

CLST/ROST 275: *The World of Classical Greece*
Loyola University Chicago, John Felice Rome Center
Spring Semester 2022, 17 January – 5 May 2022
Tuesdays/Thursdays | 10:30-11:45 AM | Sala ???

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Course Description

Greece... Chosen by the Gods!! Or at least until they discovered Rome as a holiday destination... Greece, the cradle of Western civilisation – if, that is, we do not take into account the regions of the Ancient Near East... In any case: it is one of the most inspiring and inspired areas of the Mediterranean world, of the world at large, bringing forth an enormous number of the most incredible and tremendous achievements of the history of humanity – particularly in the Classical Period!

We begin our journey through time a little earlier, coming out of the Dark Ages that followed the horrors of war – the Trojan War – and the supposed destruction of an entire culture. We pass a new dawn, the rise of the Greek city-state, the *polis*, the building of the first Greek temples, the creation of new political structures, of a new society, which eventually produced all those famous highlights and landmarks which are still so familiar today.

The key objective of this course is to survey the history of Classical Greece, from its outset, through the political and cultural triumph of the Greek *poleis*, the Athenian victory over the Persians, the development of democracy, art, architecture, literature, philosophy, religion to its autumn days (to the subjugation of the *poleis* under Macedonian, and subsequently Roman, domination). Throughout this course we shall attack some of the major issues in the study of ancient Greek society and culture – with our textbook, **Josiah Ober, *The Rise and Fall of Classical Greece* (Princeton/Oxford, 2015)**, and other assigned readings in hand. History is never a single-minded and uniform matter. Primary sources, as well as secondary literature from a variety of disciplinary perspectives, reveal the drama of Greek history, society, politics, and culture. These texts, both ancient and modern, contribute to our awareness of the cultural tradition in which we ourselves also stand.

Learning Outcomes

On completion of the course students should be able to:

- develop their skills in critical thinking, and their ability to express their ideas and opinions!
- determine the importance of history – no matter how ancient!
- assess the relevance of events and people in ancient times to their own lives!
- identify the authenticity and value of primary sources!
- read, analyse, and interpret secondary literature and scholarly debate – and present the full spectrum of ideas and opinions, including their own, either in the written or spoken word!
- remember all the important dates of historical events and individuals – forever and ever!

Knowledge Area: Literary Knowledge and Experience

You will learn both general/fundamental and specific history of the ancient Greeks, their language and culture, society, politics, economy, and religion, through the study of both primary sources and secondary literature, involving their historical, social, and cultural context. You will also learn the names and dates of a series of principal figures and events of *The World of Classical Greece*. Acquiring basic critical skills and vocabulary, you will employ both towards a better and broader understanding of the ancient world, in relation to the historical context in space and time, as well as our very own modern world of today.

Application of these skills and vocabulary, along with study of interpretative models and differing views on the meaning of history, will broaden our understanding of the variety of possible interpretations of history and its primary sources, such as classical literature, archaeology, and epigraphy, while comparisons of sources and observations of similarities and differences over time will allow students to comprehend that history often reflects deep, and also changing, individual and collective concerns.

You will not only be able to analyse primary sources and secondary literature regarding *The World of Classical Greece*, but also of other historical periods in time. You will be able to draw comparisons between *The World of Classical Greece*, its achievements and its ingredients, and our Modern World, realising the universal presence and significance of history and its processes. You will come to recognise that at least some of the historical phenomena and elements found in Classical Greece are indispensable ingredients in cultures throughout the world and over time and so achieve new perspectives on our own and other cultures.

Skills: Critical Thinking and writing

Learning the actual history of *The World of Classical Greece* and its possible meanings, you will be able to analyse and critically evaluate history in terms of spontaneous events, structural developments, formalised trends, random and unpredictable processes, and the concerns and questions raised in both primary sources and secondary literature. Studying various types of evidence and their historical and cultural contexts, students will be able to comprehend, summarise, and contextualise selected historical themes and topics.

Through application of critical skills, interpretative models, and the views of modern scholars, you will be better able to evaluate and **appreciate** the strengths and weaknesses of varying interpretations. You will develop skills in expressing yourselves in writing and in the spoken word.

By comparison with our own cultures, and their literary and scholarly expressions, you will generate new opinions, questions, insights, and proposals about yourselves and the literature of your own times, establishing a comprehension of similarities and differences between yourselves and others over time and in different cultures.

