

MODULE SYLLABUS

Defenders, Conquerors, Vanquished:
Greek and Hellenistic History

CLAH4005

Module Code:	CLAH4005
Credit points:	20
Pre-requisites/restrictions:	None
Taught:	Semester 1
Lecturer:	Errietta Bissa & 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

By the end of this module students should be able 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. Errietta's office hours are Mondays 11.15-12.05, Tuesdays 10.15-11.05, and Thursdays 11.15-12.05. Kyle's office hours are Mondays 15.15-14.05, Tuesdays 16.00-17.00 and Wednesdays 12.30-13.30. If you come to see us at another time and we are not in because of teaching or other commitments, please email us (e.bissa@tsd.ac.uk, k.erickson@tsd.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, inclusive of 4 seminars and 1 revision class. 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 (e.bissa@tsd.ac.uk, k.erickson@tsd.ac.uk) and your personal tutor about this.

Lectures and workshops take place on Mondays 1.15-2.05 in Tucker Theatre, Tuesdays 9.15-10.05 in Tucker Theatre, Wednesdays 9.15-10.05 in Tucker Theatre and 11.15-12.05 in Tucker Theatre, and Fridays 12.15-1.05 in Tucker Theatre.

Course Outline:

Number	Title	Content
1	Introduction to Module	Introduction to the modules, types of assessment and assessment tasks, lectures and seminars
2	Why Greek History?	Introduction to methods and sources for Greek and Hellenistic history
3	The World of the Polis	What is the polis? Why is it important?
4	Persian Wars I	Background to the Persian Wars. The Ionian revolt. Marathon
5	Persian Wars II	Thermopylae and Plataea
6	Pentekontaetia	The 50 years. The Athenian empire.
7	Peloponnesian War I	Background to the Peloponnesian War
8	Peloponnesian War II	The Archidamian war
9	Peloponnesian War III	The Sicilian expedition. The Dekeleian war
10	Writing historical gobbets	How to write a gobbet for this module
11	The Spartan Hegemony I	The immediate aftermath of the Peloponnesian War
12	The Spartan Hegemony II	The King's Peace and its aftermath
13	The Theban Hegemony	Leuktra. Liberation of Messenia.
14	The Second Athenian League	Institution of the Second Athenian League. The Social War
15	Rise of Macedon	Third Sacred War
16	Philip II	Philip II and the introduction to the Hellenistic Period
17	Alexander the Great I	From the death of Philip to Granicus
18	Alexander II	Granicus to Egypt
19	Alexander III	Egypt to Issus
20	Alexander IV	Alexander and the East
21	Diadochoi	Wars of Succession
22	Ptolemies	The Ptolemaic Kingdom
23	Antigonids	The Antigonid Kingdom
24	Seleucids	The Seleucid Kingdom
25	The East	Bactria and Parthia
26	Pergamum	Pergamum and the Gauls
27	Alexandria	Hellenistic Culture in Alexandria

Number	Title	Content
28	Rome I	Roman intervention in Greece
29	Rome II	Roman intervention in Asia
30	Antiochus IV and the Jewish rebellion	Hellenistic Culture from an outside perspective
31	Cleopatra	The “end” of the Hellenistic Period
32	Dealing with essays	Workshop on writing the essay
33	Geography and History	Workshop on recognising and using the importance of geography in ancient history
34	Chronological webs	Workshop on using chronology as an aid in historical analysis
35	Barbarians and not	Workshop on the relationships between Greeks and non-Greeks
36	Dealing with exams	Workshop on the examination for this module

Seminars

You will need to sign-up for a seminar group on moodle. If you have not done this, please contact us (e.bissa@tsd.ac.uk, k.erickson@tsd.ac.uk) as soon as possible, so that you can be allocated to a seminar group.

There are 10 seminar groups:

Group	Day	Time	Place	Notes
Group 1	Monday	5.15-6.05	Nigel Yates Room	-
Group 2	Tuesday	12.15-1.05	LR17	Students taking CLGK4003 Greek Intermediate I or CLLA4003 Latin Intermediate I cannot choose this seminar
Group 3	Tuesday	2.15-3.05	LR07	Students taking CLLA4005 Advanced Latin Poetry cannot choose this seminar
Group 4	Tuesday	5.15-6.05	LR06	-
Group 5	Thursday	10.15-11.05	LR18	-
Group 6	Thursday	3.15-4.05	Nigel Yates Room	-
Group 7	Thursday	5.15-6.05	LR08	-
Group 8	Friday	11.15-12.05	Nigel Yates Room	Students taking CLLA4003 Latin Intermediate I cannot choose this seminar
Group 9	Friday	4.15-5.05	Nigel Yates Room	-
Group 10	Friday	5.15-6.05	Nigel Yates Room	-

Preparation material for the seminars will be available on the Moodle space for this course in the week preceding each seminar.

