

HIST 3311: History of Ancient Greece
Fall 2009
MWF 12:20-1:10, 321 Le Conte
e-reserve password: athens (case sensitive)

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office hours: M 1:30-2:30 and W 1:30-2:30, sign up in advance

Description of the Course:

Western culture looks to Classical Greece for the origins of many of its institutions. But what does "democracy" really mean? How were drama, philosophy, and history experienced in a culture almost without writing? What was life in ancient Athens like for its citizen-farmers and for its more marginal populations?

In the Archaic Age, Greece recovered from a dark demographic and economic depression to become the cultural center of the Mediterranean. The birth of the city, the great wars with Persia, and the Peloponnesian War—the long and enervating war between Athens and Sparta, which Athens lost—will all be covered in this course.

My methods emphasize student responsibility, peer evaluation and group work. Students will each lead one class discussion and will participate in all discussions, will prepare for debates in groups, and will work together on a group project which they will present to the class at the end of term.

Required Texts: The following are available at the bookstore and also on 2-hour closed reserve at the Main Library. If you cannot afford to buy the books, please read them at the library.

- Sarah B. Pomeroy et al., *A Brief History of Ancient Greece: Politics, Society and Culture*. Oxford University Press, 2004.
- Michael Crawford and David Whitehead, *Archaic and Classical Greece: A Selection of Ancient Sources in Translation*. Cambridge University Press, 1983.

E-Reserves and web readings

Some readings are on electronic reserve at the library or are available on the web. URLs for web sources are posted in the section "Web Links" on the course's eLearning Commons page. One item is on electronic reserve:

- Lysias, *On the Murder of Eratosthenes*, in *Lysias*, tr. W. H. M. Lamb, Cambridge, Mass: Harvard University Press (Loeb Classical Library edition), 1930.

Additional Resources for Help

- *Atlas of Classical History*, ed. R.J.A. Talbert, London: Croom Helm, 1985.
- *The Cambridge Ancient History*, 3rd ed., Cambridge: Cambridge University Press.
- *The Oxford Classical Dictionary*, 3rd ed., ed. Simon Hornblower and Antony Spawforth, Oxford: Oxford University Press, 1997.
- For links to helpful websites, see the section "Web Links" on the course's eLearning Commons page.

Participation: Class meetings will have the following format: a) On lecture days, the instructor will speak on historical background and on the source material for the following week. I will also use this time to follow up on points made in previous discussions. b) On discussion days, I may speak briefly—no longer than 10 minutes—before breaking the class into groups. Groups will discuss the study questions for 5-10 minutes before we reorganize for the full class discussion. The student(s) responsible for that day will lead discussion. c) Student discussion leaders are responsible for choosing study questions for their day. Have study questions ready for the class meeting *before* the one you are responsible for; questions will be announced in class and posted on eLearning Commons (under "Announcements") so that students can use them to prepare.

Thoughtful, well-prepared participation in part b) is 20 per cent of your grade for the class. The instructor will take daily notes on students' participation. **Students must participate in every class meeting and must be prepared for discussion (i.e. have done the assigned reading and thought about the study questions) to get a good participation grade.** Students who only attend class and do not speak will receive a failing participation grade; attendance in itself is not participation.

Attendance Policy: Inevitably some students will miss class meetings for emergency medical reasons or other reasons. Rather than differentiating between excused and unexcused absences, it is my policy that students may miss three class meetings (i.e., 1 week of class) without affecting their participation grade. If you must miss more than three classes because of extraordinary circumstances, consider seeing the Office of Student Affairs about an emergency/medical withdrawal.

I will drop students who do not attend the first two class meetings for whatever reason. I may also drop students who miss 7 or more class meetings before the mid term.

eLearning Commons: This course uses eLearning Commons. Students are required to check the website at least once a day for announcements or mail. Study questions for each discussion will be posted under "Announcements;" lecture and discussion notes will be posted in a folder on the home page.

Tests: There will be two 50-minute ID and passage-identification tests. Dates are announced on the "schedule of readings" below.

Assignments (leading discussion; debates; group project): For detailed instructions on assignments, see the end of this syllabus. PLEASE FOLLOW INSTRUCTIONS CAREFULLY for success on the assignments.

