

Professor: Dr. Eric J. Kondratieff eric.kondratieff@wku.edu (responses w/in 24 hours weekdays only)

COURSE OVERVIEW & LEARNING OBJECTIVES

Using ancient literature, material evidence, and modern scholarship, we will survey ancient Greek history (Neolithic Era to 323 BCE) and the variety of systems by which Greeks organized their societies, especially in the Archaic and Classical periods (800 – 323 BCE). These include: **governmental systems** (monarchy, oligarchy, tyranny, democracy); **economic systems** (redistributive, trade-based, slave-driven); **legal systems** (public/private, criminal/civil); **military systems**; **gender-** and **class-based systems**, etc. We will examine component **microsystems** (households, municipalities) that formed the building blocks of **macrosystems** (city-states), and consider **system-level thinking in policy/decision-making** in, e.g., Sparta and Athens in their defense of Greece and struggle for regional hegemony.

PREREQUISITES: None, but students *should* have successfully completed HIST 101 or 119 or their equivalent.

Colonnade Learning Objectives

In a typical Colonnade – Systems course students will:

- learn about and analyze how systems evolve;
- compare the study of individual components to the analysis of entire systems;
- evaluate how system-level thinking informs decision-making and the sustainability of the system itself.

In History 305 you will:

- learn about and analyze how Greek political, economic, military, religious, and cultural systems evolved and changed in relation to one another;
- analyze and understand how local and regional developments interacted with each other from earliest Greek history to the time of Alexander the Great;
- evaluate what ancient Greeks thought of their place in society and in the world, and how that influenced politics and society.

History Dept. Learning Objectives

An upper-level course, HIST 305 has several objectives.

Upon successful completion of this course, you should be able to do the following:

- identify the general outline of trends and events in Greek history from ca. 2300 to 323 BCE;
- develop interpretive strategies for dealing with unfamiliar primary sources;
- contextualize primary sources of the Greek world, and relate them to broader historical developments;
- learn how professional historians collect and deploy evidence to prove (support) their arguments;
- read and analyze secondary sources (modern scholarly articles) concerning the ancient Greek world; assess the strengths and weaknesses of scholarly argument;
- synthesize primary (ancient) and secondary (modern) material into a concise interpretation of the past.

REQUIRED TEXTS (see also schedule for PDFs on Blackboard)

Pomeroy (and 4 others): *A Brief History of Greece*, 3rd ed. (Oxford 2014; ISBN 978–0199981557)

Nagle (and Burstein): *Readings in Greek History*, 2nd ed. (Oxford 2013; ISBN: 9780199978458)

(And PDFs as assigned and provided to you for free on Blackboard).

COURSE REQUIREMENTS

Item To Be Graded	Points
Quizzes (on course readings, as assigned) 4 x 25 points = 100 points total:	100
Test 1 (over first half of course): Multiple Choice; Match; Map; Short Answer; Essay	100
Test 2 (over second half of course): Multiple Choice; Match; Map; Short Answer; Essay	100
Paper 1 – Critical Analysis of 20pp+ scholarly article on Greek history topic (1000+ words)	100
Paper 2 – Critical Analysis of Ancient Source & Synthesis of Data / Evidence (1000+ words)	100
Paper 3 – Critical Analysis of Ancient Source & Synthesis of Data / Evidence (1000+ words)	100
Total Available Points	600

POINTS = GRADE: 540-600 = A; 480-539 = B; 420-479 = C; 360-419 = D; 0-360 = F

IMPORTANT INFORMATION ABOUT ONLINE COURSES

Although this is a distance education course, you will not be able to take it at your own pace. It is set up with a rigorous schedule of readings, projects, and participation as with any course. Online courses often require a greater time commitment in terms of active participation (especially due to asynchronous, online board discussions), hence, more personal discipline to complete the course successfully. As this is a 3-hour course crammed into 5 weeks instead of 15 semester weeks, the time commitment will be proportionately more intensive.

