

Greek History



The Temple of Apollo at Delphi.

Kenyon College
Fall 2010

An introduction. Romantic poets, Hollywood directors, the Founding Fathers, moralists and hedonists, Soviet and American ideologues of the Cold War—so many have looked to the history of ancient Greece as muse or model or monition. Each envisioned a different Greece, and we too, living in a democracy whose polity originated some 2,500 years ago in a small town named for the warrior goddess of wisdom, see Greek history through our own lenses. The purpose of this class is to immerse you in the study of Greek history, of a culture that may strike you as so familiar yet so strange. In this class, you not only will become acquainted with the broader questions and issues that have engaged generations of students, but also will come to possess a working knowledge of the persons, places, dates, and specialized vocabulary that represents the backbone of any historical inquiry.

The approach. The course will combine a diachronic examination of the Greeks' political, diplomatic, and military history with a consideration of selected subjects that fall under the rubric of social or cultural history: for example, religion and gender studies. Readings will consist largely of primary sources. Nevertheless, a good textbook, Pomeroy et al.'s *Ancient Greece: A Political, Social, and Cultural History*, has also been assigned to provide orientation. You will read works composed by the master draftsmen of Greek literature, such as Homer, Aristophanes, Plato, and those titans of Greek historiography, Herodotus and Thucydides. Classicists are necessarily catholic in their approach to evidence, so lesser-known literary luminaries will also be read and occasionally other varieties of sources will be mined: e.g., inscriptions, mundane archaeological finds such as pottery, and the glorious artistic and architectural works of ancient Greece.

A tour of the syllabus. The course consists of five parts, and alternates between diachronic and synchronic analysis. (1) The course opens with an examination of proto-Greek civilization: the Minoans and Mycenaeans and the so-called Dark Ages. (2) We then consider some "givens," that is, aspects of Greek history that remained relatively constant, such as agricultural practices and the ethos of the elite. (3) Next, we come to the heart of the course: an analysis of the Greeks' emergence from the Dark Ages, the rise of the city-state, the growing hegemony of Athens and Sparta, the epochal Persian Wars, and the emergence of the Athenian Empire. (4) After the midterm, we spend two classes on democracy in Athens and additional classes on particular topics. (5) The run to the finish starts with the Peloponnesian Wars, which are examined in detail, and ends with the rise and fall of Alexander the Great.

Vital Statistics

Instructor:	Tom Garvey	Course number:	CLAS 111
Office:	Ascension 322	Course location:	Hayes 109
Office phone:	740.427.5292	Course time:	9.40-11.00 TR
Email:	garveyt@kenyon.edu	Home phone:	408.833.2578 (<10pm)
Office hours	MW 10.30-12.00, 2.00-3.00, & by appointment. Do not be alarmed if you are summoned to office hours. These are often social calls.		

Evaluation

Attendance and **participation** constitute 15% of your final grade. Perfect attendance merits a score of 100%. For each unexcused absence, four points are deducted from this grade. Excused absences, for which no penalty is levied, are granted by a dean or in consultation with me. If you wish me to excuse an absence, you must petition me in writing before the missed class begins. Please be aware that, according to college policy, truancy is grounds for expulsion from a course. Tardiness, here defined as arriving at class more than five minutes late, results in a two-point deduction. The instructor may waive this deduction if the student offers a reasonable excuse (e.g., being detained by a late-running class). Note that, since all quizlet material will be drawn from lecture (see below), attendance is vital. Likewise will punctuality be your friend, especially on days with quizlets, which will always be administered promptly at the beginning of class.

While a significant portion of the class will consist of lecture, your active **participation** in class discussion is also important. Both the quality and quantity of your participation will be considered: for example, a quieter student whose comments are especially thoughtful might earn a higher grade than a garrulous student whose comments tend to derail discussion. See *How to Prepare for Class* for the instructor's expectations for class preparation. Should students' completion of assigned readings falter, the instructor reserves the right to inaugurate reading quizzes—a situation we all want to avoid.

Throughout the semester, there will be a series of three **debates**. Topics of discussion will be based on controversial issues to be found in primary source readings, and will be distributed beforehand. For each debate, appointed students will be designated either the *pro* or *con* position, for which they are to argue passionately regardless of their own personal feelings on the subject (though there will be time to voice these as well). Opposing sides are encouraged to work together to produce a compelling show for the rest of the class. Each student will participate in one debate, his/her performance in which will constitute one-third of the overall attendance and participation grade (which equals 5% of the final course grade).

The in-class **midterm** (20%) and the **final** (20%) will consist primarily of essays and passage identifications from primary sources, but will also cover new factual information from the time of the preceding quizlet. The final may demand familiarity with material that both precedes and follows the midterm, though information covered in the second half of the class (and indeed since the immediately preceding quizlet) will predominate. Our final is scheduled for Monday, December 13 at 6.30pm. All students will have three hours in which to complete the exam; however, it will be designed to take only two.

Each student will write **four two-page papers** (20%) in response to distributed questions that will require the close analysis of assigned primary sources, a skill much valued in the Department of Classics and indeed throughout the Kenyon curriculum.

