

# THE GREEK WORLD

FALL SEMESTER 2007

CLAS 121, HIST 121, HMCS 121

TR 14:45-16:15, OLD MAIN 009

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## I. Course description and goals

*The Greek World* is an introduction to the history, culture, and society of the ancient Greek peoples with an emphasis on the period 700 to 200 BCE. The structure of the course is a chronological narrative history taking us from Greek pre-history through the rise of the *polis* (city-state) to the conquests of Alexander the Great and the subsequent emergence of the Hellenistic kingdoms. Along the way students will learn about the major aspects of ancient Greek culture, including achievements in literature (e.g. the invention of history-writing and drama), art and architecture, philosophy, and science. In conjunction with learning narrative history and culture, students will also delve into Greek society, which was in many ways very different from the societies in which we live today (e.g. ancient Greeks were polytheistic, owned slaves, and were radically patriarchal). Students will learn about Greek political institutions (including the invention of democracy) and the cold, hard economic realities of the ancient Greek world, as well as how these realities interacted with the emergence of some of the most remarkable cultural achievements in the history of Western culture.

One of the most important skills students will come away with having taken this course is being able to analyze textual sources more effectively. Students will be exposed to the analysis of material culture and archaeological evidence, but the focus of the course will be on interrogating the content, form, and ideological assumptions of texts. In line with this, students will have opportunities to engage directly with ancient source material and to craft arguments about this material. Students will also have opportunities to improve their 'in-person' performance through discussion and oral presentation.

## II. Available at the Macalester bookstore

1. *The Greeks: History, Culture, and Society*. Ian Morris, Barry B. Powell. ISBN: 0-13-921156-X (abbreviation = **MP**)
2. University of Chicago Readings in Western Civilization, Vol. 1: *The Greek Polis*. Arthur Adkins and Peter White, eds. (Chicago 1986). ISBN: 0226069354 (abbreviation = **GP**)
3. *The Landmark Thucydides*. Strassler (ed.), with intro. by Hanson. ISBN: 0684827905.
4. Aeschylus, *Oresteia*. Meineck (trans.). Hackett. ISBN: 0872203905.
5. Sophocles, *Theban Plays*. Meineck and Woodruff (trans.). Hackett. ISBN: 0872205851.
6. Aristophanes, *Clouds*. Henderson (trans.). Focus. ISBN: 0941051242.

## III. Grading Scheme

Your final grade for the course will be calculated according to the following scheme:

**ID QUIZZES ..... 30% (6 graded quizzes worth 5% each)**

PAPERS.....	40% (2 analytical papers worth 15% each; 1 bibliographical exercise worth 10%)
FINAL EXAM.....	15%
CLASS DISCUSSION.....	15%
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	100%

A = 95-100%; A- = 91-95%; B+ = 88-90%; B = 84-87%; B- = 81-84%; C+ = 78-80%; C = 74-77%; C- = 71-74%; D = 61-70%; NC = 60% or less.

For more information on the grading of quizzes, papers, and class discussion, please consult the material in the following section.

#### IV. Course requirements

**1. ID quizzes.** Over the course of the semester there will be nine ID quizzes (**Sep. 13; Sep. 20; Sep. 27; Oct. 4; Oct. 18; Nov. 1; Nov. 8; Nov. 29; Dec. 6**) which will be administered in the first ten minutes of class. The quizzes will test your knowledge of basic information from the readings (with terms usually drawn from the *Key Terms* section at the end of each chapter in **MP**). A list of potential quiz items will be announced during the class prior to each quiz so that you will be able to focus your studying. With regard to defining terms on a quiz, an answer that receives full credit will generally be one that provides something like what philosophers would call a uniquely identifying description. So, for example: if you were asked to identify the term *Ionians* (see **MP** pp. 9-10), you would not get full credit for the answer “a Greek ethnic group” despite the fact that your answer is perfectly true (the reason being that there are many other Greek ethnic groups). An answer that would get full credit would be something like “a Greek ethnic group related to the legendary ancestor Ion,” because this description would apply uniquely to the Ionians. Each quiz will be graded on a ten-point scale. At the end of the term, the lowest three quiz grades will be dropped.

**2. Papers.** Over the course of the semester you will write two analytical papers as well as one bibliographical exercise, the last of these being written in conjunction with the Research Workshop held on October 23<sup>rd</sup> (see course calendar for more information). The two analytical papers are due in class on October 9<sup>th</sup> and November 20<sup>th</sup>, respectively. The bibliographical exercise is due in class on October 30<sup>th</sup> (and you will have time in class on October 23<sup>rd</sup> to work on this). I expect that each of these papers will be presented well (e.g. with a title, spellchecked, proper citation) and you will lose points for sloppy work. If you turn in a paper late, I will still accept it but it will be penalized one part of one grade per day late (so, for example: if I give your paper an A, but it was turned in one day late, the grade would be recorded as an A-; if I gave it an A and it was two days late, the grade would be recorded as a B+; and so on).

*Analytical Papers:* In general, what I am looking for in the two analytical papers is original thinking and logical argumentation based on direct engagement with the ancient sources. I also want to see that you understand the usefulness and the limits of different kinds of evidence that we discuss in class.

