

CLST 11S: GREEK CIVILIZATION

DUKE UNIVERSITY, FALL 2011

TTh 1:15-2:30PM in Allen 226

INSTRUCTOR: MR. DANIEL GRIFFIN

EMAIL: daniel.griffin@duke.edu

OFFICE HOURS: TTh 2:30-3:30PM in Allen 05 & By Appointment

Ancient Greece boasts a breathtaking array of "beginnings" in the course of western civilization, including the alphabet, the western idea of "history" (historiography), formal logic and philosophy, staged drama (tragedy and comedy), and much else. From Greece there also derives literature, art, and architecture of exceptional quality and influence. The principal goals of our course will be: (1) a foundational introduction to the literature, history, and material culture of ancient Greece, and (2) a critical and systematic exploration of strategies for interpreting the cultural artifacts of antiquity. The course is intended as an introductory overview, both a good end in itself, and a suitable starting point for those interested in pursuing further work in ancient studies. The materials of the course will be organized roughly under these rubrics: 1. Homer and Prehistory; 2. Daily Life, Sexuality, Identity; 3. The Making of History; 4. Pericles, Athens, Democracy and Empire; 5. Birth of Drama; 6. Elites and Intellectualism: Socrates and Philosophy. The course will use both concurrent and seriatim readings in our textbook (Pomeroy, *Ancient Greece*) and in primary readings in translation (*Iliad* etc.) to explore these topics. We will work together on strategies to master these at times somewhat difficult (but also extraordinarily interesting) materials. You will not want to finish this course without knowing who Solon is, or without a firmer understanding of and appreciation for the Parthenon. But there are a large number of possible directions to our learning, and we will often make strategic choices as a group as to what we wish to explore in more or less depth.

GRADED MATERIAL will be weighted as follows:

Class work, short papers, presentations:	30%
One-hour examinations (2):	40%
Final examination:	30%

REQUIRED TEXTBOOKS:

S. Pomeroy et al. *Ancient Greece: A political, social and cultural history*. OUP. ISBN 978-0195308006

Robert Fagles, trans. *Homer, The Iliad*. Penguin Classic. ISBN 978-0140275360

M. I. Finley, *The Portable Greek Historians*. Viking. ISBN 978-0140150650

D. Grene, R. Lattimore, trans. *Greek Tragedies vol. 1*. University of Chicago Press. ISBN 978-0226307909

B. Jowett, trans. rev. H. Pelliccia. *Selected Dialogues of Plato*. Modern Library. ISBN 9780375758409

Supplementary materials will be made available as handouts or in electronic form.

POLICIES & PET PEEVES:

- **Attendance:** You are expected to attend every class and work on assignments before class. Two excused absences are allowed; each additional absence will be compounded *exponentially* against the participation grade. Excuses should follow the policy set by Trinity College in the student handbook, and at the very least should be announced beforehand by an email to the Instructor.
- **Academic Dishonesty:** Students are expected to adhere to the Duke Community Standard. See online: <http://www.registrar.duke.edu/bulletins/communitystandard/>
- **Homework:** Homework is due in class on the day listed in the syllabus. Typed assignments are greatly preferred. Late assignments will only be accepted with advanced notification. If you must miss a class for which written work is due, you should email the work to me by the beginning of the missed class.
- **Be sure to bring whatever text we are working on to every class!**
- I use my computer in classes, and so may you. However, **NO email, IMs, Tweets, BBS messages *vel sim***. It is rude to everyone else. In that vein, **no active cell phones**. If you have to take a call, make sure it is likely an emergency and excuse yourself.
- **Email Etiquette:** Please write "**CLST-11S**" in the subject line of any email you send to me.
- **Classroom Etiquette:** You are encouraged to ask questions AND make mistakes: that is how we learn. To create a friendly learning environment, please note that *excessive pedantry shall not go unpunished*. Be nice or leave.

LEARNING POINTS: DUE VIA EMAIL ONE HOUR BEFORE CLASS

The goal for this class is to stimulate intelligent discussion about Greek civilization. Our readings provide the primary material and starting point for discussion, but students are expected to think beyond the readings. In order to facilitate these discussions, I ask you to prepare at least two questions or thoughts for each class period that can be explored by the class at large. I ask that you email these “Learning Points” **at least** one hour prior to the class period. I will read them and aggregate the thoughts of the class attempt to cover all of your points if time permits. These don’t have to be long, maybe a couple of sentences, but I expect that you will have put some thought into your questions. These help you work through the material, and also help me understand what things require the most explanation. Learning Points will be counted toward your participation grade.

WRITING ASSIGNMENTS:

A writing assignment will be assigned for each section of our course. These are meant to help you work through the material and practice your writing skills. This is not a writing course, so the standards may not be the same as say a creative writing class, but the quality of your argument will be taken into the evaluation—**writing is thinking**. Please email assignments prior to class period they are due, perhaps as an attachment to your learning points. I will do my best to comment on them in a timely manner. Tips on writing essays will be posted to the Blackboard site. Assignments will posted at least one week before the due date.

SCHEDULE OF ASSIGNMENTS:

The following table presents a cursory outline of our reading assignments. You will be given study outlines prior to each reading assignment to direct your attention—however, you will are also encouraged to come up with your own topics for discussion. Any alterations to this schedule will be announced far in advance.

