

EUH 3401: Classical Greece
4.0 Credits, Department of History, University of South Florida—Sarasota-Manatee
Ἑαρινός (Spring) Term 2012 and V Post-300

Instructor: Dr. J.S. Perry, C257, Sarasota-Manatee Campus, 941-359-4248.

E-contact information: perryjs@sar.usf.edu,
<http://www.sarasota.usf.edu/academics/cas/Faculty/perry.php>
 or via Blackboard (<http://my.usf.edu>).

Office-hours (dates and times at which I shall be available in my office for a private consultation):

Tuesdays, 2 – 6 PM, and Wednesdays, 4 - 6 PM. In addition to these posted times, I shall be glad to make an appointment, according to your and my own schedules. Please contact me, via e-mail or in person, to arrange a meeting.

Objectives and Description of the Course

This course is designed as a survey of the major events and trends of Hellenic civilization, from its putative origins in the 2nd millennium BCE to its apogee in the ‘Classical’ era of the 5th and 4th centuries BCE. Such a survey will, naturally, address the political and military developments over this long period, but much time will also be devoted to ‘social’ history, e.g. literary, artistic, and scientific contributions, slavery and other economic aspects of Greek life, the standing of women, and the forms and social relevance of sexuality.

Moreover, students will also be invited to present their opinions regarding the proper evaluation of a problematic set of ancient sources. At the conclusion of the course, the student should be able, by drawing on primary and secondary source evidence, to comment effectively on:

- ◆ how differently Sparta and Athens evolved, in both political and social terms, during the Archaic period,
- ◆ how Herodotus and Thucydides shaped the writing of history, and how they varied in their basic approaches to the subject,
- ◆ how Athens functioned as an ‘imperial’ power, and how its subject states dealt with this phenomenon, and
- ◆ how Athenian democracy serves as both an inspiration and a warning to modern societies.

Basic Pedagogical Approach

The course has been fashioned as both an introduction to Greek history and an opportunity to improve the student’s critical thinking, reading, and writing skills. Thus, a crucial element of the course will be the analysis of a series of primary source documents (in English translation), and the student will be encouraged to weigh the validity of several sources that deal with the same or related topics. This approach will be used in both lectures and discussions in each class meeting. It is hoped that the student will discover the means by which professional ancient historians

construct historical narratives from—often frustratingly inadequate—primary source material.

In addition, like every other course offered in the discipline of History at USF-SM, this course will address the overall degree objectives identified by the faculty. These outcomes are defined as follows:

The curriculum for a bachelor's degree in History at USF Sarasota-Manatee is designed to prepare students for a future in the history profession and other professions that require solid research, writing, and analytical skills. By the time History majors graduate, they should be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Moreover, in each course, students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the construction of documents – a skill we label “thinking historically.” During their senior year, students will have the opportunity to demonstrate their acquired skills in the Pro-Seminar capstone course.

THE REMAINDER OF THIS SYLLABUS IS DESIGNED AS A SORT OF CONTRACT*, THE TERMS OF WHICH ARE, AS FOLLOWS:

Requirements of the Instructor:

1. To deliver a lecture or lead a discussion on a given topic or topics at each designated meeting.
2. To give clear instructions and/or special assistance in advance of each paper or other assignment.
3. To grade all assignments efficiently and effectively, insuring that each student understands why s/he has earned a grade and is given concrete suggestions for future improvement.
4. To answer all students' questions, whether in regard to lecture content, course design, or matter of interpretation, as thoroughly and as accurately as possible.

Requirements of the Student:

1. To attend **all** lectures/class meetings over the full course of this term, *even when* you would rather be performing a Dionysiac ritual. Perfect attendance is expected, but attendance records will not be kept. That said, the consequences of spotty attendance should be fairly obvious: 1) You will certainly perform more poorly on the examinations and papers, as lecture notes will be essential for both, 2) You may miss a vital piece of information concerning the assignments, or fail to receive a helpful hint, and 3) You—and/or someone who cares about you—are paying for this course, and you should insist on your—or their—full money's worth.

