Course Description: This Course at BYU and in the Classics Major:

According to the university document "The Aims of a BYU Education," your experience at this university and in this classroom should be spiritually strengthening, intellectually enlarging, character building, and should lead to lifelong learning and service. While the subject matter of the course focuses largely on secular knowledge, I am committed to creating and maintaining an environment that will foster excitement about learning generally and will be conducive to the expression of gospel principles.

Generally, this course should promote and develop sound thinking and reasoning, effective communication, historical perspective, and cultural appreciation.

Specific to the course as it fits within the study of Classics, the class aims to help you develop the skills that will lead (in conjunction with other courses in the major) to critical learning outcomes. Below are listed those intended learning outcomes with an explanation of how this course contributes to them:

1. **Read Greek prose and verse literature with a high degree of understanding.** While this is a history course, the student will certainly be exposed to selections of Greek literature and discuss how to evaluate those texts as sources for Greek history. All selections will be read in translation and, while the critical skills of the student should be improved by the treatment of the chosen texts, the student will not be required to translate or grammatically analyze any text in the original language.

2. **Understand the history of Greece from Mycenaean civilization through the Hellenistic Age and apply principles of historiography and historical evaluation.** This course is designed to provide a comprehensive survey of the history of Greece from its earliest beginnings, through the career of Alexander the Great, to the rise of the subsequent Hellenistic kingdoms. The course will be broadly divided into three sections: the first covering the Minoan and Mycenaean civilizations through the rise of the Greek city-states in the Archaic period; the second treating the rise and fall of Athens from the Persian Wars through the Peloponnesian War; the third considering fourth century Greece, the rise of the Macedonian kingdom, the conquests of Alexander the Great, and the impact of Alexander's career on the Mediterranean world and the Near East. In each of the divisions, we will consider available primary sources of information and how to evaluate the reliability of those sources. In short, we will apply to the broad sweep of Greek history the principles of historiography and historical evaluation.

3. **Understand and apply principles and practice of ancient critical theory.** To the extent that we can, we will discuss critical theories that are relevant to the texts treated in class, investigating the rhetorical complexities facing the various authors discussed as they composed their historical narratives.

4. **Understand the literary history of Classical Greek Literature.** While the course does not focus on the ancient sources we treat as literature, we will, nevertheless, locate the texts in the context of Classical literature generally and of ancient historiography specifically.

5. **Evaluate texts through close reading in the original language.** Not applicable.

6. **Integrate knowledge of the history, literature, philosophy, art, architecture, and rhetoric of Classical antiquity.** The course content will certainly help the student to integrate knowledge of history, literature, and other cultural achievements of the Greek component of the ancient Classical equation. The vast scope of the topics makes it impossible to discuss all issues exhaustively. We are required to treat matters with enough brevity to allow access to a general view of the ancient Greek world. Exceptions will be made of 1) the Golden Age of Greece (esp. Athens) and the Persian Wars that preceded it; 2) the period of the Peloponnesian War; 3) the rise of Macedonia and the career of Alexander the Great -- eras considered decisive for the direction of Western Civilization.

7. **Compose Greek prose with proficiency.** Not applicable.
Required Texts:
S. Pomeroy, et al., *Ancient Greece: A Political, Social, and Cultural History* (Oxford University Press, 1999)

Course Requirements:
1. **Attendance and Preparation**
   Students are responsible for material presented in the reading assignments and in class lectures. They are expected to be present and prepared at each class meeting. Assignments should be read prior to the day scheduled for their discussion to facilitate lively and interesting class discussions.

2. **Examinations and Papers**
   The student's grade will be determined by performance on three examinations and two papers.
   
   **Examinations:**
   Two "midterm" examinations will cover material discussed in the preceding segments of the course. The final examination will strongly emphasize material discussed since the last midterm, although the student may be expected to analyze issues that draw partly from knowledge gained throughout the semester. The format of the examinations is short answer and essay. No make-up examinations will be allowed except in documented cases of illness or family emergency.

