

WKU HIST 305–711: *Ancient Greece*, Spring 2021, Tu/Th 9:35 – 10:55 a.m.

Instructor: Dr. Eric Kondratieff

Office: Cherry Hall 224C (Online only this semester)

Office Hours: TBA / Email responses w/in 24hrs Mon-Fri only.

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COURSE OVERVIEW & LEARNING OBJECTIVES

In this course, we will survey ancient Greek history from the Neolithic Age to ca. 30 BCE, focusing on the variety of systems the Greeks developed to organize their societies in the Archaic, Classical, and Hellenistic periods (750 – 100 BCE). This includes governmental systems, economic systems, legal systems, military systems, and gender- and class-based systems of activities, etc. We will also examine component microsystems (households) that formed the building blocks of macrosystems (city-states and kingdoms). And, we will consider system-level activity in policy and decision-making in, e.g., Sparta and Athens in their defense of Greece and struggle for regional hegemony.

PREREQUISITES: Students *should* have successfully completed, at a minimum, HIST 101 or 102 or its equivalent.

We will use readings, zoom meetings, and (occasionally) pre-recorded lectures and discussion boards to learn about major phases and themes in Greek History. One basic question all historians ask is, “How and why did *this* develop from *that*?” Class assignments are designed to help you answer this question for various ideas and institutions, thereby strengthening your grasp of historical perspective and causation. This course requires you to think analytically about how the Greeks created and adapted their societies and institutions to respond to challenges and opportunities.

This **ONLINE** class differs from traditional lecture courses because emphasis is placed on the student’s consistent, active engagement with the course material. Thus, students will be responsible for reading and comprehending information presented in the textbooks and other assigned readings and visual materials. Students will discuss, write about, and take quizzes and tests on this material via Blackboard and SafeAssign.

Colonnade Learning Objectives:

In a Systems course in the Colonnade program students will:

- analyze how systems evolve;
- compare the study of individual components to the analysis of entire systems;
- evaluate how system-level thinking informs decision-making, public policy, and/or 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;
- understand how local, regional, and Mediterranean-wide developments influenced with each other;
- evaluate how ancient Greeks conceived of their place in the world, and how that shaped Greek politics *and* society.

History Department Learning Objectives:

As an upper-division course, HIST 306 has multiple objectives. Upon completing this course, you will be able to:

- identify major trends in Greek history, ca. 2300 to 30 BCE;
- contextualize primary sources produced in the Greek period and relate them to broader historical developments;
- develop sound investigative and interpretive strategies for dealing with unfamiliar primary sources;
- read and understand scholarly articles on the Greek world;
- understand how professional historians collect and deploy evidence to prove (support) their arguments;
- assess the strengths & weaknesses of a scholarly argument;
- synthesize primary (ancient) and secondary (modern) material into a concise interpretation of a past event or problem.

REQUIRED TEXTS

Pomeroy (et al.): *A Brief History of Ancient Greece: Politics, Society & Culture*. 4th ed. (Oxford 2019; ISBN 9780190925307)

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

Herodotus *The Histories*, transl. R. Waterfield (Oxford 2008; ISBN 9780199535668)

ALL 3 BOOKS ARE SOLD AS A BUNDLE under this ISBN: 9780197532614

NOTE: Assigned readings listed as “PDF on Blackboard” accessible on Blackboard: HIST305-001: Content — Readings

COURSE REQUIREMENTS

Items to Be Graded

Participation: Zoom Meetings & Discussion Boards (ongoing, as announced)	100	12.5%
Reading Quizzes (approx. 10 online: multi-choice, match, etc., worth 10 pts. each)	100	12.5%
Midterm Exam (Multi-choice, T/F, I.D.s, Essay):	100	12.5%
Final Exam (Multi-choice, T/F, I.D.s, Essay):	100	12.5%
Paper 1 – Critical Analysis of 20pp+ scholarly article on Roman <u>history</u> (1000+ words):	100	12.5%
Paper 2 – Critical Analysis of Ancient Source & Synthesis of Evidence (1000+ words):	100	12.5%
Paper 3 – Critical Analysis of 20pp+ scholarly article on Roman <u>social history</u> (1000+ words):	100	12.5%
Paper 4 – Critical Analysis of Ancient Source & Synthesis of Data / Evidence (1000+ words):	100	12.5%
Total Available Points	800	100%
GRADES: 720-800 = A; 640-719 = B; 560-639 = C; 480-559 = D; <480 = F		

