

# CLAS 104

## The Greeks

TRIMESTER 1 2016



SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS STUDIES  
VICTORIA UNIVERSITY OF WELLINGTON

## CLASSICS PROGRAMME

### CLAS 104

#### *The Greeks*

20 POINTS

TRIMESTER 1 2016

### Key dates

**Trimester dates:** 29 February to 29 June 2016

**Teaching dates:** 29 February to 5 June 2016

**Easter break:** 24–30 March 2016

**Mid-trimester break:** 25 April to 1 May 2016

**Study period:** 6–9 June 2016

**Examination/Assessment Period:** 10–29 June 2016

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/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds).

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

### Class times and locations

*Monday, Thursday, Friday 4:10 – 5pm in Hugh Mackenzie 205 (HM 205)*

### Names and contact details

*Course Coordinator: Dr. James Kierstead*

*Email: [james.kierstead@vuw.ac.nz](mailto:james.kierstead@vuw.ac.nz)*

*Phone: 463-6785*

*Office Hours: Friday 2-4pm or by appointment.*

*Classics Programme Administrator: Hannah Tokona ([hannah.tokona@vuw.ac.nz](mailto:hannah.tokona@vuw.ac.nz) or 463-5319)*

### Tutors and signing up for tutorials

The tutors for this course are:

Liam Grandy ([liam.grandy@gmail.com](mailto:liam.grandy@gmail.com)), OK520

Ziming Liu ([liuzimi@myvuw.ac.nz](mailto:liuzimi@myvuw.ac.nz)), OK502

Sami Poynter-Mellors ([sam.poyntermellors@gmail.com](mailto:sam.poyntermellors@gmail.com)), OK502

Students can sign up for tutorials via MyAllocator.

## Communication of additional information

Changes and general information will be announced in class and via Blackboard. Emergency changes and course information will be posted on the Classics notice boards, at the lecture room door when necessary, on Blackboard when possible and by email if needs be. Final examination timetables will be available to students when posted by the Faculty of Humanities and Social Sciences and Victoria University. It is the student's responsibility to obtain such information and to respond appropriately.

## 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.

## 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 examination.

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, as well as a page of notes available on Blackboard. (You will probably want to print these off before each lecture and supplement them 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 nine 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 examination. 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 of 9 tutorials;
2. submit both essays;
3. sit the final examination.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

## Workload

The amount of time you spend on this course will vary, depending on how near you are to essay deadlines and to the examination. In a week without any essay or examination preparation, you should spend between 3.5 and 5.5 hours studying, not including lecture and tutorial time. The week before an essay (assuming you've not given yourself a head-start, which is advisable), this might rise to between 12 and 16 hours work.

To be more specific, you should expect to spend the following amounts of time on the following items of work:

- Reading the textbook - 2-3 hours
- Memorising the Key Terms in preparation for the weekly quiz (essential!) - 30 minutes
- Reading the sourcebook - 1-2 hours
- Researching one essay - 5-6 hours
- Planning one essay - 30 minutes
- Writing one essay - 3-4 hours

Total time for each essay - 8.5-10.5 hours

- Preparing for quiz section of the examination - 2-3 hours
- Preparing for essay section of the examination - 5-6 hours

Total time for examination revision - 7-9 hours

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	<b>Essay One: 2000-word essay.</b> 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	22 April
2	<b>Essay Two: 2000-word essay.</b> 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)	30	4	3 June
3	<b>Three out of four quizzes:</b> lasting ten minutes each and consisting of ten multiple-choice questions based on the Key Terms section at the end of each chapter of Morris and Powell.	15	1,2,3,4	Various
4	<b>Final Examination (two hours):</b> 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 are especially encouraged to test each other on the Key Terms before each week's quiz). 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:** 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 organisation. 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 prioritise 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. 'What was the name of Pericles' mistress?' You will then have to choose between four possible answers, e.g.

a. Isis                      b. Alcibiades                      c. Bathsheba                      d. Aspasia

The questions will be limited to the information that the textbook provides on the Key Terms. So, for example, if the textbook tells you that Cleisthenes was an Athenian politician, I will not ask you, "Who was Pericles' mother's uncle?"

