

History 3360: Ancient Greece

Fall 2024: (17371)



Hephaestion in the Athenian Agora

🏛️ Class Outlook 🏛️

Prof. Ronald J Weber

Time: TR 3:00 to 4:20

Place: Psychology 307

The genius of Greek culture was its openness to other societies and its ability to make original adaptations upon foreign models. The thrill in studying it comes from the myriad of thought provoking concepts, which sprang from the Greek character. The Greek in the ancient period was a staunch individualist who prized his personal freedom and fiercely guarded it against the inherent jealousy of gods and men.

He has left us a chaotic picture. However, as a nation the Greeks played an essential role in the birth of Western thought. In this class the aim will be to marshal the remains of Greek culture in a way that gives the student a clear picture of the quality of the evidence, an exposure to the different interpretations of the evidence, and an opportunity to form his/her own learned opinion about ancient Greece and her people. The semester's work will consider the connections between society and culture as the class investigates the evolution of Greek institutions like the polis, tyranny, democracy, oligarchy and their characterizations in Greek drama, literature, philosophy, religion, and architecture.



Class Objective



This class seeks to stimulate students and to educate them in the intelligent collection and use of historical material. Students are required to participate in the evaluation of ancient documents and artifacts. Class time will concentrate on the assessment of historical material through **dialogue among students and the professor**. The goal of this course is for every student, with the professor's guidance, to research and complete **a fully developed historiographical analysis** of a significant historical person, event, or issue in Ancient Greek history. Each analysis will result in an original, final paper.

By the end of this class, students will be better able to:

1. Analyze ideas in whole texts from historical documents.
2. Contextualize historical thoughts and ideas in broad movements of history, culture and science.
4. Apply past contexts to give perspectives to contemporary situations.
5. Identify the relation between situational factors and perspectives affecting past authors.
6. Demonstrate a proficiency in reading and interpreting primary texts derived from ancient Greek history.
7. Write analytically with greater ability to:
 - § articulate complex ideas clearly and effectively.
 - § examine claims and accompanying evidence.
 - § support ideas with relevant reasons and examples.
 - § sustain a well-focused, coherent discussion.
 - § control the elements of standard written English.

Achieving the Class Objective

Students can successfully achieve the class objective by

1. Preparing for class,
2. Participating in the Tickets to Class on PackBack and class discussions,
3. Completing three electronic tests,
4. Completing a historiographical analysis of how well a primary source or sources illuminates a chosen topic in Ancient Greek history.

The **purpose of the historiographical analysis** shall be to identify and discuss how the primary and secondary source materials deal with the topic chosen by each student. The discussion of historical source material shall include:

1. A discussion of a primary source or sources relevant to the chosen topic.
2. What the primary sources reveal about the chosen topic and ancient culture.
3. The strengths and weaknesses of the primary sources discussing the chosen topic.
4. The methods and approaches of the different secondary interpretations of the chosen topic and the primary sources that illuminate the topic.
5. A coherent presentation analyzing the available source material.

Historiographical evaluations will explain the progress and results of each student's research into the documentary evidence concerning their topic. (Completed evaluations must be a thoroughly researched and correctly written, paper with a minimum of 1000 words and a maximum on no more than 1200 words.) Topical analysis must be uploaded as a Deep Dive on Packback and shall count 200 points toward the final grade.

Paper must contain proper footnote citations of information sources and a correctly presented bibliography of sources consulted in the student's research. In researching and writing the final paper, students must use and correctly cite at least 2 articles from a scholarly historical journal and one book. **The use of AI such as ChatGPT to compose any work submitted in this class is considered plagiarism and will result in a failing grade.** Papers are due on December 12, without exception.



The first step in every student's research is to present their chosen topic to the professor for approval. All topics must be approved by **October 22**

Topic proposals must be in written form and contain:

- A realistic thesis,
- A list of at least one primary and three secondary sources, which illuminate the chosen topic,
- At least two of the secondary sources must be articles from a scholarly historical journal,
- Failure to present the required information will result in the rejection of the proposed topic and a lowered grade for the project.

Graded Participation

Student participation in the Tickets to Class and subsequent discussions among the professor and students shall be calculated in the assignment of final grades. Since **the success of discussion depends upon student preparation** and the free and open discussion of various opinions, **all students must do the assigned readings before class meetings**, participate in discussions, and act in a considerate manner when assessing the ideas of classmates. A lack of tolerance shall be considered cause for dismissal from the class.

Once each week, before class on Thursdays, students will be required to answer an electronic question (Ticket to Class) about the week's readings. Tickets to Class are due by 5:00 pm on Wednesday. Subsequently, each student must respond to the postings of their group members at least two times before 12:00 pm on Thursday. (Participation in the discussions of the Ticket to Class is worth 30 points each week.)

Tickets to class and tests are designed to evaluate student readiness to engage the material. Student readiness depends upon the extent of the student's reading.

Final Grades

The final historiographical analysis makes up one third of the final grade: final paper = 300 pts. In addition to the research project, student grades will be based on student participation in approximately 10 Tickets to Class of 30 pts each = approximately 300 pts., and three multiple choice exams at 100 points each = 300 pts. (900 total pts.)

