

CLASSICAL STUDIES 3410E: GREEK HISTORY FALL-WINTER 26-27

Instructor: Dr. Bernd Steinbock
Course Location: see OWL
Course Times: see OWL
Email: bsteinbo@uwo.ca
Office: Lawson Hall 3210
Office Hours: Th 3:00-4:00 or by appoint.
Course Website: owl.uwo.ca

Note: This course will be conducted entirely in person.

This course is offered by the Department of Classical Studies but counts as a principal course towards the Honours Specialization in History.



ostrakon (shard of pottery), demanding the ostracism (exile) of Themistocles, the Athenian *strategos* at the naval battle of Salamis in 480 BC.

COURSE DESCRIPTION:

This course offers a survey of the history of ancient Greece. Lectures cover the development of Greek civilization from the Bronze Age to the death of Cleopatra. By analyzing the social and political structures in Greece, we will explore the reasons for the tremendous success of this civilization. Special emphasis will be given to interpreting and understanding the ancient source material upon which modern interpretations are based.

In the Bronze Age Greece saw the development of the complex Minoan and Mycenaean palace societies, which after a cataclysm gave way to simpler forms of social organization in the Greek 'Dark Age.' During the 8th century renaissance Greece experienced a remarkable recovery, which led to the formation of the polis, a form of the self-governing local community, which stands at the beginning of Western civilization. Homer's epics provide a fascinating glimpse into the life and social values of this important transitional period.

The crisis of the Archaic Period brought about the rise of tyrants, overseas colonisation, Spartan militarism, and ultimately Athenian democracy. At the beginning of the 5th century, Greece emerged victorious from a conflict with its powerful eastern neighbour, the Persian Empire. In the ensuing Classical Age, Greece saw the completion of Athenian democracy, but also the formation of Athenian naval imperialism, which led to the brutal internecine struggle with Sparta and its allies in the Peloponnesian War. The literary genre of historiography originated in this volatile century and found in Herodotus and Thucydides two of its most capable exponents, while inscriptional evidence provides invaluable insights into the private and political life of this period.

Athens', Sparta's, and Thebes' relentless strife for hegemony continued during the first half of the fourth century. It left Greece exhausted and an easy prey for the rising power of Macedonia under its powerful king Philip II. In an extraordinary tour de force, his son Alexander conquered the Persian Empire and spread Greek culture all over the Ancient Near East. Alexander's premature death gave rise to an unprecedented power-struggle among his generals, which resulted in the formation of several Hellenistic dynasties. In the ensuing centuries, these kingdoms came into increased contact with Rome and fell, one by one, under its sway.

3 lecture hours, 1.0 course

ANTIREQUISITES:

CS3400E or the former CS 275E.

The University of Western Ontario
Department of Classical Studies

YOUR INSTRUCTOR:

I am Dr. Bernd Steinbock and will be your instructor for this course. After studying Latin, Greek and History in Germany, my native country, I earned my PhD in Classical Studies at the University of Michigan in Ann Arbor. I came to Western in 2005 and have served for many years as Undergraduate Chair in the Department of Classical Studies. If you have any questions about the courses and programs we offer, please come and talk to me either after class or during my office hours.

I generally teach both ancient Greek language and history courses. My teaching reflects my research interests, which lie at the point where history and literary texts intersect, since I view history as a dynamic discourse with texts as active participants. I am particularly interested in how people in the ancient world viewed their own past, what this past meant to them, and how it affected their political decision-making. My book *Social Memory in Athenian Public Discourse: Uses and Meanings of the Past* engages these issues.

COURSE OBJECTIVES:

Successful students will be familiar with important events in Greek history and will have gained a broad understanding of the development and character of Greek civilization. They will have learned key concepts (palace society, polis, Athenian democracy, etc.) and theoretical models, appropriate for the study of the social and political history of ancient Greece. They will be able to assess and comment critically upon the original source material in translation and test modern interpretations against the ancient evidence. In so doing, they will develop an understanding of the limits of our knowledge of the ancient world and will come to appreciate the practice of History as an ongoing dialogue between past and present, where current models of interpretation are constantly being questioned, revised and refined, and tested against the available evidence.

