

Syllabus for Ancient Greece (ANCH 0101 – 910)  
Summer Session I  
May 28<sup>th</sup> – July 3<sup>rd</sup>, 2024  
Monday, Tuesday, Wednesday, Friday, 11am – 12:30pm EST (Online)

Instructor: Matthew Reichelt  
Email: [reichelt@sas.upenn.edu](mailto:reichelt@sas.upenn.edu)

**Course Description:**

From the origins of modern medicine, architecture, philosophy, and mathematics to the foundations of our own political system here in the United States, to the sets of *Troy* or *300*, to the virtual worlds of *Assassin's Creed* or *Hades*, the presence of Ancient Greece in our own society seems unwilling to fade into the past even in the 21st century. On any given day it is difficult to entirely avoid contact with some piece of it. But who were the Ancient Greeks? And what do we mean when we say, "Ancient Greece"? While we may regularly interact with the impacts of Ancient Greece in our everyday lives, when we study the ancient world of the Greeks, we encounter a world that is at the same time both shockingly familiar and utterly alien. In the same society that was developing atomic theory, competing in the Olympics, performing political satire, and debating animal rights, immigration, and imperialism, we also see a society that struggled to imagine a world without slavery, for which warfare was a seasonal activity, which believed its violent gods and heroes had living descendants, and to which much of the world's landmasses were unknown. In this class we will engage with a variety of different sources as we try to gain an understanding of who the Ancient Greeks were, how they lived, and what they believed.

This course will cover the period from the Late Bronze Age, ca. 1500 BCE, down to the time of Alexander the Great and the world his conquests shaped, ca. 300 BCE, concentrating in most detail on the two-hundred-year period from 600-400 BCE. While we chronographically chart this larger historical narrative of Ancient Greece, we will stop to investigate different topics in detail along the way as we attempt to understand Ancient Greece in its context as part of the larger ancient world. Throughout this course, we will learn how to bring very different types of evidence into dialogue with one another, how to critically analyze their historical content, and how to synthesize them into a coherent and persuasive narrative about the past. We will read and discuss a wide range of canonical ancient texts of various genres, such as Homer's *Iliad* and *Odyssey*, Euripides's *Bacchae*, and Herodotus' *Histories*. We will read and analyze these ancient texts alongside and in conversation with both modern scholarship and archaeological evidence as we endeavor to understand the Greeks in their own setting and the ways in which their both familiar and alien world still affects us today.

**Course Materials:**

Required Textbook:

\*\* McInerney, Jeremy. *Ancient Greece: A New History*. New York: Thames and Hudson. 2018.

In addition to the textbook readings, we will be looking at a wide range of primary sources that are available to us such as inscriptions, papyri, coins, and other types of surviving literary materials. All of these primary sources will be posted on Canvas.

Access to the Canvas Course Page is required in this course. Please have the Canvas Notifications Turned on!

### Assignment Details & Grading Breakdown:

Attendance & Participation:	<u>20 %</u>
Canvas Discussion Posts:	<u>20 %</u>
Student Presentations:	<u>25 %</u>
Paper Abstract & Annotated Bibliography:	<u>35 %</u>

#### Attendance & Participation:

The success of this class is largely based on the attendance and participation of the students enrolled. Although I am aware of the difficulties that can emerge during any course, it is very important that everyone attends and participates in both the online lectures and classroom discussions.

#### *Attendance:*

In intensive courses such as this one, every class session covers about a week's worth of material. This means that even a single absence can significantly disrupt a student's ability to keep up with the fast pace of the intensive course. With that said, circumstances inevitably will emerge. Any student may miss two class sessions without any penalty ***as long as they have contacted me before the class session and have coordinated make-up work.*** Each absence, without prior contact, will lead to deductions in the participation grade, unless the student has had medical or personal emergencies. ***If more than two class sessions have been missed without any notice, the student will automatically fail the course.***

#### *Participation:*

Throughout the summer semester, class discussion will be an essential part of this class. It is through these discussions that we will analyze different categories of evidence and produce new ways to interpret the pieces of the past that have survived into our present. I will evaluate a student's participation by their willingness to ask questions or share their thoughts during times set aside for discussions. I also recognize that many students are not comfortable asking questions in a public forum. In consideration of this, participation in the course can be equally demonstrated by responding to classmates' discussion posts on the Canvas site. Another crucial part of the participation grade is respect of each other's ideas. At times, differences in interpretation will occur but all conversations need to remain respectful. Overall, the core principle of the participation grade is consistent and courteous student engagement, displayed in its many forms, throughout the duration of the course.