Reading and Time Management

To be successful in this course, you must read all the assigned materials, participate fully in any assigned discussion boards, and submit writing assignments on time (as per the schedule). Failure to do so can lead to a failing grade, or removal from the class in the case of failure to log on or respond in the first week. So...

- 1) Expect to devote at least 15-18 hours per week to this course, or more if you type, write, or read slowly.
- 2) Be prepared to read up to 150-200 pages of textbook and ancient source materials each week.
- 3) Deadlines for assignments are firm. It is difficult to catch up in a course like this; plan your time accordingly.
- 4) Plan your reading schedule to finish in a timely fashion and participate meaningfully in discussion boards.
- 5) Recognize when you are running into difficulties and consult with your instructor as early as possible.

Technology

- 1) Make sure your computer and software can run the latest version of Blackboard and Tegrity.
- 2) For browsers, Firefox is optimal for Blackboard; Safari is fine; Explorer & Google Chrome not so much.
- 3) Have a back-up plan for internet access (local library or wi-fi café) so you must participate every week.
- 4) Unfamiliar with Blackboard? Take the [orientation courses](http://www.wku.edu/online/orientation/index.php) (www.wku.edu/online/orientation/index.php).
- 5) **Only use official WKU email for correspondence with me; always put HIST 305-M70 in the subject line.**

Due Dates for Assignments, Midterm and Final Exams

All due dates are listed in the schedule below (pages 8-10). Any changes will be announced via WKU email. Check it regularly! Assignments or exams missed without a valid, documented excuse (see ABSENCES-EXCUSED) will receive a zero.

COURSE POLICIES — PARTICIPATION

(On-going, worth 10% or 100 points). Participation is MANDATORY. This includes taking assigned quizzes in a timely fashion, and responding as required to communications from your instructor. For these I will post instructions as/when they come up.

Note: "Missing" class by not participating or by not completing quizzes, tests, and assignments will negatively affect your grade, up to and including failure of the course if participation is particularly low, or if you fail to log onto Blackboard by the first Wednesday of the Session.

Absences—Excused

A student's "absence" from course discussion boards and/or late completion of assessments or late submission of assignments may be excused for the following reasons (with appropriate documentation):

- 1) Serious Accident or Medical Emergency (Documentation = Police report, hospital docs, etc.)
- 2) Death of Immediate Family Member (Documentation = Obituary, funeral program, etc.)
- 3) Scheduled Participation in a WKU Event, e.g., sports, forensics, etc. (Documentation = Letter on official letterhead from WKU coach, ROTC Commander or Faculty Advisor)
- 4) Scheduled Medical/Dental Procedures involving the student (Documentation = Letter on official letterhead, signed and dated by your physician). Inform me of scheduled procedures in writing in the first week of class.

Protracted Absence

If you must leave the university for an unspecified amount of time and will miss a significant number of class sessions, you or your family should contact the Academic Advising and Retention Center at (270) 745-5065 so that an Emergency Notification may be sent to all of your instructors.

Absences—Missed Quizzes or Exams

- 1) Missed tests or exams may be made up only for documented, excused absences (see above).
- 2) Makeup quizzes/exams must be taken on the scheduled makeup day; prepare and schedule time accordingly.
- 3) Students must present appropriate documentation for their absence before they can take a makeup quiz/exam.

COURSE POLICIES — ACADEMIC HONESTY**Academic Honesty:**

Every student is required to demonstrate academic honesty and integrity in all aspects of this course, as outlined in the *Statement on Student Rights and Responsibilities* (WKU 2014–2015 Undergraduate Catalog, 346–7). Violations of this policy include the following (WKU 2014–2015 Undergraduate Catalog, p. 352, Academic Offenses; see also pp. 32–3):

"Academic Dishonesty"—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.

"Plagiarism"—To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism" [See #2, 3].

"Cheating"—No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination."

"Other Type of Academic Dishonesty"—Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction."

