

DEREE COLLEGE SYLLABUS FOR: HY 2034 HISTORY OF ANCIENT GREECE

UK LEVEL: 4
UK CREDITS: 15
US CREDITS: 3/0/3

(Updated Fall 2022)

PREREQUISITES:

CATALOG DESCRIPTION:

An introductory survey of the history of the Ancient Greek world from the Bronze Age (ca. 2000 BCE) to the Hellenistic Era (323 BCE). Exploration of thematic topics such as government, religion, the sciences and philosophy, as well as issues of identity, gender, and daily life through a chronological structure as a traditional historical narrative.

RATIONALE:

This course is designed to introduce students to the complex and fascinating history of ancient Greece from the Bronze Age until the coming of Rome. The course is suitable for any student wishing to gain foundational knowledge and understanding of the Ancient Greek world, but it is also a good starting point for those students wishing to pursue further work in the fields of history, archaeology, and classical studies. Students will have the opportunity to engage with the Ancient Greek world through selected readings from a variety of primary sources and material evidence.

LEARNING OUTCOMES:

- As a result of taking this course, students should be able to:
1. Demonstrate knowledge and understanding of the political, social, and cultural development of the Ancient Greek world.
 2. Demonstrate knowledge and understanding of key figures, events and issues in the history of Ancient Greece.
 3. Appreciate the interdisciplinary nature of studying the history of Ancient Greece and the connections between history, archaeology, and classics.
 4. Acquire skills in comprehension, critical analysis, and interpretation of textual sources and material evidence from the Ancient Greek world.

METHOD OF TEACHING AND LEARNING:

- In congruence with the teaching and learning strategy of the college, the following tools are used:
- Lectures and class discussions.
 - Homework assignments.
 - Office hours held by the instructor to provide further assistance to students.
 - Use of the library facilities for further study and for preparation for the examinations
 - Use of the Blackboard site to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments.

ASSESSMENT:

Summative:

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| 1 st assessment: Portfolio of Assessments | |
| Portfolio components: | |

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| | <table border="1" data-bbox="613 138 1357 359"> <tr> <td>Essay on a selected topic (800 words) P/F</td> <td></td> </tr> <tr> <td>Essay on the same selected topic (1200 words)</td> <td>30%</td> </tr> <tr> <td>Reflective-essay (500 words)</td> <td>10%</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>2nd assessment: Final examination (essay-type questions)</td> <td>60%</td> </tr> </table> <p data-bbox="613 394 737 422">Formative:</p> <table border="1" data-bbox="613 426 1357 495"> <tr> <td>Active participation in class discussions</td> <td>0%</td> </tr> <tr> <td>Worksheets and review questions</td> <td>0%</td> </tr> </table> <p data-bbox="613 531 1422 659">The 1st summative assessment tests LOs 3, 4 The 2nd summative assessment tests LOs 1,2 Formative assessments aim to prepare the student for the final examination</p> <p data-bbox="613 699 1321 726"><i>Students are required to resit failed assessments in this module.</i></p> | Essay on a selected topic (800 words) P/F | | Essay on the same selected topic (1200 words) | 30% | Reflective-essay (500 words) | 10% | <hr/> | | 2 nd assessment: Final examination (essay-type questions) | 60% | Active participation in class discussions | 0% | Worksheets and review questions | 0% |
| Essay on a selected topic (800 words) P/F | | | | | | | | | | | | | | | |
| Essay on the same selected topic (1200 words) | 30% | | | | | | | | | | | | | | |
| Reflective-essay (500 words) | 10% | | | | | | | | | | | | | | |
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| Active participation in class discussions | 0% | | | | | | | | | | | | | | |
| Worksheets and review questions | 0% | | | | | | | | | | | | | | |
| <p data-bbox="175 793 428 821">INDICATIVE READING:</p> | <p data-bbox="613 793 867 821">REQUIRED READINGS:</p> <p data-bbox="613 863 1349 926">McInerney, J. <i>Greece in the Ancient World</i>. London and New York: Thames & Hudson, 2018</p> <p data-bbox="613 968 1422 1031">Nagle, B. D. & Burstein, S. M. <i>Readings in Greek History: Sources and Interpretations</i>. Oxford: Oxford University Press, 2007</p> <p data-bbox="613 1066 935 1094">RECOMMENDED READINGS:</p> <p data-bbox="613 1136 1386 1199">Barringer, J. M. et al., eds. <i>Periklean Athens and its Legacy: Problems and Perspectives</i>. Austin: University of Texas Press, 2005</p> <p data-bbox="613 1241 1382 1304">Brule, P. <i>Women of Ancient Greece</i>. Edinburgh: Edinburgh University Press, 2003</p> <p data-bbox="613 1346 1377 1409">Cartledge, P. <i>Ancient Greek Political Thought in Practice</i>. Cambridge: Cambridge University Press, 2009</p> <p data-bbox="613 1451 1386 1514">Deger-Jalotzy, S. <i>Ancient Greece: From the Mycenaean Palaces to the Age of Homer</i>. Edinburgh: Edinburgh University Press, 2006</p> <p data-bbox="613 1556 1422 1661">Garland, R. <i>Wandering Greeks: The Ancient Greek Diaspora from the Age of Homer to the Death of Alexander the Great</i>. Princeton: Princeton University Press, 2014</p> <p data-bbox="613 1703 1308 1766">Hall, J. M., <i>A History of the Archaic Greek World, ca. 1200-479</i>. Hoboken: Wiley-Blackwell, 2013</p> <p data-bbox="613 1808 1422 1871">Heckel, W. & Tritle, L., eds. <i>Alexander the Great: A New History</i>. Oxford: Oxford University Press, 2009</p> <p data-bbox="613 1913 1370 1976">Kinzl. K. H., ed. <i>A Companion to the Classical Greek World</i>. Oxford & Malden: Blackwell, 2006</p> <p data-bbox="613 2018 1390 2045">Mitchell, L/ J. <i>Panhellenism and the Barbarian in Archaic and Classical</i></p> | | | | | | | | | | | | | | |