   **Papers:**
   Two source analyses (about 3-5 pages each): These papers treat an extended quotation, passage, or document from a primary historical source, such as the documents in Crawford and Whitehead or the excerpts of literary histories in Finley.
   Each source analysis should provide the historical and literary context of the document, seek to identify its author’s bias or perspective, and evaluate its usefulness for understanding a historical event or problem. Specific instructions forthcoming.
   The papers must be handed in on the dates assigned; exceptions to be made, as with exams, only in documented cases of illness or family emergency. *As part of these writing assignments, students may be asked to upload their final versions to the College of Humanities Archive, a website where student work is collected for use in assessment of courses taught in the college. This submission, which is anonymous, is entirely separate from the instructor's assessment of students' performance in the course.*

3. **Final Grade**
   The final grade will be determined according to the following percentages:
   
   Examinations = 75% (25% each)
   Papers = 25% (12.5% each)
   
   The following grade scale will be used to calculate the final grade: 100-94 = A; 93-90 = A-;
   89-86 = B+; 85-83 = B; 82-80 = B-; 79-76 = C+; etc.
Students are responsible for the grades that they earn. If one needs a certain grade for academic reasons, then he or she should plan accordingly. There will be no extra credit. If students have disabilities that may impair their ability to complete this course successfully, they are encouraged to inform the instructor and to contact the Services for Students with Disabilities Office (422-2767) for additional assistance.

Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor, contact the Equal Employment Office at 422-5895 or 367-5689 (24-hour), or contact the Honor Code Office at 422-2847.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office at 422-5895, D-282 ASB.
Schedule of Topics and Readings
(subject to change)

Unit 1: Early Greece

W05 Jan Introduction to course; review of syllabus and class requirements.
F07 Jan Sources for Greek history; Greek geography and economy.
Readings: Introduction to Crawford and Whitehead (CW); Pomeroy, 11-22.
Source Analysis Guidelines Handout
M10 Jan Bronze Age Aegean I: Minoan Crete; Minoan Culture: art and architecture
Readings: Pomeroy, 22-31; Morkot, 12-13, 16-17, 24-25
W12 Jan Bronze Age Aegean II: The Mycenaean World; The Trojan War
Readings: Pomeroy, 31-46; Morkot, 17-18, 26-29.
F14 Jan The Greek Dark Age: The “Dorian Invasion” and the collapse of Mycenaean Greece; the age of migration; Dark Age society and culture
Readings: Finley, 27-31, 217-221; CW no. 3; Pomeroy, 46-63; Morkot, 13-16, 20-21, 30-33.

M17 Jan Martin Luther King Jr. Holiday. No class.
W19 Jan The Homeric World
Readings: CW nos. 1, 5, 6.; Finley, 74-79, 222-26; Pomeroy, 63-84; Morkot, 34-35, 46-47.
F21 Jan Early Archaic Greece: economic and social revival; Rise of Aristocracies, trade, literacy; Development of the polis.
Readings: CW nos. 2, 4, 7-12; Pomeroy, 84-105; Morkot, 48-49.

M24 Jan Colonization: causes and patterns
Readings: CW nos. 14-19; Pomeroy 73-84, 106-111; Morkot, 50-55.
W26 Jan Archaic Society: economic and social crisis; the Hoplite Revolution; oligarchy and The development of civic culture
Readings: CW no. 22; Pomeroy, 111-123.
F28 Jan Greek Tyranny
Readings: CW nos. 21-28, 30; Pomeroy, 123-126; Morkot, 56-57.

M31 Jan Sparta: history, society, and expansion
Readings: CW nos. 44-54; Pomeroy, 150-179; Morkot, 80-81.
W02 Feb Early Athens
Readings: CW nos. 63-65; Pomeroy, 180-185; Morkot, 58-59.
F04 Feb Solon and His Reforms: stasis; Solon as nomothetes; economic and political reform
Readings: CW nos. 66-68; Pomeroy, 185-190.

