

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF ART HISTORY, CLASSICS AND RELIGIOUS STUDIES

**CLASSICS PROGRAMME
CLAS 104 GREEK HISTORY
20 POINTS**



TRIMESTER 2 2013



Greek Hoplites on the Chigi Vase
(From around 650 BC)

Important Dates

Trimester dates: 15 July to 17 November 2013

Teaching dates: 15 July to 18 October 2013

Mid-trimester break: 26 August to 8 September 2013

Study period: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenroll/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Location: HU 323

Lecture Times: Monday, Tuesday and Thursday 4.10-5pm.

Tutorial Time: One tutorial per week (students can sign up for tutorials online using S-cubed).

Tutorials begin in the SECOND week.

Names and contact details

Course Coordinator: James Kierstead, OK 511, james.keirstead@vuw.ac.nz, office hour: TBA

Tutors and Office Hours: TBA

Classics Programme Administrator: Tania Hayes, tania.hayes@vuw.ac.nz, 04 463 5319.

Communication of additional information

Additional information on changes will be conveyed to students via Blackboard and the Classics noticeboard.

Prescription

This course offers a general introduction to ancient Greek history and culture. It tells the story of the Greeks from the Bronze Age to the coming of Rome, pausing along the way to consider the Greeks' achievements in various cultural and intellectual endeavours. 70% internal assessment, 30% examination.

Course content

The course is structured as a chronological survey covering roughly the first one and a half thousand years BC; it offers full coverage of the Archaic (776-479), Classical (479-323) and Hellenistic (323-30) periods, including events such as the Persian and Peloponnesian Wars, the campaigns of Philip and Alexander of Macedon, and the wars of the Hellenistic kingdoms against each other and against Rome. It also introduces students to topics such as ancient demography, economics, and religion, as well as Greek drama, poetry, science, mathematics, philosophy, art and architecture.

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. Demonstrate a grasp of the basic facts of Greek history. This includes the dates of important events, the names of key personalities, and a few concepts central to Greek civilization.
2. Orient themselves in the main themes and debates in Greek studies. The course will provide a solid base for further study in Classics, especially in Greek history, literature, and philosophy, but also in Roman history and culture.
3. Show a familiarity with a few of the key sources for the civilization of the Greek city-states, including selected passages of Herodotus, Plato, and Epicurus. They will be able to assess and comment on these sources in an informed way.
4. Develop their own arguments on some of the perennial questions in Greek history, in a way that shows a thorough understanding of a few primary sources and some awareness of secondary literature.

Teaching format

This course will be taught through lectures and tutorials, supported by the textbook, sourcebook, and other readings, and assessed through essays, quizzes, and a final exam.

There will be three lectures a week. In these, I will try to give you a lively introduction to the topic of the day; much of the time, this will involve a narrative of events, but at times I will be giving you an overview of some sub-field (e.g. ancient demography, early Greek philosophy, etc.) There will be slides to accompany each lecture, and a page of notes to take away at the end of each one. (You should definitely supplement these with your own notes). I will be reiterating some of the material in the textbook, but will also be adding to it. The lectures are meant to complement the textbook and the textbook the lectures, so neither should be seen as a substitute for the other. In other words, you should plan to come to every lecture and read every chapter of the textbook, if you want to get a really solid introduction to Greek history.

During lectures there won't be many opportunities for you to develop your own views. This is the purpose of the tutorials, of which there will be 8 through the trimester. You should prepare for the tutorials by reading the assigned sections of the text- and sourcebooks carefully, paying particular attention to the sources. This is your chance to think independently about the evidence and challenge what you read in the textbook and hear in the lectures. The tutors (and the set topics) will guide your discussions, but the onus of these sessions will be on giving you a chance to have your own say.

One reason to take an active part in the tutorial discussions is that you'll need to write on two of the topics for your essays, and on one other of those topics in your final exam. For more on how this course is assessed, as well as on the reading materials we'll be using, see below.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend at least 6 tutorial classes, and
2. Complete assessment components.

Workload

There is a great deal to understand in this course, names, places, ideas and events, and students should be prepared for an average of approximately thirteen hours of work per week, including class hours. It will all be worthwhile in the end!

