

DEPARTMENT OF GREEK AND ROMAN STUDIES
GRST 339: HISTORY OF CLASSICAL GREECE
WINTER 2010: COURSE OUTLINE

INSTRUCTOR: Dr Noreen Humble
TIME AND PLACE OF CLASS: TR 9.30-10:45 EDC 280
OFFICE AND OFFICE HOURS: SS514, by appointment
CONTACT: nmhumble@ucalgary.ca

REQUIRED TEXTS:

Herodotus, *The Histories* (Penguin edition 1996, revised by J. Marincola; 1st ed. 1954)
Thucydides, *History of the Peloponnesian War* (Penguin revised edition, 2003)
Xenophon, *A History of My Times* (Penguin edition, 2004)

RECOMMENDED TEXTS:

- 1) *Cambridge Ancient History* vols 4-6: available online through the library website
- 2) On the Blackboard site under Course Documents there are other helpful documents. Most important to note is the Timeline. It will be useful to print this out and keep it as a handy reference document throughout the course.
- 3) any of the following give overviews of the period under discussion, though be aware that they all present their take on events and that each one will provide a slightly different angle:
 - a) Bury, J.B. & Meiggs, R (1975) *A History of Greece to the death of Alexander the Great*, 4th ed., London
 - b) Hornblower, S. (2002) *The Greek World, 479-323 BC*, London
 - c) Pomeroy, S.B., Burstein, S.M., Donlan, W., & Roberts, J.T. (2004) *A Brief History of Ancient Greece. Politics, Society and Culture*, Oxford (2nd edition)
 - d) Rhodes, P.J. (2006) *A History of the Classical Greek World*, London.
 - e) Sealey, R. (1976) *A History of the Greek City States, 700-338 BC*, Berkeley

COURSE DESCRIPTION AND AIMS:

This course will cover the chronological period stretching from c. 500 BC to 360 BC. Within this period we see the rise and fall of two Greek states, Athens and Sparta, whose impact upon the subsequent history and intellectual thought of the Western world has been and continues to be central. The period, though one of intense and almost constant warfare, encompasses the birth and flowering of historical writing, philosophical and scientific thought, rhetoric and rhetorical training, as well as providing the setting for what are regarded as the finest Greek tragedies and comedies and works of art and architecture, the remains of which continue to inspire. The course has two main aims: a) to give you an overview of the main historical events of the time period, introducing you to important cultural developments where relevant; b) to increase your critical abilities through careful reading and analysis of the primary source material for the period.

COURSE REQUIREMENTS:

One in-class mid-term exam, March 2: 30%
Three in-class group assignments (see below): 15%
One solo assignment (see below): 15%
One final exam (time and date set by the registrar): 40%

GRADING SCALE

A+: 95-100	B+: 80-84	C+: 65-69	D+: 50-54
A: 90-94	B: 75-79	C: 60-64	D: 45-49
A-: 85-89	B-: 70-74	C-: 55-59	F: 0-44

GROUP ASSIGNMENTS (3 x 5%)

3 classes during the term (one each in Week 4, Week 8 and Week 10) will be devoted to a group exercise in source criticism. During these classes you will be put into groups of 5 and given a specific assignment to do during the class, with each group writing up and handing in its findings. Each exercise will be worth 5% of your final mark. So, for example, you might be asked to compare three different sources on one event and analyze the similarities and differences between them and how persuasive they are (or aren't) and why. Or, you may be asked to create your own account of an historical event from a different point of view.

SOLO ASSIGNMENT (1 x 15%)

This will be a similar assignment to the group assignments but one in which you do not have to compromise with others! It will be an exercise in source criticism which will involve you comparing and analysing different accounts of a certain event, composing your own account, and explaining your approach. The assignment will be handed out on March 30, after the three in-class assignments are completed and you will hand it in on April 8 (and I will have it back to you on the last day of class, April 15).

READING OF COURSE TEXTS:

Ideally I would like you to read Herodotus from 5.30 (p.320-end), and all of Thucydides and Xenophon. Some of you will manage this, others will not. For those who will not I will be giving shorter portions of reading out for each class. The more you can read, however, the more you will get out of the course. And I do not mean you to read these texts and take notes at the same time. Read them as if you are reading a novel. I will highlight important events and concepts in class which you should linger on for purposes of studying.

We will be spending approximately 4 weeks on each author.