* *As is standard in most contracts, there is also some small print here: The instructor reserves the right to make changes to this syllabus, but, if these occur, they will be minor and well-publicized.*

2. To compose and post **twelve** electronic messages to the course's Blackboard site, throughout the term. Each Wednesday afternoon, I shall ask you to answer a question concerning the reading assigned for the following class. Your answer should be **no fewer than** three sentences long, and it should be posted to the course's site ('Forum' under the button 'Class Discussions') prior to the beginning of class the following Monday. This assignment is designed to provide a basis for discussion, as well as to pool information among the students. (Good answers will also be noted as proof of adequate preparation.)
3. To complete **two four-to-six-page papers**, each answering a specific question. Sheet(s) of instructions will be posted to Blackboard (under 'Assignments') well in advance of the due-date of each assignment, giving you sufficient time to craft a superb piece. A 'style sheet' will also be posted, together with the first assignment, which will answer your concerns on minor mechanical points (e.g. 'How do I create a footnote?').

The first paper will require you to determine which, of all the Greek poleis mentioned in Herodotus' *Histories*, deserves the title of 'most heroic' over the course of the Persian Wars. The other paper will ask you to compare a comedy (Aristophanes' *Acharnians*) and a tragedy (Euripides' *Trojan Women*), both of which were composed and performed in Athens, in the course of another—and perhaps a less 'heroic'—war.

4. To sit for a mid-term and a final examination, each covering roughly one-half of the material presented in class and in the outside readings (and no more). Both exams will be composed of an objective (fill-in-the-blank) element, a geographic component, and a series of short and long essays.

Grade Distribution:

Internet communications (12, posted weekly throughout the term)	10%
Mid-term examination (ON 29 FEBRUARY)	20%
First paper (DUE 7 MARCH)	20%
Second paper (DUE 18 APRIL)	25%
FINAL EXAMINATION (ON 30 APRIL, AT 12 PM)	25%

No 'extra credit' will be offered in this course. If you are concerned about your grade, at any point in the course, work harder and/or make an appointment with me.

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading

The grading scheme for the course conforms to the 4-point grading system used in undergraduate programs at USF (e.g.—which means, in Latin??—A+ = 4.0, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, etc.—which also means, in Latin?).

Assignments and tests will bear a letter grade designation, which will be factored into the final course grade according to the percentages listed above.

Assignment Submission

Proper academic performance depends on students doing their work not only well, but also on time. In this course, deadlines have been established with consultation of the Pythia at Delphi, and the god will take great offense if their terms are not honored. Accordingly, assignments for this course must be received on the due-date specified in the assignment sheet. The best policy is to bring the paper with you to class on the date listed (on the sheet, and below, in the Schedule). However, if it is absolutely necessary, you may submit the paper to my e-mail address (perryjs@sar.usf.edu), attached in a Word file, but the send-date and time on the e-mail MUST be before 12.00 PM on the due-date.

Lateness Penalty

Assignments received later than the due-date will be penalized one-third letter grade (1/3 grade point) per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation. My goal is to ensure fairness for all students in the class; all of us have busy lives, but some things are beyond our control (i.e. what the Greeks would call ‘τύχη’.)

Missed Tests

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor.

Important Course Information for Students

Academic Honesty and Integrity

The University of South Florida considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. In its Latin root, ‘plagiarism’ means something like ‘kidnapping.’ Thus, when you plagiarize, you are kidnapping someone else’s ‘brainchild’ and passing it off as your own.

Accordingly, the plagiarist violates the cardinal rule of behavior in an academic setting, and s/he will, in this class, be punished to the full extent that University regulations will allow, up to and including a zero for the assignment, a failing (or ‘FF’, indicating dishonesty) grade for the course, and/or moving to expel the student from the University. If you are concerned that you are stealing something from someone, please consult me **before** you turn in the assignment. Please also be sure to review the University’s policy in the USFSM Undergraduate Catalog (<http://www.sarasota.usf.edu/Academics/Catalogs/>) and the USF Student Code of Conduct (<http://www.sa.usf.edu/srr/page.asp?id=88>) for specific policies.

