

# The History of Ancient Greece

## Fall 2011

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### **Consolidated Syllabus**

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### **Course Description**

This course surveys the political history of Greece from the beginning of the second millennium BCE to the Roman conquest of Egypt in 31 BCE. The course falls into four major sections. The first covers the Bronze Age, the Greek Dark Age, and the rebirth of Greek civilized life in Greece in the early Archaic, or Homeric, Age, roughly from 2000 to 700 BCE. The second covers the Archaic Age down to 500 BCE. The third examines fifth-century BCE Greece, the high point of Greek civilization. The last carries the story of Greek history from 400 BCE through the Hellenistic period to the end of the Roman conquest of Greece in 30 BCE.

### **Course Requirements**

1. Students are expected to attend **ALL** meetings of the class and to do **ALL** of the assigned readings. Excessive absences will lower your course grade.
2. **NO LAPTOPS !!!**
3. **NO TEXTING DURING CLASS !!!**
4. No reading newspapers, magazines, or books during lectures.
5. Save your conversations for after class.
6. Honesty is fundamental to learning. Cheating on any test will be punished with an automatic grade of "F" for the entire course.
7. Any efforts to disrupt the class will be reported both to the Dean of Students and to the UNI Campus Police.

## **TESTS AND MAKE-UP TESTS**

### **Tests and Study Guides:**

- There will be four tests. Consult the Weekly Assignment Schedule for the test dates. Each test will consist of twenty-five multiple-choice questions, drawn from the lectures and the textbook. Each question will be worth two points. There will also be an essay question on each test, which will be worth fifty points.
- Each test will receive a numerical score; at the end of the course I will average those scores together. The grading scale I will use can be found separately on this website.
- Study guides for each test can be found on this website. There will be no questions on any test that are not derived from material included on the study guides.
- I do not give pop quizzes.

### **Make-Up Tests:**

- If for any reason you cannot take a test on the day indicated on the Course Schedule attached to this syllabus, you may take a make-up. I will give all make-up tests at the end of the semester, on the date indicated on the Weekly Assignment Schedule.

### **Incompletes:**

- I do not grant incompletes except in cases of call-up for active military duty or when a student is admitted to a hospital, or disabled, as a result of injury or illness, and consequently is unable to finish the course. In both cases, I must require documentary proof before granting the incomplete.

### **Extra-Credit Work:**

- I do not give extra-credit work.

### **What Happens If You Don't Take One or More of the Tests?**

If you fail to take any of the tests, or fail to submit a Journal Research Report, by Noon on Wednesday of final examination week, you will receive an "F" for the entire course.

### Weekly Grammar Review

Despite the rise of mass communications and the integration of those communications into the internet, it remains true that very few of the people with whom we communicate who are not in our immediate physical presence will actually hear our voices or see our faces. Instead, we will communicate with them through writing, whether that writing is a text message, a Twitter tweet, an e-mail, or something we've typed on our computers or written longhand. Nor is writing only the means by which we communicate with people in some other place; it is also the means by which we communicate with people in some other time. Consider that William Shakespeare has been dead for four centuries, but through his writing he still communicates with us. So also do the still longer-gone authors of the books of the Bible and the composers of the world's great epic poems. The fact that our writing is the only way that people who don't know us personally and aren't within sight of our faces or within hearing of our voices can know us and the quality of minds makes it especially important that we write well, because if we write poorly, they are likely to draw the conclusion that we are idiots, or fools.

Perhaps because of this, the Provost has urged faculty to integrate writing practice into their routine class assignments, and it is, in fact, required by the History Department that all upper-division history courses include a writing component. This course responds to that requirement by assigning a major writing project, the Journal Research Report, and drawing half of the credit on each of the four tests from essay questions. Those assignments, and especially the Journal Research Report, will be graded not only on their content but also on their grammar. It has been my experience that many students either never learned English grammar in primary and secondary school, or quickly forgot what they learned. Their grades on the course writing assignments sometimes suffer severely as a consequence.