Plagiarism in Essays and Other Written Work:

In *all* writing assignments, including quizzes, exams, and formal papers, you *must* avoid any form of plagiarism, including but *not* limited to the following types of plagiarism:

- Submitting previously graded work of your own from this or another course;
- Directly copying or paraphrasing part or all an assignment from another student's work;
- *Directly copying* from print or internet sources of any kind without using quotation and/or proper citation;
- *Paraphrasing* concepts or ideas from print sources or internet websites of any kind without providing proper citation;
- Having *anyone other than yourself* write your paper for you, whether for payment or for free, whether by online services, correspondence services, friends, families, fellow students, anyone at all.
- **Group Work:** The purpose of writing assignments is to develop *your* ability to think critically *as an individual*. Therefore, your work cannot be the result of group work, even at the level of simply discussing the primary sources with fellow students, since you risk having your ideas plagiarized or plagiarizing someone else's ideas. In the case of clear group work the individual assignments, essays, or exams of each student involved will be treated as plagiarized.

Any of the above will result in a zero for the assignment and, possibly, the course. Refer to the links on plagiarism in our *Writing a History Essay* site (on Blackboard) for a fuller discussion of what can and cannot be considered your own work.

Summaries:

The following practices render the essay not your own except for the processes of paraphrasing and summarizing: 1) overusing concepts or ideas from print or web sources, even when cited; or 2) merely paraphrasing or summarizing secondary material and/or the introductory material to primary documents, even when cited. Such essays, because they involve little to no intellectual or analytical work beyond the act of restating someone else's ideas, will also receive a zero.

Exams and Quizzes:

Students who engage in the following practices will receive an automatic failing grade for the *entire* course and be reported to the Office of Student Conduct: Any student who gives, shares, or receives information relating to course material under assessment in an exam or quiz before, during, or after that exam or quiz, whether in verbal, written, or code form; any student who uses an *electronic device of any kind* to retrieve or acquire course-related notes, documents, materials, or other information under assessment during an exam or quiz; any student who engages in any other form of cheating on an exam or quiz.

NOTE:

All student work may be checked using plagiarism detection software, such as Turnitin.com (instructions on Blackboard). Definitions of plagiarism and cheating given on this syllabus, on supplemental handouts, or by written or verbal instruction from the professor are binding on *all* students. See also *Academic Honesty* and *Plagiarism in Essays and Other Written Work*, above.

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 1

Critical Analysis of 20+ pp. scholarly article on EARLY GREEK HISTORY; 1000+ words, 100 points

I. Assignment

This is a formal essay in which you will practice critical analysis of modern scholarship. See below for details.

II. Required reading & Writing

An article from the approved list of peer-reviewed journals archived on **JSTOR**; it **must be at least 20 pages long** (not including bibliography or illustrations), and have been **published after 1995**.

The list of approved scholarly journals (w/internet links) is available in the **Assignments** section of our **Blackboard** website. Use it to gain access to the journals, browse through them, and find an article about an historical person, event, series of events, or problem in EARLY GREEK HISTORY (before and up to 600 BCE) **as noted in section II.1 below**.

1) Find and read a scholarly article:

Choose an article on a person, event, series of events, or problem in the ancient Greek world (down to ca. 700 BCE, e.g., Neolithic, Bronze Age, Iron Age, Geometric Era, or Orientalizing Period). **See Weeks 1- 3 in the Schedule of Topics for Ideas.**

Find an article that covers one of the following areas (see your textbook for ideas/help in this area);

- Archaeology / material culture of early Greece (any period down to ca. 600 BCE);
- Historiography in Greek history, any period down to ca. 600 BCE (such articles focus on our source authors);
- Historical problems of the early Greek world (for instance, the historicity of the Trojan War; social and/or political organization in early Greek societies before 500 BCE; Greek religious practices; etc., etc.). Not sure about a topic? Run it by your professor before you start writing about it (which means it is VERY important to get an early start on this project).
- Persons of note — men or women — in Greek history down to ca. 600 BCE
- Political, economic or military crises / changes in Greek history down to ca. 600 BCE.