Comportment: Please do not eat in class (beverages are OK). Please do not sleep in class. Turn cell phones off before entering the classroom. Please arrive on time; if there is a reason why you must be late consistently (i.e. a previous class on the other side of campus), talk to the instructor. Otherwise, disrupting class with chronic lateness will affect your participation grade.

Grading:

Participation in discussion, 20%

Tests, 15% each

Debates (position paper; participation) 15% (5% each)

Leading discussion: 15%

Final project: 20%

Schedule of Readings:

- M Aug. 17. Introduction
- W Aug. 19. *Lecture:* The Dark Age and Homer. Recommended reading: Pomeroy, 36-60.
- F Aug. 21. *Discussion:* Homeric society; kingship; law. Reading: Homer, *Iliad*, books 1, 18 (link under "Web Links" at eLearning Commons; print before you read). Questions: a) What makes Agamemnon "king"? b) Is Homeric society a lawless society?
- M Aug. 24. *Discussion:* The Homeric household; the economy. Reading: Homer, *Odyssey*, books 21, 22 (link under "Web Links" on eLearning Commons; print before you read). Questions: a) Describe Penelope: her behavior, her attributes, her clothing. b) Who are the other women in Odysseus' household and what is their role and function in the household? Why does Odysseus hang the domestic servants? c) Who else lives in Odysseus' house or on his estate? **Sign up to lead discussion beginning Aug. 28. Receive group assignments.**
- W Aug. 26. *Lecture:* The archaic period. The city. Recommended reading: Pomeroy, 61-90.
- F Aug. 28. *Discussion:* The city and Hellenism. Reading: Crawford, items (not page numbers) 3, 7, 11-12, 16-22, 36-43. Questions: a) How is Greek society organized? b) What is a *polis*?

- M Aug. 31. *Discussion*: Tyranny. Reading: Crawford, items (not page numbers) 23-34, 64, 69-70, 72.
- W Sept. 2. *Lecture*: Athens and Sparta. Aristotle. Recommended reading: Pomeroy, 91-122.
- F Sept. 4. *Discussion*: Sparta and its reputation for "good laws." Oligarchy? Reading: Crawford, items (not page numbers) 44-62.
- W Sept. 9. *Discussion*: The evolution of the Athenian constitution; democracy. Reading: Crawford, items (not page numbers) 63, 66-67, 71, 74-80, 119-128, 211, 303-310.
- F Sept. 11. *Debate preparation day*. **Groups submit books for project.**
- M Sept. 14. **Debate: Which is better, democracy or oligarchy?**
- W Sept. 16. *Lecture*: The Persian Empire and the Persian Wars. Herodotus. Recommended reading: Pomeroy, 122-137.
- F Sept. 18. *Discussion*: Greeks and "barbarians." Reading: Crawford, items 90-100.
- M Sept. 21. *Discussion*: The Persian wars; Marathon; Thermopylae; Salamis. Reading: Crawford, items 101-118.
- W Sept. 23. *Lecture*: Classical Athenian culture between the wars. The building program; Greek drama; philosophy. Recommended reading: Pomeroy, 138-165.
- F Sept. 25. *Discussion*: Greek drama; tragedy. Reading: Aeschylus, *Agamemnon* (link on eLearning Commons under Web Links; print before you read. Note: a better translation by Grene and Lattimore is on two-hour closed reserve at the Main Library).
- M Sept. 28. *Discussion*: The sophists. Reading: Aristophanes, *Clouds* (link on eLearning Commons; print before you read).
- W Sept. 30. *Lecture*: The Athenian empire between the wars. Thucydides. Recommended reading: Pomeroy, 166-199.
- F Oct. 2. *Discussion*: The origins of the Peloponnesian war. Reading: Crawford, items 130-140, 149, 166-71.
- M Oct. 5. *Discussion*: The Archidamian War. Reading: Crawford, items 176-190, 194.
- W Oct. 7. **Group progress report day. List reviews of your chosen book and bibliography of primary and secondary resources you will use to make your own evaluation.**
- F Oct. 9. **Test 1**
- M Oct. 12. *Debate preparation day*.
- W Oct. 14. **Debate: Who caused the Peloponnesian war, Athens or Sparta?**
- F Oct. 16. *Lecture*: The Peace of Nicias; the Sicilian Expedition. Recommended reading: Pomeroy, 200-224.

