

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

* Pomeroy, Sarah, S.M. Burstein, Walter Donlan, and J.T. Roberts. 2014. *A Brief History of Ancient Greece. Politics, Society and Culture*. 3rd edn. Oxford: Oxford University Press.

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]:

Hall, J.M. 2007. *A History of the Archaic Greek World*. London: Blackwell.

Hornblower, S. 2011. *The Greek World, 479-323 BC*. 4th edn. London: Routledge.

Rhodes, P.J. 2006. *A History of the Classical Greek World, 478-323 BC*. 2nd edn. London: Routledge.

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]

Class topics

Date	Topic	Textbook readings
	Week 1: Introduction, key concepts, sources and evidence	
Wed 2 Sept	How do we know what we know?	Pomeroy 2014, introduction
	Week 2: Evidence	
Mon 7 Sept	Labor Day: No lecture	Pomeroy 2014, ch. 1-2
Wed 9 Sept	No lecture (sections meet as normal)	
	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

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

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

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

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

	<i>Week 12: Athenian democracy</i>	
Mon 16 Nov	No lecture (work on assignment)	

Third assignment deadline: Tuesday 17 November

Wed 18 Nov	Athenian democracy	
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	<i>Week 13: Athenian democracy</i>	
Mon 23 Nov	Athenian democracy	
Wed 25 Nov	No class (Thanksgiving)	

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

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

	<i>Week 16: The end</i>	
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>

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.