REQUIREMENTS

Participation / Attendance / Online Discussion Boards

FOR ONLINE COURSES (DISCUSSION BOARDS ON BLACKBOARD): To engage with your fellow students, you will participate actively in Discussion Boards on Blackboard (when assigned). Your response to discussion questions should add substance, request clarification, or challenge assertions. Your posts and responses must include at least one original contribution (100+ words) and one substantial, thoughtful response (50+ words) to another student's post.

Posts that will *not* receive credit include those that boil down to "I agree" or "I disagree"; "Great conclusion"; "I never thought of that" and/or simple quotations from or restatement of the question without substantive discussion or interpretation. Quotation does *not* count toward word total.

Timing: You must first write your own post to gain access to your fellow students' posts. You should read all of your fellow students' posts on the Discussion Board before responding to at least one of them. *At least one day (24 hours) must elapse between your original post and your response(s) to other students.*

Write your original post in a timely fashion as indicated by the schedule (or as advance notice occurs). Late posts are made in isolation and do not contribute to the debate; once the deadline has passed, so has the chance to earn points.

Discussion Etiquette: WKU is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought and opinion. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene as I monitor the dialogue in this course.

- If you disagree with someone, respond to the subject/issue, not the person (no personal attacks).
- Never post harassing, threatening, embarrassing, sexually explicit, harmful or abusive comments.
- Never post content that is potentially offensive or vulgar regarding racial, ethnic, gender, or religious identity or issues.
- Never post, transmit, promote, or distribute content that is known to be illegal.

Quizzes (12.5%):

There will be **approximately 10 quizzes (10 pts each)** based on the assigned readings. Always read assigned material *in advance of the date on the schedule*. Using the study questions posted on Blackboard can help you prepare.

Exams (25%):

Both exams are in mixed format (may include T/F, multiple choice, match; short I.D.s, short and/or long essays. They are to be taken online. You may be required to use **Respondus Lockdown Browser** for the exams. Each will draw on material in the textbook, primary readings, and other online materials (e.g., prerecorded lectures and other assigned items). Study guides will be provided at least one week in advance of the exams.

WRITING ASSIGNMENTS Part I

INSTRUCTIONS FOR PAPER 1 and PAPER 3 (12.5% each)

This is a formal essay in which you will practice critical analysis of modern scholarship in a 20+ page scholarly article on Greek History (Paper 1) and Greek Social Relations (Paper 3); 1000 – 1200 words, 100 pts

PAPER 1: Analyze a scholarly article from JSTOR on some aspect of Sparta OR the ancient Olympic Games.

Choose an article about any aspect of Spartan history (pre 300 BCE) OR of the Olympic Games and their history.

The article you choose should cover at least one of the following areas for the period 700-350 BCE:

- Historical problems or controversies about **Sparta** OR the Olympic Games
- Spartans of note in the period, e.g., Lycurgus, Leonidas.; OR Olympic victors, e.g., Kimon of Athens, Milo of Kroton.
- Political, Military, or Economic issues in Sparta; OR politicization and military interruption of the Olympica games.

PAPER 3: Analyze a scholarly article from JSTOR on Athenian social relations (family; sex; gender; slavery; etc.)

Choose an article about a social relations system or problem *of the type discussed in the textbook or in class*.

The article you choose should cover at least one of the following areas:

- Archaeology / material culture of social relations and economy, e.g., homes, villas, city organization, roads, trade, etc.
- Historical problems / controversies about, e.g., women, children; slaves, freedmen; racial, ethnic, or sexual identity.
- Issues of becoming or identifying as Roman, non-Roman or somewhere in-between (e.g., ethnic and civic identity).