LEARNING OUTCOMES / TRANSFERABLE SKILLS:

Successful students will have advanced their written communication skills in the clear and organized presentation of scholarly arguments in the form of ancient source analyses, scholarship evaluations, and historical essays, observing the standards and format of our discipline. They will have learned to critically evaluate scholarship and present their findings to the class in a PowerPoint presentation. They will have developed the ability to gather, review and assess the relevant primary sources and pertinent scholarly literature and to incorporate both into their own arguments in historical essays. Successful students will have improved their inter-personal skills by working co-operatively in small groups for discussion and analysis of source materials and by participating in class discussions.

REQUIRED BOOKS:

Demand, Nancy, *A History of Ancient Greece In Its Mediterranean Context* (Third Edition) (Sloan Pub.: Cornwall-on-Hudson, 2013): (ISBN: 978-1-59738-045-4) (ca. 61\$)

Herodotus, *The Histories* (tr. De Sélincourt), Penguin (ISBN: 0140449086) (ca. 19\$)

Thucydides, *The Peloponnesian War* (tr. Warner), Penguin (ISBN: 0140440399) (ca. 28\$)

In May 2027 my colleague Dr. Gino Canlas and I will lead Western students on an adventure-packed 2-week-long Study Tour to the most fascinating sites of the ancient Greek world. We will explore Athens and Mycenae and visit the Cycladic islands Delos, Naxos and Santorini. If you are planning to join our Study Tour to Greece in May 2027, come and talk to me.



Students are welcome to purchase second-hand copies of the required books. Earlier Penguin editions of Herodotus and Thucydides are acceptable.

NOTE: The following required book (Kagan) is currently out of print. Two copies will be available for short term loan at the COURSE RESERVES shelves (ground floor) of the DB Weldon Library (call number: **DF211 .K34 2010**). You can also find a copy in the Classical Studies Library in Lawson Hall 3202
Kagan, Donald and Viggiano, Gregory F.: *Problems in the History of Ancient Greece. Sources and Interpretation* (Prentice Hall: New York 2010) (ISBN: 0136140459)

NATURE OF THIS ESSAY COURSE:

This course counts as an essay course for undergraduate degrees at Western. As a full course on the 3000-level it must – according to senate guidelines – involve total written assignments (i.e. essays or other appropriate prose composition) of at least 5000 words: “the course must therefore be so structured that the student is required to demonstrate competence in essay writing to pass the course.”

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenummering.pdf

Recent advances in AI (including translation tools, grammar assistants, and text-generating systems such as ChatGPT) are rapidly transforming how written work is produced. For this reason, many essay courses at Western and within our department – for good reasons – allow the use of AI tools and incorporate them into their course design. This course, however, takes a different approach. It places particular emphasis on the development and demonstration of the students’ ability to engage with difficult texts on their own, to gather and synthesize information from a range of sources, to evaluate the arguments of others, and to construct and articulate their own. To ensure that these core skills are practiced and demonstrated independently, all major writing assignments in this course will be completed in class. The written work will consist of the following components:

- a) Ancient Source Analysis (ca. 1250 words in November);
- b) Scholarship Evaluation (ca. 1250 words in March);
- c) Historical Essays (on the Seminar questions, ca. 1250 words each, written as part of the Midterm & Final Exam)

EVALUATION:

| | | |
|--|-----|---|
| Participation: | 10% | |
| Presentation of Scholarship Evaluation : | 15% | (in Seminar Session) |
| Ancient Source Analysis: | 15% | (in-class writing assignment on Nov. 24, 2026) |
| Midterm Exam: | 20% | (short answers & historical essay: Dec. exam period) |
| Scholarship Evaluation | 15% | (in-class writing assignment on March 2, 2027) |
| Final Exam: | 25% | (short answers & historical essay: April exam period) |

FURTHER INFORMATION ABOUT EVALUATION:

1. Participation: 10%

This course consists of lecture and seminar sessions. To develop students’ ability to express their ideas orally, it provides regular opportunities for group work and in-class analysis and discussion of primary sources. To make this possible, students are expected to have studied the respective **lecture slides** and completed the **assigned readings** and **study questions BEFORE each class session**. Seminars are discussion sessions, assigned to and led by individual students, which focus on particular historical problems and the appropriate historical methodology. **Regular attendance** and **active participation in class discussion** are expected and constitute 10% of the final mark.

