

The Greeks. Classics, CLASSHIS 101, HISTORY 111

Winter 2010. TuTh 11-11.50am. Bldg 110-111A

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 - Office hours Wednesday 2-3.30pm in 403 West Encina Hall.
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Rationale

2,500 years ago, roughly seven million people, scattered around the Mediterranean Sea but speaking a common language, embarked on a grand experiment. All previous major civilizations had shared a core idea: that a few people had special access to the gods, and because of this, could tell lesser mortals what to do. The Greeks largely rejected this notion. By doing so they also created a new problem in world history: how do we know what to do, and how to order our society, if there are no god-given rulers to tell us? They sought answers in reason and open discussion, pioneering history-writing, rational philosophy, timeless works of art, citizenship, and democracy. In fierce competition with one another, and with ancient empires, the Greeks developed a remarkably prosperous and unusually egalitarian society -- yet they they also developed new forms of slavery and engaged in seemingly endless war.

In this course we will follow the Greeks' story from about 700 through 200 BC, focusing on the interplay between these concepts and the realities of economics, politics, and war. We begin with the emergence of city-states as communities of roughly equal, free (male) citizens. We pass from the Greeks' early struggles against giant, threatening empires to their own imperial triumphs and efforts to live in the multicultural world they made.

Until the eighteenth century, the Greek experiment remained unique in history, and because of that, no one cared about it very much. The educated aristocracies of early-modern Europe's powerful, imperial states found imperial Rome, China, and Egypt more interesting. Greece struck them as bizarre, and its republicanism seemed downright scary. But as West Europeans and their North American colonists started throwing out their own divine kings and aristocracies between 1750 and 1800, and seeking new bases for authority in reason, written constitutions, and even democracy, they found only one historical parallel to help them make sense of the world they were bringing into being: ancient Greece. For the last 250 years, politicians, journalists, and intellectuals have sought to use the ancient Greek experience to enlighten the great events of their day, from the French Revolution to the war in Iraq. In this course we'll see just how complex the Greeks' legacy is. It has the power to appall as well as to inspire; but as we move into the twenty-first century, the Greeks remain good to think with.

Nuts and bolts

You may register for 4 or 5 units, and for a letter grade or credit/no-credit. However you register, your attendance is required at discussion sections as well as the lectures. The lectures provide you with a framework for making sense of the evidence that survives from ancient Greece; and in the discussion sections you learn how to use this evidence, arguing over its interpretation. To learn something useful in this class (and to get a good grade) you need both these skills. Discussion sections meet once each week, beginning in week 2; sign-up for sections will be in week 1.

However you register for the course, you need to write 6 precis's and 2 short papers. Precis's are due at your section meeting in weeks 2, 3, 4, 6, 7, and 8. Papers are due at your section meeting on weeks 5 and 9. Precis's and papers should be delivered in hard copy. There's an option to rewrite the first paper (but not the second). Read the instructions below carefully if you want to do this. If you register for 4 units, the precis's and papers are the only written requirements; if you register for 5 units, there's also a 2-hour in-class exam during exam period: March 20, 2007 from 8:30-11:30 (place TBA). You can find details about the two papers and the final exam below, this syllabus.

If you take the course for 4 units, each paper counts for 35% of the grade, and precis's and section participation for 30%. If you take the course for 5 units, each paper counts for 25% of the grade, precis's and section discussion for 30% and the final exam for 20%. Late precis's, late papers, and missed sections will be penalized (see below). In discussion sections, the seminar leader will take attendance. We apply the same principle if you take the course credit/no-credit, meaning that you risk getting no credit if you miss discussion sections.

We don't give incomplete grades without a very good reason, so please don't ask for an I unless it's a genuine emergency.

Students with disabilities should (1) register with the Disabilities Resource Center [563 Salvatierra Walk, Stanford, CA 94305; tel. 723-1066 (voice), 723-1067 (tty)]; (2) inform me during the first week of the existence of the disability (discretion assured).

Books:

Morris and Powell, *The Greeks*. Prentice-Hall. ISBN-13: 978-0139211560

Herodotus, *The Histories* (de Sélincourt trans.). ISBN-13: 978-0140449082

Thucydides, *Peloponnesian War* (Warner trans.), Penguin. ISBN-13: 978-0140440393

Plutarch, *Greek Lives* (Waterfield trans.), Oxford UP ISBN-13: 978-0192825018

Weekly Schedule.