USF maintains an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to SafeAssign, or 3) ask students to submit their assignments to SafeAssign through Blackboard. Assignments are compared automatically

with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how, and to what extent, a student's paper was plagiarized. For more information on SafeAssign and on plagiarism in general consult the materials available at http://media.c21te.usf.edu/pdf/student/bbstud_subsafeassgn.pdf

Access/Disability

The University is happy to accommodate any recognized special needs among its student body. Students with disabilities are responsible for registering with the Office of Students with Disabilities Services in order to receive academic accommodations. Reasonable notice must be given to the SDS office (normally 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. For more information, consult the (superb!) Disabilities Services Coordinator at 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/.

Religious Observance Accommodation

The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. For specific policies, consult <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf>.

Emergency Preparedness and Alternative Arrangements

In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and e-mail messaging and/or an alternate schedule. It is the responsibility of the student to monitor this course's Blackboard site for course-specific communication, and the main USFSM and College websites, e-mails, and MoBull messages for important general information. The USF hotline at 1-800-992-4231 is updated with pre-recorded information during an emergency. See the USFSM Emergency Action Plan on the Safety Preparedness Website for further information: <http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php>.

Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavor. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A recent statement of the policy and procedures involving disruptive and/or harassing behavior by students in academic situations is available in the USFSM Undergraduate Catalog (<http://www.sarasota.usf.edu/Academics/Catalogs/>) and in the USF Student Code of Conduct (<http://www.sa.usf.edu/srr/page.asp?id=88>).

Electronic Devices

No electronic devices with the exception of cellular phones, pagers, and laptops are permitted in the classroom. However, cellular phones and pagers must be turned off and put away during exams; during class, all ringers should be turned to vibrate. If you must take

a call during class, please leave the room first. ***NB:** The instructor reserves the right to ask you to turn off and put away your laptop, iPad, and/or skytale, if he determines that you are not using it for academic purposes or appear to be disturbing other students.

Blackboard Use

The USF Blackboard program will be used extensively in this course, and it is expected that students are aware of the basic operations and/or already familiar with the use of this system. Resources are available to make you more proficient in Blackboard, and it is strongly encouraged that you take advantage of them. A helpful tutorial has been posted at http://www.sarasota.usf.edu/Academics/DE/current_students.php, and for technical assistance contact Dale Drees at 941-359-4215 or ddrees@sar.usf.edu, call the toll-free helpline at 866-974-1222, or consult live online help at http://usfsupport.custhelp.com/app/chat/chat_launch.

Required Readings

Sarah B. Pomeroy, Stanley M. Burstein, †Walter Donlan, Jennifer Tolbert Roberts, and David W. Tandy, Ancient Greece: A Political, Social, and Cultural History, 3rd EDITION, Oxford University Press, 2012. ISBN: 978-0-19-984604-7. ***Be certain to purchase this new, THIRD edition; the previous editions will NOT be suitable for use in this course.**

Herodotus, The Histories, translated by Aubrey de Sélincourt and introduced by John Marincola, Penguin, 2003. ***You MUST use this edition and translation...unless you can read the original Greek.** ISBN: 978-0-14-044908-2.

Aristophanes, Acharnians, translated and introduced by Jeffrey Henderson, Focus Classical Library, 2003. ***You MUST use this translation...unless you can read the original Greek.** ISBN: 1-58510-087-0.

Euripides, The Trojan Women, translated and introduced by Diskin Clay, Focus Classical Library, 2005. ***Yet again, you MUST use this translation...unless you can read the original Greek.** ISBN: 1-58510-111-7.

In addition to these, you will be required to read a series of (generally brief) scholarly articles and texts by ancient authors, as well as to view a series of images created in the Hellenic world. Moreover, there will be a number of links to interesting materials that I will expect you to view—as we will be viewing many in class, as well. These items will all be posted in Blackboard, under the headings ‘Readings’ and ‘Web Resources’. You will be *as responsible* for these readings as you are for the books to be purchased in the campus bookstore.