2. Presentation of Scholarship Evaluation: **15%****

Throughout the year we will hold several seminar sessions, based on Kagan & Viggiano’s *Problems in the History of Ancient Greece*. **Each student** will sign up for **one** of these seminar sessions and analyze and evaluate how the piece of scholarship assigned to them addresses the historical problem under discussion. In their assigned Seminar Session, students will deliver a 10-15 minute **oral presentation** (supported by a PowerPoint presentation) and serve as an **expert for** the ensuing **class discussion**. The oral presentation should comprise both a concise summary and a critical evaluation of the assigned piece of scholarship, i.e. one of the “Opinions of Modern Scholars” in Kagan & Viggiano (see the Evaluating Scholarship Handout).

The University of Western Ontario
Department of Classical Studies

For the successful completion of this task, it is indispensable that students **read and analyze all relevant primary sources** and “**Opinions of Modern Scholars**”, pertaining to the historical problem under discussion

**** Formal Documentation Designation statement:** Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be expected to give their presentation at a later date during a make-up session scheduled by the instructor.

3. Ancient Source Analysis: 15%
As one of their major writing assignments, students will complete an **in-class Source Analysis** (ca. 1250 words) of one of the ancient sources previously discussed in the course (see the Source Analysis Handout). The use of electronic tools is not permitted. Students are, however, encouraged to bring and consult Nancy Demand’s Greek history textbook, as well as the Penguin editions of Herodotus and Thucydides. A selection of two or three sources will be provided, from which students will choose one for this assignment.
4. Midterm Exam (December): 20%
In the Midterm Exam (scheduled by the Registrar during the December exam period), students will have to identify key terms (concepts/persons/dates), and locate places on a map. Students will be expected to apply their knowledge of the assigned texts as well as of key concepts learned in the classroom. As one of their major writing assignments, they will compose a **historical essay** (without any aids, ca. 1250 words) on one of the historical problems previously discussed in the Seminar Sessions. A selection of three historical problems will be provided, from which students will choose one for this assignment. For reasons of fairness, students are NOT permitted to pick the topic of their own seminar presentation.
5. Scholarship Evaluation 15%
As one of their major writing assignments, students will complete an **in-class Scholarship Evaluation** (ca. 1250 words) of an excerpt from one of the “**Opinions of Modern Scholars**” in **Kagan & Viggiano**, previously discussed in one of the Seminar Sessions. In this Scholarship Evaluation, students will explain how this piece of scholarship relates to a particular historical problem, discuss its content, evaluate the strength and weaknesses of its argument, and judge it from today’s perspective (for details, see the Scholarship Evaluation Handout). The use of electronic tools is not permitted. Students are, however, encouraged to bring and consult Nancy Demand’s Greek history textbook. A selection of excerpts from three different “Opinions of Modern Scholars” will be provided, from which students will choose one for this assignment. For reasons of fairness, students are NOT permitted to pick the topic of their own seminar presentation.
6. Final Exam (April): 25%
In the Final Exam, which is **cumulative** and will be scheduled by the Registrar during the April exam period, students will have to identify key terms (concepts/persons/dates), and locate places on a map. Students will be expected to apply their knowledge of the assigned texts as well as of key concepts learned in the classroom. As one of their major writing assignments, they will compose a **historical essay** (without any aids, ca. 1250 words) on one of the historical problems discussed in the Seminar Sessions during the Winter term. A selection of four possible historical problems will be provided, from which students will choose one for this assignment. For reasons of fairness, students are NOT permitted to pick the topic of their own seminar presentation.

