



UNSW
SYDNEY

Australia's
Global
University



ARTS2283

Classical Greece

Term One // 2019

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|-------------------|------------------------|-----------------------------|---------------------|----------|
| Nicholas Doumanis | n.doumanis@unsw.edu.au | Tuesday 2-3, Friday 12-1 | Morven Brown 334 | 93851705 |

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Course Details

Credit Points 6

Summary of the Course

Subject Area: *History*

This course can also be studied in the following specialisation: *Greek Studies*

This course explores the dynamic, diverse, and troubled civilization of Greece during the Bronze, Archaic, and Classical eras (circa 1200-323 BC). You will begin by exploring the origins of polis-based Greek civilization, and then trace its evolution during the Archaic Era (circa 750-500 BC). After analysing the startling Greek triumph over the Persian Empire in the early 5th century BC and its repercussions, the course goes on to examine the two-century arc of triumph and failure of Classical Greek polis civilization (ca. 500-338 BC). Finally, you will turn to Alexander the Great and his conquests. Several themes will animate the course: the origin, nature, and evolution of economic and social structures; the origin, nature, and evolution of military and political institutions and practices; Greek democracy; Greek interaction with non-Greeks.

Course Learning Outcomes

1. Explain the nature of Classical Greek history, culture and society from the Bronze Age to Alexander the Great
2. Use a broad body of knowledge about the Greek world and its cultures to understand the processes of historical change
3. Articulate the dynamics of Greek societies and cultures across the Mediterranean
4. Undertake rigorous and engaged scholarly enquiry and analysis using different forms of historical evidence
5. Critically navigate different disciplinary bodies of knowledge especially textual analysis, and archaeological and anthropological perspectives
6. Engage with complex problems of historiography, philology, and archaeology relating to the ancient Greek world.

Teaching Strategies

History is an active endeavour, involving the critical analysis of primary sources, and their subsequent use to recover and interpret the past. History is not the passive memorization of names, dates, and events, although a certain amount of knowledge is necessary for informed assessment and use of primary sources. This course promotes active engagement with the past by focusing on the interpretation of primary sources. Weekly content provides an introduction to key themes in Greek history. Assessments provide students with the opportunity to explore topics which especially interest them.

The blended mode of delivery presents online content in the form of readings, videos, galleries, quizzes, and audio. The primary benefit of this form of delivery is the flexibility students are afforded. Weekly content tasks are clearly defined and can be completed at any point during the week. Tutorials build on online content - in class discussion provides students with the opportunity to refine and challenge the interpretations they formed during the preceding week.

Assessments are closely aligned with online and tutorial content. Short writing assignments provide

students with the opportunity to receive regular feedback on their progress throughout semester, and hone their writing skills. These assignments also provide the opportunity for students to form arguments and test them in tutorials. Critical assessment of sources, knowledge of sound historical methodology, and creative engagement with historical problems are tested in the remaining assessments. Such skills are best developed when students actively produce historical arguments through discussion and especially writing. Indeed, writing an argumentative historical essay is the core learning activity in this course – an essay based on primary source readings, informed by course content and secondary source readings.

Assessment

Essays are important for organizing your thoughts and for presenting an analysis of a given problem. It is vital that you can communicate your ideas with clear prose, so please see the convenor if you think you need help before working on the major essay. It is a good idea to submit a minor assignment early in the term so the convenor can assess your work at an early stage.

The essay must be based on primary sources. It must also draw on monographs: specialized books, articles, book chapters or web sources that relate closely to your topic. Please use at least 8 monographs and list them in your bibliography. You should also list all other sources (primary source, textbooks etc), but they are not to be counted in your list of 8 monographs.

An essay list will be provided by Week 2 and posted on Moodle.

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|--------|---------------------|------------------------------------|
| Annotated bibliography and essay thesis | 20% | 12/03/2019 04:00 PM | 2,4,5 |
| Short writing assignments | 30% | Not Applicable | 2,3,5 |
| Research essay | 50% | 30/04/2019 04:00 PM | 1,2,3,4,5,6 |

Assessment Details

Assessment 1: Annotated bibliography and essay thesis

Start date:

Details: Several weeks before the end of semester, students will submit an annotated bibliography of sources to be used in their research essays. In addition to their annotated bibliography, students will compose a thesis statement and introduction. This assessment will provide students with feedback on their progress before the research essay is submitted at the end of semester. Feedback is offered in the form of rubrics (which are available on Moodle) and comments on specific aspects of the assessment.

Additional details:

The assignment should begin with the paragraph-length thesis statement. Then provide (on the same document) the annotated bibliography, beginning with the full details of the first item (book or article, etc), followed by your comments. Do the same with the second and the rest.

Assessment 2: Short writing assignments

Start date:

Details: Students must complete five short writing assignments, each of which is worth 6% of the total mark. One of the assignments must be submitted by Week 4. The assignments are based on tutorial themes (which, in turn, are based on online course content). Submissions are due before the tutorial slot allocated for the topic commences. This assessment will provide regular feedback on progress to the

students, and inform the teaching staff of how students are faring in the course. Feedback is provided in the form of rubrics (which are available on Moodle) and occasional comments to specific students or to the student group as a whole.