### Canvas Discussion Posts:

Before the beginning of each class, I will ask students to write a 200 – 400 word discussion post on the Canvas Page. The aim of these discussion posts is for the class to develop several different skills that are necessary for every historian to possess. Some posts will focus on answering a general prompt question based on the readings assigned for the next class. Other posts will center on analyzing specific archaeological artifacts. In these discussion posts, I am not looking for exact answers. On the contrary, these posts are an opportunity for students to develop their own thoughts on specific topics and materials. I will also encourage everyone to engage with each other's posts especially if a fellow classmate has mentioned something thought-provoking or related to your reflections. ***These posts will be due at 11:59.59pm the night before each class session.***

### Presentations:

One of the most important assignments in this course will be the student presentations. Each student will be expected to give one presentation throughout the semester. Presentations will be about 15 – 20 minutes in length. A sign-up sheet for the presentation topics will be provided on Canvas. **Please write your name next to the topics & date that you would like to present on.** The topics will cover more detailed subjects that the class was not able to cover during the lectures. These presentations are intended to demonstrate a student's ability to complete some independent research and present their findings to their peers. I have written a list of pre-selected topics; however, I am willing to accept alternatives if a student has a particular subject that they would like to explore further. If the topic fits with the broader themes of the course, I would be more than happy to accept such requests. In preparation for these presentations, I strongly encourage each student to meet with me beforehand. Also, if a student is unable to meet during my office hours, they can always email me with questions. In these meetings, I will offer different articles or primary source suggestions that students could use to begin their research.

An essential part of presenting independent research is knowing what to include and leave out. Because of the limited duration of the presentation, students will have to make editorial decisions on what is needed for their peers to know in order for them to understand the issues at stake with the topic. With such constraints, it is necessary for students to balance general contextual information and required analysis of the sources pertinent to the presentation. A large part of the grade will be a measure on how effectively a student is able to accomplish this. For this presentation, I strongly recommend that students prepare PowerPoints or other presentation slides. We will discuss this further at the beginning of the course but including textual references and images is incredibly important for providing necessary context. At the end of each presentation, there will be a 5 – 10 minute period where students can ask questions on the presented topic. To begin this discussion, I encourage each presenter to prepare ahead of time one or two questions that will be shared at the end of their presentation. I have attached below some general guidelines that students should consult while preparing for their presentation.

**In order to help everyone adjust to the pace of the class, presentations will not begin until the second week of the course on Friday, June 7<sup>th</sup>. However, it is required that everyone sign-up for their presentation topics by 11:59pm on Friday, May 31<sup>st</sup>.**

### Guidelines for the Presentation:

- General context of the topic (Who is involved? Where did it happen?)
- What are the available sources? (Literary? Epigraphic? Archaeological?)
  - What are the biases?
- What are some of academic debates/discussions concerning this topic?
- Provide some personal insights into the debate/discussion. Do you prefer one side over the other?
- Provide 1 – 2 discussion questions at the end of the presentation
- A slide with bibliographic references should also be provided at the end of the presentation

### Paper Abstract & Annotated Bibliography:

An annotated bibliography is an incredibly useful tool for all historians beginning their research project. It allows an historian to organize the substantial amounts of primary and secondary sources that are needed for any paper topic. Even though I will not be requiring you to write a research paper for this assignment, each student will have to write a paper abstract and create an annotated bibliography of their selected topic. Just as with the presentations, I will provide a list of paper topics that students can choose from. However, alternative topics can also be submitted for approval. The annotated bibliography will be due at the end of the semester, but I will require an update to be submitted in the middle of the term to ensure that everyone is keeping up with the assignment. This update is intended to help prevent any major mistakes from being made with the formatting of the citations. All of the related submission dates will be listed both at the end of this section and in the course schedule.

Overall, this assignment has two parts: the abstract and the annotated bibliography. The abstract will be a 200 - 300 word summary of the argument that you would make if the research paper was to be actually written. It will be helpful to write the paper abstract after you have read a few sources and have a better understanding of the debates related to the selected topic. I will offer some examples of abstracts during one of the class sessions. The second part is the annotated bibliography itself. **I will ask for five primary sources and five secondary sources.** I will discuss the difference between the two categories at length. However, in general, a primary source could be an inscription, ancient author, or archaeological artifact. Secondary sources are publications such as journal articles or monographs. For each bibliographic entry that you have compiled, you will have to write a brief 4 – 6 sentence explanation explaining what the source is exactly and how it benefits your hypothetical research paper. I will provide some examples throughout the summer term.

For the annotated bibliography, I will accept any bibliographic citation style (MLA, Chicago, or APA). Accuracy and consistency are what I will be looking for while I am grading. Since students will have to provide an update before the end of the semester, any mistakes like inconsistent citation styles should be addressed before the final submission on the last day of the term.