POLICIES AND PROCEDURES:

1. Students seeking **academic consideration** for any missed assignments or tests/exams must submit **an absence notification and supporting documentation through the Student Absence Portal within 48 hours** (see note on Policy on Consideration for Student Absences below). Make-ups **CANNOT** be granted by the instructor alone.
2. Students remain responsible for material they may have missed due to illness or personal crises. Students are encouraged to form study groups in order to assist each other in preparing for tests and for discussion of assigned readings.

The University of Western Ontario
Department of Classical Studies

3. If you miss the Midterm or Final Exam or any of the in-class writing assignments due to illness or provable personal crisis, you must seek academic consideration from the Office of the Dean of your home faculty and provide documentation (see note on Policy on Consideration for Student Absences below). The make-up exams and writing assignments will not necessarily be in the same format as the original exams and assignments.
4. There is no extra credit in this course; there will be no re-weighting of the course components.

E-MAIL CORRESPONDENCE:

Please send all emails through your Western email account (@uwo.ca) to the instructor. I will not respond to emails sent from personal accounts, since I cannot verify your identity (and many of these are sorted to spam).

CLASS COMMUNICATION:

Class will be notified of any class cancellations, room changes and other special announcements via the course website on OWL Brightspace.

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. All course material will be posted to OWL: <https://westernu.brightspace.com/d2l/login>.

If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800, or with a support ticket: [create an OWL Brightspace service ticket](#).

TECHNICAL REQUIRMENTS:

This course requires you to have a reliable internet connection and a computer that meets the technical requirements for watching recorded online-lectures and, if necessary, for writing online timed assessments.

NOTE FROM THE DEAN OF ARTS AND HUMANITIES: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

STUDENT ABSENCES

General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

- Examinations scheduled during official examination periods (Defined by policy).
- Midterm Test/Presentation/Group Project (when designated by the instructor as the one assessment that always requires documentation when requesting Academic Consideration)

Coursework with Assessment Flexibility

By policy, instructors may deny Academic Consideration requests for the following assessments with built-in flexibility: Online Quizzes.

Absences from Final Examinations

The University of Western Ontario
Department of Classical Studies

When a student misses the **Final Exam** [if applicable] and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam). See the Academic Calendar ([Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

ACCOMMODATION FOR RELIGIOUS HOLIDAYS: Students should review the [policy for Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm. Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

ACADEMIC ACCOMMODATION AND ACCESSIBLE EDUCATION: **Academic Accommodation** is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.” <https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>. Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students” https://academicsupport.uwo.ca/accessible_education/index.html

ACADEMIC POLICIES:

STUDENT UWO EMAIL ACCOUNT: The website for the Office of the Registrar is <http://www.registrar.uwo.ca>. In accordance with policy (https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

ELECTRONIC DEVICES: No electronic devices will be permitted on tests and exams.

STATEMENT ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI):

In this course, the use of AI (automatic translation tools, grammar checkers, ChatGPT...) is prohibited. If AI use is suspected, the instructor will ask for research notes, rough drafts, presentation outlines, and other materials used in preparing assignments. Students are expected to retain these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them..

SCHOLASTIC OFFENCES: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

STATEMENT ON THE USE OF PLAGIARISM-CHECKING SOFTWARE:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Computer-marked multiple-choice tests and exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

COPYRIGHT: Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

The University of Western Ontario
Department of Classical Studies

SUPPORT SERVICES:

BRIGHTSPACE: All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled."

ACADEMIC ADVISING: Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: https://registrar.uwo.ca/faculty_academic_counselling.html

MENTAL HEALTH SUPPORT: Students who are in emotional/mental distress should refer to Mental Health@Western https://www.uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

GENDER-BASED AND SEXUAL VIOLENCE: Western University [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

LEARNING DEVELOPMENT AND SUCCESS: Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC: Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

SYLLABUS

Textbook Readings:

Demand 1-21 = Demand, Nancy, *A History of Ancient Greece In Its Mediterranean Context* (Third Edition) (Sloan Pub.: Cornwall-on-Hudson, 2013), p. 1-21

