

CLST 275 – THE WORLD OF CLASSICAL GREECE
LOYOLA UNIVERSITY CHICAGO
JOHN FELICE ROME CENTER

Autumn Semester 2019

Tuesdays & Thursdays | 10:30-11:45am
Dr. Alexander W.H. Evers, DPhil (Oxon)
Email: aevers@luc.edu

Office Hours: Tuesdays & Thursdays, 12:00pm-01:00pm, or by appointment

Course Description

Greece... Chosen by the Gods!! Or at least until they discovered Rome as a holiday destination... Greece, the cradle of Western civilisation – if, that is, we do not take into account the regions of the Ancient Near East... In any case: it is one of the most inspiring and inspired areas of the Mediterranean world, of the world at large, bringing forth an enormous number of the most incredible and tremendous achievements of the history of mankind – particularly in the Classical Period!

We begin our journey through time a little earlier, though, coming out of the Dark Ages that followed the horrors of war – the Trojan War – and the supposed destruction of an entire culture. We pass a new dawn, the rise of the Greek city-state, the polis, the building of the first Greek temples, the creation of new political structures, of a new society, which eventually produced all those famous highlights and landmarks we are still familiar with today.

The key objective of this course is to survey the history of Classical Greece, from its outset, through the political and cultural triumph of the Greek poleis, the Athenian victory over the Persians, the development of democracy, art, architecture, literature, philosophy, religion to its autumn days (to the subjugation of the poleis under Macedonian, and subsequently Roman, domination). Throughout this course we shall attack some of the major issues in the study of ancient Greek society and culture. History is never a single-minded and uniform matter. Primary sources, as well as secondary literature from a variety of disciplinary perspectives, reveal the drama of Greek history, society, politics, and culture. These texts, both ancient and modern, contribute to our awareness of the cultural tradition in which we ourselves also stand.

Learning Outcomes

On completion of the course students should be able to:

- develop their skills in critical thinking, and their ability to express their ideas and opinions!
- determine the importance of history – no matter how ancient!
- assess the relevance of events and people in ancient times to their own lives!
- identify the authenticity and value of primary sources!
- read, analyse, and interpret secondary literature and scholarly debate – and present the full spectrum of ideas and opinions, including their own, either in the written or spoken word!
- remember all the important dates of historical events and individuals – forever and ever!

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigour, all courses adhere to the following absence policy. Prompt attendance, preparation, and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.

- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

The World of Classical Greece meets **twice** a week, on Tuesdays and Thursdays from 10:30am until 11:45am, and thus a total of **two unexcused absence(s)** will be permitted. Unexcused absences beyond these will result in a **1% lowering of your final course grade, for every absence after the ‘approved’ limit.**

It is expected of students to contribute a significant part. They are responsible for completing all of the assigned readings, according to the schedule in this syllabus. Class discussions and activities encourage students to generate their own ideas, hypotheses, opinions, theories, questions, and proposals; and develop strategies for seeking and synthesising information to support an argument, make a decision, or resolve a problem. This course has no prerequisites and assumes no prior knowledge of ancient Greek history, or indeed of the ancient Greek language. It is intended that students acquire a basic knowledge and understanding of the historical background and facts of ancient Greece in the Classical Period, as well as that of the working of historical mechanisms.

It is strongly recommended to take notes, both when reading and listening. These notes are an indispensable part of studying and learning, often the best means to anchor your thoughts with true understanding, transform opinion into knowledge, and establish comprehension rooted in memory. Writing is learning – with half as much effort.

Exams and Final Essay

There will be **2 (TWO)** exams, as a test of your acquired knowledge and understanding of our textbook, and part of the additional literature. The textbook provides an extensive outline of the developments of classical Greek history, society, and culture. The facts and the various backgrounds of events, both in time and throughout the classical Roman world, are the framework of any basic historical understanding and mode of thinking.

You are also required to write an essay, which needs to be submitted one week before the end of the semester. It is strongly recommended to start thinking of a suitable topic, including (some of) the appropriate material, right at the beginning of the course. You will in any case be summoned for a consult half way through the course, in order to establish an outline of the final essay. **Essays count 10-15 pages.**

Information **MUST** under all circumstances be cited. **Plagiarism of any sort will result in a grade of “F” for the assignment, or, depending on the level, perhaps even for the entire course.** See below on university policy regarding Academic Honesty.

