

CS 3410E: GREEK HISTORY

Instructor: Dr. Bernd Steinbock
Course Location: Middlesex College 17
Course Times: M W F 9:30-10:30 a.m.
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Office Hours: W 2-3 pm or by appointment
Course Website: owl.uwo.ca
Teaching Assistant: TBA



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

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

COURSE DESCRIPTION:

This course offers a survey of the history of 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.

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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 at the University of Michigan in Ann Arbor. I came to Western in 2005 and currently serve 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.

I just spent my sabbatical year in Berlin, which served as a great “base camp” for traveling to all the best places in the ancient world. I explored the fascinating cities of Athens, Syracuse and Jerusalem, visited the ancient sanctuary at Delphi and walked over the battlefields at Marathon and Thermopylae. If you have been to any of these places or are planning on traveling to Greece or Italy, come and chat with me.



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 a scholarly argument in the form of a research paper, observing the standards and format of our discipline. In so doing, they will have developed the ability to gather, review and evaluate the relevant primary sources and pertinent scholarly literature and to incorporate both into their own lines of argument. 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: 1597380458)

Kagan, Donald and Viggiano, Gregory F.: *Problems in the History of Ancient Greece. Sources and Interpretation* (Prentice Hall: New York 2010) (ISBN: 0136140459)

Herodotus, *The Histories* (tr. De Sélincourt), Penguin (ISBN: 0140449086)

Thucydides, *The Peloponnesian War* (tr. Warner), Penguin (ISBN: 0140440399)

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EVALUATION:

Pop Quizzes:	10%
Participation:	5%
Seminar:	
Source Analysis (2-3 pg.):	5%
Presentation & Discussion:	10%
Seminar Report (6-8 pg.):	15%
Research Paper (6-8 pg.):	15%
In-Class Test (Nov. 14):	15%
Final Exam (April):	25%

FURTHER INFORMATION ABOUT EVALUATION:

1. Pop Quizzes: 10%
There will be a number of short pop quizzes on the reading assignments of the respective week. They will usually be held Fridays and contain five multiple choice questions. There will be no make-up quizzes.
2. Participation: 5%
Class sessions will comprise both lectures and seminars. Seminars are discussion sessions, led by individual students, which focus on particular historical problems and the appropriate historical methodology. **Every student** will be expected to have completed the assigned reading and **to participate fully** in class discussion, particularly during seminar sessions.
3. Seminar:
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 complete the following assignments:
 - a) write a 2-3 page **Source Analysis** (ca. 500-800 words) of one of the **primary sources** under discussion (see the Source Analysis handout). This assignment is worth 5% and is **due on the day of the presentation** by class time.
 - b) deliver a 10-15 minute **oral presentation** and serve as an **expert for** the ensuing **class discussion** (10% of final grade). The oral presentation should comprise both a short summary and a critical assessment of one of the "Opinions of Modern Scholars." For the successful completion of this task it is indispensable that students **read and analyse ALL primary sources** and **opinions of modern scholars** in Kagan & Viggiano, pertaining to the historical problem under discussion.
 - c) write a **6-8 page seminar report** (ca. 2100-2500 words) on the historical problem under discussion (15% of final grade). The seminar report should take into account both the primary and secondary sources in Kagan & Viggiano as well as the results of our class discussion. It must be submitted **no later than two weeks** after the seminar session. Late essays will be penalized at the rate of 5% per day (including weekends). Further details will be forthcoming.
4. In-Class Exam: 15% [NOVEMBER 14]
In the in-class exam students will have to identify key terms (concepts/names/places/dates), locate places on a map, and write a historical commentary on some key passages in our ancient sources. Students will be expected to apply their knowledge of the assigned texts as well as of key concepts learned in the classroom. **NOTE: There is no Christmas Exam.**
5. Research Paper: 15% [DUE NOVEMBER 24 OR MARCH 30]
Every student will write one **6-8 page research paper** (ca. 2100-2500 words) on one of the topics given by the instructor or (under certain conditions) on a topic of their own choice. Those who sign up for a seminar session in the Fall term **are required** to write a research paper in the Winter term and vice versa. This will spread the workload somewhat over the year and provide the students with two different areas of concentration. **Research papers undertaken in the Fall term are due on November 24, 2014**, by class time. **Papers for the Winter term are due on March 30, 2015**, by class time. Late essays will be

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penalized at the rate of 5% per day (including weekends). More than one essay due on the same day is not a valid reason for an extension. See the research paper guidelines for more details.

