

School of Humanities and Languages

ARTS2283 Classical Greece Session 1, 2014



**Doric temple dedicated to Hera at
Metaponto, Italy (6th century BC)**

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1. Course Staff and Contact Details			
Course Convenor & Lecturer			
Name	Dr Shawn A Ross	Room	MB360
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Consultation Time	TBA		

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>ARTS2283 Classical Greece explores the dynamic, diverse, and troubled civilisation of Archaic and Classical Greece (ca. 750-323 BC). We will begin by briefly seeking the origins of later institutions in the Late Bronze and Early Iron Ages (1400-750 BC), and then trace the evolution and diversity of polis-based civilisation during the Archaic Era (circa 750-500). With the startling victory of two dozen Greek poleis over the vast and powerful Persian Empire in the early 5th century BC, the course goes on to examine the two-century arc of triumph and failure of Classical Greek polis civilization (ca. 500-323). We will chart not only the 4th century BC decline of polis civilisation, but also the contemporary rise of the kingdom of Macedon, which conquered and united Greece in 338. We will conclude with the remarkable - and unlikely - success of Alexander the Great (336-323).</p> <p>Throughout the course, we will investigate several themes, including: evolving economic, social, and political structures; Greek democracy and its failures; Greek interaction with non-Greeks. Both literary and material evidence will be brought to bear on these issues; this course serves as an elective within the Archaeology minor as well as the History major.</p>
Course Aims	<ol style="list-style-type: none"> 1. Impart an understanding of the historical evolution of Archaic and Classical Greek civilization. 2. Introduce students to the historiography of ancient Greece. 3. Improve students' ability to conduct independent and informed historical research. 4. Develop reasoning skills, especially the critical assessment of primary and secondary sources. 5. Improve writing and speaking ability. 6. Improve relevant information technology skills. 7. Prepare students for third-year study, and foster an ongoing interest in archaeology, ancient history, and history more generally.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the contours of Greek history, society, and culture from the beginnings of the Archaic Period through the middle of the Hellenistic Period (circa 750-200 BC), and to apply this knowledge to achieve a broader understanding ancient and world history.

	2.	Knowledge of ancient and modern geography of the Balkans, the Mediterranean Basin, North Africa, and the Middle East.
	3.	Ability to locate and employ a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles).
	4.	Ability to analyse and critically assess primary and secondary sources (online and print).
	5.	Improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical, not merely descriptive or narrative.
	6.	Appreciate a range of current historiographical perspectives related to Archaic, Classical, and Hellenistic Greece.
Graduate Attributes	1.	History: Demonstrate an understanding of at least one period or culture of the past.
	2.	History: Identify and interpret a wide variety of secondary and primary materials.
	3.	History: Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
	4.	History: Analyse historical evidence, scholarship and changing representations of the past.
	5.	History: Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form
	6.	History: Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.
	7.	History: Show how history and historians shape the present and the future.

3. Learning and Teaching Rationale

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 background 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. Elements of this course, such as readings, lectures, tutorial discussions, quizzes, and writing assignments, have been designed and integrated to facilitate the acquisition of background knowledge and the development of interpretive abilities, such as critical assessment of sources, knowledge of sound historical methodology, and creative engagement with historical problems. 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 lectures and secondary source readings, and refined through in class or online discussion.

The study of history is interesting, often entertaining, and intrinsically rewarding for what it reveals of the human condition. Moreover, the abilities acquired through active engagement with past, such as continual, critical assessment of what one reads, and the ability to present elegant and lucid arguments, will serve students well across disciplines and beyond university.

