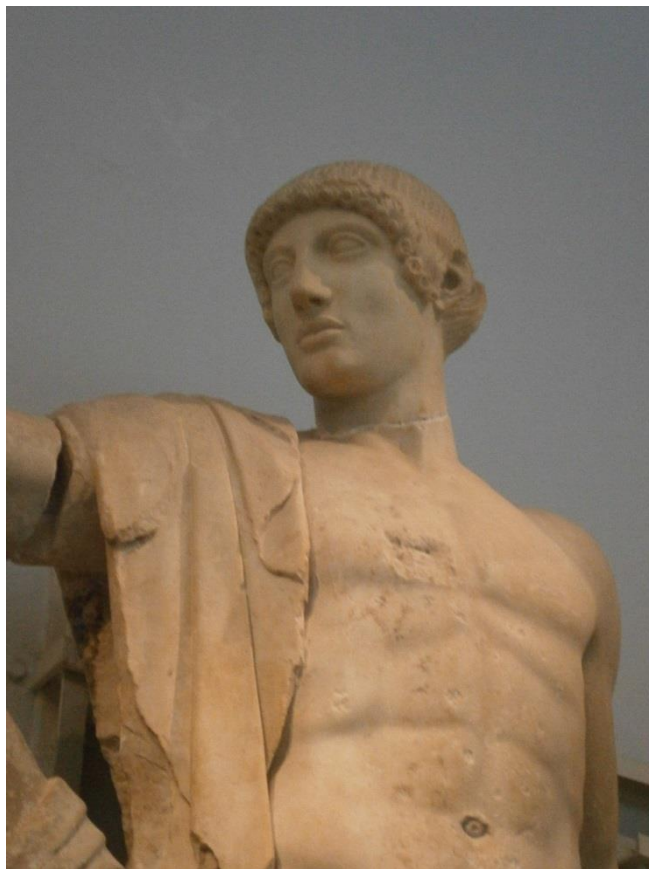


MODULE SYLLABUS

Defenders, Conquerors, Vanquished: Greek and Hellenistic History

CLAH4007



Module Code:	CLAH4007
Credit points:	20
Pre-requisites/restrictions:	None
Taught:	Semester 1&2
Lecturer:	Christopher Fleming & Kyle Erickson

GENERAL INFORMATION

The module introduces the student to the main historical events in the Greek classical and Hellenistic periods, such as the Persian Wars and the Peloponnesian War, the rise of the democracy in Athens, the impact of imperialism on Greek culture, the various hegemonies of the fourth century, the rise of Macedon, Alexander's conquest of the Persian Empire, the creation and dissolution of the Hellenistic kingdoms, the interaction between Greek and non-Greek culture and the emergence of the ruler-cult. The module covers the main political changes in the course of the period relating to imperialism, federalism and evolution of constitutions (democracy, oligarchy, monarchy).

AIM(S)

To introduce students to the history, events and developments, military and political, of the Greek classical and Hellenistic periods (5th to 1st centuries BCE).

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- demonstrate an elementary understanding and knowledge of the main historical events of the Greek classical and Hellenistic periods;
- demonstrate a basic knowledge of the ancient sources and evidence relating to the history of the Greek classical and Hellenistic periods and an understanding of their problems and limitations;
- demonstrate a fundamental understanding of the changes and developments in political history in the Greek classical and Hellenistic periods;
- present written work in a manner appropriate for a relevant/professional audience.

OFFICE HOURS/HOW TO CONTACT US

Please feel free to come and see us if you would like to discuss any problems you may have concerning this module. Try, if at all possible, to come during our office hours. Chris' office hours are **Thurs (3-4pm) and Fri (11-12pm)**. For Kyle's office hours in the second semester, please check on his door after January. If you come to see us at another time and we are not in because of teaching or other commitments, please email us (christopher.fleming@uwtsd.ac.uk, k.erickson@uwtsd.ac.uk). You can also ask questions (not confidential) in the discussion board available in the Moodle space for this course.

STRUCTURE AND ORGANISATION

This 20-credit module has 40 contact hours. Attendance is compulsory for ALL lectures, workshops and seminars. If you cannot make a class because of illness or other good reason, you need to inform us (christopher.fleming@uwtsd.ac.uk, k.erickson@uwtsd.ac.uk) and the level 4 welfare officer Dr Brenda Llewellyn Ihssen (b.llewellyn.ihssen@uwtsd.ac.uk).