To address that problem, I assign Gucker's *Essentials of English Grammar* and Strunk & White's *Elements of Style*, but those are of little use if students don't study them. To encourage the study of those texts, and especially Gucker, therefore, I give a ten-minute in-class writing assignment every Friday, beginning with the first Friday of the semester. Each of these will consist of about ten items and will cover one or more chapters in Gucker. They will receive a grade of zero through ten, and collectively will comprise fifteen percent of your semester grade. **There will be NO make-ups for missed Friday writing assignments for anything other than a University activity, and any missed assignments will receive a grade of zero.**

### Journal Research Reports

Students are required to submit a research report on a topic in Greek history. **They are to do so by reading articles published in scholarly academic journals in ancient history, classical studies, or classical archaeology ONLY**, and writing a report on the contents of the articles which they read. Any articles taken from a journal that is not a scholarly ancient history, classical studies, or classical archeology journal will not be accepted, and the journal research report containing them will be **penalized a full letter grade, or 20 points**, for each non-ancient history, classical studies, or classical archeology article contained in the report. Any questions about whether or not a journal is an ancient history, classical studies, or classical archeology journal, must be referred to me via email at [robert.dise@uni.edu](mailto:robert.dise@uni.edu) (emailing will provide a record of our consultation), and I will tell you whether or not the journal in question is acceptable.

The report is to be submitted **electronically**, as an email attachment in MS Word format (.doc or .docx). Reports are due on the date indicated on the Weekly Assignments Schedule. **Reports submitted late will be penalized TWENTY-FIVE (25) points for EACH class day that they are late.** Late penalties will be applied beginning at the conclusion of class on the date the reports are due.

The report must discuss a **minimum of FIVE** scholarly articles. Each article is to be discussed individually, on its own page, or pages, in the report. The discussion should combine a summary of the contents of the article with an analysis of the article's argument, sources, and methodology. The first line of the first page discussing each individual article must identify the article being discussed by giving the following information in the following order:

author's last name, author's first name and middle initial, title of the article in quotation marks, title of the journal either italicized or underlined, volume number of the journal, year of the volume, page numbers containing the article

If your report covers fewer than five articles, it will be **penalized a full letter grade (20 points)** for each article that it lacks.

Students are to include at the conclusion of their report a general discussion of what they learned **about their topic** from the articles which they read. This discussion must **NOT** be a series of summaries of the various articles. It is to be an overview of what was learned **about the topic** from reading the articles as a whole. If you merely summarize the various articles' contents, your grade will be reduced.

Journal articles can be found by consulting on-line bibliographic resources such as JSTOR or *L'Annee Philologique*. *L'Annee Philologique* is particularly valuable as a resource in classical studies, classical archeology, and Greek and Roman history. For instructions on how to consult *L'Annee*, see How To Do Research in Classical Studies, on the course website.

### Formatting Requirements

**ON THE FIRST PAGE OF YOUR REPORT, state your name and the topic you are looking at, and list the articles that you are summarizing.** The articles should be listed in the following format:

author's last name, author's first name and middle initial, title of the article in quotation marks, title of the journal either italicized or underlined, volume number of the journal, year of the volume, page numbers containing the article

Failure to include this initial page will cost your report a **full letter grade (20 points)**.

The discussion of each article must be **single-spaced**, and must be **AT LEAST a FULL page in length**. Reports in which any article discussions are double-spaced, and/or in which any article discussion is not at least a full page in length will be **penalized a full letter grade (20 points)**.

The discussion at the end of the report of what students learned about their topic must be **double-spaced**, and at least **two FULL** pages in length. Failure to double-space this discussion, or submitting less than two full pages of discussion, will cause a report to be **penalized a full letter grade (20 points)**.