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| | <p>Greece. Classical Press of Wales: Oakville, CT, 2007</p> <p>Ober, J. <i>The Rise and Fall of Classical Greece</i>. Princeton: Princeton University Press, 2015</p> <p>Raaflaub, K. A. and Van Wees, H., eds. <i>A Companion to Archaic Greece</i>. Hoboken: Wiley-Blackwell, 2009</p> <p>Raaflaub, K. et al. <i>Origins of Democracy in Ancient Greece</i>. Berkeley: University of California Press, 2007</p> <p>Roisman, J & Worthington, I. <i>A Companion to Ancient Macedonia</i>. Malden, MA: Blackwell, 2010</p> |
| COMMUNICATION REQUIREMENTS: | <ol style="list-style-type: none"> 1. Participate intelligently in lectures and class discussions with the instructor and fellow students 2. Produce clear, well-structured and intelligent pieces of work |
| SOFTWARE REQUIREMENTS: | Microsoft Word |
| WWW RESOURCES: | <p>www.perseus.tufts.edu: an important site for the ancient Greek world – includes an extensive collection of images and Greek texts, translations, essays and many other useful tools for studying ancient Greek history, language, literature, and culture</p> <p>http://www.ancientgreece.com: a rich resource of links for Greek history, mythology, art and architecture, culture and more</p> <p>https://ancient-greece.org: a great resource with maps, timelines, history, culture, art and architecture</p> <p>http://www.users.globalnet.co.uk/~loxias/: a resource that covers various elements of Classical Greek life, culture and language</p> <p>http://www.stoa.org/projects/demos/home (Stoa Consortium): a digital encyclopaedia of Athenian democracy – includes history, institutions and people of democratic Athens in the 5th and 4th centuries BCE</p> <p>http://www.ime.gr/chronos/en/: Hellenic history – useful overview of Greek history and culture from pre-historic times to the present</p> <p>http://www.stoa.org/athens/: Ancient Athens – images, essays plus other resources</p> <p>http://www.stoa.org/diotima/: Women and gender in the ancient world – contains images, anthologies, and essays</p> |
| INDICATIVE CONTENT: | <p>Part I. The Bronze Age</p> <ol style="list-style-type: none"> a) The Prehistoric Aegean World – an overview b) The Minoans of Crete c) The Mycenaeans d) The Mycenaeans and the Minoans e) The Bronze Age collapse – competing theories |

Part II. The Iron Age

- a) Greece after the “Bronze Age” collapse
- b) The Homeric poems and the reconstruction of institutions, society, and culture in Iron Age Greece
- c) Major archaeological sites and their interpretation
- d) The poet Hesiod and the preoccupations of the Iron Age
- e) Major developments at the end of the Iron Ages

Part III. The Archaic Age

- a) Greek Colonization – foundations, communities, and identities
- b) “Orientalizing” and Eastern Influences on the Greek world
- c) The Archaic Age “crisis” – strife and tyranny
- d) The “Spartan Mirage” – institutions and society in Sparta
- e) The development of Archaic Athens from Solon to Cleisthenes
- f) Herodotus and the Persian Wars

Part IV: The Classical Age

- a) The Delian League – from Aegean alliance to Athenian empire
- b) Classical Athens: institutions, society and culture
- c) Religion, science, and philosophy
- d) Thucydides and the Peloponnesian War
- e) Continued rivalry amongst the Greek states and the rise of “panhellenism” and “federalism”
- f) Philip II, the rise of Macedon, and the domination of Greece
- g) Alexander the Great and the conquest of Persia

