HIST303: A HISTORY OF GREEK CIVILIZATION

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Office hours: Monday 12-2pm (or by appointment)

Lectures: Monday and Wednesday, 4pm-5.15pm

Course description
This course examines Greek political, cultural and social history from the Archaic period to the Hellenistic period with a focus on political and social unity and division. We will examine the creation and development of political communities, the different ways in which these were run, how they came into conflict with one another and amongst themselves, and the social and cultural context from which they changed the Mediterranean world.

Learning outcomes
Upon successful completion of this course, students will be able to:

- place key historical events and social/political practice of the period in their appropriate chronological context
- discuss problems relating to the reconstruction of historical events and Greek social/political practice with reference to relevant source material
- discuss with appropriate methodological awareness conflicting views expressed in modern scholarship

Reading
Note that there is a very useful companion website to Pomeroy et al: http://global.oup.com/us/companion.websites/9780195372359/

If you want to read something with a bit more detail, the following are excellent and still aimed at an introductory audience [either on reserve or available in e-copy]:


Ancient source material:
* Herodotus, *The Histories*
* Thucydides, *The Peloponnesian War*
* Aristophanes, *Lysistrata*

All are available in Penguin Classics editions.
[It doesn't particularly matter which translation you use, but the Penguin Classics are easily available, moderately priced, and appear frequently second-hand.]

You will also need:
*HIST303: Sourcebook [Please bring to every lecture]*

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<th>Class topics</th>
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<tr>
<td><strong>Date</strong></td>
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<tr>
<td><strong>Week 1: Introduction, key concepts, sources and evidence</strong></td>
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<td>Wed 2 Sept</td>
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<td><strong>Week 2: Evidence</strong></td>
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<td>Mon 7 Sept</td>
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<td>Wed 9 Sept</td>
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**First assignment deadline: Friday 11 Sept**

| **Week 3: The Greek world takes shape** | | |
| Mon 14 Sept | The polis, Homer as a source for history | Pomeroy 2014, ch. 3 |
| Wed 16 Sept | The expanding Greek world | |
| **Week 4: The polis and the expanding Greek world** | | |
| Mon 21 Sept | Aristocrats, farmers, and citizens | Pomeroy 2014, ch. 5 |
| Wed 23 Sept | Political revolution: lawgivers and lawcodes | |
| **Week 5: Tyranny and political change in Athens** | | |
| Mon 28 Sept | Tyranny | |
| Wed 30 Sept | The end of tyranny and the foundation of democracy | |
| **Week 6: Greek religion** | | |
| Mon 5 Oct | Panhellenic sanctuaries; divination | Pomeroy 2014, ch. 7 |
| Wed 7 Oct | Death rituals | |
| **Week 7: The Persian Wars** | | |
| Mon 12 Oct | The Persian Wars | Pomeroy 2014, ch. 4 |
| Wed 14 Oct | The Persian Wars | |
Second assignment deadline: Friday 16 October

Week 8: The growth of Athenian power and the outbreak of war
Mon 19 Oct The Athenian Empire Pomeroy 2014, ch. 6
Wed 21 Oct The lead up to the Peloponnesian War

Week 9: The Peloponnesian War
Mon 26 Oct The Peloponnesian War Pomeroy 2014, ch. 8
Wed 28 Oct The Peloponnesian War

Week 10: The (Athenian) world falls apart
Mon 2 Nov The end of the Peloponnesian War and the fallout, stasis in Greek cities, oligarchic revolutions in Athens Pomeroy 2014, ch. 9
Wed 4 Nov

Week 11: Slavery
Mon 9 Nov Slaves and other non-citizen groups
Wed 11 Nov No lecture (work on assignment; sections meet as normal)

Week 12: Athenian democracy
Mon 16 Nov No lecture (work on assignment)

Third assignment deadline: Tuesday 17 November

Wed 18 Nov Athenian democracy

Week 13: Athenian democracy
Mon 23 Nov Athenian democracy
Wed 25 Nov No class (Thanksgiving)

Week 14: Family life
Mon 30 Nov Women Pomeroy 2014, ch. 6
Wed 2 Dec Children

Week 15: Philip and Alexander the Great
Mon 7 Dec Macedonian expansion Pomeroy 2014, ch. 10-11
Wed 9 Dec Alexander’s rule

Week 16: The end
Mon 14 Dec Conclusions Pomeroy 2014, ch. 12 & Epilogue

Fourth assignment deadline: Monday 14 December
Discussion sections
In order to expand, reinforce and develop material from lectures, discussion sections provide the chance for you to analyze ancient source material, gain familiarity with modern scholarship and debate relevant questions and issues. These sessions are compulsory: you need to attend and participate in the discussion.

Material for sections will be distributed on Learn@UW.

If you have more than one unexcused absence from these sessions, you will be docked 10% of the grade for the course.

Assessment
The assessments test both knowledge and analysis of material from the lectures and discussion sections. The more reading you do, the better basis you will have for understanding the material.

A. Discussion section participation (10%)
Your grade is judged by both attendance and participation in discussion or any oral or written tasks set by your TA. If you have more than one unexcused absence, you risk losing all 10%.

The skills gained in discussion sections will be the key to success in the written assignments.

B. There are **FOUR** written assignments (90%). These are:

Paper 1 (due: Friday 11 September): Documentary analysis (2 page): 10%
Paper 2 (due: Friday 16 October): Ancient source analysis (2 page): 20%
Paper 3 (due: Tuesday 17 November): Historical question (5-6 pages): 25%
Paper 4 (due: Monday 14 December): Historical question (5-6 pages): 35%

**The History Lab**
New this semester, the History Lab is a resource center where experts (TAs) will assist you with your history papers. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff are here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: [http://go.wisc.edu/hlab](http://go.wisc.edu/hlab)
Assessment Policy
In order to maintain fairness for all students there will be no deadline extensions. If you miss the deadlines, without providing written documentation of illness or other extenuating circumstances, you will lose marks. If you submit more than 24 hours after the deadline without prior approval of the professor, your work will not be read.

Laptops etc
Writing emails, online shopping, checking football stats: all necessary parts of the day, but not in class. Unfortunately, too many students cannot distinguish between appropriate and inappropriate use of laptops which leads me, regrettably, to ban them from the classroom.

Please also silence phones in the classroom: it is a distraction for everyone when they ring, beep, buzz or light up.

Goals of the History Major
The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.
Skills Developed in the Major

Define Important Historical Questions
• Pose a historical question and explain its academic and public implications.
• Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
• Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence
• Identify the range and limitations of primary sources available to engage the historical problem under investigation.
• Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
• Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions
• Present original and coherent findings through clearly written, persuasive arguments and narratives.
• Orally convey persuasive arguments, whether in formal presentations or informal discussions.
• Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions
• Extend insights from research to analysis of other historical problems.
• Demonstrate the relevance of a historical perspective to contemporary issues.
• Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.