2) Write a formal essay:

In your essay, you will briefly summarize AND critically assess the article in terms of its overall argument and effectiveness in persuading the reader (you) to the author's viewpoint. To indicate that you have understood and critically evaluated the author's argument, you must answer all of the following guiding questions (note that the first one refers to the required summary). Be sure to back up your evaluation with specific references from your text in Chicago-style footnotes (for which see the WKU History Department Style Sheet for Citations on Blackboard).

a) Guiding Questions:

Use evidence from the article to answer all of the following questions:

- ___ What is the central argument of the text in question? Summarize the argument in 300 words or less (papers that are mostly summary receive few points).
- ___ Where does the author place his/her argument in relation to other scholarship in his/her topic?
- ___ What does the author claim his/her project provides in terms of advancement in his/her field of study?
- ___ In what ways does the author comment on/correct the work of other authors in his/her field? Give examples.
- ___ How well does the author use evidence (ancient or modern) to support his/her argument? Give examples.
- ___ How persuasive was the author in his/her overall argument / essay? Explain, giving examples.
- ___ Offer your assessment of how other researchers might benefit from reading this article.

b) Citation, etc:

- ___ Include a full **JSTOR** URL in your first, Chicago style footnote (author and page number only for subsequent footnotes).
- ___ Attach to your paper a hard copy of the article you reviewed when you turn in your assignment on the due date.

Papers 1, 2, & 3 must be submitted via Turnitin.com. Please see the instructions on Blackboard.

ASSIGNMENTS**INSTRUCTIONS FOR PAPERS 2 & 3**

Critical Analysis of Primary Sources (in translation) + Synthesis of Data / Evidence; 1000+ words, 100 points ea.

For this essay, you will choose from a set of prompts / assignments in a folder in the Assignments section on Blackboard. Be sure to follow the prompt instructions closely, answering all questions, citing all evidence (quoted and/or summarized in your own words). The prompts will guide you through the process of reading, evaluating, analyzing, and writing about ancient Greek literary sources in translation

HOW TO ANALYZE A PRIMARY SOURCE

(from <http://apps.carleton.edu/curricular/history/study/primary/>)

When you analyze a primary source, you are undertaking the most important job of the historian. There is no better way to understand events in the past than by examining the sources--whether journals, newspaper articles, letters, court case records, novels, artworks, music or autobiographies--that people from that period left behind. Each historian, including you, will approach a source with a different set of experiences and skills, and will therefore interpret the document differently. Remember that there is no one right interpretation. However, if you do not do a careful and thorough job, you might arrive at a wrong interpretation.

In order to analyze a primary source you need information about two things: the document itself, and the era from which it comes. You can base your information about the time period on the readings you do in class and on lectures. On your own you need to think about the document itself. The following questions may be helpful to you as you begin to analyze the sources: Look at the physical nature of your source. This is particularly important and powerful if you are dealing with an original source (i.e., an actual old letter, rather than a transcribed and published version of the same letter). What can you learn from the form of the source? (Was it written on fancy paper in elegant handwriting, or on scrap-paper, scribbled in pencil?) What does this tell you?

- 1) Think about the purpose of the source. What was the author's message or argument? What was he/she trying to get across? Is the message explicit, or are there implicit messages as well?
- 2) How does the author try to get the message across? What methods does he/she use?
- 3) What do you know about the author? Race, sex, class, occupation, religion, age, region, political beliefs? Does any of this matter? How?
- 4) Who constituted the intended audience? Was this source meant for one person's eyes, or for the public? How does that affect the source?
- 5) What can a careful reading of the text (even if it is an object) tell you? How does the language work? What are the important metaphors or symbols? What can the author's choice of words tell you? What about the silences--what does the author choose NOT to talk about?

Now you can evaluate the source as historical evidence.