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Essay One: 2000-word essay. Choose a question from any of the previous four weeks' tutorial topics and write a reasoned argument in response. This should be based mainly on the primary sources you have read in your sourcebook. For secondary reading, see the Further Reading section at the end of the most relevant chapter in Morris and Powell; if that doesn't help, email the course coordinator or one of your tutors for suggestions.	25	4	23/08/13
2	Essay Two: 2000-word essay. Choose a question from any of the previous four weeks' tutorial topics and write a reasoned argument in response. (Assessment criteria as per Essay One above)	25	4	04/10/13
3	Eight weekly quizzes: lasting ten minutes each and consisting of ten questions based on the Key Terms section at the end of each chapter of Morris and Powell.	20	1,2,3,4	TBA
4	Final Examination (two hours): consisting of a long quiz and a short essay.	30	1, 4	TBA

1. Group work: There is no formal group work for this course. But you are allowed (and even encouraged) to discuss Greek history with your classmates. You can study with them. You can even use ideas developed in conjunction with others in your written work. There is no shame in collaboration; it's how progress happens in most fields. Having said this, you may not pass off others' ideas as your own. (See below on plagiarism). Although you do not need to cite ordinary exchanges of information and opinions, if you take a fully-formed and original idea about something from someone else, you should say so. See the section on citations and bibliography below for how to cite well-developed oral arguments of this sort.

2. Essays: Each of your essays will be worth 25% of your grade for this course; together they will make up half of your overall mark. The essays are designed to fulfil learning objective 4 especially (though they will also help you meet the other objectives). The idea is to let you think independently and to develop your own views on the ancient Greeks, so it should be enjoyable as well as hard work!

Marking criteria for Essays:

The essays will be given a percentage score according to the following criteria:

- Clarity and organization. The essay should state a thesis, discuss the evidence bearing on that thesis, deal with possible objections, and then re-state the thesis, possibly with some modifications. Lengthy digressions won't help you convince your reader and they won't help your score either! Focusing on demonstrating your thesis pays dividends.

- Use of evidence. You should prioritize primary sources (written by people who witnessed what you're talking about or were around at the time) over secondary sources (written by people years – or in the case of modern scholars – thousands of years later). Even primary sources need to be handled carefully – don't believe everything you read!

- Accurate knowledge of subject matter. Since this is an introductory course, you don't need to show extensive knowledge of secondary literature. But your argument might suffer if you don't know when Socrates died (say), or when the Battle of Marathon took place. Showing an accurate grasp of relevant information wins you points.

- Quality of argument. You can pretty much argue anything you want – that hemlock was too good for Socrates, or that Sparta was more democratic than Athens. Whatever

argument you make, though, it will have to be well-reasoned and supported by evidence. Originality is a bonus, but isn't absolutely necessary; the boring old view may just be the right one, after all.

3. Tutorial Quizzes: These are designed to make sure you come away from the reading of each chapter with some concrete information about the events and personalities of ancient Greece. Mostly questions will simply ask you to give a brief identification or explanation of a name or term, e.g. 'Who was Aristophanes?' (acceptable answer: 'An Athenian comic playwright active in the late fifth and early fourth centuries BC'); 'What was the *agoge*?' (acceptable answer: 'Sparta's system of military education'). At times, e.g. in the case of major battles, I will ask you to supply a date, e.g. 'What was the Battle of Marathon, and when did it happen?' (acceptable answer: 'An Athenian victory over the Persians in 490 BC'). I promise there won't be more than a couple of these per quiz.

You can drop one quiz over the course of the trimester. That is, one quiz will not count towards your tally for the quizzes or for your overall grade in this course. The quiz that gets dropped will be the one with your lowest score over the course of the trimester. This may be because you had an off week, an especially busy week, or even because you missed the tutorial. Bear in mind though that the quizzes are designed partly to ensure timely attendance at tutorials (they will take place at the very start of each one), so if you miss more than one tutorial, your grade will suffer. Your average score in the quizzes (calculated without taking your lowest mark into consideration) will represent 20% of your overall grade for this class. Besides helping ensure attendance, this assessment is meant to help you achieve learning objective 1 (and should help with the others, too). It will also give you a weekly dose of smug self-satisfaction for having made measurable progress in knowing things about the Greeks.