How to find an article to meet the assignment:

There are two ways to find an article: perform a key word search for, e.g., “Sparta” or “Greek Slavery” or “Greek Sexuality” in the [Classical Studies section of JSTOR's website](http://www.jstor.org.libsrv.wku.edu/subject/classicalstudies) (<http://www.jstor.org.libsrv.wku.edu/subject/classicalstudies>); or, access and browse the tables of contents of approved peer-reviewed journals (listed on Blackboard: Writing Assignments). *In all cases, your article must come from one of the approved peer-reviewed journals.*

Your article must be at least 20 pages long (not including bibliography or illustrations), and published after 2000. It must also be an original piece of scholarly work with its own central argument (NOT a book review, even if in an approved journal; papers based on book reviews will receive a zero for the assignment).

Once you have found and read your article, write a formal essay in which you: BRIEFLY summarize AND critically assess the article in terms of 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 guiding questions below. Back up your evaluation with specific references from your text in Chicago-style footnotes (for which see “Proper Citation” in “Writing Assignments” on Blackboard).

Guiding Questions for BOTH Papers:

Using evidence from the article, answer the questions below. Include a proper introduction & thesis statement.

- ___ Summarize the author's main argument in no more than 200 words (papers that are mostly summary receive low grades).
- ___ What does the author claim his/her article does to advance this field of study? (e.g., s/he might claim to provide a better understanding of Carthaginian tactics, Roman manpower, etc.). Read the footnotes; they often contain key information!
- ___ In what ways does the author comment on/correct the work of other scholars in this field of study? Give brief examples.
- ___ In what ways does the author use ancient evidence to advance or support his/her argument? Give brief examples.
- ___ To what extent is the author *persuasive*? Explain, giving examples of their argument's strengths and weaknesses in logic.
- ___ Write a conclusion on your findings and an assessment of how others researching the topic might benefit from *this* article.
- ___ **Note on Citation:** Include a full JSTOR URL in your first Chicago-style footnote. Provide proper citations for quotes and paraphrased material (Questions? See “Proper Citation” in “Writing Assignments” on Blackboard).
- ___ **Upload a PDF of the article you reviewed** when you upload your assignment to SafeAssign.

WRITING ASSIGNMENTS Part II

INSTRUCTIONS FOR PAPER 2 (12.5%)

Critical Analysis of Ancient Source + Synthesis of Data/Evidence: 1000-1200 words, 100 points (10%)

In this formal essay you will practice critical analysis of conflicting source materials about an axial period in Athenian history. **You will restrict your reading / research / discussion to the assigned primary source materials:** this assignment is an exercise in close reading and critical thinking about, and interpretation of, *ancient* documents (in translation). *You will not need to read or refer to works other than the assigned sources.* Your essay *must* have a focused introduction, and a conclusion that reviews your findings and states what these documents tell us about Athenian social-political life in the 6th c. BCE. **Choose and complete one of the two options, A or B, below.**

PAPER 2, OPTION A:

Social & Political Reform in Athens, ca. 594 BCE

READING: Plutarch's *Life of Solon*; Aristotle, *Athenian Constitution* 5-13 (you must use BOTH documents equally).

OBJECTIVE: To learn about Solon's efforts to reform Athens' struggling economic, political, and judicial system; also, to detect biases inherent in the genre of biography, which is often our only source for historical persons and events.

BACKGROUND: Tradition holds that Solon was elected *archon* (chief magistrate) in 594 BCE to institute reforms that would free Athenian society from civil conflict arising from systemic economic, political, and judicial inequities. The best sources, Aristotle's *Athenian Constitution* and Plutarch's biography, were written centuries after Solon's life; both authors had access to earlier sources, including Solon's own writings. Aristotle, however, was interested in the broad scope of Athenian history, while Plutarch wished to provide moral examples to potential leaders in his day.

WRITE AN ESSAY answering these questions. Answer by using and citing material from the primary sources.

- ___ What reforms did Solon implement to deal with systemic land, debt, and political problems? Why?
- ___ What response did his laws elicit from rich and poor Athenians? Explain their positions as noted in the sources.
- ___ Can Solon's reforms be seen as a step toward a more democratic society? If so, how? If not, why not?
- ___ Where can *you* detect in this account bias, positive or negative, from Plutarch? Provide some examples, and discuss how they affect *your* impression of Plutarch's accuracy and/or reliability in relation to Aristotle's account.

Be specific in your answers. Provide **footnote** citations from your readings (e.g., Plut. *Solon* 3, Aristot. *Ath. Pol.* 11).