- 1) Is it prescriptive--telling you what people thought should happen--or descriptive--telling you what people thought did happen?
- 2) Does it describe ideology and/or behavior?
- 3) Does it tell you about the beliefs/actions of the elite, or of "ordinary" people? From whose perspective?
- 4) What historical questions can you answer using this source? What are the benefits of using this kind of source?
- 5) What questions can this source NOT help you answer? What are the limitations of this type of source?
- 6) If we have read other historians' interpretations of this source or sources like this one, how does your analysis fit with theirs? In your opinion, does this source support or challenge their argument?

Remember, you cannot address each and every one of these questions in your presentation or in your paper, and I wouldn't want you to. You need to be selective.

— By Molly Ladd-Taylor, Annette Igra, Rachel Seidman, and others at Carleton College.

Additional guides for studying history may be found at [Carleton College's History Study Guides webpage](http://apps.carleton.edu/curricular/history/study/) (<http://apps.carleton.edu/curricular/history/study/>)

Papers 1, 2, & 3 must be submitted via Turnitin.com. Please see the instructions on Blackboard.

ASSIGNMENTS

PROPER CITATION OF SOURCES

Using Chicago style PLUS Standard Citation Styles for Modern and Ancient Authors:

Citing MODERN Authors:

First footnote must be a complete Chicago style footnote (i.e., full bibliographic entry); in subsequent footnotes for that work, you need to cite only the author and page number.

Citing ANCIENT Authors:

First footnotes must be complete Chicago style footnotes, *including* the appropriate source citation as below; subsequent footnotes cite only Author, Work, Book and Chapter as below. The first example is from Plutarch's biographies (for instance, on Tiberius Gracchus): Your first footnote should look like this (the footnotes are in blue here *only* to make them stand out better; use black on your paper):

¹ Herodotus, *The Histories*. P. Mensch, translator (Hackett 2014): 1.56.

Note: The "1.56" refers to "Chapter 56" in Book 1. Because different translations have different pagination, you should *never* cite ancient authors by page number, but by the book / chapter divisions established centuries ago. Your second footnote for the same author and work should look like this. Note that Plutarch's name and the title of his biography are now abbreviated according to standard scholarly usage:

² Hdt. 1.58

For a book that has selections from multiple ancient authors, such as Nagle and Burstein's "Readings" used in this course, footnotes should follow the format below. The example is Hesiod's *Works and Days*:

¹ Hesiod, *Works and Days* in D. B. Nagle and S. M. Burstein, eds., "Early Greece," Chapter 1 in *Readings in Greek History: Sources and Interpretations*, 2nd ed. (Oxford 2013) 19 – 20.

² Hesiod, *Works and Days*, 21.

Note that the two Hesiod citations (for *Works and Days*) are found in Nagle and Burstein's *Readings* on pages 19-20 and 21. But in both cases, you would cite by book and chapter divisions as found in any translation of Appian's work. The only time to put in page numbers is for the first footnote, showing the pages on which the selections from Book 1 may be found.

NOTE: Be sure to distinguish between the introductory material before each selection written by Nagle, and the source itself.

Finally, some additional examples of ancient author / work abbreviations (bolded) from several authors whose work you will encounter over the course of the semester:

Plut. *Lyc.* 26.2 = Plutarch, *Lycurgus*, ch. 26.2

Citation abbreviations for Plutarch's biographies also include:

Sol. = *Life of Solon*

Nic. = *Life of Nicias*

Them. = *Life of Themistocles*

Alc. = *Life of Alcibiades*

Per. = *Life of Pericles*

Alex. = *Life of Alexander*

Citation abbreviations for Plutarch's biographies also include:

Hom. *Il.* 4.181–193 = Homer, *Iliad*, Book 4, lines 181–193; *Od.* = *Odyssey*

Hdt. 5.44.1 = Herodotus, *Histories*, Book 5, ch. 44, section 1.

Thuc. 1.1.2 = Thucydides, *History of the Peloponnesian War*, Book 1, ch. 1, section 2.

Note: if an author wrote only one work, you need not mention the work itself when citing it, just author, book.chapter.section.

Acceptable Fonts:

Papers must be written in Times or Times New Roman (12 pt), *or* Palatino (11 pt) and double-spaced.