You will also be able to understand better the scope and potency of the history of *The World of Classical Greece*, of history in general, especially how it is the outcome of a common human desire to explore and discuss vital individual and collective social, religious, cultural and psychological concerns and questions.

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigour, all courses adhere to the following absence policy. Prompt attendance, preparation, and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

The World of Classical Greece meets **twice a week**, on **Tuesdays and Thursdays** from **10:30 until 11:45 AM**, and thus a total of **two** unexcused absence(s) will be permitted. Unexcused absences beyond these will result in a lowering of your final grade – 1% per unexcused absence!

Absences will be excused only in the event of sickness or an emergency. The collective health of the JFRC is everyone's responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL**. In the event of missed classes due to sickness or the obligation to quarantine, the offices of the JFRC Academic Dean and Student Life will work with students and professors to insure access to course content.

It is expected of students to contribute a significant part. They are responsible for completing all of the assigned readings, according to the schedule in this syllabus. Class discussions and activities encourage students to generate their own ideas, hypotheses, opinions, theories, questions, and proposals; and develop strategies for seeking and synthesising information to support an argument, make a decision, or resolve a problem. This course has no prerequisites and assumes no prior knowledge of ancient Greek history, or indeed of the ancient Greek language. It is intended that students acquire a basic knowledge and understanding of the historical background and facts of ancient Greece in the Classical Period, as well as that of the working of historical mechanisms.

It is strongly recommended to take notes, both when reading and listening. These notes are an indispensable part of studying and learning, often the best means to anchor your thoughts with true understanding, transform opinion into knowledge, and establish comprehension rooted in memory. Writing is learning – with half as much effort.

Exams and Final Essay

There will be **2 (TWO)** exams, as a test of your acquired knowledge and understanding of our textbook, and part of the additional literature—**one Mid-Term Exam, and one Final Exam**. The textbook provides an extensive outline of the developments of classical Greek history, society, and culture. The facts and the various backgrounds of events, both in time and throughout the classical Greek world, are the framework of any basic historical understanding and mode of thinking.

You are also required to write an essay, which needs to be submitted one week before the end of the semester—concerning a **TOPIC OF FREE CHOICE**, as long as it has something to do with *The World of Classical Greece*. It is strongly recommended to start thinking of a suitable topic, including (some of) the appropriate material, right at the beginning of the course. You will in any case be summoned for a consult half way through the course, in order to establish an outline of the final essay. **Essays count 10-15 pages. AND: it is strictly forbidden to use encyclopaedias; or, indeed, to refer to visual items (other than sculpture, or frescoes, or mosaics – in case the object of study!), in other words: stuff you’ve seen on YouTube, SomethingFlix, TV, DVD, BluRay, VHS (anyone, still...?!).**

Information MUST under all circumstances be cited. **Plagiarism of any sort will result in a grade of “F” for the assignment, or, depending on the level, perhaps even for the entire course.** See below on university policy regarding Academic Honesty.

Essay Grading

NO encyclopedias, nor encyclopedic websites (such as Wikipedia, History.com, etc., etc., etc.), may be used as bibliographic material. Your academic essay does simply NOT merit an “A” if you choose to use such material.

Written work such as essay assignments, and to a certain extent also the midterm and final exams, meriting the grade of “A” (excellent) must:

- address the central question or topic directly and intelligently;
- demonstrate a careful and considered reading of the texts at hand;
- present a lucid thesis and a persuasive argument in its defense;
- use correct grammar, punctuation, and sentence construction;

- make ample and appropriate use of quotations from the texts;
- weave together thesis and argument, quotations and interpretations;
- reveal thoughtfulness, originality, and insight.

Written work and examinations awarded the grade of “B” (good) adequately fulfil a majority of these criteria, with areas of improvement indicated by grading remarks and comments.

The grade of “C” (average) is given when written work and examinations fail to meet most criteria, therefore indicating to the student that an appointment *should* be made with the professor, before the next essay assignment, to discuss methods for improvement.

The grade of “D” is assigned to written work and examinations that are simply unacceptable, according to the criteria outlined above, in which case an appointment *must* be made with the professor and arrangements determined for re-submitting the assignments in an acceptable form.

Finally ... The grade of “F” ... Well ... Let’s not ... Shall we?!