SECTION I: HOMER AND PREHISTORY

8/30: Introductory Class	9/1: The Bronze Age Read Pomeroy, <i>Ancient Greece</i> , intro + chap. 1 Bronze Age (pp. 1-50, concentrating on the late Bronze Age, roughly pp. 22 and following)
9/6: The Dark Age Read Pomeroy, <i>Ancient Greece</i> , chap. 2 Dark Age (pp. 51-96) FIRST WRITING ASSIGNMENT DUE	9/8: Homeric Chieftains <i>Iliad</i> : Read carefully books 1-3, skimming however the end of Book 2 (from Fagles line 584 = pp. 116-127)
9/13: The <i>Iliad</i> as a poetic text <i>Iliad</i> : Read through to book 9; read carefully books 4, 6, 9	9/15: The <i>Iliad</i> as a poetic text <i>Iliad</i> : Read through to book 16; read carefully books 14, 16

SECTION II: DAILY LIFE, SEXUALITY, IDENTITY

9/20: The <i>Iliad</i> and Greek Identity <i>Iliad</i> : Read through to book 22; read carefully books 18, 21, 22	9/22: The <i>Iliad</i> and Greek Identity <i>Iliad</i> : Read to the end (books 23-24); read carefully book 24 Read Pomeroy, <i>Ancient Greece</i> , 126-141 (part of chap 3)
9/27: Culture, Sexuality, and Society Handout Reading on Greek Sexuality. Visit to Nasher TBA. SECOND WRITING ASSIGNMENT DUE	9/29: FIRST HOUR EXAM

SECTION III: THE MAKING OF HISTORY

10/4: Archaic to Classical Read Pomeroy, <i>Ancient Greece</i> , chap. 3 Archaic Greece (pp. 97-149 [116-141 read earlier])	10/6: Archaic to Classical Read Pomeroy, <i>Ancient Greece</i> , chap. 4 Sparta pp. 154-167 ONLY (or the entire chapter at your option); AND chap. 5 Persian Wars (pp. 180-224)
10/11: FALL BREAK, NO CLASS Herodotus Books 1 & 2 excerpts: pp. 29-81 from M. I. Finley, <i>The Portable Greek Historians</i> (one of your textbooks)	10/13: What is History? Herodotus, excerpts from Books 7 & 8: <i>Portable Greek Historian</i> , pp. 81-100 (VII.1-60), pp. 140-157 (VII.201-239), pp. 172-199 (VIII.40-107); Optional reading: read the entirety of the Herodotus selection in Finley, pp. 81-215 THIRD WRITING ASSIGNMENT DUE

SECTION IV: PERICLES, ATHENS, DEMOCRACY, AND EMPIRE

10/18: The Rise of Athens Read Pomeroy, <i>Ancient Greece</i> , chap. 6 Athenian Democracy (pp. 225-271)	10/20: The Rise of Athens Read Pomeroy, <i>Ancient Greece</i> , chap. 7 Eve of Peloponnesian War (pp. 271-315) Read Gorgias, Funeral Oration
10/25: The Peloponnesian War Read Pomeroy, <i>Ancient Greece</i> , chap. 8 Peloponnesian War (pp. 316-360); J. J. Pollitt, "The World under Control" Handout FOURTH WRITING ASSIGNMENT DUE	10/27: The Peloponnesian War Thucydides, selections from books 2 & 3 (431 BC: Pericles' Funeral Oration; Plague at Athens, Mitylenian Debate; Sedition in Corcyra), <i>Portable Greek Historians</i> , pp. 265-298; Thucydides, selections from book 7, (413 BC: disaster at Syracuse), <i>Portable Greek Historians</i> , pp. 347-379
11/1: Limits of Empire, Victims of War Thucydides, the Melian Dialogue (Book 5.84-116); Euripides, <i>Trojan Women</i> (handouts)	11/3: SECOND HOUR EXAM

SECTION V: THE BIRTH OF DRAMA

11/8: Tragedy and the Polis Aeschylus, <i>Agamemnon</i> , <i>Prometheus Bound</i> (optional)	11/10: Tragedy and the Polis Sophocles, <i>Antigone</i> , <i>Oedipus the King</i> (optional)
11/15: Elites and Intellectuals Euripides, <i>Hippolytus</i> FIFTH WRITING ASSIGNMENT DUE	11/17: Comedy and Socrates Aristophanes, <i>Clouds</i> Plato, <i>Apology</i>

SECTION VI: GREEK INTELLECTUALISM AND THE AGE OF ALEXANDER

1/22: The Idea of Philosophy Plato, <i>Protagoras</i>	11/24: THANKSGIVING BREAK
11/29: The Symposium Plato, <i>Symposium</i> Reading on Greek Sexuality SIXTH WRITING ASSIGNMENT DUE	12/1: The Beginnings of Science Aristotle, Hippocrates, Galen: Science, Medicine, Male, Female (handout)
12/6: Alexander, his Successors, and Legend Read Pomeroy, <i>Ancient Greece</i> , chap. 11 Alexander the Great (pp. 429-461; note that we will not be reading chapters 9 & 10 & 12)	12/8: Greek Literature into the Roman Period Selections from Greek Novels Selections from Second Sophistic

FINAL EXAM (AND ESSAY DUE) WEDNESDAY, DECEMBER 14 @ 2:00PM**PREVIEW OF FINAL ESSAY:**

The final writing assignment will be a creative essay that attempts to synthesize the ideas you have picked up throughout the course. I will ask you to take up some theme that you found interesting in our course material and **use examples** to explore some question that relevance to our modern world. This could be anything—war, governance, cultural hierarchy, sexual norms—but it is perhaps best if you pick an issue that resonates with you, since you will be able to speak with more authority about the topic. To help with this essay, I recommend that you collect quotes and ideas throughout the course in advance of this assignment. Perhaps you note passages in a word document or flag them with sticky notes—whatever works for you. This means that you have thought about a possible topic from early on, so get thinking about what topics interest you soon. I guarantee that this process will help you with your understanding of all the material throughout the course.