Papers 1, 2, 3b & 3d must be submitted via Turnitin.com. Please see the instructions on Blackboard.

ASSIGNMENTS – EVALUATION RUBRIC

Thesis:

Do you present a thesis that is easily identifiable, plausible, and clear?

Use of Evidence:

Do you support your argument with relevant evidence and examples drawn from primary sources? Properly integrate examples into your discussion? Provide accurate and relevant factual information? Cite your sources at all times?

Logic and Argumentation:

Does your argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?

Identification of Ethical Issues:

Do you identify and objectively discuss the assumptions and implications of differing ethical perspectives in your material?

Structure:

Do you organize your argument to provide appropriate support for your thesis? Do you include clear and logical transitions from point to point in your argument? Do your paragraphs provide clear and logical support for your topic sentences?

Mechanics:

Is your diction, punctuation, and grammar correct? Do you use the correct citation format for all of your sources?

Citations:

Do you **always** cite the ancient evidence and modern scholarship used to support your essay, whether quoted *or* summarized?

STUDENTS WITH DISABILITIES

Western Kentucky University's Disability Accommodations Statement: *In compliance with university policy, Students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Disability Services, located in the Student Success Center in DUC A-200 in Downing University Center, telephone 270-745-5004 and TTY, 270-745-3030. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.*

ASSISTANCE FOR STUDY SKILLS AND ESSAY WRITING

If you require additional academic assistance with this course, several places can provide you with help. The Writing Center will be open at the Commons at Cravens Library. It also offers online consultations for students who live at a distance or who cannot visit during operating hours. Writing Center tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you structure your essay, clarify your purpose, strengthen logic and support, integrate/credit sources properly, edit for clarity and correctness, etc. They will *not* revise or edit the paper for you.

See instructions on the [writing center website](http://www.wku.edu/writingcenter) (www.wku.edu/writingcenter) for making online or face-to-face appointments or call (270) 745-5719 during operating hours (TBD for the Summer Sessions).

MARK YOUR CALENDAR WITH THESE IMPORTANT DATES ("B6" session)

- June 12** First day of class
- June 14** Last day to **add** a class
 - Last day to **drop** a class without a grade and receive a 100% refund
 - Last day to **change** a class from Audit to Credit
- June 15** Last day to **drop** a class without a grade and receive a 50% refund
- June 16** Last day to **drop** a class without a grade and receive a 25% refund (no refunds *after* May 23)
- June 30** Last day to **withdraw** from a class with a "W"
 - Last day to **change** from Credit to Audit
- July 21** Final Exam Deadline
- July 25** Grades Due
- July 26** Updated GPA available on Topnet

COURSE SCHEDULE for WEEKS 1 & 2
 (Subject to modification at the Instructor's discretion)

Lesson Topics, Readings, Assessments, and Written Assignments

UNIT I: BRONZE AGE TO THE END OF THE ARCHAIC ERA (2300 — 480 BCE)

WEEK 1 (6/12 – 6/18)

1) INTRODUCTION TO SOURCES: Material & Literary Evidence

Pomeroy xvii–xxv, 3–12

Nagle Introduction to page xxv

2) EARLY GREECE AND THE BRONZE AGE: From Neolithic Villages to Late Bronze Age Palace Systems

Pomeroy 13–39

Nagle 2 – 9 = § 1A (Docs on Greece in the Second Millenium B.C.)

Homer Extracts § 1 (Odysseus' Adventures in Troy & Egypt: PDF on Blackboard)

3) THE GREEK DARK AGES: Decline of Palace Systems, Rise of the *Polis* (11th – 8th centuries BCE)

Pomeroy 41–58

Homer Extracts § 1–2 (Odysseus in Egypt; A Hero's Funeral: PDF on Blackboard)

4) RENAISSANCE & REVOLUTION: Trade, Colonization, and the Effects of Cultural Contacts

Pomeroy 58 – 66

Homer Extracts § 3–4 (Odysseus in the Land of the Cyclops; Traders and Slaves: PDF on Blackboard)