- M Oct. 19. *Discussion*: Athens during the war. Reading: Crawford, items 196-200, 203, 206-11, 213-215.
- W Oct. 21. *Discussion*: The Sicilian Expedition; the Four Hundred. Reading: Crawford, items 219-227.
- Th Oct. 22: **MID-TERM WITHDRAWAL DEADLINE**
- F Oct. 23. *Lecture*: The fall of Athens. The Thirty. Socrates; Plato.

- M Oct. 26. *Discussion*: The Thirty Tyrants. Reading: Crawford, items 235-246.
- W Oct. 28. *Debate preparation day*. Reading: Plato, *Apology* (link on eLearning Commons); Crawford, item 248.

- M Nov. 2 **Debate. Socrates: Guilty or Innocent?**
- W Nov. 4. *Lecture*: Athens in the fourth century: Political and cultural developments. Recommended reading: Pomeroy, 225-253.
- F Nov. 6. *Discussion*: Women in classical Athens. Reading: Crawford, item 163; Lysias, *On the Murder of Eratosthenes* (on electronic reserve at the library; print before you read. Password: athens).

- M Nov. 9. *Discussion*: the Athenian economy; metics; slaves. Reading: Crawford, items 160-162, 277-282.
- W Nov. 11. *Lecture*: The rise of Macedon; Philip II. Recommended reading: Pomeroy, 254-293.
- F Nov. 13. *Discussion*: Sparta's empire. Reading: Crawford, items 249-255,

- M Nov. 16. *Discussion*: The Second Athenian Empire. The rise of Thebes. Reading: Crawford, items 256-275.
- W Nov. 18. *Discussion*: Macedon; Philip II. Reading: Crawford, items 321-350.
- F Nov. 20: **Test 2**

- M Nov. 30: *Project preparation day*
- W Dec. 2: **Presentations**
- F Dec. 4: **Presentations**

- M Dec. 7: **Presentations**
- T Dec. 8: **Make-up Exam Day**

Final version of group project due no later than Thursday, Dec. 10, 3PM. You may submit your project earlier.

Assignment 1: Lead Discussion

Each student will be responsible for leading one class discussion or part of one class discussion. No more than two students may sign up to lead discussion on a given day. If two students have signed up for one day, they may work together or independently. To prepare to lead discussion, please do the following:

1. Choose a question to pursue from the primary-source reading assigned for that day. If you are the only student leader for the day, choose either one or two questions. If you are one of two student leaders, choose one question. **Have your questions ready to announce to the class in the session prior to the one you will be leading.** Your questions will also be posted on eLearning Commons under "Announcements." If for any reason you cannot come to the class before your session, email the instructor no later than 48 hours before your session meets so that I can post your question on eLearning Commons.
2. Make sure you are familiar with the background on the authors and texts assigned for that day. You may take a few minutes to present background or ideas to the class before discussion begins, if you wish.
3. Choose one or two (but not more than two) names, dates or terms for identification quizzes. You may choose the name of an author. Choose terms that are likely to be the subjects of substantial discussion in the class meeting and illustrate some critical point you would like to make in answering the study question. Remember that these terms may appear on the quizzes, and students will need to have something to say about them. If your study terms turn out not to be central to the discussion, I will ask you and the class to decide on new study terms before the class dismisses for the day. Make sure the terms you choose appear prominently at the top of your discussion notes.
4. Collect relevant references from the assigned primary source reading in answer to the study question or questions you posed. Organize your references into groups by theme. As much as possible, make notes for the discussion as follows:
 - a) List your study terms;
 - b) State your question;
 - c) List your themes and list references under each theme. You may either quote or summarize the relevant passages, but make sure you give enough information so that a reader of your notes can follow your train of thought. Make sure to note the author and work for each reference you cite if extracts from more than one work have been assigned for that day.
 - d) Write a one-paragraph conclusion stating what you learned. Try to bring out what struck you as important and anything that may have surprised you.

Your notes might look something like this example from Roman history. You may also look at the instructor's notes for the first few discussion days and use them as models.

Study terms: 184 BCE; *vilicus*

Question: Who did the work on Roman farms?