1. Introduction.

- January 5. Why the Greeks? Palace-economies of the Bronze age
- Read:
 - a. Morris&Powell chs 1-4.

2. Origins of the polis. PRECIS 1 DUE IN SECTION

- January 12. Origins of the Greek polis. From Dark Age to Citizen-states
- January 14. Growth. Population, colonization, and trade.
- Read:
 - a. Morris&Powell chs 5-7.
 - b. Thucydides Book I.1-23 "The Archaeology"; Book VI.1-5 "Sicilian Antiquities."

3. Early Sparta. PRECIS 2 DUE IN SECTION

- January 19. Greek republics: Elite competition, tyrants, and the middle way.
- January 21. Sparta: Polis as armed camp
- Read:

- a. Morris&Powell chs 8-9 and pp. 193-203.
 - b. Plutarch: *Lycurgus*,
 - c. Herodotus Book VII.198-239
4. Origins of Democracy. PRECIS 3 DUE IN SECTION
- January 26. Solon the Lawgiver.
 - January 28. The Athenian Revolution
 - Read:
 - a. Morris&Powell pp. 204-220
 - b. Plutarch *Solon*.
 - c. Herodotus Books I.1-94 and V.28-97.
5. Empires PAPER 1 DUE IN SECTION
- February 2. Wider world: Persia, Carthage, and wars for Greek independence
 - February 4. Athens builds an empire
 - Read:
 - a. Morris&Powell chs 11-12
 - b. Plutarch *Themistocles*.
 - c. Herodotus Book I.95-215, III.1-97, VII.1-VIII.112.
6. Golden Age PRECIS 4 DUE IN SECTION
- February 9. Athenian democracy in action
 - February 11. Politics, ritual, and culture. Intellectuals in the agora.
 - Read:
 - a. Morris&Powell chs 13-15
 - b. Thucydides Books I and II.
 - c. Plutarch *Pericles*.
7. Peloponnesian War PRECIS 5 DUE IN SECTION
- February 16. Pericles' war policy and Sparta's response
 - February 18. Sicily and the end of the Peloponnesian War
 - Read:
 - a. Morris&Powell ch 16,
 - b. Plutarch *Alcibiades*.
 - c. Thucydides Books VI and VII
8. Fourth Century PRECIS 6 DUE IN SECTION
- February 23. Marriage, kinship, honor and citizenship. Foreigners and slaves.
 - February 25. The new Athens meets the new North: Philip II and Macedon
 - Read:
 - a. Morris&Powell chs 17-18 and pp. 401-411,
 - b. Plutarch *Agesilaus*
9. Alexander and his Successors PAPER 2 DUE IN SECTION
- March 2. Death in Bablylon: Making sense of Alexander the Great

- March 4. Making of the Hellenistic world: Ptolemy I Soter
- Read:
 - a. Morris&Powell pp. 412-36,
 - b. Plutarch *Alexander*

10. Hellenistic World

- March 9. Big things and a wanna-be Alexanders: Pyrrhus of Epirus.
- March 11. Federations, the new Sparta, and the coming of Rome
- Read:
 - a. Morris&Powell chs 20-22
 - b. Coursework: Callixeinos, The grand procession of Ptolemy Philadelphus.

Precis's and section meetings.

Sections will meet in weeks 1-10. For weeks 2, 3, 4, 5, 7, and 8 you will produce a ONE-PAGE (single spaced, 10 or 12 point type, reasonable borders) precis of the week's reading. The week's precis is to be handed in (hard copy) to your Teaching Assistant at the end of the weekly section meeting. A precis for this class consists of (1) a summary of what you found to be the central issues in the week's assigned reading, and (2) one or more questions you would like to pose, based on the week's reading and/or lectures. These questions may concern issues that genuinely puzzle you, or issues for which you believe that you have found a pretty good answer. The precis questions may, from time to time, be the basis for section-meeting discussions. Questions should be analytic, rather than merely factual (i.e. "why was Socrates convicted?" not "how many votes were there for conviction?").

Each precis should have a heading (at least your name and the week number). Each precis should take the form of a few paragraphs of clear, continuous prose (not bullet points or outline format).

Precis's and weekly section participation will be marked a simple 3-point scale:

- 0 = not handed in, not present, inadequate evidence of reading.
- 1 = satisfactory: clearly did the reading and understood it.
- 2 = good: serious intellectual engagement with the reading.
- 3 = outstanding: very thoughtful reading and real originality.