Based on a total of 900 total points for the semester 100% to 90% of the available points (at least 810) = A; 89% to 80% (at least 720) = B; 79% to 70% (at least 630) = C; 69% to 60% = (at least 540) = D: 540 or lower = F.

☐☐☐☐ Course Readings ☐☐☐☐

Sarah B. Pomeroy et al, *Ancient Greece: A Political, Social, and Cultural History*

R. Marius & M. E. Page, *A Short Manual to Writing about History*: Eighth Ed.

D. Hacker, *A Pocket Style Manual*

SCM, Readings available Electronically on Blackboard

☐☐☐☐ Class Meetings ☐☐☐☐

Classes meet two times each week: Tuesday and Thursday from 3:00 to 4:20 PM in Psychology, Room 307. **CLASS ATTENDANCE IS REQUIRED.** Each student will be allowed a maximum of two absences without penalty. For each additional absence, twenty points will be deducted from the student's final grade up to a total of five absences. More than five total absences will result in a failing grade for the course. After October 28 permission to drop the class cannot be given.

☐☐☐☐ Sample Historiographical Topic ☐☐☐☐

Concerning the source of the Nile River, Herodotus says the following:

"The second opinion is even more unscientific than the one just mentioned, and also if I may say so, more marvelous. It is that the Nile acts so strangely, because it flows from the ocean, and that the ocean flows all-round the earth."

What does this passage tell us about Herodotus' method of writing history?
Does Herodotus handle his information in a sound manner?

☐☐☐☐ Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. Academic dishonesty includes, but is not limited to, not doing one's own work, plagiarism, and unacceptable collusion. Not doing one's own work may involve copying from or

providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. **The use of AI such as ChatGPT to compose any work submitted in this class is considered plagiarism and will result in a failing grade.** Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.



Disabled Student Statement



As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the [Office of Disabled Student Services](#) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and [The Disabled Student Services Office](#) at The University of Texas at El Paso.



SYLLABUS



Date	Topic	Readings
August		
27	Introduction to History 3360	Syllabus on Blackboard
29	What is History?	Marius, 1-54; Video: In Search of the Trojan War
September		
3	Herodotus as History	SCRM: Blanco, 318-327, 3-36
5	Thucydides as History	SCRM: R. B. Strassler, IX-XVII SCRM: Thucydides, I.1 to I.23.6; Pomeroy, 265-267
10	The Greek Bronze Age	Pomeroy, 8-40
12	The “Dark Age”	Pomeroy, 41-81
17	Archaic Greece (700-500 BCE)	Pomeroy, 82-106
19	First Electronic Test	
24	Aristotle as History	SCRM: Buckley, 2-6; SCRM: Aristotle, Ath Pol , 1-6
26	Meet in Library: Room 204B	Marius, 54-97
October		
1	Rise of Tyrants	Pomeroy, 106-130; SCRM: Blanco, 108-110; 134-147;
3	Early Sparta	Pomeroy, 131-158
8	United Attica, Solon	SCRM: Ath Pol 1-12; Pomeroy, 159-169
10	Peisistratus	SCRM: Ath Pol 13-19; Pomeroy, 169-174
15	Second Electronic Test	
17	Cleisthenes: a change in Athenian Politics	SCRM: Ath Pol 20-22; Pomeroy, 174-178

22	Rise of Persia	SCRM: Blanco, 48-54; 74-98; 108; 123-126; Pomeroy, 178-181
	Draft Research Proposals Due	Marius, 98-142
24	Persian Wars	SCRM: Blanco, 148-173; Pomeroy, 181-200
29	Athens and Sparta: Aftermath of War	SCRM: Thucydides, I.21- I.88.3; SCRM: <u>Ath Pol</u> 23-26; Pomeroy, 201-210
31	Athenian Democracy	Pomeroy, 210-219
November		
5	Road to War with Sparta	SCRM: Thucydides, I.118-I.125; I.138 to I.146; Pomeroy, 246-255
7	Athenian Leadership in the Peloponnesian War (Archidamian War)	SCRM: <u>Ath Pol</u> 27-28; SCRM: Plutarch, <u>Life of Pericles</u> ; Pomeroy, 287-303
12	Third Electronic Test	
14	A Shaky Peace	SCRM: Thucydides, V.8.1 to V.43.3; Pomeroy, 303-311
19	The Year 411	Pomeroy, 311-319
21	Fallout from Years of War	Pomeroy, 319-328
26	Athenian Society (women)	SCRM: Hawley, 111-121; Pomeroy, 219-233
December		
3	Art & Drama	SCRM: Aeschylus, <u>Oresteia</u> ; Pomeroy, 219-233
5	Attitudes on the Peloponnesian War	SCRM: Aristophanes, <u>Archarnians</u>
12	Completed Paper Due	Marius, 143-177
18	Final Grades Due	

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Final Grades Posted

For Future Reference

Mind of Athens

Pomeroy, 255-286

Postwar Greece

Buckley, 424-466; **SCRM:** Ath
Pol 34-40

Development of the Athenian
Constitution

SCRM: Ath Pol 41-69

Rise of Macedon
Art and Architecture

Buckley, 467-518