



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

**CLS/HIS 255: History of Ancient Greece**  
Fall 2019

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HSSC N3166, x3305  
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 course will proceed by lecture on Monday and Wednesday when the emphasis will be more on listening critically, and by discussion on Friday, when emphasis is more on contributing to a critical discussion. Whether in lecture or in discussion or in writing papers, to listen, speak, and write critically is to identify and evaluate theses, arguments, and evidence. More on this as we go.

## LEARNING OUTCOMES (OR what you should possess by the time we're done!)

Knowledge of significant political, constitutional and military events of ancient Greek history, 1200–323 BCE  
Knowledge of social and political institutions in Athens and Sparta  
Knowledge of the kinds of sources that underpin narratives of ancient Greek history, in particular of the historians Herodotus, Thucydides, and Arrian  
Increased ability to listen, speak and write critically  
Increased awareness of how you learn in lecture and discussion classes

## REQUIRED TEXTS

Kagan, Donald. *Thucydides: The Reinvention of History*. Penguin, 2010 (reprint).  
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   | 35e% |
| 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 and Donald Kagan ( <b>due by November 27</b> ) | 15%  |
| Mid-term exam ( <b>Friday, October 19th, 8 AM</b> )                             | 15%  |
| Short identifications   |      |
| Final exam ( <b>Tuesday, December 17th, 9 AM</b> )                              | 20%  |
| Short identifications   | 15%  |
| One-page take-home essay on Alexander   | 5%   |

## 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. The reading load from class to class is not always uniform; it is your responsibility to plan ahead in order to handle uneven reading assignments and oral reports.

*Textbooks.* Required print textbooks are available for purchase in the bookstore, and are on reserve in Burling Library, or you may buy them online. Please, no e-books.

*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. Informal discussion, however, of the content of the course, outside of class, is fine.



- pp. li–liii, “Dated Outline of Text”
- pp. 3–114, Book 1

### ORAL REPORTS & One-Page PAPERS

8 AM 9 AM

What is the subject and purpose of Herodotos’ *Histories*? How do the stories of Croesus and Cyrus fit into this subject?

**Mitch Sevier** **Tanner Tufto**  
**Sungyun Chong (p only)** **Matthew Phipps (p only)**

What lessons about human life and prosperity does the story of Croesus teach?

**Oscar Buchanan** **Brady Vest**  
**Xinming Li (p only)** **Dylan Bremner (p only)**

**Shuhan Yi (p only)**

Compile a list of Herodotos’ references to sources in Book 1. What are his sources and how does he treat them?

**Everyone**

**Monday, September 9**

*Fall of Mycenaean Greece; Greek Dark Age*

Recorder

**Alex Mickus**

**QUIZ:** Be able to locate on a blank map:

Pomeroy, map inside the front cover

Euboea Eretria  
Lefkandi Chalcis

**Reading Assignment**

Pomeroy, *Ancient Greece*, Chapter 2, 41–66

*Landmark Herodotus*, “Appendix K: “Dialect and Ethnic Groups in Herodotus”

**Wednesday, September 11**

*Beginning of Archaic Period*

Recorder

**Gabriel Garcia**

**QUIZ:** Be able to locate on a blank map:

(Use Pomeroy, 72)

Rhegium Syracuse  
Cyrene Byzantium  
Massilia Naucratis

**Reading Assignment**

Pomeroy, *Ancient Greece*, Chapter 3, 67–88

**Friday, September 13**

*Discussion: Herodotus, Books 2–4*

Recorder

8 AM 9 AM

**Sungyun Chong**                      **Dylan Bremner**

**QUIZ:** Be able to locate on a blank map:

(*Landmark Herodotus*, Maps #1 and #2)

Samos                                  Sparta

Babylon                                Scythia

**Reading Assignment**

Herodotus, Book 2.1, 151-82 only, p. 117; pp. 188–203

Book 3.1-160 (all), pp. 207–278

Book 4.1-142 only, pp. 281–338

**ORAL REPORTS & one-page PAPERS**

8 AM

9 AM

Greek Tyranny: Collect all references to tyrants in Herodotus **Books I-III**. Analyze the references and derive from them an analysis of Greek tyranny: its nature and its features. Give specific examples to back up your analysis.

**Julia Sloniewsky**

**Julia Echikson**

**Morgan Franklin (p only)**    **Damaris Marquez Membreno (p only)**

Darius' Scythian Campaigns IV.1-142: Analyze Herodotus' narrative of Darius' Scythian campaign. Why does Darius undertake it? What are his military resources? What does it reveal about his relationship with the Ionians of Asia Minor?

**Noah Susag**

**Oliver Willett**

**Claire Boyle (p only)**

**Wagih Henawi (p only)**

**Daniel Carter (p only)**

Everyone: How does the Scythian campaign fit in thematically with the rest of Herodotus' *Histories*? Any connections?

Everyone: Be prepared to analyze the Persian Discussion on Human Government (III.80-82).

**Monday, September 16**

*Colonization*

**Recorder**

*Hoplite Army*

**Morgan Franklin**

**QUIZ:** Be able to locate on a blank map:

(Use *Ancient Greece*, 72 and inside front cover)

Rhegium                                Syracuse

Byzantium                              Corcyra

Epidamnus                              Apollonia

Potidaea                                Argos

Corinth                                 Megara

Chalcedon

(these are mostly the names of important colonies founded by Greek cities in the colonizing period)

**Reading Assignment**

Pomeroy, *Ancient Greece*, pp. 67–81

*Landmark Herodotus*, Appendices E, F, G as follow up to class discussion on last Friday.

These are about the Scythians; please read them carefully.

**Wednesday, September 18**

*Tyrants*

Recorder

**Matthew Phipps**

**Reading Assignment**

Pomeroy, *Ancient Greece*, pp. 81–98

Study carefully Herodotus 5.92

*Landmark Herodotus*, “Appendix T: Tyranny in Herodotus,” pp. 835–37

**Friday, September 20**

*Discussion: Herodotus, Books 4–6*

Recorder

8 AM

9 AM

**Oscar Buchanan**

**Wagih Henawi**

**Reading Assignment**

Herodotus, Book 4.143-205, pp. 338–364

Book 5, all, pp. 367–423

Book 6.1–84 (pp. 427–460)

**Oral Reports and One-Page Papers**

8 AM

9 AM

Analyze the causes, nature, and course of the Ionian Revolt (5.28-6.32)

**Anthony Gulve**

**Halle Remash**

**Gabriel Garcia (p only)**

**Sam Bloom (p only)**

Analyze the career of the Spartan King Cleomenes in Books 5 and 6. In what kinds of activities does he engage? What do you learn from your analysis about the Spartan kingship?

**Haruko Okada**

**Travis Sloffer**

**Rachel Sutter (p only)**

**Alex Mickus (p only)**

Fowler, Robert. “Herodotus and his prose predecessors” in *The Cambridge Companion to Herodotus*, pp. 29–45 (PDF)

What is Fowler’s thesis? His evidence?

**Everyone**