6. Final Exam (Cumulative): 25% [EXAM PERIOD IN APRIL]

In the (cumulative) final exam students will have to identify key terms, locate places on a map, comment on the significance of some key passages in our ancient sources and write a short essay on one of several pre-circulated essay topics. Students will be expected to apply their knowledge of the assigned texts as well as of key concepts learned in the classroom.

POLICIES AND PROCEDURES:

1. If you miss an exam due to illness or provable personal crisis, **you must contact the instructor within 48 hours**. If you do not contact me, the grade of F will stand.
2. To apply for academic accommodation **due to illness** you **MUST** contact the **DEAN's** office of your home faculty. Make-up exams on medical grounds **CANNOT** be granted by the instructor (see the new UWO Policy on Accommodation below).
3. Make-up exams **due to personal crises** will only be granted, if appropriate written documentation is provided. The make-up test will be scheduled as soon as possible after the missed test, usually within one day.
4. Those who miss classes or parts of classes remain responsible for material they have missed. Students are encouraged to form study groups in order to assist each other in preparing for tests and for discussion of assigned readings.
5. There is no extra credit in this course; there will be no re-weighting of the course components.

CLASS COMMUNICATION:

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

NOTE FROM THE DEAN OF ARTS and HUMANITIES: You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

PLAGIARISM: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

POLICY ON ACCOMMODATION FOR MEDICAL ILLNESS: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf
[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> [under the Medical Documentation heading]
Students seeking academic accommodation on medical grounds for any missed tests, exams and/or assignments worth 10% or more of their final grade must apply to the Office of the Dean of their home faculty and provide documentation.
ACADEMIC ACCOMMODATION CANNOT BE GRANTED BY THE INSTRUCTOR OR DEPARTMENT.

WESTERN ACCESSIBILITY POLICY. Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: <http://accessibility.uwo.ca/>

WESTERN SUPPORT SERVICES: Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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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

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
	F Sept 5	Introduction	
Week 1	M Sept 8	What is history? Homer, Herodotus and Thucydides; the historian's craft; source analysis	Hdt. 1.1-6; Thuc. 1.1-3, 1.21-22; Hall (2007) 8-13 (OWL)
	W Sept 10		
	F Sept 12		
Week 2	M Sept 15	Greek environment and prehistory Minoan civilization: palace society and origin	Demand 1-25; Demand 26-38;
	W Sept 17		
	F Sept 19		
Week 3	M Sept 22	Minoan civilization: thalassocracy The Mycenaeans: archaeology;	Demand 38-51; Hdt. 1. 171-3, 3.122, 7.169-71; Thuc. 1.4-9 Demand 52-58
	W Sept 24		
	F Sept 26		
Week 4	M Sept 29	The Mycenaeans: archaeology and Homeric epics; end of the Bronze Age; Dark Age	Demand 58-104; Kagan 10-14
	W Oct 1		
	F Oct 3		
Week 5	M Oct 6	Seminar 1: When did the world of Homer exist?	Kagan 7-34
	W Oct 8	Homeric society and value system; Eighth-Century Renaissance: rise of the polis and expansion;	Demand 105-24;
	F Oct 10		
Week 6	M Oct 13	Thanksgiving Holiday	
	W Oct 15	Crisis in the polis: colonization and tyranny	Demand 124-30; Demand 119 and Hdt. 4.145-58; Hdt. 5.92, 3.48-53
	F Oct 17		
Week 7	M Oct 20	Crisis in the polis: the Spartan solution	Demand 130-50
	W Oct 22		
	F Oct 24	Seminar 2: How significant was the helot threat in the classical period?	Kagan 63-94
Week 8	M Oct 27	The Neo-Assyrian empire; Archaic Ionia: Lydians	Mathison (2012) 124-40 (OWL); Demand 170-79
	W Oct 29		
	F Oct 30	Fall Study Break	
Week 9	M Nov 3	Ionian Enlightenment and Herodotus	Hdt. 1.1-22
	W Nov 5	Seminar 3: When did hoplite warfare emerge and how was it conducted?	Kagan 35-62