Essay Grading

Written work such as essay assignments, and to a certain extent also the midterm and final exams, meriting the grade of “A” (excellent) must:

- address the central question or topic directly and intelligently;
- demonstrate a careful and considered reading of the texts at hand;
- present a lucid thesis and a persuasive argument in its defense;
- use correct grammar, punctuation, and sentence construction;
- make ample and appropriate use of quotations from the texts;

- weave together thesis and argument, quotations and interpretations;
- reveal thoughtfulness, originality, and insight.

Written work and examinations awarded the grade of “B” (good) adequately fulfil a majority of these criteria, with areas of improvement indicated by grading remarks and comments.

The grade of “C” (average) is given when written work and examinations fail to meet most criteria, therefore indicating to the student that an appointment *should* be made with the professor, before the next essay assignment, to discuss methods for improvement.

Finally, the grade of “D” is assigned to written work and examinations that are simply unacceptable, according to the criteria outlined above, in which case an appointment *must* be made with the professor and arrangements determined for re-submitting the assignments in an acceptable form.

Assessment Components

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|-----------------|-----|
| • Participation | 10% |
| • Midterm Exam | 30% |
| • Final Exam | 30% |
| • Final Paper | 30% |

Grading

- 94-100: A
 90-93: A-
 87-89: B+
 84-86: B
 80-83: B-
 77-79: C+
 74-76: C
 70-73: C-
 67-69: D+
 60-66: D
 59 or lower: F

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarise yourself with Loyola’s standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorisation of the instructor.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Academic Dean at the John Felice Rome Center, the first week of classes.

Required Text / Materials

- Josiah Ober, *The Rise and Fall of Classical Greece* (Princeton, NJ, and Oxford, 2015).
- Assigned readings posted on Sakai.

Course Schedule

Week 1: History... Hellas... Chaos...

Tuesday 3 September/Thursday 5 September 2019

Week 2: Out of the Darkness...

Tuesday 10 September/Thursday 12 September 2019

- Ober (2015), pp. 1-19
- M.I. Finley, *The World of Odysseus* (2nd edition; London, 1978), 74-107
- I. Morris, 'The use and abuse of Homer', *Classical Antiquity* 5.1 (1986), pp. 81-138.

Week 3: Frogs... Around the Pond!

Tuesday 17 September/Thursday 19 September 2019

- Ober (2015), pp. 21-44.
- R. Osborne, 'Early Greek colonization? The nature of Greek settlement in the West', in N. Fisher & H. van Wees (eds.), *Archaic Greece: New Approaches and New Evidence* (London: Duckworth, 1998), pp. 251-269.
- G. Shepherd, 'Greeks bearing gifts: religious relationships between Sicily and Greece in the archaic period', in C. Smith & J. Serrati (eds.), *Sicily from Aeneas to Augustus. New Approaches in Archaeology and History* (Edinburgh, 2000), pp. 55-70.

Week 4: Who's Calling us Animals?! Well, Aristotle...

Tuesday 24 September/Thursday 26 September 2019

- Ober (2015), pp. 45-70.
- K.-J. Hölkeskamp, 'Arbitrators, lawgivers and the "Codification of Law" in Archaic Greece. Problems and perspectives', *Mêtis* 7 (1992), pp. 49-81.
- O. Murray, *Early Greece* (2nd edition; London, 1993), pp. 181-184.
- R. Osborne, *Greece in the Making, 1200-479 B.C.* (London, 1996), pp. 185-190.

Week 5: 'But Wherefore Do Not You a Mightier Way Make War Upon This Bloody Tyrant, Time?'

Tuesday 1 October/Thursday 3 October 2019

- Ober (2015), pp. 157-189.
- O. Murray, *Early Greece* (2nd edition; London 1993), pp. 137-158.
- J.A. Krasilnikoff, 'The powerbase of Sicilian tyrants', in T. Fischer-Hansen (ed.), *Ancient Sicily*. Acta Hyperborea 6 (Copenhagen, 1995), pp. 171-184.
- H.W.A.M. Sancisi-Weerdenburg, 'The tyranny of Peisistratos', in *eadem* (ed.), *Peisistratos and the Tyranny: a Reappraisal of the Evidence* (Amsterdam, 2000), pp. 1-15.

