



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### SCHOOL OF ART HISTORY, CLASSICS AND RELIGIOUS STUDIES

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

TRIMESTER 1 2014

#### Important dates

**Trimester dates:** 3 March to 2 July 2014

**Teaching dates:** 3 March to 6 June 2014

**Easter/Mid-trimester break:** 18 April to 4 May 2014

**Study week:** 9 – 13 June 2014

**Examination/Assessment Period:** 13 June to 2 July 2014

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 or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

#### Class times and locations

Location: HM 205

Lecture Times: Monday, Tuesday and Friday 3.10-4pm.

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

Tutorials begin in the THIRD week.

#### Names and contact details

Course Coordinator: James Kierstead, OK 511, [james.kierstead@vuw.ac.nz](mailto:james.kierstead@vuw.ac.nz),

Office Hours: Thursdays 2-4pm

Tutors and Office Hours: TBA

Classics Programme Administrator: Tania Hayes, [tania.hayes@vuw.ac.nz](mailto: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.

## 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 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 eight 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 submit two quizzes, two essays, and sit the final examination.

## 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

Memorizing 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	17/04/14
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	06/06/14
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	TBA
4	<b>Final Examination (two hours):</b> consisting of a long quiz and a	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:** One essay is worth 25% and the other worth 30% of your grade for this course; together they will make up over 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. '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 memorizing 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.

## **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.
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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:

## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

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)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- 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)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- 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)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- 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)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## Lecture and tutorial schedule

### Week 1: Introduction (3-7 MARCH)

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

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

Tuesday Lecture: The Geographical Background

Friday Lecture: Living in Ancient Greece

### Week 2: The Pre-Historical Background (10-14 MARCH)

Reading: MP Chapters 4-5

Monday Lecture: Empires of the Near East

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

Friday Lecture: The Dark Age, 1200-700 BC

### Week 3: Archaic Greece I (17-21 MARCH)

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

Friday Lecture: Poetry, Tyranny, and Gymnastics

**Tutorial 1 topic:** What can Homer tell us about Mycenaean and/or archaic Greece?

### Week 4: Archaic Greece II (24-28 MARCH)

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

Friday Lecture: Athens and Sparta Begin

**Tutorial 2 topic:** What was the impact of Lycurgus and/or Solon?

### Week 5: The Major Players in Classical Greece (31 MARCH-4 APRIL)

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

Friday Lecture: Persia

**Tutorial 3 topic:** In what ways was classical Athens more/less democratic than modern New Zealand?

### Week 6: Fifth-Century Greece I (7-11 APRIL)

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: The Greeks in Sicily

Friday Lecture: The Athenian Empire

**Tutorial 4 topic:** Why did the Delian League turn into the Athenian Empire in the decades following the Persian Wars?

**Week 7: Fifth-Century Greece II (14-17 APRIL)**

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

Monday Lecture: The Invention of Theatre

Tuesday Lecture: Art and Architecture in Periclean Athens

Friday Lecture: Philosophy and Rhetoric

**Tutorial 5 topic:** What role did the arts play in the lives of ordinary Athenian citizens? Discuss examples from a few of: architecture, literature, philosophy, rhetoric, and theatre.

**\*First Essay: Develop a 2000-word argument on any of the tutorial topics covered in the first half of the trimester DUE DATE: 17 APRIL**

**18 APRIL- 4 MAY Mid-trimester Break**

**Week 8: The Peloponnesian War and its Aftermath (5-9 MAY)**

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

Friday Lecture: Squabbling City-States

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

**Week 9: Fourth-Century Greece (12-16 MAY)**

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

Friday 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 (19-23 MAY)**

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

Monday Lecture: The Successor Kingdoms

Tuesday Lecture: The Decline of the *Polis*?

Friday Lecture: Hellenistic Science and Mathematics

**Tutorial 8 topic:** Was the third century BC the real golden age of Greek civilization? Discuss examples of Hellenistic achievements in literature and science.

**Week 11: Hellenistic Greece II (26-30 MAY)**

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

Monday Lecture: The Coming of Rome

Tuesday Lecture: Greece under Rome

Friday 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 (2-6 JUNE)**

Monday Lecture: The Long Shadow of the Greeks

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

Friday there is NO lecture: use the time to finish your essay or begin revising for the examination.

**\*Second Essay: Develop a 2000-word argument on any of the tutorial topics covered in the second half of the trimester. DUE DATE: 6 JUNE**