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	F Nov 7	Coming of the Persians: Cyrus	Mathison (2012) 140-50 (OWL); Demand 179-88; Hdt. 1.95-130,
Week 10	M Nov 10	Coming of the Persians: Cambyses, Darius	Hdt. 3.61-79; The Bisitun Inscription (OWL)
	W Nov 12	Review: Source Interpretation	
	F Nov 14	In-Class Test	
Week 11	M Nov 17	Seminar 4: 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, 1.29-34
	W Nov 19	Archaic Athens: Solon and Peisistratus	Demand 158-164, Hdt. 1.59-64, 6.34-41, 6.103
	F Nov 21		
Week 12	M Nov 24	[Nov. 24: Fall Research Paper due]	Demand 164-69, Thuc. 1.20, 6.53-9;
	W Nov 26	Archaic Athens: Cleisthenes; Darius and the Ionian Revolt	Hdt. 5.55-96, 6.121-30;
	F Nov 28		Demand 189-90, Hdt. 5.23-38,
Week 13	M Dec 1	Ionian Revolt and Battle of Marathon	Demand 189-93, Hdt. 5.49-55, 5.96-126, 6.1-32, 6.94-120
	W Dec 3		
		NO Christmas Exam	
		CHRISTMAS BREAK	
Week 14	M Jan 5	Xerxes' invasion: the Persian war council, Thermopylae and Artemisium	Demand 193-97, Hdt. 7.1-44; 7.101-47, 7.172-239, 8.1-22
	W Jan 7		
	F Jan 9		
Week 15	M Jan 12	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
	W Jan 14	Xerxes' invasion: naval warfare, Salamis	Demand 198-99; Hdt. 8.40-144, 9.1-14
	F Jan 16		
Week 16	M Jan 19	Xerxes' invasion: Plataea, Mycale; commemoration of the Persian Wars	Demand 199-204, Hdt. 9.14-113, readings on OWL
	W Jan 21		
	F Jan 23		
Week 17	M Jan 26	Formation of Delian League; Athenian Revolution; Athenian Democracy	Demand 205-15; Thuc. 1.1-23; 1.89-117, 1.128-138
	W Jan 28		
	F Jan 30		
Week 18	M Feb 2	Athenian Foreign Policy 460-445; Periclean Athens	Demand 212-27; Thuc. 1.103-17
	W Feb 4		
	F Feb 6	Seminar 6: Periclean Athens: Was it a democracy?	Kagan 205-28
Week 19	M Feb 9	Periclean Athens: sociology	Demand 228-50
	W Feb 11	Seminar 7: How popular was the Athenian empire among its subjects?	Kagan 229-61
	F Feb 13	The Athenian Empire	
Week 20	M Feb 16	READING WEEK	
	W Feb 18	READING WEEK	
	F Feb 20	READING WEEK	
Week 21	M Feb 23	Seminar 8: 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;
	W Feb 25	Peloponnesian War 431-21	Demand 251-60; Thuc. 2.1-24, 2.47-65, 2.71-8, 3.1-35, 3.51-85, 4.1-26,
	F Feb 27		

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			4.102-23, 5.13-26
Week 22	M Mar 2	Peloponnesian War: the Athens of Cleon; Sicilian expedition	Demand 260-66; Thuc. 3.36-50, 4.27-41, 5.6-11, Aristophanes <i>Knights</i> (OWL); Thuc. 6.1-32, 6.42-52, 6.60-105, 7.1-87
	W Mar 4		
	F Mar 6		
Week 23	M Mar 9	Peloponnesian War: oligarchic coup of 411, fall of Athens, tyranny of the Thirty	Demand 266-72; Thuc. 8.1-98; Xenophon (OWL)
	W Mar 11		
	F Mar 13		
Week 24	M Mar 16	Seminar 9: Was Socrates guilty?	Kagan 283-313
	W Mar 18	Spartan Supremacy and Second Athenian League	Demand 273-79; Xen. <i>Hell.</i> 5.1.28-5.4.34 (OWL), Harding (1985) # 33-38 (OWL)
	F Mar 20		
Week 25	M Mar 23	Fourth-Century Athens, Theban Hegemony and Rise of Philip of Macedon	Demand 279-94
	W Mar 25		
	F Mar 27		
Week 26	M Mar 30	[Mar. 30: Winter Research Paper due]	Demand 295-318; Arrian <i>Anabasis</i> 1.11-16, 2.6-14, 2.15-25 (OWL)
	W Apr 1	Alexander the Great	
	F Apr 3	Good Friday	
Week 27	M Apr 6	Seminar 11: What kind of man was Alexander the Great?	Kagan 339-73
	W Apr 8	The Hellenistic World	Demand 319-41
	Exam period	Final Exam	

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