



Fragmentary relief sculpture of riders in formation, 4th century BCE, Agora Museum, Athens (M. Cummins)

CLS/HIS 255: History of Ancient Greece
Fall 2021

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Office Hours: 3:00–4:00 PM daily;
or by appointment or chance

"History is a study of power in human systems: how it is managed, seized, lost, used, and occasionally even shared."

Gordon S. Shrimpton, *History and Memory in Ancient Greece*, McGill-Queen's UP, 1997, p. 3.

SUBJECT and COURSE OBJECTIVES

The subject of this course is ancient Greek history in the period 1150–323 BCE: the rise of Greek city-states such as democratic Athens and militarized Sparta; the uneasy and shifting relationships of these states with the Persian Empire to the east; and the contentious and often bitter relationships that existed **between** different Greek city-states and **between** different classes within individual city-states. It was a turbulent time that saw the rise of western democracy, philosophy, art, and literature.

The purpose of this course is not simply to learn a sequence of events from a past time, but to consider carefully how those events are known to us now: to learn about sources—material, literary, and epigraphical—and how, in spite of their distinct limitations, they can be pieced together to yield a narrative. We will learn to appreciate that there are different kinds of narrative and that any narrative is subject to criticism and revision.

A third objective is for you to think consciously not just about **what** you are learning, but also about **how** you learn. The class will meet on Monday and Wednesday, 8:30–9:50 AM, and each class will proceed by lecture in the first half, and by discussion in the second half. Whether in lecture or in discussion, whether by giving oral reports or by writing papers, you will sharpen your abilities to listen, speak, and write critically—to identify and evaluate theses, arguments, and evidence. More on this as we go.

COURSE OBJECTIVES and MEANS OF ASSESSMENT

The Department of Classics regards the following list as the competencies which students should acquire in a 200-level course on ancient Greek history:

- 1) Knowledge of chronological framework of events (quizzes and exams): the period 1200–323 BCE
- 2) Knowledge of geographical context (quizzes): Greece within the Mediterranean Basin
- 3) Knowledge of significant military, political and social events and their causal connections (class discussion, exams and papers), particularly for Athens and Sparta
- 4) Knowledge of primary sources, whether material or literary; their nature, limitations, and synthesis (class discussion, exams and papers), particularly the historians Herodotus, Thucydides, and Arrian
- 5) Limited knowledge of scholarship so that students are exposed to effective argumentation from evidence (class discussion, exams and papers)

In addition, students should improve academic skills through analytical reading, writing, and oral presentations.

REQUIRED TEXTS

Pomeroy, Sarah et al., *A Brief History of Ancient Greece: Politics, Society and Culture*. 3rd ed. Oxford, 2014.

Romm, James, ed. *The Landmark Arrian*. Anchor Books, 2012.

Strassler, Robert B, ed. *The Landmark Herodotus*. Anchor Books, 2007.

Warner, Rex, trans. *Thucydides. History of the Peloponnesian War*. Penguin, 1972. Revised edition.

REQUIREMENTS

Attendance in class is mandatory. One absence is granted without penalty. Additional absences will result in reduction of grade. Tardiness results in a slight deduction.

Thorough reading and study of all assignments.

Thoughtful class participation in lecture and discussion group.

Assigned oral reports and one-page papers; one four-page essay.

Mid-term and final examinations.

GRADING

Class Participation	35%
Attendance	
Remarks in lecture and discussion	
Short oral presentations, Recorder's Reports	
Quizzes (no make-ups on missed quizzes)	
One-page papers (3)	15%
Four-page analysis of Thucydides (due by November 27)	15%
Mid-term exam (Friday, October 19th, 8 AM)	15%
Short identifications	
Final exam (Tuesday, December 17th, 9 AM)	20%
Short identifications	15%

ACCOMMODATIONS

At times students require accommodations, often for extracurricular activities, for religious observances, or for disabilities. Please contact me early in the semester if you require accommodations, so that your documented needs can be appropriately met. If you have a disability, you will need to provide documentation of your disability to the Coordinator of Student Disability Resources, [John Hirschman, whose office is on the 3rd floor of Goodnow Hall \(x3089; \[Hirsch\]\)](#).

POLICIES

Workload. The normal workload for this course is expected to be about four hours per class, but obviously there are individual differences. **Because the class meets on Monday and Wednesday, the interval between classes is not uniform.** You will want to plan ahead in order to manage your reading and writing assignments.

Textbooks. Required textbooks are available for purchase in the bookstore and some are on reserve in Burling Library, or you may buy them online. You must buy the required translations of Herodotos, Thucydides, and Arrian because the English of different translations can vary greatly. I strongly encourage you to buy a print version of these texts so that you can find the relevant pages quickly during our discussions because we will refer to the text constantly. You may purchase the text by Pomeroy, *A Brief History of Ancient Greece*, as an e-book because you will not need it in class.

Note-taking. Please take notes by hand. I prefer no open laptops in class unless there is a strong reason for electronic note-taking. Please discuss this issue with me, if you require electronic note-taking.

Courtesy in the classroom. As a matter of respect and consideration for other members of the class, students are expected to observe ordinary norms of courtesy, i.e., to arrive before the beginning of class and, except for necessity, not to leave the room during class and not to eat during class (drinks are fine). It is a good practice in general to arrive a few minutes before class, if possible, and to review your notes. Cellphones should be silenced and out of sight.

Absences. At times absence from class may be unavoidable: in cases of illness, injury, official college trips, observance of religious holydays, or other conflicts. I grant one absence without direct penalty, unless an absence occurs on a day on which you are assigned an oral report. More than one absence, because of the material that you will miss, is detrimental to your class performance and grade. You should notify me in advance of scheduled absences and, if possible, of unexpected absences due to illness or emergency (I do not need to know details, just to be informed of your absence). Email notification is fine. I also impose a penalty for tardiness.

Penalties for late written work. Detailed directions for papers will be provided separately. The normal penalty for late submission of any written assignment is one-third of a letter-grade per day (for example, A → A-; C+ → C), weekends included, up to a maximum of two full letter-grades (six days). Late papers should be submitted by email attachment with a doc or docx extension. Final essays **MUST** be turned in by the due date. There are no extensions for the final written assignment in the course.

A (94-100%), A- (90-93%), B+ (88-89%), B (84-87%), B- (80-83%), C+ (78-79%), C (70-77%), D (60-69%).

Missed oral reports. There are no make-ups for missed recorder's reports or oral reports. If you miss class on a day on which you have a recorder's report or oral presentation due, you forfeit the opportunity to give that report or presentation.

Academic honesty. The college's academic honesty policy obviously applies to this course. In addition, students are expected to prepare for class on their own and not to collaborate with other students on any written assignments, and in their preparation for the mid-term and final exams. Informal discussion, however, of the content of the course outside of class is fine, and even encouraged.

Writing, Reading, and Speaking Center. I will provide feedback on your writing and on your oral presentations. Please feel welcome to make appointments with the Writing, Reading, and Speaking Center for additional help with either your papers or your oral presentations.