : rhetoric, ideology, and the power of the people*. Princeton, N.J.: Princeton University Press, 1989.
- Ogden, D. *Companion to Greek religion*. Oxford: Blackwell, 2007.
- Parker, R. *Polytheism and Society At Athens*. Oxford: Oxford University Press, 2005.
- Parkin, T. G. and Pomeroy, A. J. *Roman Social History: A Sourcebook*. London: Routledge, 2007.
- Patterson, J. R. 'The City of Rome: From Republic to Empire', *Journal of Roman Studies*, 82, 1992, pp. 186-215.
- Patterson, J.R (2000) 'Living and Dying in the City of Rome. Houses and Tombs', in Coulston, J. and Dodge, H. *Ancient Rome: The Archaeology of the Eternal City*. Oxford: Oxford University School of Archaeology, 2000, pp. 259-89.
- Toynbee, J.M.C. *Death and Burial in the Roman World*. Baltimore: John Hopkins University Press, 1971.
- Whitehead, D. *The ideology of the Athenian metic*. Cambridge: Cambridge Philological Society, 1977.
- Zanker, P. *The Mask of Socrates: The Image of the Intellectual in Antiquity*. Berkeley, Calif.: University of California Pres, 1996.

Course Materials and Moodle

All information regarding this course, including lecture, workshop and seminar handouts, powerpoints, this module syllabus, the bibliography, assessment assignment details and lecture podcasts will be available in the Moodle space for this course. Further, the Moodle space for this

course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and me.

If you have trouble accessing any of this material or the Moodle space for this course in general, please contact as soon as possible the School Moodle co-ordinator, Dr. Errietta Bissa (e.bissa@tsd.ac.uk).

Marking Criteria Oral Presentations

LEVEL 4

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows a good degree of insight and some independent thought, together with some flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 4. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieved highly effective audience engagement throughout.

Outstanding (80-89%) CLEAR FIRST CLASS. A solid answer that provides an effective response to the question. It should show some command of the literature and an ability to integrate that literature. The analysis should achieve a sustained level of quality. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be some attempt at critical and committed argument, which is mindful of other interpretations but not afraid to question them. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieved highly effective audience engagement throughout.

Excellent (70-79%) LOW FIRST CLASS. A focused answer of intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of understanding throughout. It should show a willingness to engage critically with the literature, using sources effectively to arrive at its conclusions. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieved highly effective audience engagement throughout.

Very Good (60-69%) Structured work displaying an ability to deal with the sources and/or arguments relevant to the topic under discussion and judgement in evaluating and organising material. In the 64-60 range the work will display some of the qualities outlined above, although some aspects will be less fully realised. The 69-65 range represents a degree of achievement in some respects. Presentation is structured and within the specified time limit. There is good and interactive use of presentational aids. The presentation achieves effective audience engagement occasionally.

Good (50-59%) Competent work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound for the most part but shows only a general grasp of the question, and to be weak in argument. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument. The presentation may deviate slightly from the specified time limit. There is some use of presentational aids. The presentation achieves sporadic audience engagement.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and/or narrative. Some aspects of the question may be answered, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the relevant themes. The presentation deviates from the specified time limit, or is too short. There is poor use of presentational aids. There is some effort to engage the audience.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any real comprehension. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Bad Fail (10-19%) Work which fails on all criteria. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Outright Fail (1-9%) Incomplete work, or work with absolutely no relevance to the question. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement. A mark of 0 will be awarded for plagiarism or failure to attend the session.

Undergraduate marking criteria for essays

LEVEL 4

Exceptional (90-100%) **EXCEPTIONAL FIRST CLASS**. An answer that fulfils all of the criteria for Outstanding and in addition shows a good degree of insight and some independent thought, together with some flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 4.

Outstanding (80-89%) **HIGH FIRST CLASS**. A solid answer that provides an effective response to the question. It should show some command of the literature and an ability to integrate that literature. The analysis should achieve a sustained level of quality. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be some attempt at critical and committed argument, which is mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

Excellent (70-79%) **FIRST CLASS**. A focused answer of intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of understanding throughout. It should show a willingness to engage critically with the literature, using sources effectively to arrive at its conclusions.

Very Good (60-69%) Structured work displaying an ability to deal with the sources and/or arguments relevant to the topic under discussion and judgement in evaluating and organising material. In the 69-65 range the work will display some of the qualities outlined above, although some aspects will be less fully realised. The 64-60 range represents a degree of achievement in some respects.

Good (50-59%) Competent work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound for the most part but shows only a general grasp of the question, and to be weak in argument. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and/or narrative. Some aspects of the question may be answered, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the relevant themes, or poor style, structure and presentation.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any real comprehension.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning.

Bad Fail (10-19%) Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

Outright Fail (1-9%) Incomplete work, or work with absolutely no relevance to the question. A mark of 0 will be awarded for plagiarism or failure to submit.