Two pages is rather short for a paper. I am assigning papers of this length for three reasons. First, such papers promote concision, a quality essential to good writing. Secondly, they encourage careful editing and proofreading; you can polish a two-page paper more easily than a twelve-page paper. Finally, the length is appropriate for a course in which you are being asked to do much reading and quizlet-taking (read on).

I will be taking the two-page limit seriously. Please do not go on to a second page (always print double-sided!). Type should be double-spaced and 11-point. Margins should be exactly one inch on each side. Your name, the title of your paper, and other such front matter is to be relegated into the header. Papers are due at the beginning of class on the dates listed in the schedule below. Late papers will be penalized at two grade increments (e.g., A to B+, B+ to B-) for each day that they are tardy. (For our purposes, the word “day” is defined as a twenty-four hour period that begins at the precise time when the papers are due.) After three days, late papers will not be accepted, and a zero will be recorded. Extensions (given only in extreme circumstances) must be negotiated before the paper’s due date has passed. See *General Description of Student Performances* for paper grading rubrics.

Seven short quizzes or **quizlets** (25%), which will each take no more than thirty minutes to complete, will test your factual knowledge. Questions will be in the form of brief identifications (persons, places, concepts, dates, images, etc.), and anything treated in lecture is fair game. Each quizlet will be worth 4% of your course grade, the lowest of the seven being dropped and the final 1% given as a bonus to all those who give all seven quizlets at least the old ‘college try.’

Finally, the instructor reserves the right to exercise “the Zeus clause,” hereby defined as the prerogative to throw out and/or supersede individual clauses of the aforementioned grading rubric in extenuating circumstances. This may work in your favor in the case of marked improvement over the course of the semester (e.g. if your final paper is head and shoulders above your first), but it may also work against you. The former is more likely, and the latter will probably only ever happen if one or more class requirements is not fulfilled (i.e., you cannot pass this course if you fail to complete any single component of it satisfactorily).

Disabilities. If you have a physical, psychological, medical, or learning disability that may impact your ability to carry out assigned course work, I urge you to contact the Office of Disability Services (427-5145). The Coordinator of Disability Services, Erin Salva (salvae@kenyon.edu), will review your concerns and determine, with you, what accommodations are appropriate. All information about and documentation of disability is confidential. Accommodations will be given in this course only with notification from the Coordinator of Disability Services.

Academic Honesty. The successful prosecution of this course depends on trust between students and their instructor. Students are expected to be familiar with the section entitled “Academic Honesty and Questions of Plagiarism” in the Kenyon College Student Handbook and will be held to the standards there outlined. If you have questions about how these standards are to be observed with respect to particular assignments, do not hesitate to contact the instructor, who will be happy to clarify the situation. I consider it a breach of academic honesty to store and/or post any class materials (assignments, quizlets, exams, paper topics, etc.) in either paper or electronic form for the consultation of others.

Majors & Minors. This course fulfills a requirement for all varieties of the classics major and minor. The instructor is delighted to talk with those persons considering a major or minor in classics, and has been known to discuss such important matters with postulants over cappuccinos and cookies.

Recording, Cell Phones, and Laptops. Audio or video recording of class sessions is not permitted, except with the written permission of the instructor. Cellular phones and laptop computers will likewise not be allowed in class without special permission. There are sound pedagogical reasons for this restriction. In the first place, transferring your class notes from hand-written to typed form necessitates an additional exposure to the material, which is always a positive thing. Secondly, the instructor is well aware that even the most stimulating lecturer cannot keep his audience rapt 100% of the time, and knows all too well the temptation that the internet provides when constantly at your fingertips. By forbidding the use of cell phones and laptops, he has removed this irresistible temptation for you, allowing your full attention to be devoted to class lecture and discussion for our 3 precious hours per week together.

Required Books

AX = Moore, J. M. *Aristotle and Xenophon on Democracy and Oligarchy*. (UC Press, 1983).
 AG = Pomeroy, S., et al. *Ancient Greece: A Political, Social, and Cultural History*. (Oxford, 2008).
 LH = Strassler, R. B., et al. *The Landmark Herodotus: The Histories*. (Anchor Books, 2007).
 LT = Strassler, R. B., et al. *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*. (Free Press, 1998).
 OS = Talbert, R. J. A., et al. *Plutarch on Sparta*. (Penguin, 2005).

Other readings. In the schedule below, a number of readings are listed under M, an abbreviation for “Moodle.” These readings will be made available as pdf-files. Please print out a copy of these readings and, on the day that they are assigned, bring them to class.

Schedule

While we will make every effort to stay on this schedule, all assignments are subject to change.

M = Available on Moodle.