SCHEDULE OF LECTURE AND DISCUSSION TOPICS, WITH REQUIRED READINGS FOR EACH:

9 January – 1) Introduction the Course and its Themes.

2) *The Greek Environment: Geography, Climate, and Agriculture.*

Before coming to class on 11 January, read: POMEROY, pp. xiii-11.

- 11 Jan. – 1) *The Minoan and Mycenaean Civilizations: 2000-1200 BCE.*
 2) *Bronze Age Archaeology.*

Be sure you have completed the reading for the previous class, and add: POMEROY, 12-55, the MARINATOS excerpt under 'Readings' in Blackboard, and the websites on archaeological discoveries in Crete and the Aegean under 'Web Resources'.

16 Jan. – Martin Luther King, Jr.'s Birthday Holiday. No classes held.

- 18 Jan. – 1) *The Greek Dark Age and Remembered Heroes.*
 2) *Homer, Homeric Society, and the Excavations at Lefkandi.*

POMEROY, 56-89; HOMER excerpt in Readings; Links on Homer in 'Web Resources' (with sound).

- 23 Jan. – 1) *The Dawn of the Archaic Age and Colonization.*
 2) *Panbellenism at Olympia and the Example of Cyrene.*

POMEROY, 89-116; HERODOTUS, 4.150-159; BOARDMAN and ROSE articles, and websites on Libyan archaeology and the Arab Awakening.

- 25 Jan. – 1) *Artistic and Intellectual Developments in the Archaic Age.*
 2) *'Wealthy Corinth' and its Experience with Tyranny.*

POMEROY, 116-153; HERODOTUS, 5.92; SAPPHO/CARSON poems.

- 30 Jan. and 1 February – 1) *'All the Virtues of a Victorian Public School?': The Spartan Anomaly.*
 2) *Helots and the Equals.*
 3) *Spartan Women: Another 'Mirage Spartiate'?*

POMEROY, 153-185; PLUTARCH (Lycurgus) excerpts; CARTLEDGE article.

[3 Feb. – Deadline to file for USFSM Spring graduation.]

- 6 Feb. – 1) *Sparta in 600 BCE.*
 2) *Solon of Athens and the Crisis of 600.*

POMEROY, 186-202; HERODOTUS, 1.29-55 and 1.85-91.

- 8 Feb. – 1) *2500+ χρόνια δημοκρατίας (2500+ Years of Democracy).*
 2) *Cleisthenic Democracy and the Deme System.*

POMEROY, 202-207; HERODOTUS, 5.55-73; OBER excerpt and map of the demes in 'Readings'; websites on ostracism.

- 13 Feb. – 1) *The Persian Empire: Origins to 500 BCE.*
 2) *The Ionian Revolt.*

POMEROY, 207-214; HERODOTUS, 5.35-54 and 5.97-126; PPT on the Rise of Persia in 'Readings'; websites on the Oriental Institute of Chicago and Achaemenid documents.

- 15 Feb. – 1) *The First Stages of the Persian Wars: Eretria and Marathon.*
 2) *Developments in the 480s: Athens Prepares for a Rematch.*