M07 Feb The Peisistratids
Readings: CW nos. 69-74; Pomeroy, 190-199.
W09 Feb Kleisthenes and the Athenian "Democracy"
Readings: CW nos. 75-80; Pomeroy, 199-200.
F11 Feb Make-up day

Unit 2: Fifth Century Greece: The Rise and Fall of Athens

M14 Feb The Persian Menace
Readings: Finley, 31–62; CW nos. 91-93, 96, 101-102; Pomeroy, 201-207; Morkot, 62-66, 70-73.
Midterm Examination 1, Monday, February 14 — Wednesday, February 16
in Testing Center (Wednesday is a late fee day!)
The Ionian Revolt and the Early Persian War

Xerxes’ Invasion of Greece

**Martin Luther King Holiday. No Class!**

Monday Instruction
The Delian League
*Readings*: CW nos. 121, 129-30, 135, 168; Pomeroy, 222–233; Morkot, 86.

The Pentekontaëtia
*Readings*: CW nos. 120, 122, 123, 126, 128, 131, 143, 169-171; Pomeroy, 233–242; Morkot, 87–88, 94.

Intellectual Life and Literature

Art and Architecture in the Athenian Golden Age
*Readings*: CW nos. 138, 145, 146, 151; Pomeroy, 301-315.

Thucydides and the Causes of the Peloponnesian War
*Readings*: Finley, 228-265; CW no. 184; Pomeroy, 236-237, 272-284.

The Archidamian War
Readings: CW nos. 149, 185-6, 194-8, 210; Finley, 265-298; Pomeroy, 316-328; Morkot, 96-97.

Pylos, Amphipolis, and the Peace of Nikias
*Readings*: CW nos. 190-93, 204-06, 212; Pomeroy, 329-335; Morkot, 98-99.

1st **Source Analysis Papers Due at the Beginning of the Class Period.**

The Sicilian Expedition and the Ionian War
*Readings*: Finley, 298-379; CW nos. 204-6, 217, 219, 223-233; Pomeroy, 335-345.

Defeat and Fall of Athens

Make-up Day
**Midterm Examination 2, Monday, March 14 — Wednesday, March 16**
*in Testing Center (Wednesday is a late fee day!)*

**Unit 3: Fourth Century and Hellenistic Greece**

Spartan Dominance
*Readings*: CW nos. 250, 252-4, 263; Pomeroy, 361-369; Morkot, 100-101.

Revival of Athens and her Second League
*Readings*: CW nos. 268-69; Pomeroy, 369-373

Theban Hegemony

Athens in the mid-Fourth Century

Rise of Macedon
*Readings*: CW nos. 312-25, 336, 341, 344-45; Pomeroy, 404-415; Morkot, 104-107.

Philip Ascendant; Philip Murdered
*Readings*: CW nos. 346-50; Pomeroy, 415-428.

Alexander the Great and Persia
*Readings*: Austin nos. 6, 10 (Posted on Blackboard); Pomeroy, 429-448; Morkot, 120-23.

Alexander in Persia and Beyond; *Readings*: (Posted on Blackboard)
M04Apr  Further Conquests and Alexander’s Legacy  
*Readings:* Austin, 6, 9, 11, 18 (Posted on Blackboard); Pomeroy, 446-468; Morkot, 110-114, 124-125

W06Apr  The Hellenistic World  
*Readings:* Austin nos. 24, 166, 168 (Posted on Blackboard); Pomeroy, 468–510; Morkot, 114–19, 126–33.

F08Apr  The Hellenistic World continued; Cultural Developments.

M11Apr  Make-up day.

W13Apr  2nd Source Analysis Papers Due at beginning of Class Period.

W20Apr  **Final Examination** 2:30-5:30 p.m., 3710 HBLL.