Lectures and workshops (for Semester 1) take place on **Monday 9-11 in Tucker 01**. For semester 2, check your timetable and the information on Moodle in the beginning of the second semester.

Course Outline:

Number	Title
1	Introduction to module Practice and Preparation for the module
2 & 3	The world of the polis
4 & 5	Persian Wars
6 & 7	Pentekontaetia
8-10	The Great Peloponnesian War
11	Preparation for the coursework
12 & 13	Spartan Hegemony
14 & 15	Theban Hegemony
16 & 17	2 nd Athenian League
18 & 19	Rise of Macedon
20	The Classical Period Overview
21	Philip
22	Alexander the Great I
23	Alexander II
24	Alexander III
25	The Babylonian Settlement
26	Antigonids
27	Ptolemies I
28	Seleucids I
29	Bactria and the East
30	Galatians
31	Alexandria
32	Rome I
33	Rome II
34	Antiochus IV and the Jewish rebellion
35	Seleucids II
36	End of the Hellenistic World
37	Geography and History

Number	Title
38	Chronological webs
39	Barbarians and not
40	Dealing with exams

Organising your work schedule is your own responsibility. As this module is a 20-credit module taught over two semesters, you should complete at least 200 hours of work for this module, including time spent in class. A suggested weekly work schedule for this module is the following: 2 hours in class, 3 hours preparing for the sessions and working on your Engagement Portfolio, and 5 hours preparation for the coursework assessments.”

ASSESSMENT

Assessment Component 1 –25%

1,000-word equivalent in set exercises = **THE ENGAGEMENT PORTFOLIO**

This consists of two sets of timelines, one each semester.

Assessment Component 2 – 50%

1,500-word essay

See the titles below!

Assessment Component 3 – 25%

1,000 word gobbet

See titles below!

ASSESSMENT

Assessment Component 1: THE ENGAGEMENT PORTFOLIO

The Engagement Portfolio for CLAH4007 is an

ANNOTATED TIMELINE

What is an Annotated Timeline?

An annotated timeline, is a timeline where for each event, period or issue that you include in your timeline you write a minimum of 3 lines summarising the event, period or issue, and you provide references to both ancient sources/material and modern scholarship.

For example:

424 BCE:

The Spartan conquest of Amphipolis (Thuc. 4.103-6): Stopped Athenian domination of the Strymon area, including its timber supplies (Bissa 2009:121), and showed how land-based

forces could threaten parts of the Athenian Empire (Cawkwell 1997:95). The loss brought considerable consternation to the Athenians (Thuc.4.108).

How do I know what to put into the timeline?

For every session, we will give you some indicative timeline points.

An annotated timeline with ONLY the points we give you throughout the module will PASS (i.e. achieve a mark of 40).

The more points you add to the timeline (always annotated), the higher your mark will be.

So, as you work for each session, you should add points to your timeline based on the events, periods and issues that you encounter in your reading, preparation, lectures, etc.

When is the timeline due?

The timeline is due:

SEMESTER 1: 23rd January 2018

SEMESTER 2: 8th of May 2018

As you are supposed to be working on your timeline throughout the semester (i.e. you are NOT to do it all in a rush at the end), you will be able to add points to your timeline on Moodle throughout each semester until the last teaching day of the semester! On the deadline of each semester, we will close the timeline down, and what you have added for that semester will be marked.

The timeline will be in two parts: Archaic/Classical for the first semester, and Hellenistic for the second semester.

What is the point of the timeline?

Greek history is **both fun and exciting**, as all history is. However, in order to understand it, you need to have a secure sense and knowledge of how things developed. This means that you need to know about the events, periods and issues. The timeline serves this purpose – it will give you opportunity to learn about events, periods and issues. It is also a very useful tool for the remainder of your studies, since if you do good work on the timeline, you will be able to consult it throughout your studies of anything Greek.

When is the Timeline due? (yes, this is here again)

SEMESTER 1: 23rd January 2018

SEMESTER 2: 8th of May 2018

Assessment Component 2: 1,500-word essay

To be submitted by **14/11/17** no later than 11.59 pm.

For your **essay**, you should choose ONE of the following **titles** to discuss in an essay of **1,500 words** (the exercise is worth **50%** of the total module mark).

- 1) '...the hoplite phalanx and its fighting principles were in all crucial respects essentially 'right' more or less from the very beginning' (Schwartz 2013: 144). To what extent do you agree with this statement, and why?
- 2) Explain the role of the Persian Empire during the Great Peloponnesian War (431-404BCE).
- 3) 'On the events of the war, I did not think it proper to write on the basis of chance encounters, or of my own judgement, but of events at which I was present myself and in the other cases investigating each matter with as much accuracy as possible' (Thucydides 1.22.2). Discuss the validity of Thucydides as a source and his position as the 'father of history'.
- 4) Discuss if the Delian League became an Athenian Empire.