Kagan 1-25 = Kagan, Donald and Viggiano, Gregory F.: *Problems in the History of Ancient Greece. Sources and Interpretation* (Prentice Hall: New York 2010), p. 1-25 [available on COURSE RESERVES at the DB Weldon Library under the call number: DF211 .K34 2010]

Ancient Authors:

Hdt. 1.67 = Herodotus, *The Histories* Book 1 Chapter 67

Thuc. 1.21 = Thucydides, *History of the Peloponnesian War* Book 1 Chapter 21

OWL = course website at <http://owl.uwo.ca>

| Week | Date | # | Topic | Reading Assignment |
|--------|------------|---|--|----------------------------------|
| | Th Sept 10 | 1 | Introduction | |
| Week 1 | Tu Sept 15 | 2 | What is History (1)? Homer, Herodotus & Thucydides | Hdt. 1.1-6; Thuc. 1.1-3, 1.21-22 |
| | Tu Sept 15 | 3 | What is History (2)? Jonathan Hall | Hall (2007) 8-13 (OWL) |
| | Th Sept 17 | 4 | What is History (3)? The Historian's | Hall (2007) 8-13 (OWL) |

The University of Western Ontario
Department of Classical Studies

| | | | | |
|---------------|------------------|----|---|---|
| | | | Craft | |
| Week 2 | Tu Sept 22 | 5 | Greek Environment and Prehistory | Demand 1-25 |
| | Tu Sept 22 | 6 | Minoan Civilization (1) | Demand 26-38 |
| | Th Sept 24 | 7 | Minoan Civilization (2) | |
| Week 3 | Tu Sept 29 | 8 | Minoan Civilization: Was there a Minoan Thalassocracy? | Demand 38-51; Hdt. 1. 171-3, 3.122, 7.169-71; Thuc. 1.4-9 (OWL) |
| | Tu Sept 29 | 9 | The Mycenaeans: Archaeology (1) | Demand 52-58 |
| | Th Oct 1 | 10 | The Mycenaeans: Archaeology (2) | Demand 59-72 |
| Week 4 | Tu Oct 6 | 11 | The Mycenaeans: Homer and Mycenaean Civilization | Demand 105-106; Homer <i>Iliad</i> 1.1-300 in Kagan 10-13 |
| | Tu Oct 6 | 12 | The End of the Bronze Age | Demand 73-81 |
| | Th Oct 8 | 13 | Life in the "Dark Age" | Demand 81-95 |
| Week 5 | Tu Oct 13 | | Fall Reading Week | |
| | Tu Oct 13 | | Fall Reading Week | |
| | Th Oct 15 | | Fall Reading Week | |
| Week 6 | Tu Oct 20 | 14 | <i>Seminar 1</i> : When did the world of Homer exist? | Kagan 7-34; Pomeroy (2008) 67-84 (OWL) |
| | Tu Oct 20 | 15 | Homeric Society and Value System | Demand 105-111 |
| | Th Oct 22 | 16 | Eighth-Century Renaissance: Rise of the Polis and Expansion | Demand 95-111, 120-124 |
| Week 7 | Tu Oct 27 | 17 | Crisis in the Polis: Colonization | Demand 111-120; Demand 119 and Hdt. 4.145-58 |
| | Tu Oct 27 | 18 | Crisis in the Polis: Tyranny | Demand 125-130; Hdt. 5.92, 3.48-53 |
| | Th Oct 29 | 19 | Crisis in the Polis: The Spartan Solution | Demand 130-50 |
| Week 8 | Tu Nov 3 | 20 | The Spartan Way of Life | Plutarch <i>Lycurgus</i> 8-19 (OWL) |
| | Tu Nov 3 | 21 | <i>Seminar 2</i> : How significant was the helot threat in the classical period? | Kagan 63-94 |
| | Th Nov 5 | 22 | The Neo-Assyrian Empire | Mathison (2012) 124-40 (OWL); |
| Week 9 | Tu Nov 10 | 23 | Archaic Ionia: Lydians, Ionian Enlightenment, and Herodotus | Demand 170-79; Hdt. 1.1-22; 1.29-34 |
| | Tu Nov 10 | 24 | <i>Seminar 3</i> : When did hoplite warfare emerge and how was it conducted? | Kagan 35-62 |
| | Th Nov 12 | 25 | Coming of the Persians: Cyrus and Cambyses | Mathison (2012) 140-50 (OWL); Demand 179-83; Hdt. 1.95-130; Hdt. 3.61-79; The Bisitun Inscription (OWL) |
| Week 10 | Tu Nov 17 | 26 | Coming of the Persians: Darius | Demand 183-88; Hdt. 3.61-79; The Bisitun Inscription (OWL) |
| | Tu Nov 17 | 27 | <i>Seminar 4</i> : Did Solon institute a Council of Four Hundred and what was the objective of his reforms? | Kagan 95-118; Demand 151-58; Thuc. 2.15-16; Hdt. 5.71-72 |
| | Th Nov 19 | 28 | Archaic Athens: Solon | Demand 151-158 |
| Week 11 | Tu Nov 24 | | In-Class Writing: Source Analysis | |
| | Tu Nov 24 | | In-Class Writing: Source Analysis | |
| | Th Nov 26 | 29 | Archaic Athens: Peisistratus | Demand 158-163, Hdt. 1.59-64, 6.34-41, 6.103 |