Submission and return of work

Completed essays should be placed in the assignment box on the wall outside **OK508** no later than 5p.m. on the due date. **Do not push essays under the doors in Old Kirk.**

Marked work can be collected from the Classics Programme Administrator Tania Hayes, OK508, during office hours.

Penalties

Please consult with the course organiser at least one week prior to the due date for an extension under special circumstances. Essays will be returned to you with grades and comments well before the final exam. Late essays will be penalised by 10% a day (essays must be in by 5pm on the due date).

Set texts

This course will depend heavily on:

a textbook:

The Greeks: History, Culture, and Society by Ian Morris and Barry Powell (Pearson/Prentice Hall, 2006)

And

a sourcebook:

The Greek Polis by Arthur Adkins and Peter White (University of Chicago Readings in Western Civilization, 1986).

Students should purchase copies of these.

All undergraduate textbooks and student notes will be sold from Vic Books on the ground floor of the Easterfield Building. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 7.30 am – 6.00 pm, Monday – Friday during the trimester (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended reading

Since this is an introductory course, your first priority should be to familiarize yourselves with the material in the textbook and sourcebook. For those who want to learn more, the best way to begin is by reading the main narrative sources in translation. (Most of these are an excellent read, and are fascinating products of Greek civilization in their own right as well as good sources for chronology and events.)

- Herodotus, *Histories*. A. de Selincourt trans. Penguin.
- Thucydides. *The Peloponnesian War*. R. Warner trans. Penguin.
- Xenophon, *A History of My Times (Hellenica)*. R. Warner trans. Penguin.
- Polybius, *The Rise of Rome (Histories)*. I. Scott-Kilvert trans. Penguin.

Students who want to go beyond Morris and Powell in their secondary reading will find slightly more scholarly (while still accessible) accounts in the relevant volumes of the Fontana History of the Ancient World Series.

- Murray, O. *Early Greece*, London, 1993.
- Davies, J.K. *Democracy and Classical Greece*, Harvard. 1993.
- Walbank, F.W. *The Hellenistic World*, Harvard 1981.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details: details will be posted on Blackboard in the second week of Trimester Two.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)

- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues:
www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute:
www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz

Lecture and Tutorial Schedule

Week 1: Introduction (15 - 19 JULY)

READING: MP Chapters 1-3; Aristotle, *Economics* (GP #18)

MONDAY LECTURE: Introduction

TUESDAY LECTURE: The Geographical Background

THURSDAY LECTURE: Living in Ancient Greece

Week 2: The Pre-Historical Background (22-26 JULY)

READING: MP Chapters 4-5

MONDAY LECTURE: Empires of the Near East

TUESDAY LECTURE: Pre-Historic Greece, 12000-1200 BC

THURSDAY LECTURE: The Dark Age, 1200-700 BC

Week 3: Archaic Greece I (29 JULY – 2 AUGUST)

READING: MP Chapters 6 and 8; Homer, *Odyssey* 2 (GP #1), *Iliad* 18.474-617 (GP #2); three poems by Theognis (GP #5); Pindar, *Sixth Nemean Ode* (GP #6)

MONDAY LECTURE: The Homeric World

TUESDAY LECTURE: Archaic Greece, 700-480 BC

THURSDAY LECTURE: Poetry and Tyranny

TUTORIAL 1 TOPIC: What can Homer tell us about Mycenaean and/or archaic Greece?

Week 4: Archaic Greece II (5-9 JULY)

READING: MP Chapters 7, 9-10; Tyrtaeus, two poems (GP #3); Solon, two poems (GP #4); Herodotus 1.59-63; 5.62-73 (pp. 36-43 of GP #7); Aristotle, *Constitution of Athens* sections 1-20 (pp. 229-244 of GP #16)

MONDAY LECTURE: Early Greek Philosophy

TUESDAY LECTURE: The World of Herodotus

THURSDAY LECTURE: Athens and Sparta Begin

TUTORIAL 2 TOPIC: How much do we really know about the impact of Lycurgus and/or Solon?