Assessment Component 3: 1,000-word Gobbet Analysis

To be submitted by **24/04/18** no later than 11.59 pm.

For your **gobbet**, you should choose ONE of the following **passages/images** to discuss in an analysis of **1,000 words** (the exercise is worth **25%** of the total module mark).



- 1)
- 2) Alexander went in person to see him and found him basking at full length in the sun. When he saw so many people approaching him, Diogenes raised himself a little on his elbow and fixed his gaze upon Alexander. The king greeted him and inquired whether he could do anything for him. 'Yes,' replied the philosopher, 'you can stand a little to

one side out of my sun.’ Alexander is said to have been greatly impressed by this answer and full of admiration for the hauteur and independence of mind of a man who could look down on him with such condescension. So much so that he remarked to his followers, who were laughing and mocking the philosopher as they went away, ‘You may say what you like, but if I were not Alexander, I would be Diogenes.’

Plutarch Life of Alexander 14

- 3) So, as soon as he heard that Eurydicê was at Euia in Macedonia with her army, he hastened against her with the intention of deciding the campaign in a single battle. When, however, the armies were drawn up facing each other, the Macedonians, out of respect for the position of Olympias and remembering the benefits that they had received from Alexander, changed their allegiance. King Philip with his court was captured at once, while Eurydicê was taken as she was making her way to Amphipolis with Polycles, one of her counsellors. But after Olympias had thus captured the royal persons and had seized the kingdom without a fight, she did not carry her good fortune as a human being should, but first she placed Eurydicê and her husband Philip under guard and began to maltreat them. Indeed she walled them up in a small space and supplied them with what was necessary through a single narrow opening. But after she had for many days unlawfully treated the unfortunate captives, she ordered certain Thracians to stab Philip to death, who had been king for six years and four months; but she judged that Eurydicê, who was expressing herself without restraint and declaring that the kingdom belonged to herself rather than to Olympias, was worthy of greater punishment. She therefore sent to her a sword, a noose, and some hemlock, and ordered her to employ whichever of these she pleased as a means of death, neither displaying any respect whatever for the former dignity of the victim whom she was unlawfully treating, nor moved to pity for the fate that is common to all.

Diodorus 19.11

- 4) I am Antiochus, the great king, the legitimate king, the king of the world, king of Babylon, king of all countries, the caretaker of the temples of Esagila and Ezida, the first (-born) son of King Seleucus, the Macedonian, king of Babylon. When I conceived the idea of (re)constructing Esagila and Ezida, I formed with my august hands (when I was still) in the country of Hatti the (first) brick for Esagila and Ezida with the finest oil and brought (it with me) for the laying of the foundation of Esagila and Ezida. And in the month of Addaru, the 20th day, the 43rd year, I did lay the foundation of Ezida, the (only) true temple of Nebo which is in Borsippa. O Nebo, lofty son, (most) wise among the gods, splendid (and) worthy of all praise, first-born son of Marduk, child of Erua, the queen who fashioned all creation, do look friendly (upon me) and may – upon your loft command which is never revoked – the overthrow of the country of my enemy, the fulfilment of (all) my wishes against my foes, constant predominance, a kingdom (ruled) in justice (to all), an orderly

government, years of happiness, enough progeny be your permanent gift to the kingship of Antiochus and his son, King Seleucus...

Antiochus I Borsippa Cylinder

General assessment information: coursework

Coursework submission for this module will be through Turnitin on Moodle. Please follow the instructions on the module's Moodle page for how to submit your work. The deadline for submission will be at 11.59 pm on the day given above.

Word count

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised. REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the Faculty Office as soon as possible to make arrangements for this.

Special needs / requirements

If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Welfare Officer, Dr Brenda Llewellyn Ihssen (b.llewellyn.ihssen@uwtsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

Detailed feedback is given on Turn-It-In but if you would like to discuss your work in more detail, do come and see us during one of our office hours (see times given above).

Bibliography

A bibliography is provided in the Moodle space for this course.

Unfair Practice

All essays and gobbets will be submitted through Turn-It-In. You can submit a draft of your work and read the Turn-it-In report in advance of the deadline. You need to follow the regulations regarding unfair practice and academic integrity as they can be found in the University's Academic Quality Handbook and the Programme of Study Handbook. If you have questions about unfair practice, and how to avoid it, do not hesitate to ask us.