There will be four quizzes over the course of the trimester. These will be "snap quizzes" - that is, you will have no way of knowing when they will take place. So you should do the reading every week, and spend time memorising the Key Terms at the end of each chapter, even though you might not be quizzed on them that week. Since you won't know when the quizzes will be, you will also have to turn up to tutorials (and on time), so that you don't miss more than one of the four.

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 the tutorial), so if you miss more than one of the quizzes, your grade will suffer. Besides helping ensure attendance, this assessment is meant to help you achieve learning objective 1 (and should help with the others, too).

## Submission and return of work

Except for the first quiz, which I will grade, all quizzes will be graded by your tutors. They will return your graded quizzes to you at the next tutorial. Tutors will also grade your essays (though I will look at a selection of them). They will endeavour to give you feedback on your work within three weeks at the most. You should submit your essays on Blackboard using Turnitin. Be aware that Turnitin employs anti-plagiarism software. Essays should be submitted online by midnight of the submission date. Once midnight has passed, Blackboard will no longer allow you to upload

essays. At this point you should send your essay as an email attachment to your tutor; penalties for lateness will be applied.

## Extensions and Penalties

### Extensions

Extensions are normally granted only in cases of (a) illness, in which case you must submit a doctor's note; (b) serious emergency of some sort, in which case you should come to see me in person if possible.

### Penalties

If you don't have an extension, you will lose 5% of your grade as soon as midnight of the due date passes, and an additional 5% every subsequent midnight that your essay has not been submitted. However, the penalty will not be applied after your grade reaches 25%. (So say you submit an essay 7 days after the deadline, and your pre-penalty grade is 50%. You would get 25% for that essay, not 15%).

### 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. Both are available from Vic Books ([www.vicbooks.co.nz](http://www.vicbooks.co.nz))

## Recommended reading

Since this is an introductory course, your first priority should be to familiarise 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.

## Student feedback

We have carefully reviewed feedback and results from student evaluations of past iterations of CLAS 104. These were largely positive, with no salient suggestions for changes to the course.

Thus we are continuing to offer CLAS 104 in its present form.

Student feedback on University courses may be found at

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)



## Lecture and tutorial schedule

### Week 1: Introduction (29 FEBRUARY-4 MARCH)

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

Monday Discussion: What's the Point of Greek History?

Thursday Lecture: The Geographical Background

Friday Lecture: Living in Ancient Greece

### Week 2: The Pre-Historical Background (7-11 MARCH) + TUTORIAL 1

Reading: *MP Chapters 4-6; Homer, Odyssey 2 (GP #1), Iliad 18.474-617 (GP #2).*

Monday Lecture: Pre-Historic Greece, 12000-1200 BC

Thursday Lecture: The Dark Age, 1200-700 BC

Friday Lecture: The Homeric World

**Tutorial 1 topic:** What can Homer tell us about Bronze Age and/or Iron Age Greece?

### Week 3: Archaic Greece I (14-18 MARCH) + TUTORIAL 2

Reading: *MP Chapters 7-8; three poems by Theognis (GP #5); Pindar, Sixth Nemean Ode (GP #6).*

Monday Lecture: Empires of the Near East

Thursday Lecture: The Greek Expansion

Friday Lecture: Oligarchy, Tyranny, and Poetry (in Archaic Greece)

**Tutorial 2 topic:** What can lyric poetry, and the myths it contains, tell us about archaic politics and society?

### Week 4: Archaic Greece II (21-24 MARCH) + TUTORIAL 3

Reading: *MP Chapter 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: Athens and Sparta Begin

Thursday Lecture: NO LECTURE: UNIVERSITY HOLIDAY

Friday Lecture: NO LECTURE: GOOD FRIDAY

### 24 – 30 MARCH - EASTER/mid-trimester break # 1

### Week 5: Philosophy and Democracy (31 MARCH-1 APRIL) + TUTORIAL 3

Reading: *MP Chapter 9 and 14; 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: NO LECTURE EASTER MONDAY

Thursday Lecture: The Pre-Socratics

Friday Lecture: Athens

**Tutorial 3 topic:** What relationship was there, if any, between ancient Greek philosophical ideas and the way the Athenians governed themselves?

