

Syllabus

Mary Crow Room (WH204) Fall 2013 Urban

<p>HIST-130 CLAS 130</p>	<p>The Peloponnesian War 1st 1/2 sem The long conflict between Athens and Sparta changed the course of Greek history, and the detailed account by Thucydides changed the way history was written. This course will concentrate on the most important passages of Thucydides and other writers (most importantly, Aristophanes and Plato) that discuss the dynamics of political and social change, the impact of war on a society, and the importance of individual leaders.</p>	01	-M- W- F-	01:00 PM	01:50 PM	.50	10	10	0
--	---	----	-----------------	-------------	-------------	-----	----	----	---

The principles taught in this course are widely applicable to an understanding of human conduct throughout the centuries and in the present day. Many educators argue that Greek ideas—together with the Judaic religious concepts they helped form—are the foundation of our modern western society. The instructor will attempt to point out this continuity in both the lectures and the class discussions.

Monmouth College has taught Greek and Latin since the foundation of the Academy in 1853. In those days every student took several courses of classical history and letters in both languages. Monmouth today is one of a very small number of liberal arts colleges to maintain a major in classics and classical languages. The Minnie Billings Capron chair in classics held by Dr. Sienkewicz guarantees that this tradition will continue.

The relevance of this course was well expressed by Jack Pole in *Paths to the American Past* (p. xix-xx):

The question of consequentiality acquired new and dramatic implications during the years of student unrest... The cant expression on which most of the argument turned was 'relevance,' but as far as I could ever make out, the word 'relevance,' when it had any meaning, was interchangeable with 'interesting,' if the interest was coloured by significance or importance. The gravest intellectual error into which so many young men and women fell, as did some older ones who had failed to learn by teaching, was that of confusing *relevance* with *recency*. In this connection it is worth recalling the course of preparation undertaken by Thomas Hobbes when as a young man he was appointed tutor to the Earl of Devonshire's son. His pupil was expected to enter public life according to his rank; it was therefore important to educate him in the ways of men, and Hobbes prepared himself for his duties by translating Thucydides' *History of the Peloponnesian Wars*, on the judgement that Thucydides had made the most profound contribution to the understanding of human behaviour in times when choices, freely made after elaborate debate, led to events that destroyed the civilization in which free choice was possible. So far as I can judge the matter, Hobbes's view would still be correct now. In the best sense of the word, Thucydides' *History* remains the most 'relevant' work of history ever written.

Exams and Papers

There will be one exam, the final; and a paper emphasizing research and writing skills.

The **research paper** is to be *short*, three to five pages, using at least three sources (at least one must be a library book). Pick some topic from this era that interests you and talk about it with the instructor. You will receive a form for correct citation. *Remember that 'correct' always means whatever the instructor/employer says.* **HEWES LIBRARY:** Books on Ancient Greece are found principally but not exclusively in DE and DF; literature in PA. Always do a shelf search: *The book you want is usually next to the one you are looking for.*

The **exam** will have three parts which test different skills—an overview of events (essay) and mastery of detail (multiple choice, identification), and geographic knowledge. **The map will be drawn freehand!** See page 4. This has been done for so many years that there is ample evidence that Monmouth students can draw **PERFECT maps**. Use the maps in the texts as a guide. Be able to locate the following: In Attica: Athens; in the Peloponnesus: Sparta, Messenia, Corinth; in Boeotia: Thebes, Plataea; Islands: Lesbos, Chios, Samos, Rhodes, Crete, Delos; Epirus, Illyria, Thessaly, Macedonia, Chalcidice, Thrace, Hellespont. *Maps are in the text.*

TEXTBOOKS paperback

Thucydides (trans Rex Warner), *The Peloponnesian War* Penguin 0 14 944 939 9

Plutarch (trans Scott-Kilvert), *The Rise and Fall of Athens* Penguin 9780 1404 4102 4

Bring your textbooks to class every day. Read them in advance, even if you have to skim. Grades are based on the map quiz, participation in discussions, the assigned reports on the archeology lectures, the research paper, the oral presentation, the mid-term and the final. Explanation of the newly mandated estimate of hours that students will spend on each class.

H = hours in class

R = time needed for assigned readings

V = time needed to watch video and write report

P = time needed for research papers and book reviews

T = time needed for assigned talks

Aug 28 Introduction—geography, myths, heroic tales, Sparta-Athens-Corinth-Thebes

30 The Persian Wars [H1, R2]

Themistocles, Cimon in Plutarch

Sept 2 Golden Age of Greece [H1, R2, P1]

Pericles

Select topic for the research paper

4 **MAP QUIZ** (freehand!) Origins of the war—theory and practice [H1, R4, P1]

The dispute over Epidamnus, Corcyra, and Potidaea, then Plataea

6 Why this was the greatest war of all time [H1, R2, P1]

Spartan Declaration of War; Debate comparing Sparta and Athens

9 First year of the war—the strategy of Pericles [H1, R2, P1]

11 Pericles's funeral oration [H1, R2, P1]

13 The Plague—how people react to disasters [H1, R2, P1]

16 Siege of Plataea (and the surrender in book three) [H1, R2, P1]

18 Revolt of Mytilene—Athenian democracy goes to extremes [H1, R2, P1]

20 Cleon at Pylos—Spartan disaster, Peace. [H1, R2, P1]

23 Corcyra: civil war in book three—why civil war is so bloody [H1, R2, P1, T3]

Evening: required attendance at Archeology talk (below). **Paper.** Rides can be provided.