Class	Date	Subject	Assignment due	Assessment
1a	26 Aug	Introduction	(AG 1-9)	
2a	31 Aug	Minoans and Mycenaeans	M: Selections from Linear B M: Homer <i>Iliad</i> Book 1 AG 11-49	
2b	2 Sept	Homer and the Dark Ages	M: Homer <i>Iliad</i> Books 22-23 AG 51-95	Quizlet 1
3a	7 Sept	Family and Farm	M: Hesiod <i>Works and Days</i> M: Xenophon <i>The Estate-Manager</i>	Debate 1
3b	9 Sept	Life among the Elite ...and among Slaves	M: Xenophon <i>The Dinner Party</i> M: <i>Lyric Poetry</i> (save Tyrtaeus, Alcman, & Solon) AG 133-8	Symposium
4a	14 Sept	Pre-Socratic Philosophy, The Scientific Method, & Herodotus and Thucydides	M: <i>Early Greek Philosophy</i> AG 138-41 LH 1.1-14; 2.1-5, 2.15-27, 2.35-7, 2.43-5, 2.48-58, 2.99, 2.123, 2.142-7 LT 1.1-23	Paper 1
4b	16 Sept	Archaic Greece I: City-state and Colony	LH 4.144-67; 5.39-48 LT 1.24-55 AG 97-116	Quizlet 2
5a	21 Sept	Archaic Greece II: Hoplite Revolution and Tyranny	LH 3.39-45, 3.120-5; 5.66-8, 5.92; 6.126-31 AG 120-32; 141-7	

5b	23 Sept	Sparta I: Mythology and Early History	OS: Plutarch <i>Life of Lycurgus</i> LH 1.65-8; 3.46; 6.52-60 (AG 150-178)	Quizlet 3
6a	28 Sept	Sparta II: Politics and Warfare	M: Tyrtaeus <i>Lyric Poetry</i> AX: Xenophon <i>Politeia of the Spartans</i>	
6b	30 Sept	Sparta III: Family and Gender	M: Alcman <i>Lyric Poetry</i> OS: Plutarch <i>Sayings of Spartans</i> OS: Plutarch <i>Sayings of Spartan Women</i>	
7a	5 Oct	Women in Classical Athens	M: Lysias <i>On the Killing of Eratosthenes</i> M: Aristophanes <i>The Assembly Women</i> M: Apollodorus <i>Against Neaira</i>	Quizlet 4
	7 Oct	OCTOBER READING DAYS <i>No class</i>		
8a	12 Oct	Early Athens	LH 1.29-33, 1.59-64 AX: Aristotle <i>Constitution of Athens</i> §§2-13 M: Solon <i>Lyric Poetry</i> (AG 180-90)	Paper 2
8b	14 Oct	A Democracy is Born	LH 5.55-78 LT 6.54-59 AX: Aristotle <i>Constitution of Athens</i> §§13-22 (AG 190-200)	Quizlet 5
9a	19 Oct	Persian Wars I: Cyrus and Darius	LH 1.95-216; 3.61-88; 5.28-39, 5.49-54, 5.97-6.33, 6.94-120 (AG 200-15)	
9b	21 Oct	Persian Wars II: Xerxes' Invasion	LH Books 7, 8 M: Decree of Themistocles (AG 216-23)	
10a	26 Oct	MIDTERM EXAMINATION	---	Midterm

10b	28 Oct	The Athenian Empire	LT 1.89-146 AX: Aristotle <i>Constitution of Athens</i> §§23-41 AG 225-42	
11a	2 Nov	Athenian Democracy I: Institutions and Mechanics	M: Aristophanes <i>Wasps</i> AX: Aristotle <i>Constitution of Athens</i> §§42-69	
11b	4 Nov	Athenian Democracy II: <i>Demokratia</i> and its Discontents	LT 2.34-65 AX: [Xenophon] <i>Constitution of the Athenians</i> M: Demosthenes <i>Against Phaenippus</i>	Quizlet 6
12a	9 Nov	Religion	M: Homer <i>Odyssey</i> Book 3 M: Hesiod <i>Theogony</i> M: Aristophanes <i>The Poet and the Women</i>	Paper 3
12b	11 Nov	Love, Wisdom, and Love of Wisdom (a.k.a. Philosophy)	M: Plato <i>Symposium</i> M: Plutarch <i>Letter of Consolation to My Wife & Marital Advice</i>	Debate 2
13a	16 Nov	Peloponnesian War I: The Genesis of War	LT 1.66-88, 1.119-146; 2.1-65; 3.1-68, 3.80-87 (AG 316-27)	Paper 4
13b	18 Nov	Peloponnesian War II: War and Peace	LT 4.1-41, 4.102-119; 5.1-26, 5.84-116 (AG 327-35)	
-----	23 Nov	THANKSGIVING BREAK	Pleasure reading	
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14a	30 Nov	Peloponnesian War III: The Western Greeks	LT Books 6, 7 (AG 335-50)	Quizlet 7
14b	2 Dec	Aftermath of War	M: Plato <i>Apology & Crito</i> AG 350-8; 361-74	Trial of Socrates!

15a	7 Dec	Rise of Macedon	M: Isocrates <i>Phillipus</i> AG 404-27	Debate 3
15b	9 Dec	Alexander the Great	M: Plutarch <i>Life of Alexander</i> AG 429-60	
	13 Dec 6.30pm	FINAL EXAMINATION		