PAPER 2, OPTION B:

Tyranny in Athens, 561-526 BCE

READING: Herodotus 1.59-64; Aristotle, *Athenian Constitution* 13-17 (you must use BOTH documents equally).

OBJECTIVE: To detect underlying social pressures in political systems that allowed "grassroots" leaders to seize power.

BACKGROUND: Peisistratus succeeded, after three attempts, in establishing a dynastic tyranny and a hybridized political system that lasted until the end of the 6th-c. BCE which, ironically, contributed much to the development of both Athens (the city) and early democracy. One of the rival factions competing against Peisistratus for leadership in Athens was headed by Megacles, the head of the powerful Alcmeonid family (the family of Cleisthenes, the great "democratic" reformer).

WRITE AN ESSAY answering these questions. Answer by using and citing material from the primary sources.

- ___ What appear to have been the strengths and weaknesses of the Athenian political system in the mid-6th c. BCE?
- ___ Which groups in Athenian society did Peisistratus call upon in his three attempts to establish a tyranny? Why?
- ___ How does Aristotle's account of Peisistratus' rise to power overlap with, or differ from, Herodotus' account?
- ___ What did Peisistratus accomplish with respect to Athenian judicial, economic, religious and cultural systems that caused people to look back on his tyranny as a 'golden age.' Use evidence from *both* accounts.

Be specific in your answers. Provide **footnote** citations from your readings (e.g., Hdt. 1.59, Arist. *Ath. Pol.* 14).

WRITING ASSIGNMENTS Part III

INSTRUCTIONS FOR PAPER 4

Critical Analysis of Ancient Source + Synthesis of Data/Evidence: 1000-1200 words, 100 points (10%)

Options for paper 4 (another Primary Source analysis like Paper 2) will be posted on Blackboard. Stay tuned.

EVALUATION RUBRIC

Title: Does your title indicate the main argument of your paper? (**never** use "Essay 1" or "History Paper" etc.)

Thesis: Is your thesis easily identifiable, plausible, and clear? Does it indicate what your paper will argue?

Use of Evidence: Do you use relevant, accurate, historical evidence and examples from ancient and/or modern sources to support your argument? Do you properly integrate it into the discussion?

Logic & Argumentation: Do you construct a reasonable, sound argument to support your thesis? Does your argument flow logically and clearly from point to point? Does each paragraph provide appropriate support for its topic sentence?

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

Length: Do you meet or exceed the minimum word count for the assignment? (*Note: Word count does not include footnotes and source quotations; neither should be used as "filler" or "fluff"*).

Citations: Do you cite ancient and modern evidence, whether quoted or summarized, in your own words? For instructions on proper citation, see "Proper Citation" in "Writing Assignments" on Blackboard.

PROPER CITATION OF SOURCES

CITING MODERN AUTHORS Using Chicago Style for 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, title (shortened if particularly lengthy), and page number.

To learn Chicago-style citation, visit: <https://www.easybib.com/guides/citation-guides/chicago-turabian/footnotes/>

CITING ANCIENT AUTHORS Using Chicago Style for Ancient Authors

First footnotes must be complete Chicago-style footnotes, *including* the appropriate source citation; for subsequent footnotes, cite only Author, Work, Book and Chapter. Here is what the first footnote for Herodotus should look like:

¹ Herodotus, *The Histories*. Translated by Robin Waterfield. Edited with an introduction and notes by Carolyn Dewald (Oxford: Oxford University Press, 2008): Hdt. 1.56.

Note: The "1.56" refers to Book 1, Chapter 56. Since different translations have different pagination, normally **you should not cite ancient authors by page number, but by the book and chapter divisions established centuries ago**. Your *second* footnote for the same author and work should look like the one below. Note that Herodotus' name is abbreviated according to scholarly standards; since he only wrote one work that survives, you need not include it.

² Hdt. 1.58 = Herodotus [*Histories*] Book 1, chapter/section 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 (other "Source Books" should be treated similarly). The example is Hesiod's *Works and Days*, for which Nagle & Burstein provide no divisions, *in which case the use of page numbers is allowed*:

¹ Hesiod, *Works and Days* in D. Brendan Nagle and Stanley M. Burstein, eds., *Readings in Greek History: Sources and Interpretations*, 2nd ed. (New York and Oxford: Oxford University Press, 2013), 19 – 20.