—> **ONLINE QUIZ 1** (Available from Thursday of Week 1 to Tuesday of Week 2 = **June 15 – 20**)

WEEK 2 (6/19 – 6/25)

5) ARCHAIC GREEK SYSTEMS I: The Rise of the *Polis* System at Home and Abroad

Pomeroy 67 – 74

Homer Extracts § 5–8 (Shield of Achilles and Proto-*polis* life in Homer: PDF on Blackboard)

Nagle 9–29 = § 1B–1F (The *Polis*; Life in the Early *Polis*; Colonization)

6) ARCHAIC GREEK SYSTEMS II: Aristocratic Warriors, Citizen Soldiers, and the Rise of Tyranny

Pomeroy 74 – 83

Homer Extracts § 9–11 (Guest Friendship; Aristocratic Life in Homer: PDF on Blackboard)

Nagle 29–35, 47–55, 59–71 = § 1G–1H, 2A–2C and 2E–2F3 (Docs on Aristocratic Life & Tyrants)

7) ARCHAIC GREEK SYSTEMS III: Panhellenic Culture, Inter-Polis Rivalry, and Greek Identities

Pomeroy 83–98

Gates 238–251 (Greek Sanctuaries – Delphi and Olympia: PDF on Blackboard)

Homer Extracts § 12–13 (Early Athletic Competition, Funeral Games: PDF on Blackboard)

Nagle 42–45 = § 1J (The Role of Athletics in Creating Social Status at Home and Abroad)

—> **ONLINE QUIZ 2** (Available from Thursday of Week 2 to Tuesday of Week 3 = **June 22 – 27**)

—> **PAPER 1** (Critical Analysis of Scholarly article) **DUE BY 11 pm, MONDAY of WEEK 3 (June 26)**

See Page 4, above, for instructions.

COURSE SCHEDULE for WEEKS 3 & 4
(Subject to modification at the Instructor's discretion)

Lesson Topics, Readings, Assessments, and Written Assignments

WEEK 3 (6/26 – 7/2)

Reminder —> PAPER 1 (Critical Analysis of Scholarly article) DUE BY 11 pm, MONDAY of WEEK 3 (June 26)

8) ARCHAIC GREEK SYSTEMS IV: Sparta's Slave-Supported Military State

Pomeroy 99–120

Nagle 35–42 = § 1I (The Hoplite *Polis* = extracts from **Xenophon**, *Spartan Constitution*)

Aristotle *On the Spartan Constitution* (PDF on Blackboard)

(Optional: **Plutarch** *Life of Lycurgus* [PDF on Blackboard])

9) ARCHAIC GREEK SYSTEMS V: Constitutional Systems of Early Athens — Oligarchy, Tyranny, and Democracy

Pomeroy 121 – 136

Aristotle *Athenian Constitution* Part I, § 1-21 (Draco to Cleisthenes, PDF on Blackboard)

Plutarch, *Life of Solon* (PDF on Blackboard)

Herodotus 1.29-33, 1.59-64, 5.55-78 (Selections on Athens, PDF on Blackboard)

10) MACROSYSTEMS ABROAD: The Persian Empire

Pomeroy 136 – 138 (Rise of Persia); review 92-93 on Herodotus

Nagle 78 – 84 = Chapter 3 Intro on Herodotus and § 3A (Persian Documents)

11) THE GRECO-PERSIAN WARS: Warfare and the Consequences of Systems-based Decision Making

Pomeroy 138 – 151 (Greco-Persian Wars)

Nagle 85 – 109 = § 3B – 3C (Selections from Herodotus on the Persian Wars)

—> ONLINE MIDTERM EXAM (Available from Wednesday of Week 3 to Wednesday of Week 4 = Jun 27 – Jul 5)

Midterm Exam must be taken in a proctored setting. See Blackboard Announcements for details.