Week 6 Mid-Term Exam

Tuesday 8 October/Thursday 10 October 2019

Week 7 FALL BREAK!!!

Friday 11 October – Sunday 20 October 2019

Week 8: THIS IS... SPARTA!

Tuesday 22 October/Thursday 24 October 2019

- Ober (2015), pp. 123-155.
- P. Cartledge, 'The peculiar position of Sparta in the development of the Greek city-state', in *idem*, *Spartan Reflections* (London, 2001), pp. 21-38.
- _____, 'A Spartan education', in *idem* (2001), pp. 79-90.
- _____, 'Spartan wives: liberation or licence?', in *idem* (2001), pp. 106-126.

Week 9: It Is True, Said Pericles... Athens!

Tuesday 29 October/Thursday 31 October 2019

- Ober (2015), pp. 191-222.
- G. Anderson, *The Athenian Experiment. Building an Imagined Political Community in Ancient Attica, 508-490 BC* (Ann Arbor, 2003), pp. 13-42.
- C.W. Fornara and L.J. Samons, *Athens from Cleisthenes to Pericles* (Berkeley/Los Angeles, 1991), pp. 37-75.

Week 10: Power To The People...

Tuesday 5 November/Thursday 7 November 2019

- D. Cohen, 'Seclusion, separation, and the status of women in classical Athens', in I. McAuslan and P. Walcot (eds.), *Women in Antiquity* (Oxford, 1996), pp. 134-145.
- M.R. Lefkowitz, 'Women in the Panathenaic and other festivals', in J. Neils (ed.), *Worshipping Athena. Panathenaia and Parthenon* (Madison, Wisc., 1996), pp. 78-88 [91].
- J. Neils, 'Pride, pomp, and circumstance. The iconography of procession', in *eadem* (1996), pp. 177-194 [197].
- C. Sourvinou-Inwood, 'Male and female, public and private, ancient and modern', in E.D. Reeder (ed.), *Pandora. Women in Classical Antiquity* (Princeton, 1995), pp. 111-120.

Week 11: Gods Behaving Badly...

Tuesday 12 November/Thursday 14 November 2019

- J. Bremmer, *Greek Religion* (Oxford, 1994), pp. 27-37.
- C.A. Morgan, *Athletes and Oracles. The Transformation of Olympia and Delphi in the Eighth Century BC* (Cambridge, 1990), pp. 1-25.
- S.F.R. Price, *Religions of the Ancient Greeks* (Cambridge, 1999), pp. 47-66.
- C. Sourvinou-Inwood, 'What is polis religion?', in O. Murray and S.F.R. Price (eds.), *The Greek City from Homer to Alexander* (Oxford, 1990), pp. 295-322.

Week 12: IDIOTS...!

Tuesday 19 November/Thursday 21 November 2019

- Ober (2015), pp. 101-122.
- J. Ober, *Mass and Elite in Democratic Athens. Rhetoric, Ideology, and the Power of the People* (Princeton, 1989), pp. 104-155.

Week 13: When the War is Over...

Tuesday 26 November... Thursday 28 November we're giving thanks!!!

- Ober (2015), pp. 223-291.
- I. Worthington, 'Alexander, Philip, and the Macedonian background', in: J. Roisman (ed.), *Brill's Companion to Alexander the Great* (Leiden/Boston: Brill, 2003), pp. 69-98.
- E. Fredericksmeier, 'Alexander's religion and divinity', in: Roisman (2003), pp. 253-278.

Week 14: Alexander... Great?

Tuesday 3 December/Thursday 5 December 2019

- Ober (2015), pp. 293-328.
- D. Braund, 'After Alexander: the emergence of the Hellenistic world, 323-281', in: A. Erskine (ed.), *A Companion to the Hellenistic World* (Oxford: Blackwell Publishing, 2003), pp. 19-34.
- J. Ma, 'Kings', in: Erskine (2003), pp. 177-195.
- R. Billows, 'Cities', in: Erskine (2003), pp. 196-215.
- A. Chaniotis, 'The divinity of Hellenistic rulers', in Erskine (2003), pp. 431-445.

Final Essay Due: Thursday, 5 December 2019

Final Exams: Saturday, 7 December – Thursday, 12 December 2019