Assessment Components

- Participation 10%
- Midterm Exam 30%
- Final Exam 30%
- Final Paper 30%

Grading

94-100: A	67-69: D+
90-93: A-	60-66: D
87-89: B+	59 or lower: F
84-86: B	
80-83: B-	
77-79: C+	
74-76: C	
70-73: C-	

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarise yourself with Loyola’s standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorisation of the instructor.

Student Accessibility Office Services (SAC)

Any student that is registered with the Student Accessibility Center (SAC) at Loyola Chicago’s home campus, or any comparable office at another institution, will be accommodated at the Rome Center as reasonably and as closely to their accommodations at their home campus as possible. For information and procedures please consult the JFRC academic dean’s office.

Further Resources

The University has a number of resources to help with various issues you may have during the semester. Please take advantage of them as needed:

- University Library: <http://www.libraries.luc.edu>
- Center for Student Assistance and Advocacy: <http://www.luc.edu/csaa/>
- Academic Standards and Regulations: <http://www.luc.edu/academics/catalog/undergrad/re.shtml>
- Wellness Center: <http://www.luc.edu/wellness/>
- Writing Center: <http://www.luc.edu/writing/>
- Dean of Students: <http://www.luc.edu/dos/>

Withdrawal from Class

Students who withdraw from class merely by being absent will receive the final grade of “WF.” Voluntary and repeated unofficial withdrawals from classes will result in the student being barred from further attendance at the Rome Center. Students may withdraw from class with the final grade of “W” provided this is done before the WF deadline (see the academic calendar for further details). Students may not withdraw from class if doing so will drop them below the 12-semester hour credit minimum required of students in attendance at the Rome Center. Official withdrawals can be made either online when the automated system is active or with an official “change of registration” form obtained from the Assistant Dean of Academic Programs.

Pass-No Pass and Audit Policy

Students should register for all courses as regularly graded courses. For inquiries about pass-no pass and/or audit, please inquire with the JFRC dean’s office for additional information. Please note that the JFRC’s program requirement – enrollment in ITAL 101 Italian – is not permitted for pass/no pass or audit.

Required Text / Materials

- Josiah Ober, *The Rise and Fall of Classical Greece* (Princeton/Oxford, 2015). **IMPORTANT: You do not have to purchase this book – in Rome you will receive a FREE COPY!**
- Assigned readings posted on **SAKAI**.

And finally ...

The World of Classical Greece in times of Corona

We live in a different world at the moment—everything is different from before, different from all our expectations. We are all in the same boat, though—none of us is alone in having to deal with these changed circumstances: together we are strong!

These changed circumstances, however, do have an impact on the way we are meeting, the way classes and lectures will be held and organised. We all get together in Rome – in person! And, hopefully, nothing will change that! **Just in case**, as for eventual online sessions: they may be asynchronous (*i.e.* recorded beforehand and posted on SAKAI), or synchronous (*i.e.* ‘live’ via Zoom). As not everyone may be able to attend the synchronous sessions, we have to record those.

Recording of ZOOM class meetings – just in case, hypothetically speaking, we would have to use ZOOM!

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the course has concluded. *Students will be required to turn on their cameras at the start of class. Students who have a need to participate via audio only must reach out to me to request audio participation only without the video camera enabled.* The use of all video recordings will be in keeping with the University Privacy Statement shown below.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or

face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Below are two links to pages of the LUC website, where you can find continuous updates and information regarding the COVID-19 circumstances at our university.

<http://www.luc.edu/returntocampus/>

<http://www.luc.edu/coronavirus/>

COVID -19 and Campus Health

The JFRC will conduct all activity according to policies and best practices as prescribed by the Italian Ministries of Health and Education and in consultation with the Loyola University Chicago main campus. A complete set of COVID policies, taking into consideration the most up-to-date mandates and recommendations will be provided before students arrive on campus. These policies will be subject to change as the situation warrants.

Student Travel

No special accommodations will be made for individual student travel. At present JFRC students will be required to limit travel to destinations within Italy. The freedom of movement within Europe for foreign students varies from country to country and changes frequently. There is risk of forced quarantine in either Italy or other European destinations, and countries may choose to limit mobility of students on short-stay visas. The office of JFRC Student Life will monitor and inform students about changing restrictions.

Course Schedule

WEEK 1: HISTORY ... HELLAS ... CHAOS ...

Tuesday, 18 January 2022

- Introduction

Thursday, 20 January 2022

- Introduction

Monday 17 - Sunday 23 January 2022: Late and change of registration!

WEEK 2: OUT OF THE DARKNESS ...