IMPORTANT NOTES:

1. The withdrawal deadline for this course is **April 16, 2010**. The instructor will inform students of their grades currently earned in the course for four weeks before this deadline. **The last day to withdraw without a refund of fees is January 22, 2010.**
2. **Students should observe the regulations on student misconduct (plagiarism, cheating, etc.) in the Student Misconduct section of the 2009-2010 University Calendar.** If you need guidance about these issues, consult your course instructor.
3. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

ADDITIONAL BIBLIOGRAPHY

The more extra reading you are able to do, the more you will get out of the course. Obviously you are not expected to read everything below but anything extra that you can read will enhance your appreciation of the subject and increase your critical skills. The most enjoyable way of going about extra reading is to follow up on topics that particularly interest you.

I will also be recommending readings associated with matters discussed in lectures as we go through the course.

NOTE: There are two standard reference works for looking up names and places, both are available for online consultation through the library:

- a) *Oxford Classical Dictionary*
- b) *New Pauly Online*

1) General and reasonably accessible works on the period:

- Bury, J.B. & Meiggs, R. (1975) *A History of Greece to the death of Alexander the Great*, 4th ed., London
- Cartledge, P. (2002) *The Greeks. A Portrait of Self and Others*, Oxford. (1st ed. 1993)
- Demand, N. (1996) *A History of Ancient Greece*, Boston.
- Dillon, M. & Garland, L. (eds) (1994) *Ancient Greece: Social and Historical Documents from Archaic Times to the Death of Socrates*, 2nd ed., London.
- Hornblower, S. (2002) *The Greek World, 479-323 BC*, London.
- Osborne, R. (2000) *Classical Greece, 500-323 BC*, Oxford.
- Powell, A. (2001) *Athens and Sparta*, 2nd ed., London.
- Rhodes, P. (2006) *A History of the Classical Greek World, 478-323 BC*, Oxford.
- Sealey, R. (1976) *A History of the Greek City States, 700-338 BC*, Berkeley.
- Talbert, R.J. (1985) *Atlas of Classical History*, London.
- Tritle, L.A. (ed.) (1997) *The Greek World in the Fourth Century*, London.

2) Dealing more specifically with Sparta

- Cartledge, P. (2001) *Spartan Reflections*, London.
- Cartledge, P. (2002) *Sparta and Lakonia*, 2nd ed., London. (1st ed. 1979)

- Cartledge, P. (2003) *The Spartans: The World of the Warrior-Heroes of Ancient Greece*, Woodstock/NY.
- Cartledge, P. (2006) *Thermopylae: The Battle that Changed the World*, Woodstock/NY.
- Hodkinson, S. (2000) *Property and Wealth in Classical Sparta*, London.
- Luraghi, N. & Alcock, S.E. (eds) (2003) *Helots and their Masters in Laconia and Messenia*, Cambridge, Mass.
- Whitby, M. (ed.) (2002) *Sparta*, New York.

3) Dealing more specifically with Athens

- Connor, W. R. (1971) *The New Politicians of Fifth Century Athens*, Princeton.
- Jones, A.H.M. (1978) *Athenian Democracy*, Oxford.
- Ober, J. (1989) *Mass and Elite in Democratic Athens*, Princeton. (available online)
- Osborne, R. (2000) *The Athenian Empire* (4th ed.), London.
- Rhodes, P. (2004) *Athenian Democracy*, Oxford.
- Samons, L.J. II (ed.) (2007) *The Cambridge Companion to the Age of Pericles*, Cambridge.

4) Specifically dealing with Herodotus

- Bakker, E.G., de Jong, I. & van Wees, H. (eds) (2002) *Brill's Companion to Herodotus*, Leiden.
- Dewald, C. & Marincola, J. (eds) (2006) *The Cambridge Companion to Herodotus*, Cambridge.
- Lateiner, D. (1989) *The Historical Method of Herodotus*, Toronto.
- Luraghi, N. (ed.) (2001) *The Historian's Craft in the Age of Herodotus*, Oxford.
- Thomas, R. (2000) *Herodotus in Context: Ethnography, Science and the Art of Persuasion*, Cambridge.
- Ste. Croix, G.E.M. de (1977) 'Herodotus' *Greece and Rome* 24, 130-48. (JSTOR)

5) Dealing more specifically with Thucydides

- Hornblower, S. (1987) *Thucydides*, London.
- Price, J.J. (2001) *Thucydides and Internal War*, Cambridge.
- Rengakos, A. & Tsakmakis, A. (eds) (2006) *Brill's Companion to Thucydides*, Leiden.

6) Dealing more specifically with Xenophon

- Anderson, J.K. (1974) *Xenophon*, London.
- Dillery, J. (1995) *Xenophon and the History of his Times*, London. (available online)
- Tuplin, C. (1993) *The Failings of Empire*, Stuttgart.