Late precis's lose one point if not handed in on time; 2 points if more than one week late. If have an excused absence from a section meeting, you may (with your TA's approval) make up for the absence by meeting your TA during his/her office hours.

Papers

In the papers we ask you to use ancient evidence to answer big questions about Greek history. Doing ancient history is different from doing modern history: so little ancient evidence survives that even in an introductory course like this you can read a lot of the major extant sources. Because of this, we aren't looking for you to repeat someone else's opinions from Morris&Powell or websites; we want you to engage with the evidence, showing that you've learned the principles of source criticism, and to make reasoned arguments based directly on the sources. Support your arguments with reference to specific pieces of evidence; when the evidence is contradictory or ambiguous, explain

why you favor one interpretation over another. If you follow these guidelines you'll do well.

Pay close attention to what the question asks. Both paper topics are broad; to answer them rigorously, you need to break them down into smaller, more precise questions, and to define the key terms and concepts as clearly as possible. Each paper is due at a section meeting in which you'll discuss as a group the problem that you've written about individually. The readings for that day are the main texts that you'll draw on in writing the paper but they're not necessarily the *only* ones. For both papers, many of the sources we read are relevant, keep the earlier readings in mind while you're thinking about the question.

If you hand in either of your papers after the deadline, that paper loses one part of a grade for each class that passes after the deadline; that is, if you hand it to your TA after the section meeting but by the start of lecture on Monday, an A paper becomes an A-, an A- paper a B+, and so on. If you hand it to your TA after the Wednesday lecture but by the start of the following Monday's lecture, it loses two parts of a grade (A becomes B+, A- becomes B, etc.). For each class session that passes after this, it loses another part of a grade.

Sometimes it happens that you do all the work and make a serious effort but just misunderstand what's called for in the paper (particularly if you haven't taken a history class before). We therefore give you the option of rewriting the first paper if you have a disaster. We'll return the graded papers in the lecture on February 13th. If you want to do a rewrite, you need to return it to your TA in the section meeting on week 7. We don't accept late rewrites; nor do we accept rewrites of papers that were handed in after the original deadline. If you rewrite your paper, we expect you to take account of the overall comments we'll write at the end of the paper, restructuring and completely rewriting it if necessary. If you just change a few sentences in response to detailed remarks in the margins, you'll get the same grade. When you hand in your rewrite in section in week 7, you **MUST** hand in the original version, with our comments, along with it. If you don't do that, we won't accept the rewrite. You can only improve your grade by 2 parts of a grade by doing a rewrite (i.e., a paper that got B- could improve to B or B+, but no higher; one that got B could go up to A-, but no higher; etc.). Bear in mind that it's also possible to get a lower grade for the rewrite than for the original. In that case, the lower grade will be the one entered in our records. We'll try to return the rewrites as soon as possible, hopefully giving you a chance to read the comments and get something useful out of them while writing the second paper, due in week 9. There are no rewrites on the second paper.

Each paper should be 4-6 double-spaced pages long.

First paper, due in section in week 5:

Discuss examples of social cooperation and competition *between* and *within* Greek city-states. How do distinctive forms of Greek social cooperation and competition help to explain specific events in Greek history?

Some questions you might want to ask yourself: What sources are relevant? Who were the authors, when were they writing, what genres were they working in, what were their aims and biases, and how do all these factors affect the way you're using them? In thinking about how competition and cooperation among the Greek city-states affected

history, you will want to think about what is historically distinctive about Greek social, political, and economic relations.

Second paper, due in section in week 9:

Chose a specific event exemplifying a striking success by a Greek community. Contrast this to some other event exemplifying a striking failure by a Greek community. How do you account for the success and and the failure? How is your explanation similar or different from the explanation offered by the relevant ancient sources?

The point of this assignment is thinking about and analyzing a major historical event from a particular historical perspective, and explaining why things worked out the way they did. This assignment is intended to help you to be a better reader of primary sources: original sources are especially valuable but also necessarily blinkered by their proximity to the events that we now seek to understand.

Final exam

If you're taking the class for 5 units, you'll take an in-class final exam March 18, 2010 from 3:30-6:30 pm (place TBA). This will count for 20% of your grade. It has 3 components: a map question (5%); 10 quick factual questions (5%); and 2 essays, chosen from 5 questions (10%). There shouldn't be clashes with any other scheduled exams, but if this time presents a genuine problem for you (not liking mornings or wanting to go home before the 20th don't count as genuine problems) let us know AS SOON AS POSSIBLE.