Week 5: The Major Players in Classical Greece (12-16 AUGUST)

READING: MP Chapters 10-11; Herodotus 3.80-84 (pp. 44-46 of GP #7); The Old Oligarch (GP #8); Lysias, *On the Killing of Eratosthenes* (GP #10); Plato, *Protagoras* 320c-328d (GP #14)

MONDAY LECTURE: Sparta

TUESDAY LECTURE: Athens

THURSDAY LECTURE: Persia

TUTORIAL 3 TOPIC: In what ways was classical Athens more/less democratic than modern New Zealand?

Week 6: Fifth-Century Greece I (19-23 AUGUST)

READING: MP Chapters 12-3; Aristotle, *Constitution of Athens* 22-27 (pp. 245-249 of GP #16)

MONDAY LECTURE: The Persian Wars, 480-79 BC

TUESDAY LECTURE: Democracy in Sicily

THURSDAY LECTURE: The Athenian Empire

TUTORIAL 4 TOPIC: Why did the Delian League turn into the Athenian Empire in the decades following the Persian Wars?

***FIRST ESSAY: Develop a 2000-word argument on any of the tutorial topics covered in the previous 4 weeks DUE DATE: 5PM 23/08/2013**

26 August – 6th September Mid-trimester Break

Week 7: Fifth-Century Greece II (9-13 SEPTEMBER)

READING: MP Chapters 14-5; Aristophanes, *Wasps* (GP #9)

MONDAY LECTURE: The Invention of Theatre

TUESDAY LECTURE: Art and Architecture in Periclean Athens

THURSDAY LECTURE: Philosophy and Rhetoric

TUTORIAL 5 TOPIC: What role did the arts play in the lives of ordinary Athenian citizens?

Week 8: The Peloponnesian War and its Aftermath (16-20 SEPTEMBER)

READING: MP Chapters 16-7; Plato, *Apology* (GP #12); *Crito* (GP #13); *Republic* 5.471c-473e (GP #15)

MONDAY LECTURE: The Peloponnesian War, 431-404 BC

TUESDAY LECTURE: The Trial of Socrates

THURSDAY LECTURE: A New, Spartan World Order

TUTORIAL 6 TOPIC: Why did the Athenians execute Socrates, and were they right to do so?

Week 9: Fourth-Century Greece (23-27 SEPTEMBER)

READING: MP Chapters 18-9; Aristotle, *Politics*, Book 1, 1-2, and Books 7 and 8 (GP #17)

MONDAY LECTURE: Plato and Aristotle

TUESDAY LECTURE: Philip and the Greeks

THURSDAY LECTURE: Alexander the Great

TUTORIAL 7 TOPIC: How did Philip and Alexander come to control so much in such a brief span of time?

Week 10: Hellenistic Greece I (30 SEPTEMBER-4 OCTOBER)

READING: MP Chapters 20-1; Epicurus, *Letter to Menoecus* (GP #19)

MONDAY LECTURE: The Successor Kingdoms

TUESDAY LECTURE: Athens and Sparta in Decline

THURSDAY LECTURE: Greek Science and Mathematics

TUTORIAL 8 TOPIC: Was the third century BC the real golden age of Greek civilization?

***SECOND ESSAY: Develop a 2000-word argument on any of the tutorial topics covered in the previous 4 weeks. DUE DATE: 5PM 04/10/2013**

Week 11: Hellenistic Greece II (7-11 OCTOBER)

READING: MP Chapters 22-3; Epictetus, *Encheiridion* (GP #20)

MONDAY LECTURE: The Coming of Rome

TUESDAY LECTURE: Greece under Rome

THURSDAY LECTURE: The End of Greek History

TUTORIAL 9 TOPIC: When should this course end? Consider a few of 323, 197, 168, 30 BC; 330, 529, 1453, and 2013 AD.

Week 12: Conclusion (14-18 OCTOBER)

MONDAY LECTURE: The Long Shadow of the Greeks

TUESDAY PLENARY DISCUSSION: What's the point of Greek history?

Friday there is **NO lecture**: use the time to revise for the final exam.