² Hesiod, *Works and Days*, p. 21.

To reiterate: the two Hesiod *Works and Days* citations are found in Nagle's *Readings* on pages 19-20 and 21. But in most cases, you would also be able to cite by book and chapter divisions as found in almost all translations of ancient sources.

Hom. Il. 4.181–193 = Homer, *Iliad*, Book 4, lines 181–193 **Plut. Lyc. 26.2** = Plutarch, *Lycurgus*, ch. 26, section 2

For additional abbreviations of ancient authors:

Oxford Classical Dictionary website page on abbreviations: <https://oxfordre.com/classics/page/abbreviation-list/>

COURSE POLICIES: COURSE RULES

Class Citizenship

For Online Courses: Please see above on "Discussion Etiquette."

Absences — Excused

For online courses, "absences" occur when a student misses assignment due dates. With proper documentation an absence may be excused (and missing work, quizzes, or exams made up) for the following reasons:

- **Serious accident, illness or medical emergency involving you or your legal dependent(s).** Documentation: Original police report, hospital documents, doctor's letter, etc.
- **Scheduled medical or dental procedures for you or your legal dependent(s).** Documentation: Original letter on official letterhead, signed and dated by the attending physician or dentist.
- **Scheduled participation in a WKU-sponsored event.** Documentation: Original letter on WKU letterhead signed by your WKU coach, ROTC Commander or Faculty Advisor.
- **Death of a family member.** Documentation: Original funeral program and/or obituary.

Absences — Extended:

If you must leave WKU and / or miss classes for an unspecified period due to medical issues, you or your parent should ask Academic Advising & Retention (270-745-5065) to send an Emergency Notification to *all* of your instructors

Policy on Missed Quizzes and Exams and Late or Missing Homework

- Make-up quizzes and exams are given only to students who missed due to an properly documented excused absence. **No documentation = no makeup.** Makeup quizzes and exams *must* be taken within one week of the student's return.
- Assignments or homework turned in *after* the due date will be docked 10% per day *except* in the case of a documented, excused absence (there are NO makeups for missed discussion boards, regardless of the circumstances).

COURSE ASSISTANCE:

ADA Accommodation / [Student Accessibility Resource Center \(https://www.wku.edu/sarc/\)](https://www.wku.edu/sarc/): In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in Downing Student Union, Room 1074. SARC can be reached by phone number at 270-745-5004 (270-745-3030 TTY) or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

[The Learning Center \(TLC\)](http://www.wku.edu/tlc/) at DSU 2141 (www.wku.edu/tlc/) Free online tutoring for enrolled WKU students. Call (270) 745-5065 or email tlc@wku.edu for info, hours, or appointment scheduling. See also [WKU Academic Assistance](#).

[The Writing Center](http://www.wku.edu/writingcenter/) at Cherry Hall 123 (www.wku.edu/writingcenter/) Consultations for all phases of a writing project. Feedback provided, but they will not revise or edit your paper. Appointments: writingcenter@wku.edu or (270) 745-5719.

Veterans of U.S. Armed Forces: www.wku.edu/veterans/; [WKU Veterans Affairs](#) and [WKU Veterans Upward Bound](#).

UNIVERSITY POLICY: TITLE IX

Official University Policy Statement: "Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159."

UNIVERSITY POLICY: ACADEMIC HONESTY

Every student is required to demonstrate academic honesty and integrity in all aspects of this course, as outlined on WKU's website (quoting from the student handbook): <https://www.wku.edu/handbook/academic-dishonesty.php/>

DISHONESTY, such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

ACADEMIC INTEGRITY is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Students who commit any act of ACADEMIC DISHONESTY may receive from the instructor a failing grade in that part of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

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.

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 which is submitted for purposes of grade determination.

OTHER TYPES OF ACADEMIC DISHONESTY: Other types of academic offenses, such as the theft or sale of tests, electronic transmission of test, test sharing, etc. will be reported to the Office of Judicial Affairs for disciplinary action.