25 Melian Dialogue—how small states should behave in a world of superpowers [H1, R2, P1]

27 Aristophanes's *Lysistrata* [H1, P1]

30 Sicilian Expedition—miscalculations and bad leadership [H1, R2, P1]

Plutarch; *Nicias*

Oct 2 Sicilian Expedition ends in disaster [H1, R2, P1]

4 Alcibiades in Sparta, Persia and with the Athenian fleet [H1, R2, P1]

Plutarch: *Alcibiades*

7 End of Athens: oligarchic coup, democracy suppressed. [H1, R2, P1]

Plutarch: *Lysander*

9 Death of Socrates (Plato) [H1, P2]

11 the Anabasis and End of Spartan domination

You are now ready to read Victor Davis Hanson, *A War Like No Other*

(New York: Random House, 2005).

14 reports on papers [H1]

16 Alexander unifies Greece temporarily [H1]

17 **FINAL EXAM**, followed by the **FALL BREAK**

Students interested in a closer look at Classical Civilization should consider enrollment in the ACM programs *The Arts of Florence*, offered each fall, and *Florence-London*, offered each fall and spring. The emphasis of those programs is Renaissance art, but there is ample opportunity to visit classical sites, to tour Rome and other ancient cities, and to see the finest examples of ancient art.

In Chicago: 1) the Art Institute has classical art on display. The Etruscan collection is especially interesting. 2) The Oriental Institute at the University of Chicago has a magnificent display of Near Eastern art; the Persian materials are especially good. 3) The Field Museum has a smaller but good collection.

Consider the Monmouth College trips offered during spring break.

Week of September 23, 2013

“Warships for the Gods: New Settings for the Ship Dedications of ca. 479 BC”

Kristian L. Lorenzo, ACM-Mellon Post-Doctoral Fellow in Classical Archaeology at Monmouth College
(kllorenzo@monmouthcollege.edu)

7:30 P.M. at Knox College, Galesburg, Illinois

With the March 2014 release of *300: Rise of an Empire*, the movie version of Frank Miller’s graphic novel *Xerxes* about the Battle of Salamis, modern popular interest in this pivotal naval battle will reach new heights. The victory of the allied Greeks at Salamis against more than two-to-one odds literally turned the tide of the Persian wars halting the seemingly inexorable advance of the Persian war machine. The Greeks dedicated three captured enemy warships as commemorative thank offerings, one to Poseidon at Isthmia, another to Poseidon at Sounion and the third to Ajax at Salamis. Scholars have suggested seaside locations for these dedications. This talk proposes securely intra-sanctuary locations for the dedicated Persian warships based upon an examination of the topographical and archaeological data for Poseidon’s sanctuaries at Sounion and Isthmia and Ajax’s on Salamis. This proposal seeks to re-situate these long lost monuments in their dedicatory settings as important parts of a vibrant, dynamic past in which dedications for military victories were integral components of Greek sanctuaries.

Monday, November 4, 2013

“Classical Spies: American Archaeologists with the OSS in World War II Greece”

Susan Heuck Allen, Lecturer in History, Philosophy, and Social Sciences at the Rhode Island School of Design
and Visiting Scholar in the Department of Classics at Brown University (susan_heuck_allen@brown.edu)

7:30 P.M. in the Auditorium, Room 100 of the Center for Science and Business, Monmouth College, Monmouth, Illinois

I offer a unique perspective on an untold story, the first insiders' account of the American intelligence service in WWII Greece. Archaeologists in Greece and the eastern Mediterranean drew on their personal contacts and knowledge of languages and terrain to set up spy networks in Nazi-occupied Greece. While many might think Indiana Jones is just a fantasy character, American archaeologists with code-names like Thrush and Chickadee took part in events where Indy would feel at home: burying Athenian dig records in an Egyptian tomb, activating prep-school connections to establish spies, and organizing parachute drops into Greece. These remarkable men and women, often mistaken for mild-mannered professors and scholars, hailed from America’s top universities and premier digs, such as Troy and the Athenian Agora, and later rose to the top of their profession as AIA gold medalists and presidents. Relying on interviews with individuals sharing their stories for the first time, previously unpublished secret documents, diaries, letters, and personal photographs, I share an exciting new angle on archaeology and World War II.