4. Teaching Strategies

The various components of the course – readings, lectures, tutorials, and writing assignments – have been designed to achieve the Learning Outcomes listed above. Secondary source readings and lectures provide necessary historical background and geographic information, while tests or quizzes examine students' acquisition of this knowledge. Primary source readings provide the raw material for tutorial discussion and writing assignments. Writing assignments offer students the opportunity to actively engage in the critical evaluation and analysis of sources, followed by the reconstruction and interpretation of historical events and processes – informed by the background knowledge acquired from secondary readings and lectures. Tutorial discussion hones these skills as students examine primary sources in the classroom and receive immediate feedback from the instructor and their peers.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Short writing (includes related Tutorial activities)	7 x 225 words	45%	1-3, 5	1, 4, 5	Weekly before Tutorial (7 required)
Preparatory research tasks for historical essay	~15 hours	15%	3-5	2-5	Week 7 before tutorial (thesis & bibliography) Week 11 Friday (draft essay) Week 12 Friday (peer review)
Historical essay	2250 words	40%	1-6	1-6	Week 13 Friday

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Short Writing Assignments

Short writing assignments form the lynchpin of this course, binding other student activities together and ensuring that you stay current with coursework. Over the course of the semester, expect to complete **seven** short writing assignments totalling approximately 1,500-1,750 words. These assignments are closely integrated with **tutorials** and allow you the opportunity to internalise background information and practice building arguments of your own based on primary and secondary sources. You will use one of your short writing assignments as the starting point for your **historical essay**. During weeks when holidays (other than mid-semester break) require the cancellation of tutorials, short writing assignments may be lengthened and made mandatory. Short writing assignments may include (but are not limited to):

- Reflections on reading assignments or lectures
- Construction of short arguments
- Explanation of new concepts to your peers
- Threaded discussion
- Role-play or debate preparation

In each case short writing assignments can be adequately answered (up to an including an HD mark) in 200-250 words – no more is expected and you will not necessarily earn more points for a longer reply. Detailed instructions for each assignment will be distributed vial Moodle early in the semester.

All students will receive feedback on their short writing assignments early in the semester, and intermittently thereafter. Most assignments will be marked through using a rubric, which will be made available to you ahead of time so you know the criteria you will be marked against. Further feedback is available upon request.

As noted above, short writing assignments form the basis for tutorial activities, and provide an excellent forum for you to air ideas proposed in these assignments (with an eye towards developing one of your short writing assignments into the historical essay). Participation in discussions during tutorial offers you the opportunity to engage in historical analysis and receive immediate feedback from your tutor and your peers. At the end of each tutorial, you will self-assess your preparation and contribution. These self-assessments, verified by your tutor, will contribute towards your short writing assignment mark.

Also remember that **even if you do not complete a short writing assignment for any given week, you still must complete all readings and be prepared for discussion.**

Historical Essay (including preparatory research tasks)

Students will write historical essays of approximately 2,000-2,500 words in length. You will develop ideas generated in one of your short writing assignments into an essay. Writing is an iterative process; expect to select a topic and develop a **thesis and bibliography** relatively early in the session (even if you choose to write on a later topic), to **write a draft** at least two weeks before the due date of the essay, and to participate in a rubric-based **peer review** exercise before **producing a final draft** of your essay. All stages of writing (thesis and bibliography, draft, peer review, final essay) will contribute towards your mark in the course, as described in the nearby table.

This essay will defend an argumentative thesis with well-organized analysis supported by primary source evidence. Your first priority when writing this essay is to develop your own arguments based on primary sources. You will also have the opportunity to incorporate the interpretations of modern scholars as presented in secondary sources. **The research essay must be based upon primary sources.** Essays not based upon primary sources will receive a failing grade; essays that do not appropriately cite all secondary sources will be penalised according to the plagiarism policy.

A list of references, some annotated by previous students, provides you with references to secondary sources (primarily books), most of which are in the UNSW library. You should also plan to find more secondary sources on your own (especially journal articles). Students are expected to consult, evaluate, and judiciously apply a **minimum** of six of the following secondary sources: general works besides your textbook (1 maximum), scholarly monographs (2 minimum), articles in refereed journals (2 minimum), and reliable online resources (1 minimum). **All online resources must be carefully vetted; any not listed in this document must be submitted to me for prior approval.**

I will distribute specific instructions and a list of topics early in the semester. The final essay is due **Friday of Week 13**, although a draft will be due **Friday of Week 11** to allow time for peer review.