COURSE POLICY ON CHEATING, PLAGIARISM, AND THEIR CONSEQUENCES:

CHEATING ON EXAMS AND QUIZZES:

Students will receive an automatic grade of F for the entire course and be reported to the Office of Student Conduct for giving, sharing, or receiving information concerning the contents of an exam or quiz before, during or after that exam or quiz, whether in verbal, written, or code form; also, for using any type of electronic device to retrieve or acquire exam-related notes, documents, materials, or other information under assessment during an exam or quiz.

PLAGIARISM:

In all writing assignments, quizzes, exams, and formal papers, you must avoid any form of plagiarism, including, but not limited to, the following, any of which will result in a zero for the assignment and possibly the course:

- Copying or paraphrasing part or all of an assignment written & previously submitted by you for credit in this or another course;
- Copying or paraphrasing part or all of an assignment written by someone else for this or another course;
- 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 else write (or edit) your paper for you, including having someone tell you what or how to write your paper.
- **Group Work:** The purpose of writing assignments is to develop *your* ability to think critically *as an individual*. In group work, you risk having your ideas plagiarized or plagiarizing someone else's ideas. In cases of clear group work the assignments, essays, or exams of each student involved will be treated as plagiarized.
- **Summaries:** The following practices also render an essay not your: 1) overusing concepts or ideas from print or web sources, even when cited; 2) merely paraphrasing or summarizing secondary material and/or the introductory material to primary documents, even when properly cited. Since restating someone else's ideas involves virtually no intellectual or analytical work, essays (formal or on exams) that consist mostly or wholly of summary will receive a zero.

All student work will be checked using plagiarism detection software (SafeAssign) on Blackboard. Definitions of plagiarism & cheating on this syllabus, or by written or verbal instruction from your instructor are binding on all students.

In short: There will be no tolerance for any kind of cheating; you must complete and submit your own work. If you are having difficulties, please ask for help or advice; also, consider accessing the Course Assistance resources (above). These resources, and your instructor, are here to help: so don't be afraid to reach out when/if necessary!

COURSE SCHEDULE

- Monday, January 26:** Full semester classes – Last day to: add a class; drop a class without a grade; change a class from Audit to Credit; receive 100% refund for a class (refer to **Tuition and Refund Policy** online).
- Thursday, March 25:** Full semester classes – Last day to drop a class with a W or change a class from Credit to Audit.
- April 26-30:** Final Examinations Week: Exam date and time as given in the WKU Spring Finals Schedule

Date	LECTURE / DISCUSSION TOPICS, Reading Assignments	ITEM DUE
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Unit I: Bronze Age to the End of the Archaic Era (2300 — 479 BCE)

Week I: Setting the Scene; Pre-Greek Societies in Hellas

- 1/19 INTRODUCTION TO SOURCES: Material & Literary Evidence
Pomeroy 1-12
- 1/21 FRANCHTHI TO KNOSSOS: The Rise of Complex Non-Greek Societies & Redistributive Economies in the Aegean
Pomeroy 14–26
Nagle i–xxv (intro)

Week II: From the Rise of Complex Greek Societies to Systems Collapse in the Bronze Age

- 1/26 FROM RAIDERS TO TRADERS: Mycenae, Rich in Gold (2300– 1200 BCE)
Pomeroy 26–40
Nagle 2–9 = § 1A (docs from the Bronze Age)
- 1/28 THE GREEK DARK AGES: From Palace Systems to Proto-*Polis* (1200 – 800 c. BCE)
Pomeroy 43–68
Homer Extracts § 1–2 (“Odysseus in Egypt”; “A Hero’s Funeral”: PDF on Blackboard)
Homer Extracts § 5, 6–8 (“Shield of Achilles and proto-*polis* life in Homer”: PDF on Blackboard)

Week III: New Economic, Political, and Cultural Systems in the Greek Archaic Period

- 2/2 ARCHAIC GREEK SYSTEMS I: Trade, Colonization, Cultural Contacts, and the Rise of the Polis System
Pomeroy 71-89
Nagle 9–29 = § 1B–1F (The *Polis*; Life in the Early *Polis*; Colonization)
Homer Extracts § 3–4 (“Odysseus in the land of the Cyclops”; “Traders and Slaves”: PDF on Blackboard)
- 2/4 ARCHAIC GREEK SYSTEMS II: Panhellenic Culture, Inter-Polis Rivalry, and Greek Identities
Pomeroy 89-102
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)

PAPER 1 DUE!

