

CS 3410E: GREEK HISTORY

Instructor: Dr. Bernd Steinbock
Course Location: UCC 61
Course Times: M W F 1:30-2:20 p.m.
Email: bsteinbo@uwo.ca
Office: Lawson Hall 3210
Office Hours: M 2:30-3:30 pm or by appoint.
Course Website: owl.uwo.ca



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

Teaching Assistant: Gabriel Ologbonde
Email: oologbon@uwo.ca
Office Hours: W 2:30-3:30 am at Lawson Hall 3270a

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.

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 have been at Western since 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 usually 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. 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 returned from Greece where Dr. Pratt and I led 22 Western students on an adventure-packed study tour to the most fascinating sites of the ancient Greek world. We explored Athens, Sparta, and Mycenae, raced at Olympia, consulted the oracle at Delphi and walked over the battlefields at Marathon and Thermopylae. If you have been to any of these places or are planning on joining our next Study Tours to Italy (2020) and Greece (2021), 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. 22):	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 22]
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 25 OR MARCH 23]
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 25, 2019**, by class time. **Papers for the Winter term are due on March 23, 2020**, by class time. Late essays will be 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.

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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. Students seeking academic accommodation for any missed tests, exams and/or assignments worth 10% or more of their final grade **must either complete a Self-Reported Absence Form** (provided the conditions for submission are met) **or apply to the Office of the Dean of their home faculty** and provide documentation (see note on Policy on Accommodation for Student Absences below). Make-up exams **CANNOT** be granted by the instructor.
2. If you miss a test, you must – in addition to completing a Self-Reported Absence Form or applying to the Office of the Dean of your home faculty – **contact me no later than 24 hours** after the end of the period covered by either the self-reported absence or Student Medical Certificate, or immediately upon your return following a documented absence. If you do not, the grade of **F will stand**.
3. 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.
4. 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 STUDENT ABSENCES:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

Students seeking academic accommodation for any missed tests, exams and/or assignments worth 10% or more of their final grade must either complete a Self-Reported Absence Form (provided the conditions for submission are met) or apply to the Office of the Dean of their home faculty and provide documentation. **ACADEMIC ACCOMMODATION CANNOT BE GRANTED BY THE INSTRUCTOR OR DEPARTMENT.**

POLICY ON ACCOMMODATION FOR MEDICAL ILLNESS:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf [downloadable Student Medical Certificate (SMC): https://studentservices.uwo.ca/secure/medical_document.pdf]

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.**

UWO 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/>

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

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 6	1	Introduction	
Week 1	M Sept 9	2	What is History (1)? Homer, Herodotus & Thucydides	Hdt. 1.1-6; Thuc. 1.1-3, 1.21-22
	W Sept 11	3	What is History (2)? Jonathan Hall	Hall (2007) 8-13 (OWL)
	F Sept 13	4	What is History (3)? The Historian's Craft	Hall (2007) 8-13 (OWL)
Week 2	M Sept 16	5	Greek Environment and Prehistory	Demand 1-25
	W Sept 18	6	Minoan Civilization (1)	Demand 26-38
	F Sept 20	7	Minoan Civilization (2)	
Week 3	M Sept 23	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)
	W Sept 25	9	The Mycenaeans: Archaeology (1)	Demand 52-58
	F Sept 27	10	The Mycenaeans: Archaeology (2)	Demand 59-72
Week 4	M Sept 30	11	The Mycenaeans: Homer and Mycenaean Civilization	Demand 105-106; Homer <i>Iliad</i> 1.1-300 in Kagan 10-13
	W Oct 2	12	The End of the Bronze Age	Demand 73-81
	F Oct 4	13	Life in the "Dark Age"	Demand 81-95
Week 5	M Oct 7	14	<i>Seminar I</i> : When did the world of Homer exist?	Kagan 7-34; Pomeroy (2008) 67-84 (OWL)
	W Oct 9	15	Homeric Society and Value System	Demand 105-111
	F Oct 11	16	Eighth-Century Renaissance: Rise of the Polis and Expansion	Demand 95-111, 120-124
Week 6	M Oct 14		Thanksgiving Holiday	
	W Oct 16	17	Crisis in the Polis: Colonization	Demand 111-120; Demand 119 and Hdt. 4.145-58
	F Oct 18	18	Crisis in the Polis: Tyranny	Demand 125-130; Hdt. 5.92, 3.48-53