Seminar	Topic	Week
Seminar 1	Herodotos vs. Thucydides	Week beginning 10/10
Seminar 2	Xenophon and Diodoros	Week beginning 24/10
Seminar 3	Using coins as evidence	Week beginning 14/11
Seminar 4	Inscriptions	Week beginning 28/11

ASSESSMENT

Coursework 75%

1 – 1,000-word gobbet exercise 25%

2 – 1,500-word essay 50%

Examination 25%

3 – 45-minute examination 25%

Course work Deadlines

Coursework 1: 1000-word Gobbet exercise

To be submitted by Tuesday 25th October 3pm; returned by 29th November.

Coursework 2: 1500-word essay

To be submitted by Tuesday 6th December 3pm; returned by 24th January 2012.

GOBBET

You should choose ONE of the following gobbets and comment on its context and content in an essay of 1000 **words** (worth 25% of your final mark).

EITHER

- 1] As Themistocles said this, Adeimantus the Corinthian attacked him again, advising that a man without a city should keep quiet and that Eurybiades should not ask the vote of a man without a city. He advised Themistocles to contribute his opinion when he provided a city--attacking him in this way because Athens was captured and occupied. [2] This time Themistocles said many things against him and the

Corinthians, declaring that so long as they had two hundred manned ships, the Athenians had both a city and a land greater than theirs, and that none of the Hellenes could repel them if they attacked. Herodotos 8.61

OR

- 2] I cannot give the exact number that each part contributed to the total, for there is no one who tells us that; but the total of the whole land army was shown to be one million and seven hundred thousand. [2] They were counted in this way: ten thousand men were collected in one place, and when they were packed together as closely as could be a line was drawn around them; when this was drawn, the ten thousand were sent away and a wall of stones was built on the line reaching up to a man's navel; [3] when this was done, others were brought into the walled space, until in this way all were numbered. When they had been numbered, they were marshalled by nations. Hdt. 7.60

OR

- 3] The Athenians having thus succeeded to the supremacy by the voluntary act of the allies through their hatred of Pausanias, fixed which cities were to contribute money against the barbarian, which ships; their professed object being to retaliate for their sufferings by ravaging the king's country. [2] Now was the time that the office of 'Treasurers for Hellas' was first instituted by the Athenians. These officers received the tribute, as the money contributed was called. The tribute was first fixed at four hundred and sixty talents. The common treasury was at Delos, and the congresses were held in the temple. Thucydides 1.96

OR

- 4] 'I have often before now been convinced that a democracy is incapable of empire, and never more so than by your present change of mind in the matter of Mitylene. [2] Fears or plots being unknown to you in your daily relations with each other, you feel just the same with regard to your allies, and never reflect that the mistakes into which you may be led by listening to their appeals, or by giving way to your own compassion, are full of danger to yourselves, and bring you no thanks for your weakness from your allies; entirely forgetting that your empire is a despotism and your subjects disaffected conspirators, whose obedience is insured not by your suicidal concessions, but by the superiority given you by your own strength and not their loyalty. Thucydides 3.37

ESSAY

You should choose ONE of the following essay titles and write an essay of 1500 words (worth 50% of your final mark).

EITHER

- 1] Discuss the political role of women in one of the Hellenistic dynasties.

OR

2] Explain how the Gauls were important for the creation of the Attalid Kingdom.

OR

3] Identify and discuss the three ancient literary traditions on Alexander III.

OR

4] Discuss the role of Philip's "old guard" in the conquest of Persia by Alexander III.

General assessment information: coursework

Coursework submission for this module will be through Moodle. Please follow the instructions on the module's Moodle page for how to submit your work. The deadline for submission will be at 3 pm on the day given above. You will also need to retain a second electronic copy of your work to be submitted, if deemed appropriate, to the module convenor.

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 School 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 Kyle Erickson (k.erickson@tsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

Your coursework will be returned electronically through Moodle. Detailed feedback is given on the essay cover sheet 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).

Extensions

Extensions for the submission of coursework will only be granted in exceptional circumstances; for more information please consult the Student Guide (or the *Academic Quality Handbook* 7.2.16 pages 180-181). In order to request an extension, you will need to fill in an extension request form,

available on the Faculty Office Moodle page, and submit it in good time before the coursework submission deadline to the co-ordinator of your programme of study.

Please note that if you are given an extension, there may be a corresponding delay to the return of your work.

Some extra assignment/essay guidelines

Help for the writing of coursework is available in the TSD and School of Classics Reference Guides, as well as through the Student Support Moodle page. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

***** You need to watch plagiarism whenever you use secondary literature (ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

In case of problems....

Do come and see us during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

Bibliography

A bibliography is provided in the Moodle space for this course. Please note that the books mentioned there are only recommendations. You should also make use of the relevant lecture notes and handouts and do some independent research.