Week IV: Systems of Coexistence in the Archaic Age; Rival Systems of Political Organization and Policy-making

- 2/9 ARCHAIC GREEK SYSTEMS III: Sparta’s Slave-Supported Military State
Pomeroy 105-25
Nagle 35–42 = § 1I (The Hoplite *Polis*: extracts on Sparta)
Xenophon *Spartan Constitution* (PDF on Blackboard)
Aristotle *On the Spartan Constitution* (PDF on Blackboard)
Plutarch *Life of Lycurgus* (PDF on Blackboard)
- 2/11 ARCHAIC GREEK SYSTEMS IV: Oligarchy, Tyranny, and Democracy in Athens
Pomeroy 127-43
Aristotle *Athenian Constitution* Part I, § 1-21 (Draco to Cleisthenes, PDF on Blackboard)
Herodotus 1.29–33, 1.59–64, 5.55–78 (Selections on Athens)
Thucydides 6.53–59 (“Selection on Athenian History,” PDF on Blackboard)
Plutarch, *Life of Solon* (PDF on Blackboard)

Date	LECTURE / DISCUSSION TOPICS, Reading Assignments (continued)	ITEM DUE
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Week V: Rival Systems of Political Organization and Policy-making (cont'd); New Systems of Learning

- 2/16 HISTORIOGRAPHY I: Ionian Inquiry, the Pre-Socratics, and Herodotus
Pomeroy 97-9 (Review), 207-12 (The Intellectual world of Herodotus)
Herodotus ix – xli (Introduction)
- 2/18 MACROSYSTEMS ABROAD—The Creation and Articulation of the Persian Imperial State (c. 550-486 BCE)
Pomeroy 143-7
Herodotus 1.1–5, 1.95–140, 1.201–214 (Cyrus); 2.1, 3.1–38 (Cambyses) 3.61–97 (Darius I)
Nagle 78–84 = § 3A (Persian documents) **PAPER 2 DUE!**

Week VI: Warfare and the Consequences of Systems-based Decision Making

- 2/23 PERSIAN WARS I (499–480 BCE): Sardis to Thermopylae
Pomeroy 147-56
Nagle 95 = § 3C.3 (The Themistocles Decree)
Herodotus 1.1–5, 5.28-41, 5.49–54, 5.97–105, 6.28–32, 6.42–93 (skim), 6.94-139, 7.1-239
- 2/25 PERSIAN WARS II (480–478 BCE): Battles of Salamis and Plataea; Aftermath...
Pomeroy 156–8 (review)
Herodotus 8.1–9.122

Week VII: Historiography II and Midterm – Thucydides and Rational Inquiry into the Past

- 3/2 HISTORIOGRAPHY II: Thucydides; Athens: From Delian League to Empire
Pomeroy 161-9, 207-9 (review), 211-13 (on Thucydides)
Nagle 158–174 = Chapter 5 Intro and § 5A–5C2 (Delian League to Athenian Empire)
Thucydides 1.189–117 (Athens' rise to empire: PDF on Blackboard)
- 3/4 **MIDTERM EXAM**

Unit II: The Classical & Hellenistic Periods (478 – 100 BCE)

Week VIII: Components and Microsystems of Athenian Democracy I

- 3/9 CITY & POLIS: Athens and its Political Institutions
Pomeroy 169-80 (democratic institutions); 194-206 (city and art); 274-81 (law courts)
Nagle 175–182 = Ch. 5 Intro, § 5C3 (Pericles on Athens' Democracy)
Aristotle *Athenian Constitution* Part II, § 22-27, Part IV § 42-68 (Pericles, Athenian govt.: PDF on Blackboard)
- 3/11 OIKOS & POLIS I: Men in Athens
Pomeroy 180–87 (life cycles), 220-4 (5th c. BCE education)
Nagle 204–216 = Chapter 6 Intro, § 6A–6B (intellectual developments in Athens)