Slave labor

[list several references/quotations from primary-source reading]

Tenant labor

[list several references/quotations from primary-source reading]

Building contractors

[list several references/quotations from primary-source reading]

Day labor (workers paid daily wages)

[list several references/quotations from primary-source reading]

Conclusions: Roman farms did not rely only on slave labor although most had a small, permanent slave labor force. Tenant farmers paying a share of the crop and migrant labor hired by the day also worked the farms, especially during the harvesting season. Professional builders did most of the construction. I was surprised to discover that although textbooks describe the Roman agricultural economy as a slave economy, many kinds of labor are attested. Tenant farmers and migrant workers probably made up a large part of the population.

5. Submit your notes to the instructor. **Submit a hard copy and an electronic copy.** Hard copy: bring an extra copy of your notes to the class you are leading and submit before the end of class. This will be returned to you with a grade. Electronic copy: submit any time **before the class meeting** (so that they may be posted immediately afterward and the course's website will always be up to date). **Use Word, RTF or HTML format. Include your last name as part of the file name.**

Assignment 2: Group Book Report Project

Students will be divided into six groups of 4 or 5. Each group will submit a single paper; everyone in the group will receive the same grade.

Goals: This is an opportunity for students to become more familiar with a specific topic that interests them. The assignment builds research skills by teaching students to read, evaluate, and accurately summarize a modern scholar's work; and by asking students to track down primary and secondary references. It contributes to the course by introducing the class to the ideas of modern scholars through the final presentation.

Each group should choose one book from the lists of "suggested readings" below. *With the permission of the instructor,* students may choose a book that is not listed under "suggested readings." Groups will prepare a 15-minute presentation for the class and also a 7 to 10-page written report on each book to hand in. Only one group

per book will be allowed. Presentations will be made in the last three class meetings.

On Sept. 11, let the class know which book you've chosen and tell us a little about it. On Oct. 7, bring a list of reviews (see below) and of other sources you'll use to complete your evaluation.

Part 1 of each report should explain the book's method and argument, and how it is organized. The instructor will evaluate this section based on how accurately the author's methods are understood and described, and how well the review captures the essence of the author's argument. What primary sources is the author using? What is his or her approach to the material? Is he or she using comparative evidence, and if so how? Is he or she using the insights of anthropology, of literary theory, or of some other discipline? What is the author's main argument—what does he or she see as the book's original contribution? How is the book organized into chapters, and what does each chapter contribute to the argument?

Part 2 of the report should investigate the scholarly response to the book--i.e. track down, read, and analyze reviews of the book; explain the problems and strengths that other scholars have found in the book. Use footnotes or parenthetical references in the text (author-date system) to refer to reviews.

The easiest way to locate book reviews is probably now a Google Scholar search. Traditional methods include the following: For books on any topic in the field of classical antiquity, use the print or online version of *L'Année philologique* (available through GALILEO). Additionally, most books are reviewed in an electronic series called the *Bryn Mawr Classical Review*, which not indexed in *L'Année* but has its own searchable website (see under "Web Links" on eLearning Commons); it can also be searched through the University of Toronto's website (see under "Web Links" on eLearning Commons and click on the drop-down menu for "Source Specific"). *Gnomon*, a German review journal, is also searchable on the same website.

For some very recent books, it may be difficult to locate reviews. In this case, limit or omit part two and expand part three. On the other hand, for older and very influential books (e.g. *Singer of Tales* or the works of Moses Finlay), it will be more important to focus on the book's overall impact on scholarship than on reviews that appeared at the time of its publication. Reading recent books on the same subject, editor's introductions to later editions of the book, etc., will help you understand its impact.

In Part 3 of the report, give your own critical analysis of the book. For this section you will need to read deeply into the subject and check the author's primary and secondary references. I will expect students to have acquired enough familiarity to comment very intelligently and originally on the book's strengths and weaknesses. Use footnotes or parenthetical references in the text (author-date system) to refer to primary and secondary sources.

The oral version of this report will be different from the written version—do not read the text of your paper to the class. Think about how to prepare an engaging oral presentation from notes or an outline. Practice your oral presentation; make sure that it does not exceed 15 minutes.

The written version: Type and carefully proofread; double-space and use 12-point font. Identify your book fully in a heading at the top of the report. **Append a bibliography** with full scholarly citations of all reviews discussed and all primary and secondary sources referred to in the report. Use Turabian or *Chicago Manual of Style* format for your references. The library's website "Citation Style Guides" can help (see under "Web Links" on eLearning Commons).