Tuesday, 25 January 2022

- Homer, *Iliad*, 7.171–350; 18.478–607.
https://www-loebclassics-com.flagship.luc.edu/view/homer-iliad/1924/pb_LCL170.327.xml
https://www-loebclassics-com.flagship.luc.edu/view/homer-iliad/1924/pb_LCL171.323.xml
- Homer, *Odyssey*, Book 8.
https://www-loebclassics-com.flagship.luc.edu/view/homer-odyssey/1919/pb_LCL104.273.xml
- Ober (2015), pp. 1-19.

Thursday, 27 January 2022

- M.I. Finley, *The World of Odysseus* (2nd edition; London, 1978), 74-107.
- I. Morris, 'The use and abuse of Homer', *Classical Antiquity* 5.1 (1986), pp. 81-138.

WEEK 3: FROGS ... AROUND THE POND!

Tuesday, 1 February 2022

- Herodotus, *The Histories*;
- Plato, *Phaedo* 109–110b;
- Ober (2015), pp. 21-44.

Thursday, 3 February 2022

- R. Osborne, 'Early Greek colonization? The nature of Greek settlement in the West', in N. Fisher & H. van Wees (eds.), *Archaic Greece: New Approaches and New Evidence* (London: Duckworth, 1998), pp. 251-269.
- G. Shepherd, 'Greeks bearing gifts: religious relationships between Sicily and Greece in the archaic period', in C. Smith & J. Serrati (eds.), *Sicily from Aeneas to Augustus. New Approaches in Archaeology and History* (Edinburgh, 2000), pp. 55-70.

WEEK 4: WHO'S CALLING US ANIMALS?! WELL, ARISTOTLE ...

Tuesday, 8 February 2022

- Aristotle, *Politics*.
- Ober (2015), pp. 45-70.

Thursday, 10 February 2022

- K.-J. Hölkenskamp, 'Arbitrators, lawgivers and the "Codification of Law" in Archaic Greece. Problems and perspectives', *Mêtis* 7 (1992), pp. 49-81.
- O. Murray, *Early Greece* (2nd edition; London, 1993), pp. 181-184.
- R. Osborne, *Greece in the Making, 1200-479 B.C.* (London, 1996), pp. 185-190.

WEEK 5: 'BUT WHEREFORE DO NOT YOU A MIGHTIER WAY MAKE WAR UPON THIS BLOODY TYRANT, TIME?'

Tuesday, 15 February 2022

- Herodotus, *The Histories*.
- Ober (2015), pp. 157-189.

Thursday, 17 February 2022

- O. Murray, *Early Greece* (2nd edition; London 1993), pp. 137-158.
- H.W.A.M. Sancisi-Weerdenburg, 'The tyranny of Peisistratos', in *eadem* (ed.), *Peisistratos and the Tyranny: a Reappraisal of the Evidence* (Amsterdam, 2000), pp. 1-15.
- B. Lavelle, *Fame, Money, and Power: The Rise of Peisistratos and Democratic Tyranny at Athens* (Ann Arbor, 2005), pp. 155-167.
- J.A. Krasilnikoff, 'The powerbase of Sicilian tyrants', in T. Fischer-Hansen (ed.), *Ancient Sicily*. Acta Hyperborea 6 (Copenhagen, 1995), pp. 171-184.

WEEK 6: THIS IS ... SPARTA!

Tuesday, 22 February 2022

- Plutarch, *Lycurgus*.
- Ober (2015), pp. 123-144.

Thursday, 24 February 2022

- P. Cartledge, 'The peculiar position of Sparta in the development of the Greek city-state', in *idem*, *Spartan Reflections* (London, 2001), pp. 21-38.
- _____, 'A Spartan education', in *idem* (2001), pp. 79-90.
- _____, 'Spartan wives: liberation or licence?', in *idem* (2001), pp. 106-126.

WEEK 7: ALL IN ONE ... AND: MID-TERM EXAM!

Tuesday, 1 March 2022

- Review Session

Thursday, 3 March 2021

- Mid-term Exam

WEEK 8: SPRING BREAK!!!

Friday, 4 March – Sunday, 13 March 2022

WEEK 9: IT IS TRUE, SAID PERICLES ... ATHENS!

Tuesday, 15 March 2022

- Thucydides, *History of the Peloponnesian War*.
- Ober (2015), pp. 191-222.