Module Syllabus Quiz

If you have read all the module syllabus, please send Chris and Kyle a picture of a gnome.

ESSENTIAL BOOK PURCHASES:

Hornblower, S. *The Greek World, 479-323 B.C.* 4th edition, London: Routledge, 2011.

Errington, R.M. *A History of the Hellenistic World 323-30 BC.* Oxford: Blackwell, 2008.

Marking Criteria Guidance

The Faculty marks across a range of criteria on a scale that is consistent across all levels of study. The level of achievement required of students to achieve a mark in any grade boundary differs by level study.

Under this system, an essay that received a first class mark at level 4 would not receive a first class mark if submitted at level 5. This system is designed to reflect the development of students' capabilities and skills throughout their degrees.

Certain types of assessment have their own specified marking criteria, outlined below.

For the return of work students will see a grading rubric from TurnItIn which provides generic feedback in each category according to level. The rubric will replace the more generalised overall summary written feedback that has been provided in the past.

The grading rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark. As such categories are defined on an F-A+ scale to help give guidance in determining a numerical mark.

Students will also receive comments on up to 3 areas on which to improve, as well as comments on the text.

The categories of achievement in each aspect are as follows:

Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
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The aims of criteria outlined below represent outstanding achievement at Level 7 in all areas.

the marking

Inclusion of source/primary material (S)	The work makes reference to a range source/primary materials relevant to the piece of work.
Inclusion of modern scholarship (MS)	The work demonstrates awareness of appropriate scholarly developments over time and inclusion of up to date material, and takes into account interdisciplinary, theoretical or methodological concerns.
Critical Engagement with source/primary material (CE1)	The work demonstrates critical in-depth discussion of a range of relevant sources and material; is fully aware of the nature of the evidence available; takes into account the original text/objects, where appropriate critically discusses scholarship on the relevant primary material(s).
Critical Engagement with Scholarship (CE2)	The work demonstrates a consistently critical attitude to scholarship; provides an engaged and informed discussion of relevant debates and schools of thought;

	demonstrates clear and relevant engagement with theoretical approaches and models; provides (a) statement(s) of own position in relation to scholarship.
Argument (Argue)	The work presents a clear and coherent argument/inquiry that is developed on the basis of critical examination of the evidence and that takes into account modern scholarship.
Structure (Struc)	The work has a clear, coherent and appropriate structure which contextualises, supports and demonstrates its argument
Relevance (Rel)	The work clearly and specifically relates throughout to the question attempted or the title of the work, and there are no unjustified digressions and no inclusion of irrelevant or tangential material.
Analytical Approach (AA)	The work has a well thought out and justified analytical approach consistently applied throughout, taking into account the relevant scholarly approaches and evidence. The whole of the work represents an in depth evaluation of the issues and material under discussion.
Referencing (Ref)	There is inclusion of consistent referencing at all relevant points throughout the work. The use of footnotes is supported by automatic footnotes in Microsoft Word (or relevant word processing program).
Readability, Coherence, and Written Style (RCWS)	The work achieves excellent clarity allowing the reader to focus on content; achieves stylistic excellence; there are no proof reading errors; achieves a tone appropriate for the type of communication.
Adherence to guidelines (AG)	The work adheres to: the subject referencing guidelines; the word limit and publication of word count; the individual module guidance on spacing e.g. margin font type spacing.

Essays and Essay Based Exams

Level 4 Marking Criteria (Essay/Essay Based Exam)

	1-29	30-39	40-49	50-59	60-69	70-79	80+
Inclusion of source/primary material (S)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent
Inclusion of modern scholarship (MS)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent

Critical Engagement with source/primary material (CE1)			Effort At	Very Limited	Limited	Adequate	Very Good
Critical Engagement with Scholarship (CE2)			Effort At	Very Limited	Limited	Adequate	Good
Argument (Argue)			Effort At	Very Limited	Limited	Adequate	Good
Structure (Struc)			Effort At	Very Limited	Limited	Adequate	Good
Relevance (Rel)			Effort At	Very Limited	Limited	Adequate	Good
Analytical Approach (AA)			Effort At	Effort At	Very Limited	Limited	Adequate
Referencing (Ref)		Effort At	Effort At	Very Limited	Limited	Good	Very Good
Readability, Coherence, and Written Style (RCWS)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Very Good
Adherence to guidelines (AG)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Outstanding