My grading scheme for the analytical papers is as follows:

‘A’: This paper is nearly of graduate student quality. It shows a deep and direct engagement with a variety of different sources relevant to the paper topic. The author has assessed the merits of different sources and has drawn reasonable conclusions. The argumentation is logically consistent. The author has been able to bring some kind of original perspective to the material, perhaps by relating the material to other areas of the author’s knowledge. The paper is organized in a way that helps the reader understand the author’s arguments (with a clear introduction and conclusion). The paper is presented well, with no typos.

‘B’: This is a good paper. It shows a direct engagement with different sources relevant to the paper topic, although perhaps it omits treatment of some sources that may have improved/broadened the paper. The author has assessed the merits of different sources and has drawn reasonable conclusions. The argument is in general logically consistent but perhaps has some flaws. There is some original perspective on the material. The paper is clearly organized but some further editing would have improved the flow of the argument. The paper is presented well, with few to no typos.

‘C’: This is a paper that shows promise but needs significant improvement. It shows some direct engagement with different sources, although it perhaps completely omits treatment of crucial pieces of evidence. The author has not assessed in a meaningful way the merits of different source material. The argument has a number of logical problems. There is little to no significant original perspective on the material. The paper has some structure but meanders and is in need of editing. The paper has a number of typos.

‘D’/‘NC’: This is a paper that is desperately in need of re-thinking and re-writing. It shows no direct engagement with the sources, but tends just to recapitulate the conclusions of the textbook. The argument has gaping logical holes. There is no original perspective. The paper is poorly organized and frustrating to read. It is presented poorly, with many typos.

*Bibliographical Exercise:* On October 23<sup>rd</sup> our class will have the opportunity to meet with Beth Hillemann, the Departmental Library Liaison to the Classics Department (amongst other things). She will help us learn how to take advantage of library resources in order to do better research in Classics and beyond. In conjunction with this meeting, you will be required to compile a short bibliography on a topic of your choosing (within the realm of topics relevant to our course), as well as compose a critique of one of the items on the bibliography. More information on this assignment will be provided as we move closer to our meeting. The assignment will be due on October 30<sup>th</sup>.

**3. Final Exam.** The final exam will feature a map section, a short answer section, and an essay section, in which you will answer 2 questions from a pool of 4. The exam has been scheduled by the Registrar for Monday, December 13<sup>th</sup>, from 13:30 to 15:30. There should not be a conflict with any other exam, but if for some reason this time and date presents a real problem please let me know as soon as possible.

**4. Class discussion.** The success of this course depends in large part on your reading the assigned materials and being prepared to discuss them in class. Therefore a portion of your grade reflects your in-class contributions. To get a good grade in this area you should: 1) attend class meetings; 2) be prepared to offer an opinion on all of the readings assigned for that day (and I will often ask you to compose an informal **Reading Response** to help you crystallize your thinking and give you a jumping-off point for discussion); 3) ask questions when, after having thought about something, you don’t understand it; 4) listening thoughtfully and with respect to

the ideas and opinions of other people in the class. In this class we aim to foster the art of respectful dialogue.

## **V. Misc. Information & Policies**

### *Cell Phones and Laptops*

In order to create a space conducive to respectful dialogue and discussion I ask that you turn off your cell phone before class. Also, the use of personal computers is not allowed in class during lecture or discussion.

### *Moodle*

Information for this class (including this syllabus and course calendar) is available on Moodle.

### *Writing Help*

I am happy to work with you on the composition of your papers. Please make an appointment to talk with me, or come see me in office hours. Also: Macalester Academic Excellence (MAX) Center peer-tutors assist students in all stages of their writing. The MAX Center is in Kagin Commons. Hours are S-Th 7-10 p.m.; M-F 9 a.m.-4:30 p.m. or by appointment. Call x6121 for more information or to make an appointment. Becky Graham and Michael Dickel also provide writing assistance to students during the day M-F. You may walk in for help or call ahead (x6121) to make an appointment.

### *Academic Honesty*

On the first day of this class you will receive a handout discussing issues of academic honesty. Please read this handout carefully and consult me if you have any questions.

### *Performance of Lysistrata by the Macalester Theater and Dance Department*

This fall, the Theater and Dance Department is performing an ancient comedy, Aristophanes' *Lysistrata*. We will read this comedy for class discussion on November 6<sup>th</sup> and then see the performance together on Saturday, November 10<sup>th</sup>. More details regarding tickets to come later.

### *Considering a major or minor in Classics?*

The Greek World counts toward any of the three Major or Minor Concentrations in the Classics Department (Classical Civilization; Classical Archaeology; Classical Languages). Ever wanted to go on an archaeological dig? Or read ancient Greek poetry in the original? Macalester Classics can help you do that! Don't hesitate to come talk with me about opportunities in the department.

### *Disabilities Statement*

(The following is taken from the website of Disability Student Services—[www.macalester.edu/disability](http://www.macalester.edu/disability). Please consult this website for more information and see me early in the term with concerns or questions.)

“Macalester College seeks to create a welcoming environment in which all students can learn to the best of their abilities. The College is firmly committed to responding in an accommodating and flexible manner to the individual needs of all members of the Macalester community. The Coordinator of Disability Student Services is available as a resource to assist students in achieving a positive educational and social experience while at Macalester. We work with students who have physical, psychological, or learning disabilities which affect their academic or personal lives at the College.”