Thursday, 17 March 2022

- G. Anderson, *The Athenian Experiment. Building an Imagined Political Community in Ancient Attica, 508-490 BC* (Ann Arbor, 2003), pp. 13-42.
- C.W. Fornara and L.J. Samons, *Athens from Cleisthenes to Pericles* (Berkeley/Los Angeles, 1991), pp. 37-75.
- J. Blok, 'Perikles' citizenship law: a new perspective', *Historia: Zeitschrift für Alte Geschichte* 58.2 (2009), pp. 141-170.

WEEK 10: POWER TO THE PEOPLE ...

Tuesday, 22 March 2022

- Ober (2015), pp. 144-155; 158; 303.

Thursday, 24 March 2022

- D. Cohen, 'Seclusion, separation, and the status of women in classical Athens', in I. McAuslan and P. Walcot (eds.), *Women in Antiquity* (Oxford, 1996), pp. 134-145.
- M.R. Lefkowitz, 'Women in the Panathenaic and other festivals', in J. Neils (ed.), *Worshipping Athena. Panathenaia and Parthenon* (Madison, Wisc., 1996), pp. 78-88 [91].
- J. Neils, 'Pride, pomp, and circumstance. The iconography of procession', in *eadem* (1996), pp. 177-194 [197].
- R. Parker, *Polytheism and Society at Athens* (Oxford, 2007), pp. 253-269.
- C. Sourvinou-Inwood, 'Male and female, public and private, ancient and modern', in E.D. Reeder (ed.), *Pandora. Women in Classical Antiquity* (Princeton, 1995), pp. 111-120.

Monday, 28 March 2022: Last day to withdraw with a grade of "W"—After this date a "WF" is assigned!

WEEK 11: GODS BEHAVING BADLY ...

Tuesday, 29 March 2022

- Hesiod, *Theogony*

Thursday, 31 March 2022

- S.F.R. Price, *Religions of the Ancient Greeks* (Cambridge, 1999), pp. 47-66.
- C.A. Morgan, *Athletes and Oracles. The Transformation of Olympia and Delphi in the Eighth Century BC* (Cambridge, 1990), pp. 1-25.
- C. Sourvinou-Inwood, 'What is *polis* religion?', in O. Murray and S.F.R. Price (eds.), *The Greek City from Homer to Alexander* (Oxford, 1990), pp. 295-322.
- R. Parker, *On Greek Religion* (Ithaca, NY, 2017), pp. 171-223.

WEEK 12: IDIOTS ... !

Tuesday, 5 April 2022

- Demosthenes, *First Philippic*.
- Ober (2015), pp. 101-122.

Thursday, 7 April 2022

- J. Ober, *Mass and Elite in Democratic Athens. Rhetoric, Ideology, and the Power of the People* (Princeton, 1989), pp. 104-155.

WEEK 13: WHEN THE WAR IS OVER ...

Tuesday, 12 April 2022

- Arrian, *Anabasis of Alexander*; Plutarch, *Alexander*.
- Ober (2015), pp. 223-291.
- I. Worthington, 'Alexander, Philip, and the Macedonian background', in: J. Roisman (ed.), *Brill's Companion to Alexander the Great* (Leiden/Boston: Brill, 2003), pp. 69-98.
- E. Fredericksmeier, 'Alexander's religion and divinity', in: Roisman (2003), pp. 253-278.

Thursday, 14 April 2022

- **EASTER BREAK!!!**

WEEK 14: ALEXANDER ... GREAT?

Tuesday, 19 April 2022

- Quintus Curtius Rufus, *Histories of Alexander the Great*.
- Ober (2015), pp. 293-328.

Thursday, 21 April 2022

- D. Braund, 'After Alexander: the emergence of the Hellenistic world, 323-281', in: A. Erskine (ed.), *A Companion to the Hellenistic World* (Oxford: Blackwell Publishing, 2003), pp. 19-34.
- J. Ma, 'Kings', in: Erskine (2003), pp. 177-195.
- R. Billows, 'Cities', in: Erskine (2003), pp. 196-215.
- A. Chaniotis, 'The divinity of Hellenistic rulers', in Erskine (2003), pp. 431-445.

WEEK 15: AND NOW ...

- **Tuesday, 26 April 2022**
Review Session.
- **Thursday, 28 April 2022**
Q&A's

FINAL ESSAY DUE: SATURDAY, 23 APRIL 2022!

FINAL EXAM: MONDAY, 2 MAY – THURSDAY, 5 MAY 2022!