I frequently leave for fieldwork at the end of the semester; late essays will result in a mark of F (if not prearranged) or WD (if prearranged with appropriate paperwork) until I can resolve the issue upon my return.

Your historical essay must be completed to receive a passing grade for the course.

Formal Examination

This course has no formal examination.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see:

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

This course is paperless. All assessments will be collected online through Moodle.

It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments received after the stated due time and date will be penalised for being received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website:

<http://www.lc.unsw.edu.au/plagiarism/>

They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Readings must be completed before lecture (lectures will assume knowledge contained in that week's readings). Tutorial activities (and associated writing) relate to the previous week's lecture and readings (e.g., Week 02 tutorials build upon Week 01 lectures and readings).

Part 1 – Archaic Greece		
Topics	Readings and Lectures	Writing and Tutorials
Week 01 (03-09 March) Introduction Geography Chronology Early Greece	<u>Common reading</u> Demand, chapter 1, "The Mediterranean and Near Eastern Context of Greek History" <u>Individual reading</u> Demand, chapter 3 or Demand, chapter 4 or Whitley, chapter 5 <u>Lecture</u> Introduction and course overview Geography and chronology Early Greece	<p>No Writing for Week 01</p> <p>No Tutorials during Week 01</p>

<p>Week 02 (10-16 March)</p> <p>Hesiod & his world</p>	<p><u>Common reading</u> Demand, chapter 5, "Literary Evidence" Whitley, chapter 5, pp. 98-101 Hesiod, <i>Works and Days</i></p> <p><u>Lecture</u> The "8th Century Renaissance"</p>	<p><u>Writing</u> Early Greece: The Late Bronze and Early Iron Age "systems"</p> <p>Assignment details and templates for weekly short writing are available via Blackboard.</p> <p><u>Tutorial</u> Discussion about discussions Jigsaw: LBA and EIA</p>
<p>Week 03 (17-23 March)</p> <p>Expanding horizons</p>	<p><u>Common reading</u> Demand, chapter 5, "Expansion of Overseas Settlement"</p> <p><u>Individual reading</u> Dillon & Garland, chapter 2 (Colonisation) <i>OR</i> Whitley, chapter 6 (Orientalising Revolution) <i>your choice</i></p> <p><u>Lecture</u> Expanding horizons in the Greek world</p>	<p><u>Writing</u> Systems thinking grid for Hesiod's world.</p> <p><u>Tutorial</u> Jigsaw: Hesiod's world Discussion: LBA and EIA continuity</p>
<p>Week 04 (24-30 March)</p> <p>The rise of the polis</p>	<p><u>Common reading</u> Whitley, chapter 8</p> <p><u>Individual reading</u> Dillon & Garland, chapter 1</p> <p><u>Lecture</u> Social evolution: Complex societies and states Farmers & hoplites <i>Aristoi vs. mesoi</i></p>	<p><u>Writing</u> Why look abroad? Reasons for colonisation and "Orientalising" (you may choose between these two topics). Be sure to complete the reading and template appropriate to your choice.</p> <p><u>Tutorial</u> Group work: Why send out a colony? (Dillon & Garland) <i>or</i> Why look east? (Whitley)</p> <p>Discussion: why did the Greeks look abroad for inspiration and opportunity in the 7th century BC?</p>
<p>Week 05 (31 Mar - 06 April)</p> <p>Corinth & Sparta: Aristocracy, Tyranny, and Oligarchy</p>	<p><u>Common reading</u> Demand, chapter 6</p> <p><u>Individual readings</u> Dillon & Garland, chapter 6 or Dillon & Garland, chapter 7</p> <p><u>Lecture</u> Corinth & Sparta</p>	<p><u>Writing</u> What is the polis and why did it arise?</p> <p><u>Tutorial</u> Jigsaw: Perspectives on the polis</p>