Week IX: Components and Microsystems of Athenian Democracy II

- 3/16 OIKOS & POLIS II: Women in Athens
Pomeroy 180–87 (review)
Nagle 110–129, 134–143 = § 4A–4B, 4D (Docs. on Family, Household, and Morality)
- 3/18 OIKOS, POLIS & ECONOMY: The Greek Economy and Slavery
Pomeroy 187-92
Nagle 129–134 = § 4C (Docs. on Greek Slavery) **Paper 3 Due!**

Week X: Athenian Systems of Religious Activity & Performance

- 3/23 SACRIFICE, RITUAL, AND RITES OF PASSAGE: Religion in Classical Athens
Nagle 143-150 = § 4E (Docs on Religion in the Classical *Polis*)
Ancient Sources on Greek Religion (PDF on Blackboard)
- 3/25 PERFORMANCES FOR THE GODS: Athenian Tragedy and Comedy
Pomeroy, 213-19, 242-4
Aristophanes, *Wasps* (Comedy, PDF on Blackboard)

Date	LECTURE / DISCUSSION TOPICS, Reading Assignments (continued)	ITEM DUE
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Week XI: The Evolution of Systems-Level Policy in Periods of Conflict

- 3/30 PELOPONNESIAN WAR I: Causes & Origins; Of Mice, Men, and Fleas
Pomeroy 194-7 (review); 225-9, 231-6
Thucydides 2.34-46 and 2.50-65 ("Two Speeches of Pericles": PDF on Blackboard)
- 4/2 PELOPONNESIAN WAR II: Corcyra, Mytilene, Melos, and the Tragedy of Sicily
Pomeroy 244-56
Nagle 182-193 = § 5C4-5D (Revolution at Corcyra; Melian Dialogue; Opposition to War at Athens)
Thucydides Mytilenian Debate (PDF on Blackboard)
Aristotle *Athenian Constitution* Part III § 28-33 (Rise of Demagogues; Revolution: PDF on Blackboard)

Week XII: Systems-Level Decision-Making and Systems Collapse

- 4/6 PELOPONNESIAN WAR III: Athens in Defeat, Socrates on Trial
Pomeroy 256-9, 261-7
Nagle 193-197, 215-223 = § 5E, 6C-6D (Defeat and Hard Times; The Threat of Socrates)
Xenophon *Hellenica* 1.1-2.4 (PDF on Blackboard)
Aristotle *Athenian Constitution* Part III § 34-41 (Athens at the end of the war: PDF on Blackboard)
- 4/8 THE END OF CLASSICAL GREECE: Shifting Hegemonies; The *Polis* in Decline
Pomeroy 267-74, 281-95
Nagle 226-248 = § 7A-7B (Decline and Fall of Sparta; Crisis of the *Polis* in the 4th c. BCE)

Paper 4 Due!

Week XIII: Globalizing Greek Political and Cultural Systems (359 – 323 c. BCE)

- 4/13 FOUNDATIONAL SYSTEMS OF MACEDONIAN IMPERIALISM: Philip II and the Rise of Macedon:
Pomeroy 297-316
Nagle 257-265 = § 7D (Philip II and the Emergence of Macedon)
(Optional: **Plutarch** *Life of Alexander*, Chs. 1-10 [PDF on Blackboard])
- 4/15 CONQUEST, COLLAPSE, AND CREATION: Alexander and Persia
Pomeroy 318-44
Nagle 265-285 = § 7E-7I (Selections on Alexander and his legacy from different POVs)
(Optional: **Plutarch** *Life of Alexander*, Chs. 11-77: PDF on Blackboard])
(Optional: **Arrian** *Campaigns of Alexander*, Selections: PDF on Blackboard)

Week XIV: The Hellenistic World and the Coming of Rome (323 – 31 BCE)

- 4/20 AFTER ALEXANDER: The New (Hellenistic) World Order
Pomeroy 346-62
Nagle § 8A, 8D, and 8E (A new world; Bactria and India; Jewish resistance to Hellenism)
- 4/22 CULTURAL TRIUMPH: From Hellenistic World to Greco-Roman Culture
Pomeroy 363-380, 382-91
Nagle § 8F-8H (Jewish Life in the Diaspora; Opportunities... in the Hellenistic Period; The Coming of Rome)

Week XV: Finals Week

FINAL EXAM: TBD in accordance with WKU Spring 2021 Finals Schedule