All pages must be numbered. Failure to do so will cause a report to be **penalized a full letter grade (20 points)**. Page margins should be 1¼ inches left and right, and one inch top and bottom.

### IMPORTANT:

Read the document “Writing Errors to Avoid” on my website ([www.uni.edu/dise](http://www.uni.edu/dise)), and avoid those errors. Remember: **each time** you commit one of them, it will cost you **five points** off of the grade given your Journal Research Report.

### BAD GRAMMAR WILL LOWER YOUR GRADE

### Apportionment of Grades

Together, the four tests will count sixty (60) percent of your course grade. The Journal Research Report will count for twenty-five (25) percent. The Weekly Grammar Review scores will count for the remaining fifteen (15) percent.

### Attendance Policy

The 2010-2012 UNI Catalog states:

“Students are expected to attend class, and the responsibility for attending class rests with the student.

“Students are expected to learn and observe the attendance rules established by each instructor for each course.”

#### **My attendance rules for this class are as follows:**

##### **Unexcused Absences:**

- After the add deadline, you are allowed **SIX** free, or unexcused, absences.
- Beginning with your seventh unexcused absence, each successive absence will reduce your **end-of-the-semester** average by **FIVE** points.
- **PLEASE NOTE:** Absence from class on the Friday immediately before Thanksgiving Break will count as **THREE** absences.

##### **Excused Absences:**

- Under the terms of the UNI Catalog, absences due to official activities of University athletic and academic organizations may not be counted against a student. This rule does **NOT** apply to social and religious groups affiliated with the University. If you are on a University athletic team or participate in a University academic organization and must be absent, bring me a formal letter stating the reason for your absence, signed by the University official in charge of the activity.
- I will also excuse absences due to the following non-University causes:
  - actual, physical, hospitalization (i.e., overnight admission)
  - call-up for military duty
  - court duty, including
    - jury duty
    - appearance as a witness
    - appearance as a plaintiff
    - appearance as a defendant
  - as with excused University activities, you must give me documentary proof of the reason for your absence.
- No other absences, including those for personal or family emergencies, will count as excused absences, so you should save up your absences in case of such emergencies.
- I will post your **TOTAL** number of absences along with the scores on each test. Consult the posting to see what the tally of your absences is.

## GRADUATE STUDENT REQUIREMENTS

### Tests

Graduate Students will take the same tests as the undergraduates enrolled in the course. Collectively, those tests will count for one-half of the semester grade.

### Graduate Student Research Paper

#### **Formatting Requirements and Penalties**

Graduate students will write a research paper, not less than **twenty (20) full pages** in length, **counting text alone**. Papers are to be double-spaced, with 1¼-inch side margins and 1-inch margins top and bottom. Their pages must be numbered. Endnotes are to be used rather than footnotes, and a separate bibliography page is to be included, conforming to the citation style discussed in the undergraduate **Journal Research Report Requirements**. Each failure to conform to one of these requirements will cost **ten (10) points** off of the paper's grade.

#### **Research Paper Contents and Due Dates**

If at all possible, graduate student papers should advance a thesis. If you have questions about how to that, discuss them with me. Graduate papers are expected to be grounded in the primary ancient sources (in translation), and in the scholarly journal literature. **Paper topics are to be decided in consultation with me not later than the Monday after Labor Day**. Papers are due in class on the date indicated on the weekly lecture and assignments schedule for the submission of Journal Research Reports. Papers are to be submitted **both** in hard copy and electronically, as an email attachment in MS Word format (.doc or .docx) or Rich Text Format (.rtf). Failure to submit an electronic copy will result in a **20-point penalty**.

Incompletes are available, at my discretion, for just cause.

Graduate papers are expected to be well written and free of the errors listed in **Writing Errors to Avoid**. Each error will cost **ten (10) points** off the grade given the paper. I will also deduct points for poor grammar and organization.

The paper will count one-half of the semester grade.