PLEASE NOTE: Week 4 and 5 are really a combined week because of Easter, so TUTORIAL 3 will run in Weeks 4 and 5 (if you have a tutorial on a Tuesday or Wednesday, you will attend it in Week 4, BEFORE the Easter break. If you have a tutorial on a Thursday or Friday, you will attend it in Week 5, AFTER the Easter break.

#### **Week 6: The Persian Wars (4-8 APRIL) + TUTORIAL 4**

*Reading: MP Chapters 11-12; Herodotus 8.40-94*

Monday Lecture: The World of Herodotus

Thursday Lecture: Persia

Friday Lecture: The Persian Wars, 480-79 BC

**Tutorial 4 topic:** How far should we trust Herodotus in what he tells us about the Persian Wars?

#### **Week 7: The Greek *Polis* Outside of Athens (11-15 APRIL) + TUTORIAL 5**

*Reading: MP Chapters 13 and 17; Thucydides 1.66-88 (Sparta) OR 6.1-41 (Syracuse) (Blackboard).*

Monday Lecture: The Athenian Empire

Thursday Lecture: The Greeks in Sicily

Friday Lecture: Sparta

**Tutorial 5 topic:** How typical a Greek *polis* was Athens, when compared to Sparta OR Syracuse?

#### **Week 8: Periclean Athens and The Peloponnesian War (18-22 APRIL) + TUTORIAL 6**

*Reading: MP Chapters 15-6; Plato, Apology (GP #12); Crito (GP #13); Republic 5.471c-473e (GP #15)*

Monday Lecture: Art and Architecture in Periclean Athens

Thursday Lecture: The Invention of Theatre

Friday Lecture: The Peloponnesian War, 431-404 BC

**Tutorial 6 topic:** Why did the Athenians execute Socrates, and were they right to do so?

**\*First Essay: Develop a 2000-word argument on any of the tutorial topics covered in the first half of the trimester DUE DATE: 22 APRIL**

**25 APRIL – 1 MAY - Mid-trimester Break # 2**

#### **Week 9: Fourth-Century Greece (2 - 6 MAY) + TUTORIAL 7**

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

Monday Lecture: Squabbling City-States

Thursday Lecture: Plato and Aristotle

Friday Lecture: Philip and the Greeks

**Tutorial 7 topic:** What can Aristotle's writings tell us about how Greeks conceived of the *polis*?

**Week 10: Hellenistic Greece I (9-13 MAY) + TUTORIAL 8**

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

Monday Lecture: Alexander the Great

Thursday Lecture: The Successor Kingdoms

Friday Lecture: The Decline of the *Polis*?

**Tutorial 8 topic:** Are there major differences, culturally and politically, between the Greek worlds of the Classical and Hellenistic periods? If so, what are they?

**Week 11: Hellenistic Greece II (16-20 MAY) + TUTORIAL 9**

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

Monday Lecture: Hellenistic Science and Mathematics

Thursday Lecture: The Coming of Rome

Friday Lecture: Greece under Rome

**Tutorial 9 topic:** Was the coming of Roman rule a good or a bad thing for Greek civilization?

**Week 12: The End? (23 – 27 MAY)**

*Reading: MP Chapters 24-5; Madison, The Federalist #18 (Blackboard)*

Tuesday Lecture: The End of Greek History

Thursday Lecture: The Long Shadow of the Greeks

Friday Discussion: What's the Point of Greek history?

**\*Second Essay:** Develop a 2000-word argument on any of the tutorial topics covered in the second half of the trimester. **DUE DATE: 3 JUNE**