Suggested Readings for Assignment 2. I have chosen mainly titles on social and cultural history to balance the textbooks' focus on political history. However, students may choose their own title not on this list, with my permission. Please discuss your choice with me before Sept. 4.

- Adkins, A. W. H. *Merit and Responsibility: A Study in Greek Values*, Oxford: Clarendon, 1960.
- Calame, Claude. *Choruses of Young Women in Ancient Greece*, 2nd ed., Lanham: Rowman and Littlefield, 2001.
- Calame, Claude. *The Poetics of Eros in Ancient Greece*, Princeton University Press, 1999.
- Christ, Matthew R., *The Bad Citizen in Classical Athens*, Cambridge University Press, 2007
- Cohen, David. *Law, Sexuality and Society: The Enforcement of Morals in Classical Greece*, Cambridge University Press, 1991
- Cohen, David. *Law, Violence, and Community in Classical Athens*, Cambridge University Press, 1995.
- Davidson, James. *The Greeks and Greek Love: A Radical Reappraisal of Homosexuality in Ancient Greece*, London: Weidenfield and Nicholson, 2007.
- Dean-Jones, Lesley. *Women's Bodies in Classical Greek Science*, Oxford University Press, 1994.
- Finlay, Moses, *The Ancient Economy*, 2nd ed., Berkeley: University of California, 1999.
- Finlay, Moses, *The World of Odysseus*, New York: Viking, 1954.
- Grmek, Mirko, *Diseases in the Ancient Greek World*, Baltimore: Johns Hopkins University Press, 1989.
- Hunter, Virginia. *Policing Athens: Social Control in the Attic Lawsuits, 420-320 B.C.*, Princeton University Press, 1994.
- Konstan, David. *The Emotions of the Ancient Greeks: Studies in Aristotle and Classical Literature*, Toronto: University of Toronto Press, 2006.
- Lewellyn-Jones, Lloyd. *Aphrodite's Tortoise: The Veiled Women of Ancient Greece*, Swansea, Wales: Classical Press of Wales, 2003;

- Lloyd, G. E. R., *Magic, Reason, and Experience: Studies in the Origins and Development of Greek Science*, Cambridge: Cambridge University Press, 1979.
- Nevett, Lisa. *House and Society in the Ancient Greek World*, Cambridge University Press, 1999.
- Ober, Josiah. *Mass and Elite in Democratic Athens*, Princeton, NJ: Princeton University Press, 1989.
- Thomas, Rosalind. *Literacy and Orality in Ancient Greece*, Cambridge: Cambridge University Press, 1992.
- van Wees, Hans. *Status Warriors: War, Violence, and Society in Homer and History*, Amsterdam: Gieben, 1992

Assignment 3: Debates

Students will prepare in groups for a series of three debates (see "schedule of readings" for dates and topics). Groups will be assigned a position to defend (i.e. oligarchy or democracy, Athens or Sparta, guilty or innocent). Each group should produce a 3-page position paper before the debate; bring a hard copy to class on the day of the debate for the instructor. This will be returned to you graded + or -. The class session before each debate will be dedicated to debate preparation, so that groups may meet face-to-face as part of their work.

Position papers should be about 3 pages, double-spaced, with 12 point font and 1- or 1.25-inch margins. They should be carefully proofread and checked for style, stapled, and headed with all relevant indentifying information (group number, names of people in group, position being defended). Please make your argument as an ancient Greek would, without bringing in modern assumptions or scholarship. Positions should be based on careful reading of relevant material in the Crawford sourcebook. You may investigate other primary sources; if you do this, list them in a bibliography at the end of the position paper. Position papers need not cite references, but they will be evaluated based on the depth and accuracy of their authors' understanding of the relevant ancient sources, as well as on coherence, logic and persuasiveness. Everyone in the group will receive the same grade on the position paper (i.e. either + or -).

Debates. To begin the debate, two opposing groups will be selected at random to read their position papers. For the rest of the debate, students will participate as individuals, not as groups, defending their assigned position and making any relevant argument. The instructor/moderator will choose speakers from one side and then the other, in alternation. Please do your best to respond directly to points that have been raised. All students are required to participate in each debate.