Unless they are available in electronic format, all items for the reading list have been placed on library-only or short loan and are kept behind the library counter. Note that all these items can be reserved via the computerised catalogue – a very useful device that allows you to plan ahead with your reading for the essay.

Exam

The exam for this module will take place in the January examination period.

The exam will constitute 25% of your final mark will last 45 minutes. The exam consists of c60 questions testing your knowledge of the period and the topics covered in this module. The exam will test breadth of knowledge. The majority of the questions will be of the multiple-choice and short answer types. Make certain that you attend the Exam Revision Workshop where the types of questions and answers expected will be explained in greater detail.

ESSENTIAL 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.

Course Materials and Moodle

All information regarding this course, including lecture, workshop and seminar handouts, powerpoints, this module syllabus, the bibliography, assessment assignment details and lecture podcasts will be available in the Moodle space for this course. Further, the Moodle space for this course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and us.

If you have trouble accessing any of this material or the Moodle space for this course in general, please contact as soon as possible the School Moodle co-ordinator, Dr. Errietta Bissa (e.bissa@tsd.ac.uk).

MARKING CRITERIA FOR ALL ESSAYS WITHIN THE SCHOOL OF CLASSICS

LEVEL 4

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows a good degree of insight and some independent thought, together with some flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 4.

Outstanding (80-89%) HIGH FIRST CLASS. A solid answer that provides an effective response to the question. It should show some command of the literature and an ability to integrate that literature. The analysis should achieve a sustained level of quality. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be some attempt at critical and committed argument, which is mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

Excellent (70-79%) FIRST CLASS. A focused answer of intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of understanding throughout. It should show a willingness to engage critically with the literature, using sources effectively to arrive at its conclusions.

Very Good (60-69%) Structured work displaying an ability to deal with the sources and/or arguments relevant to the topic under discussion and judgement in evaluating and organising material. In the 64-60 range the work will display some of the qualities outlined above, although some aspects will be less fully realised. The 69-65 range represents a degree of achievement in some respects.

Good (50-59%) Competent work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound for the most part but shows only a general grasp of the question, and to be weak in argument. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and/or narrative. Some aspects of the question may be answered, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the relevant themes, or poor style, structure and presentation.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any real comprehension.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning.

Bad Fail (10-19%) Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

Outright Fail (1-9%) Incomplete work, or work with absolutely no relevance to the question. A mark of 0 will be awarded for plagiarism or failure to submit.

Gobbet Marking Criteria Level 4

	0-39%	40-49%	50-59%	60-69%	70-100%
Basic descriptor	Work of an unacceptable and unsatisfactory level.	Work of a satisfactory standard.	Work of a good standard.	Work of a very good standard.	Work of an excellent or exceptional standard.
Focus on task and material	Little or no focus on the task and material.	Discernable focus on the task and material.	Generally good focus on the task and material.	Sound focus on the task and material.	Acute and relevant focus on the task and material.
Approach to task	- Lack of ability to identify and solve problems. - Poor knowledge and understanding of the content and/or context of the material. - Consists almost entirely of paraphrase.	- Some attempt at identifying and solving problems. - Little or no evidence of analysis. - Satisfactory knowledge and understanding of the content and/or context of the material.	- Ability to identify and solve problems. - Some awareness of the wider theoretical dimensions of the subject. - Good knowledge and understanding of the content and/or context of the material. - Measure of analysis,	- Ability to understand and solve problems. - Sound awareness of the wider theoretical dimensions of the subject. - Very good knowledge and understanding of the content and/or context of the material. - Thoughtful analysis.	- Ability to understand and solve problems. - Excellent awareness of the wider theoretical dimensions of subject. - Analytical and critical appreciation. - Exceptional knowledge and understanding of the content and/or context of the material. - Subtle and perceptive analysis.
Written style	- Incoherent argument and/or expression. - Inappropriate register.	- Argument lacks structure and/or relevance. - Work tends to be descriptive in nature. - Appropriate register.	- Solid level of argument. - Satisfactory written style. May be some disjointed arguments. - Attempt at originality or critical appreciation.	- Well-developed and structured argument. - Coherent writing. - Some originality and/or critical appreciation of the subject.	- Cogent and structured argument. - Fluent writing and clarity of expression - Subtlety and/or originality
Evidence of reading	Insufficient reading.	Evidence of a limited range of reading	Evidence of a range of reading.	Evidence of thorough reading and preparation.	Evidence of wide and thorough reading.
Presentation	- Poor presentation with many spelling and grammar errors. - No or very few, references.	- Need for attention to presentation. Spelling and grammar errors. - Inconsistent style of references and bibliography.	- Sound presentation. Some spelling or grammar errors. - Style of references and bibliography conforms very largely to the programme handbook.	- Clear and careful presentation. - Style of references and bibliography conforms fully to the programme handbook.	- Presentation to a high scholarly standard. - Style of references and bibliography conforms fully to the programme handbook.