The University of Western Ontario
Department of Classical Studies

| | | | | |
|---------|------------------|----|--|--|
| | | | | |
| Week 12 | Tu Dec 1 | 30 | Archaic Athens: The Liberation of Athens | Demand 163-164; Thuc. 1.20, 6.53-9; Hdt. 5.55-57, 62-78, 6.121-30; |
| | Tu Dec 1 | 31 | Archaic Athens: Cleisthenes | Demand 164-169; Hdt. 5.66, 69-76 |
| | Th Dec 3 | 32 | Darius and the Ionian Revolt | Demand 189-91, Hdt. 5.23-38 |
| Week 13 | Tu Dec 8 | 33 | The Ionian Revolt | Hdt. 5.49-55, 5.96-126, 6.1-32 |
| | Tu Dec 8 | 34 | The Battle of Marathon | Demand 189-93, 6.94-120 |
| | Exam period | | Midterm Exam | |
| | | | <i>CHRISTMAS BREAK</i> | |
| Week 14 | Tu Jan 5 | 35 | Xerxes' Invasion: Persian Motives, Persian and Greek Strategy | Demand 193-95; Hdt. 7.1-44, 7.101-147 |
| | Tu Jan 5 | 36 | Xerxes' Invasion: Thermopylae | Demand 195-97, Hdt. 7.172-239, 8.1-22 |
| | Th Jan 7 | 37 | Xerxes' Invasion: Naval Warfare: Artemisium | Hdt. 8.1-22 |
| Week 15 | Tu Jan 12 | 38 | Seminar 5: What was the Greek strategy in the Persian Wars and should the Themistocles Decree be used to correct Herodotus? | Kagan 119-44, Demand 197-98 |
| | Tu Jan 12 | 39 | Xerxes' Invasion: Salamis | Demand 198-200; Hdt. 8.40-112 |
| | Th Jan 14 | 40 | Xerxes' Invasion: Salamis and aftermath | Hdt. 8.113-144; 9.1-14 |
| Week 16 | Tu Jan 19 | 41 | Xerxes' Invasion: Plataea and Mycale | Demand 200-204, Hdt. 9.14-113 |
| | Tu Jan 19 | 42 | Commemoration of the Persian Wars I | Demand 201, Hdt. 9.81-85, readings on OWL |
| | Th Jan 21 | 43 | Commemoration of the Persian Wars II | |
| Week 17 | Tu Jan 26 | 44 | Formation of Delian League | Demand 205-10; Thuc. 1.1-23; 1.89-101, 1.128-138 |
| | Tu Jan 26 | 45 | Athenian Revolution: Athenian Democracy | Demand 209, 211-12; Thuc. 1.101-102 |
| | Th Jan 28 | 46 | Athenian Foreign Policy 460-445 | Demand 212-15; Thuc. 1.103-17 |
| Week 18 | Tu Feb 2 | 47 | Periclean Athens: Building Program on the Acropolis and Athenian Sociology | Demand 212-27, 228-50 |
| | Tu Feb 2 | 48 | Seminar 6: What was the Nature and Importance of Greek Slavery? | Kagan 145-170 |
| | Th Feb 4 | 49 | Seminar 7: Periclean Athens: Was it a democracy? | Kagan 205-28 |
| Week 19 | Tu Feb 9 | 50 | Seminar 8: How popular was the Athenian empire among its subjects? | Kagan 229-61 |
| | Tu Feb 9 | 51 | The Athenian Empire | |
| | Th Feb 11 | 52 | Seminar 9: Who or what was responsible for the outbreak of the Peloponnesian War? | Kagan 261-82; Thuc. 1.23-65, 1.79-88, 1.118-146 |
| Week 20 | Tu Feb 16 | | READING WEEK | |
| | Tu Feb 16 | | READING WEEK | |