- POMEROY, 214-223; HERODOTUS, 6.94-120; websites on Pheidippides and Robert Graves' 'The Persian Version'.
- 20 Feb. – 1) *Xerxes' Invasion and Greek Strategy*.
 2) *'Defending a Thermopylae'*.
 POMEROY, 223-226; HERODOTUS, 7.19-60, 7.138-178, and 7.201-239; websites on *300* and its critical reception.
- 22 Feb. – 1) *Salamis and Ὁ συνετός Θεμιστοκλής (Clever Themistocles)*.
 2) *Plataea and the Aftermath of the Invasion*.
 POMEROY, 226-231; HERODOTUS, 8.40-112 and 9.28-89.
- 27 Feb. – 1) *Style and Method in Herodotus, Father of History and/or Father of Lies?*
 2) Discussion of First Paper Assignment.
 POMEROY, 288-294; HERODOTUS, 1.8-14 and 2.1-19; MARINCOLA introduction and MAROZZI excerpts in 'Readings'.
- 29 Feb. – **Mid-Term Examination.**
- 5 March – 1) *Rebuilding the Walls and the Creation of the Athenian Empire*.
 2) *Consolidation of the Athenian Democracy and the Court System*.
 POMEROY, 232-249; ARISTOTLE/ATH.POL. excerpt, PLUTARCH (Themistocles) segments, and Map of the Athenian Empire (en français) in 'Readings'.
- 7 March – **First Paper Due.**
 1) *The Periclean Age in Art and Architecture*.
 2) *The Civic Role of Drama in Athens; Excerpts from 'Antigone'*.
 POMEROY, 249-258 and 296-301; SOPHOCLES/ANTIGONE segment in 'Readings'; websites on the museums in London and Athens...and Nashville?
- 12 and 14 March – SPRING BREAK. **No classes held.**
- 19 March – 1) *The Lives of Athenian Women*.
 2) *Studying Gender in Antiquity*.
 POMEROY, 258-276; LYSIAS/ERATOSTHENES and PLUTARCH (on Aspasia and Hipparete) documents in 'Readings'; links to the *Diotima* website.
- 21 March – 1) *Athenian Sexualities*.
 2) *Constructions of Sexuality in Modern Historical Study*.
 HUBBARD and DAVIDSON readings; HUBBARD website.
- [24 March – Last day to withdraw from the course and receive a 'W'.]
- 26 March – 1) *The Pentakontaetia and the Early Stages of the Peloponnesian War(s)*.
 2) *Style and Method in Thucydides*.

- POMEROY, 277-288, 294-296, and 309-337; PPT on Thucydides and MENDELSON in 'Readings'; website on the archaeology of Pericles' soldiers.
- 28 March – 1) *'Staging Democracy?': Comedy in a Time of War.*
 2) *Laughing with Aristophanes and the Development of Old Comedy.*
ACHARNIANS (entire), with Introduction; POMEROY, 337-340.
- 2 April – 1) *'Staging Democracy' II: Tragedy in a Time of War.*
 2) *Melos, the Melian Dialogue, and an Artist's Reaction.*
TROJAN WOMEN (entire), with Introduction; THUCYDIDES/MELIAN segment; POMEROY, 301-309.
- 4 April – 1) *The Singular Career of Alcibiades.*
 2) *The Mutilation of the Herms and the Sicilian Expedition.*
 POMEROY, 340-349; THUCYDIDES/SICILIAN excerpts.
- 9 April – 1) *Grumbling with the Old Oligarch.*
 2) *Oligarchs and Revolution.*
 POMEROY, 349-353; OLD OLIGARCH document.
- 11 April – 1) Preparing for the Second Paper.
 2) *The Final Defeat of Athens and its Aftermath.*
 POMEROY, 353-360.
- 16 April – 1) *Intellectual Developments in the Age of the Sophists.*
 2) *The Life, Times, Trials, and Death of Socrates.*
 POMEROY, 360-368; PLATO/CRITO excerpt.
- 18 April – **Second Paper Due.**
 1) *Culture and Society in the 4th Century.*
 2) *Philip II of Macedon: Chaeronea and the Macedonian Hegemony.*
 POMEROY, 369-433; ISOCRATES document.
- 23 April – 1) *A Death in Babylon and the Hellenistic Legacy.*
 2) *Science and Technology in Ptolemaic Alexandria.*
 POMEROY, 489-512; GRUEN article; I MACCABEES segments; websites on the Pharos and Archimedes.
- 25 April – 1) *'The Glory that was Greece...': Philhellenism in the Western Imagination.*
 2) Reflections and Review.
 MACNEICE poem (portions); POMEROY, 513-519.
- 30 April, 12 PM – **FINAL EXAMINATION.**