UNIT II: THE CLASSICAL PERIOD (480 – 323 BCE)

WEEK 4 (7/3 – 7/9)

12) FROM REGIONAL POWER TO EMPIRE: Athens and the Delian League

Pomeroy 152-60, 198-200, 206-211

Nagle 158–174 = Chapter 5 Intro and § 5A–5C2 (Delian League to Athenian Empire)

13) FIFTH-CENTURY ATHENS, Part 1: The Physical *Polis* and Its Democratic Institutions

Pomeroy 160-170, 182-194

Nagle 175–182 = § 5C3 (Pericles on Athens' Democracy = **Thucydides** 2.34-46, on Blackboard)

Aristotle *Athenian Constitution* Part II, § 22-27 on Pericles; Part IV § 42-68 on Athenian govt (PDF on Blackboard)

Old Oligarch, "A Negative (Satirical) View of Athenian Democracy" (PDF on Blackboard)

[Optional, but highly recommended: **Plutarch**, *Life of Pericles* (PDF on Blackboard)]

14) FIFTH-CENTURY ATHENS, Part 2: Literature and the Arts

Pomeroy 163 – 170, 185 – 211

Nagle 204 – 216 = Chapter 6 Intro § 6A – 6C (Intellectual Developments in Athens)

—> ONLINE QUIZ 3 (Available from Thursday of Week 4 to Tuesday of Week 5 = July 6 – 11)

—> PAPER 2 (Critical Analysis Selection) DUE BY 11 pm, MONDAY of WEEK (July 10)

COURSE SCHEDULE for WEEKS 5 & 6
 (Subject to modification at the Instructor's discretion)

Lesson Topics, Readings, Assessments, and Written Assignments

WEEK 5 (7/10-7/16)

REMINDER —> PAPER 2 (Critical Analysis Selection) DUE BY 11 pm, MONDAY of WEEK 5 (July 10)

15) FIFTH-CENTURY ATHENS, Part 3: *Oikos & Polis* (Household and State)

Pomeroy 170 – 181

Nagle 110–143 = § 4A–4D (Docs. on Families and Households; Husbands and Wives; Slavery; and Morality)

Aristotle *A Good Wife* (PDF on Blackboard)

16) THE PELOPONNESIAN WAR: The Evolution of Systems-Level Policy-Making in Times of Conflict

Pomeroy 211 – 245

Nagle 175 – 197 = § 5C3 – 5E (Selections on the Peloponnesian Wars... yes, **wars**; there were two of them)

17) SYSTEMS COLLAPSE: Athens in Defeat; Socrates on Trial; Fourth Century *Polis* in Decline

Pomeroy 247 – 281

Nagle 219 – 222 = § 6D (Socrates); also 239 – 256 = § 7B – 7C (Selections on the Greek World in the 4th c. BC)

Plato *Defence of Socrates* (PDF on Blackboard)

WEEK 6 (7/17-7/21) SHORT WEEK

—> PAPER 3 (Critical Analysis Selection) DUE BY 11 pm, MONDAY of WEEK 6 (July 17)

18) FOUNDATIONAL SYSTEMS OF MACEDONIAN IMPERIALISM: Philip II and the Rise of Macedon

Pomeroy 253 – 259, 283 – 300

Nagle 227 – 238, 257 – 264 = § 7A, 7D (Selections on the Warfare and the Rise of Philip of Macedon)

Aeschines *On the Embassy* (PDF on Blackboard)

Plutarch, *Life of Alexander*, Chapters 1-10 (PDF on Blackboard)

19) CONQUEST, COLLAPSE, AND CREATION: Alexander, Persia, and the New (Hellenistic) World Order

Pomeroy 301 – 325

Nagle 265 – 285 = § 7E – 7I (Selections on Alexander and his legacy)

(Optional: **Plutarch** *Life of Alexander*, Chs. 11-77: PDF on Blackboard])

(Optional: **Arrian** *Campaigns of Alexander*, Selections: PDF on Blackboard)

—> ONLINE FINAL EXAM (Available from Tuesday to Sunday of Week 6 = July 18 – 23)

Final Exam must be taken in a proctored setting. See Blackboard Announcements for details.