The University of Western Ontario
Department of Classical Studies

| | Th Feb 18 | | READING WEEK | |
|---------|------------------|----|---|---|
| Week 21 | Tu Feb 23 | 53 | Peloponnesian War: Origin | Demand 251-55; Thuc. 2.1-24, 2.47-65, 2.71-8 |
| | Tu Feb 23 | 54 | Peloponnesian War: 431-21 | Demand 256-59; Thuc. 3.1-35, 3.51-85, 4.1-26, 4.102-23, 5.13-26 |
| | Th Feb 25 | 55 | Peloponnesian War: 431-21 | Thuc. 3.36-50, 4.27-41, 5.6-11, |
| Week 22 | Tu Mar 2 | | In-Class Writing: Scholarship Evaluation | |
| | Tu Mar 2 | | In-Class Writing: Scholarship Evaluation | |
| | Th Mar 4 | 56 | Peloponnesian War: the Athens of Cleon | Demand 260-63; Aristophanes <i>Knights</i> (OWL) |
| Week 23 | Tu Mar 9 | 57 | Peloponnesian War: Sicilian Expedition | Demand 264-66; Thuc. 6.1-32, 6.42-52, 6.60-105, 7.1-87 |
| | Tu Mar 9 | 58 | Peloponnesian War: The Oligarchic Coup of 411 | Demand 266-70; Thuc. 8.1-98 |
| | Th Mar 11 | 59 | Peloponnesian War: The Fall of Athens | Demand 266-72; Xenophon (OWL) |
| Week 24 | Tu Mar 16 | 60 | The tyranny of the Thirty | Xenophon (OWL) |
| | Tu Mar 16 | 61 | Seminar 10: Was Socrates guilty? | Kagan 283-313 |
| | Th Mar 18 | 62 | Spartan Supremacy | Demand 273-79; Xen. <i>Hell.</i> 5.1.28-5.4.34 (OWL) |
| Week 25 | Tu Mar 23 | 63 | Second Athenian League | Demand 279; Harding (1985) # 33-38 (OWL); |
| | Tu Mar 23 | 64 | Fourth-Century Athens and Theban Hegemony | Demand 279-86 |
| | Th Mar 25 | 65 | Rise of Philip of Macedon | Demand 286-94 |
| Week 26 | Tu Mar 30 | 66 | Seminar 11: Was Demosthenes right in opposing Philip of Macedon? | Kagan 315-38 |
| | Tu Mar 30 | 67 | Alexander the Great (1) | Demand 295-306; Arrian <i>Anabasis</i> 1.11-16, 2.6-14, 2.15-25 (OWL) |
| | Th Apr 1 | 68 | Alexander the Great (2) | Demand 306-18 |
| Week 27 | Tu Apr 6 | 69 | Seminar 12: What kind of man was Alexander the Great? | Kagan 339-73 |
| | Tu Apr 6 | 70 | The Hellenistic World | Demand 319-41 |
| | Th Apr 8 | | Review | |
| | Exam period | | Final Exam | |

N.B. This schedule is subject to revision if necessary