### Attendance

Graduate students receive six (6) free absences after the add deadline. They will be penalized **five** points off of their end-of-semester average for each absence above six.

**Textbooks**

W. E. Dunstan, *Ancient Greece*, (Harcourt Brace: 2000) ISBN: 0-15-507383-4

Gucker, Philip, *Essential English Grammar* (Dover: 1966) ISBN: 0-486-21649-7

Strunk, W. & White, E.B., *The Elements of Style*, 4<sup>th</sup> ed., (Allyn & Bacon: 2000) ISBN: 0-205-30902-X

### Ancient Greece Weekly Schedule Fall 2011

All dates except those of the last test are subject to change

<u>Week of ...</u>	<u>Subject</u>	<u>Assignment*</u>
August 22	Introduction The Minoans	Dunstan, chapter 1 Gucker, chapters 1, 2, & 3
August 29	Mycenaean Greece	Dunstan, chapter 2 Gucker, chapters 4, 5, & 6
<i>September 5</i>	<i>Labor Day</i>	<i>No Class !</i>
September 7	The Collapse of Mycenaean Greece	Dunstan, chapter 3 Gucker, chapter 7
<b>September 12 Test 1</b>		
September 14	Colonization & the Polis	Dunstan, chapter 4 Gucker, chapters 8, 9, & 10
September 19	Greek Governmental Forms <i>Journal Research Report topics and article titles due</i>	Dunstan, chapter 4 Gucker, chapters 11 & 12
September 26	Archaic Sparta	Dunstan, chapter 5 Gucker, chapters 14, 15, & 16
October 3	Archaic Athens and the Birth of Democracy	Dunstan, chapter 5 Gucker, chapters 17, 18, & 19
<b>October 10 Test 2</b>		
October 12	Persia and Greece to 490 BCE	Dunstan, chapter 8 Gucker, chapter 21
October 17	Xerxes' Invasion of 480-479 BCE	Dunstan, chapter 8 Gucker, chapters 22 & 23
October 24	Imperial Athens	Dunstan, chapters 9, 10 Gucker, chapters 24 & 25
October 31	The Peloponnesian War	Dunstan, chapters 10, 11 (to p. 238) Gucker, chapter 26
<b>November 7 Test 3</b>		
November 9	Greece in the Fourth Century BCE	Dunstan, chapter 13 Gucker, chapters 27 & 28
November 14	Philip II & Alexander	Dunstan, chapters 13, 15 Gucker, chapters 29 & 30
<i>November 19-27</i>	<i>Thanksgiving Break</i>	<i>No Class !</i>
November 28	Hellenistic Greece <i>Journal Research Reports due</i>	Dunstan, chapter 16 Gucker, chapter 20
December 5	The Roman Conquest	Dunstan, chapter 17 Gucker, chapter 31
<b>December 12 Make-Up Tests @ Noon in Seerley 115</b>		
<b>December 14 Test 4 @ 10 AM</b>		

\* NOTE: As you will observe, not all chapters in Dunstan will be read by undergraduates this semester.

Ancient Greece (Greek: ἡ κλασικὴ ἑλλάς, romanized: Hēllás) was a civilization belonging to a period of Greek history from the Greek Dark Ages of the 12th–9th centuries BC to the end of antiquity (c. AD 600). Immediately following this period was the beginning of the Early Middle Ages and the Byzantine era. Roughly three centuries after the Late Bronze Age collapse of Mycenaean Greece, Greek urban poleis began to form in the 8th century BC, ushering in the Archaic period and colonization of the Mediterranean. Ancient Greece was a large area in the northeast of the Mediterranean Sea, where people spoke the Greek language. It was much bigger than the nation of Greece we know today. It was the civilization of Greece, from the archaic period of the 8th/6th centuries BC to 146 BC. The period ended with the Roman conquest of Greece in the Battle of Corinth. For most of this time, the Greeks did not have a single government or ruler. There were a number of city states, each with its own constitution. Athens