Assessment 3: Research essay

Start date:

Details: At the end of the semester, students will submit a research essay on one of an assortment of topics listed on Moodle. Feedback is offered in the form of rubrics (which are available on Moodle) and comments on specific aspects of the assessment. This is the final assessment for purposes of the attendance rule.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|-----------------------------------|-----------------|---|
| Week 1: 18 February - 24 February | Tutorial | House matters, plus discussion of the Bronze Age Aegean and archaeology |
| | Online Activity | Lecture: 'The Greeks in History' by Nick Doumanis |
| | Online Activity | Web activities related to the Aegean Bronze Age |
| Week 2: 25 February - 3 March | Online Activity | Web activities related to Homer, Hesiod and the so-called Greek 'Dark Age' |
| | Tutorial | Archaeology and evidence for the Aegean Bronze Age |
| | Reading | Reading extracts from Homer's <i>Iliad</i> |
| Week 3: 4 March - 10 March | Tutorial | Homer: As an historian, what is the value of reading Homer's epics? |
| | Online Activity | Online Activities related to Archaic political history, especially tyranny |
| | Online Activity | Online Lecture on Archaic Greece by Nick Doumanis |
| Week 4: 11 March - 17 March | Tutorial | Tyranny: Do you support the status quo (the aristocracy), support tyranny, or support some other compromise reform? |
| | Online Activity | Web activities related to the Persian Empire and the Persian Wars |
| | Reading | Reading extracts from Herodotus on the Persian Wars |
| Week 5: 18 March - 24 March | Tutorial | The Persian Wars: Who are the Persians - insatiable conquerors or benevolent overlords? |
| | Online Activity | Activities related to Athenian Democracy in the Fifth Century BCE |
| | Reading | Reading extracts from Thucydides on the origins of the Peloponnesian War |
| Week 6: 25 March - 31 March | Tutorial | Athenian Democracy: Did democracy cause imperialism, or vice versa, in 5th century BC Athens? |
| | Online Activity | Web activities related to the Peloponnesian War and how it ended |
| | Reading | Readings from Thucydides on the Melian Dialogue |
| Week 7: 1 April - 7 April | Tutorial | The death of Socrates: Was Socrates guilty? |
| | Online Activity | Web readings and other items related to the |

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| | | themes of Sex and Slavery in Ancient Greece |
| | Lecture | On-line lecture: The Fourth Century and the Rise of the 'Super' men, by Nick Doumanis |
| Week 8: 8 April - 14 April | Tutorial | Sex and Sexuality: What were the rules governing sex? More broadly, what roles were men and women expected to play in Classical Athenian society? |
| | Online Activity | Activities related to the rise of Macedon and Alexander the Great |
| | Reading | Readings from Plutarch on Alexander the Great |
| Week 9: 15 April - 21 April | Tutorial | Alexander the Great: How great was Alexander? What were his aims as conqueror? |
| | Online Activity | Activities related to the legacy of Alexander and the Hellenistic World |
| | Lecture | On-line lecture on the Hellenistic World by Nick Doumanis |
| Week 10: 22 April - 28 April | | Hellenistic World: What were the legacies of Alexander's conquests? |
| | Online Activity | Activities regarding the Greeks and what they mean to the modern world |
| | Reading | Extracts from Polybius on why the Romans conquered the Greeks |

Resources

Prescribed Resources

All resources accessible on-line

Recommended Resources

- Edith Hall, *Introducing the Ancient Greeks*
- Robin Osborne, *Greece in the Making 1200-479 BC*, 2nd ed
- Simon Hornblower, *The Greek World 479-323 BC*, 4th ed
- Jonathan Hall, *A History of the Classical Greek World: 478-323 BC*, 2nd ed
- Nancy Demand, *A History of Ancient Greece in its Mediterranean Context*, (multiple hard copies in Library)
- Simon Goldhill, *Love, Sex and Tragedy*

Course Evaluation and Development

This is an on-line course that requires students to read and watch items that are posted on Moodle every week during term. The Moodle pages have been arranged very carefully and instructions are very easy to follow. If you still have questions, please talk to the convenor by scheduling an appointment or communicate by email.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

Student responsibilities

You must read and adhere to the UNSW Student Code Policy (2016):

<https://www.gs.unsw.edu.au/policy/studentcodepolicy.html>.

There are five primary student responsibilities under this Code:

1. A condition of enrolment that students inform themselves of the University's rules and policies affecting them, and conduct themselves accordingly.
2. An obligation to act with integrity in academic work, to ensure that all academic work is conducted ethically and safely.
3. An obligation to observe standards of equity and respect in dealing with every member of the University community.
4. An obligation to use and care for University resources in a lawful and appropriate manner
5. An obligation to not diminish the University's reputation in the carrying out of academic and other associated University activities. (UNSW Student Code Policy, Art. 2)

A related document is the UNSW Student Misconduct Procedure (2016):

<https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html>.

All courses in the School of Social Sciences are run in accordance with School, Faculty and University rules and policies.

You need to make sure that you are familiar with University policies and School guidelines, <https://socialsciences.arts.unsw.edu.au/students/resources/policiesguidelines/>, particularly those relating to attendance requirements, extensions and late submission of assessed work.

Image Credit

Synergies in Sound 2016

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