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Week 7	M Oct 21	19	Crisis in the Polis: The Spartan Solution	Demand 130-50
	W Oct 23	20	The Spartan Way of Life	Plutarch <i>Lycurgus</i> 8-19 (OWL)
	F Oct 25	21	Seminar 2: How significant was the helot threat in the classical period?	Kagan 63-94
Week 8	M Oct 28	22	The Neo-Assyrian Empire	Mathison (2012) 124-40 (OWL);
	W Oct 30	23	Archaic Ionia: Lydians, Ionian Enlightenment, and Herodotus	Demand 170-79; Hdt. 1.1-22; 1.29-34
	F Nov 1	24	Seminar 3: When did hoplite warfare emerge and how was it conducted?	Kagan 35-62
Week 9	M Nov 4		Fall Study Break	
	W Nov 6		Fall Study Break	
	F Nov 8		Fall Study Break	
Week 10	M Nov 11	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)
	W Nov 13	26	Coming of the Persians: Darius	Demand 183-88; Hdt. 3.61-79; The Bisitun Inscription (OWL)
	F Nov 15	27	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. 5.71-72
Week 11	M Nov 18	28	Archaic Athens: Solon	Demand 151-158
	W Nov 20	29	Archaic Athens: Peisistratus	Demand 158-163, Hdt. 1.59-64, 6.34-41, 6.103
	F Nov 22		In-Class Test	
Week 12	M Nov 25	30	[Nov. 25: Fall Research Paper due] Archaic Athens: The Liberation of Athens	Demand 163-164; Thuc. 1.20, 6.53-9; Hdt. 5.55-57, 62-78, 6.121-30;
	W Nov 27	31	Archaic Athens: Cleisthenes	Demand 164-169; Hdt. 5.66, 69-76
	F Nov 29	32	Darius and the Ionian Revolt	Demand 189-91, Hdt. 5.23-38
Week 13	M Dec 2	33	The Ionian Revolt	Hdt. 5.49-55, 5.96-126, 6.1-32
	W Dec 4	34	The Battle of Marathon	Demand 189-93, 6.94-120
			NO Christmas Exam	
			CHRISTMAS BREAK	
Week 14	M Jan 6	35	Xerxes' Invasion: Persian Motives, Persian and Greek Strategy	Demand 193-95; Hdt. 7.1-44, 7.101-147
	W Jan 8	36	Xerxes' Invasion: Thermopylae	Demand 195-97, Hdt. 7.172-239, 8.1-22
	F Jan 10	37	Xerxes' Invasion: Naval Warfare: Artemisium	Hdt. 8.1-22
Week 15	M Jan 13	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
	W Jan 15	39	Xerxes' Invasion: Salamis	Demand 198-200; Hdt. 8.40-112
	F Jan 17	40	Xerxes' Invasion: Salamis and aftermath	Hdt. 8.113-144; 9.1-14
Week 16	M Jan 20	41	Xerxes' Invasion: Plataea and Mycale	Demand 200-204, Hdt. 9.14-113
	W Jan 22	42	Commemoration of the Persian Wars I	Demand 201, Hdt. 9.81-85, readings

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				on OWL
	F Jan 24	43	Commemoration of the Persian Wars II	
Week 17	M Jan 27	44	Formation of Delian League	Demand 205-10; Thuc. 1.1-23; 1.89-101, 1.128-138
	W Jan 29	45	Athenian Revolution: Athenian Democracy	Demand 209, 211-12; Thuc. 1.101-102
	F Jan 31	46	Athenian Foreign Policy 460-445	Demand 212-15; Thuc. 1.103-17
Week 18	M Feb 3	47	Periclean Athens: Building Program on the Acropolis	Demand 212-27
	W Feb 5	48	<i>Seminar 6:</i> Periclean Athens: Was it a democracy?	Kagan 205-28
	F Feb 7	49	Periclean Athens: Sociology	Demand 228-50
Week 19	M Feb 10	50	<i>Seminar 7:</i> How popular was the Athenian empire among its subjects?	Kagan 229-61
	W Feb 12	51	The Athenian Empire	
	F Feb 14	52	<i>Seminar 8:</i> 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	M Feb 17		READING WEEK	
	W Feb 19		READING WEEK	
	F Feb 21		READING WEEK	
Week 21	M Feb 24	53	Peloponnesian War: Origin	Demand 251-55; Thuc. 2.1-24, 2.47-65, 2.71-8
	W Feb 26	54	Peloponnesian War: 431-21	Demand 256-59; Thuc. 3.1-35, 3.51-85, 4.1-26, 4.102-23, 5.13-26
	F Feb 28	55	Peloponnesian War: 431-21	Thuc. 3.36-50, 4.27-41, 5.6-11,
Week 22	M Mar 2	56	Peloponnesian War: the Athens of Cleon	Demand 260-63; Aristophanes <i>Knights</i> (OWL)
	W Mar 4	57	Peloponnesian War: Sicilian Expedition	Demand 264-66; Thuc. 6.1-32, 6.42-52, 6.60-105, 7.1-87
	F Mar 6	58	Peloponnesian War: The Oligarchic Coup of 411	Demand 266-70; Thuc. 8.1-98
Week 23	M Mar 9	59	Peloponnesian War: The Fall of Athens	Demand 266-72; Xenophon (OWL)
	W Mar 11	60	The tyranny of the Thirty	Xenophon (OWL)
	F Mar 13	61	<i>Seminar 9:</i> Was Socrates guilty?	Kagan 283-313
Week 24	M Mar 16	62	Spartan Supremacy	Demand 273-79; Xen. <i>Hell.</i> 5.1.28-5.4.34 (OWL)
	W Mar 18	63	Second Athenian League	Demand 279; Harding (1985) # 33-38 (OWL);
	F Mar 20	64	Fourth-Century Athens and Theban Hegemony	Demand 279-86
Week 25	M Mar 23	65	[Mar. 23: Winter Research Paper due] Rise of Philip of Macedon	Demand 286-94
	W Mar 25	66	<i>Seminar 10:</i> Was Demosthenes right in opposing Philip of Macedon?	Kagan 315-38
	F Mar 27	67	Alexander the Great (1)	Demand 295-306; Arrian <i>Anabasis</i> 1.11-16, 2.6-14, 2.15-25 (OWL)
Week 26	M Mar 30	68	Alexander the Great (2)	Demand 306-18

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	W Apr 1	69	Seminar II: What kind of man was Alexander the Great?	Kagan 339-73
	F Apr 3	70	The Hellenistic World	Demand 319-41
	Exam period		Final Exam	

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