<p>Week 06 (07-13 April)</p> <p>Athens: The road to Democracy</p>	<p><u>Common reading</u> Demand, chapter 7</p> <p><u>Individual reading</u> Dillon & Garland, chapter 8 or Dillon & Garland, chapter 9 or Dillon & Garland, chapter 10</p> <p><u>Lectures</u> Archaic Athens</p>	<p><u>Writing</u> The appeal of tyranny</p> <p><u>Tutorial</u> Tyranny role-play / debate</p>
<p>Week 07 (14-17 April)</p> <p>The Persian Wars</p>	<p><u>Common reading</u> Demand, chapter 8, "Coming of the Persians" Demand, chapter 9 Dillon & Garland, chapter 11 Hebrew Bible, Book of Ezra, chapters 1-8 (http://www.ebible.org/)</p> <p><u>Lecture</u> Persia & the Persian Wars</p>	<p><u>Writing</u> Historical essay thesis statement and preliminary bibliography due (before tutorial).</p> <p><u>Tutorial</u> Discussion of thesis statements.</p>
<p>(18-27 April) Mid-semester break</p>	<p>Enjoy your break (but get caught up!)</p>	

Part 2 – Classical Greece		
<i>Topics</i>	<i>Readings and Lectures</i>	<i>Writing and Tutorials</i>
Week 08 (28 Apr – 04 May) The Pentekontaitia: Democracy & empire	<u>Common reading</u> Demand, chapter 10 <u>Individual reading</u> Dillon & Garland, chapter 12 or Whitley, chapter 13 <u>Lecture</u> The <i>Pentekontaitia</i>	<u>Writing</u> Persian strengths and weaknesses. Greek strengths and weaknesses. <i>Theses and bibliographies peer review due (before tutorial).</i> <u>Tutorial</u> Should Athens give “earth and water” to the Persians?
Week 09 (05-11May) The Peloponnesian War	<u>Reading</u> Demand, chapter 12 Dillon & Garland, chapter 13 <u>Lecture</u> The Peloponnesian War	<u>Writing</u> Imperialism and the Athenian citizen, part I <u>Tutorial</u> Did democracy cause imperialism (or vice versa) in Classical Athens?
Week 10 (12-18 May) The 4th century BC Decline of the polis	<u>Common reading</u> Demand, chapter 13 <u>Lecture</u> Shifting alliances in 4th century Greece The rise of Macedon	<u>Writing</u> Imperialism and the Athenian citizen, part II <u>Tutorial</u> How did the fact that Athens was a democracy influence the course of the Peloponnesian War?
Week 11 (19-25 May) Sexuality Slavery	<u>Common reading</u> Demand, chapter 11 <u>Individual reading</u> D&G, chapter 4 <u>Lecture</u> Dichotomies in ancient Greece Women & sexuality	<u>Writing</u> Socrates on trial <u>Tutorial</u> Trying Socrates role-play <i>Draft essays due Friday</i>
Week 12 (26 May – 01 Jun) Alexander the Great	<u>Common reading</u> Demand, chapter 14 Dillon & Garland, chapter 15 <u>Lecture</u> Historiography of Alexander Alexander’s conquests	<u>Writing</u> Gender roles and sexual norms <u>Tutorial</u> Sex: the “rules of the game” <i>Peer reviews due Friday</i>
Week 13 (02-06 June)	<i>No new readings in Week 13.</i> <i>No lecture in Week 13</i>	<u>Writing</u> The nature of Alexander’s rule <u>Tutorial</u> Was Alexander Course evaluations <i>Final essays due Friday</i>

9. Course Resources

Textbook Details

Demand, N. 2012. A History of Ancient Greece in its Mediterranean Context. Cornwall-on-Hudson, New York. ISBN: 978-1-59738-045-4.

Dillon, M. and L. Garland. 2010. Ancient Greece: Social and historical Documents from Archaic Times to the Death of Socrates. New York. ISBN: 978-0415473309.

Recommended: Whitley, J. 2001. The Archaeology of Ancient Greece. Cambridge.

Recommended: Hesiod. 1998. Theogony / Works and Days. Translated by M. L. West. Oxford.

NB: *If you do not purchase recommended texts, be prepared to use the library's High Use Collection to access them.*

Additional Resources

A reference list including books, journal articles, and websites will be distributed separately early in the semester.

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see:

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.