### Submission Dates for the Annotated Bibliography:

- **Friday, May 31st, 11:59.59pm – Topics on Canvas need to be Selected**

- **Friday, June 14<sup>th</sup>, 11:59.59pm – Four Entries Due (Two Primary & Two Secondary)**
- **Wednesday, July 3<sup>rd</sup>, 11:59.59pm – Abstract & Annotated Bibliography Due**

Zoom:

*During all the lectures and discussions, students' videos must be turned on.* If any technical or personal issues occur throughout the term, please do not hesitate to reach out to me, and we can work together to make arrangements. Furthermore, during the lectures, please feel free to utilize the chat feature if you have a question during the lecture. Although I may not be able to answer it right away, I can come back to it while on break or between PowerPoint slides. In addition to using the chat, I encourage everyone to raise their hands in the lectures by using the zoom feature. I really want everyone to feel like they can ask questions even though a significant portion of the class will be devoted to lectures or presentations. ***Lastly, Zoom sessions will not be recorded if you are unable to attend class.***

Office Hours & Contact Information:

I will be holding office hours every week on Thursday from 10am to 12pm on Zoom. I encourage everyone to stop by if you have any questions regarding either the lectures or the assignments. If this time does not work for your schedule, please reach out via email ([reichelt@sas.upenn.edu](mailto:reichelt@sas.upenn.edu)), and we can find another time during the week. In general, if any questions arise, you can always email me, and I will respond as quickly as I can. However, responses are typically more prompt during the weekdays from 8am to 5pm.

Academic Integrity:

All students, without exception, must follow the University of Pennsylvania's Code of Academic Integrity, which can be found here: <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>. Failing to adhere to this code ruins the learning process of all those participating in the class. Furthermore, it can lead to an automatic failure in the course, and additional action by the University. With that said, if you have any questions about citations and acknowledging the work of others, please do hesitate to contact either me or the Classical Studies librarian, Rebecca Stuhr ([stuhreb@pobox.upenn.edu](mailto:stuhreb@pobox.upenn.edu)) before submitting any of the assignments.

Additionally, the use of AI tools to generate any form of writing for the assignments of this course is not accepted and will be considered plagiarism. An essential goal of this class is to improve the quality of your own analytical writing skills. Use of AI tools will prevent you from doing so and will diminish the benefits of the learning process taking place throughout this course. If you have any further question about this policy, please contact me.

Class Sessions:

Most class sessions will be separated into two different periods. The first section of class will be devoted to lectures. These lectures will cover largely the narrative progression of Ancient Greek history. During these sessions, the class will also discuss some more focused case-studies. Each session's topic has been listed below in the course schedule. Before the end of each session,

there will be time set aside for a more general discussion of the assigned readings. In these discussions, we will review and analyze together the passages specifically assigned for the homework. After the first week, the classes on Friday will be dedicated to student presentations. Each class will have a 5 – 10 minute break between the lecture and discussion sessions.

### **Course Schedule:**

\*\* As with all courses, this schedule may shift throughout the semester, and, if this does occur, it will be updated accordingly. All the readings, beyond the required textbook, will be posted as PDFs on Canvas.

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#### Tuesday, May 28<sup>th</sup> - Session One

Lecture: *Course Introduction, Syllabus Overview, Sources for Greek History, Geography and Chronology of the Ancient Greek World*

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#### Wednesday, May 29<sup>th</sup> – Session Two

Lecture: *Early Greece, The Minoans, & The Mycenaeans*

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#### Friday, May 31<sup>st</sup> – Session Three

Lecture: *Troy & Homeric Society, Iron Age Greece (10<sup>th</sup> – 8<sup>th</sup> Century)*

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#### Monday, June 3<sup>rd</sup> - Session Four

Lecture: *An Emerging Hellas: Greek Diaspora, The Polis, & Greek Tyranny*

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#### Tuesday, June 4<sup>th</sup> – Session Five

Lecture: *Archaic Greece & The Emergence of Athenian Democracy*

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Wednesday, June 5<sup>th</sup> – Session Six

Lecture: *The Achaemenid Persian Empire & The Greek World*

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Friday, June 7<sup>th</sup> – Session Seven (Student Presentations)

List of Presenters & Their Topics: (TBD)

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Monday, June 10<sup>th</sup> – Session Eight

Lecture: *The Persian Wars (First & Second)*

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Tuesday, June 11<sup>th</sup> – Session Nine

Lecture: *Democratic Athens & The Turbulence of the Fifth Century*

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Wednesday, June 12 – Session Ten

Lecture: *Daily Life in the Ancient Greek World*

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Friday, June 14<sup>th</sup> – Session Eleven (Student Presentations)

List of Presenters & Their Topics: (TBD)

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Monday, June 17<sup>th</sup> – Session Twelve

Lecture: *Ancient Greek Economy and Religion*

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Tuesday, June 18<sup>th</sup> – Session Thirteen

Lecture: *The Beginning of the Peloponnesian War*

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Wednesday, June 19<sup>th</sup> – No Class / Juneteenth Observed

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Friday, June 21<sup>st</sup> – Session Fourteen (Student Presentations)

List of Presenters & Their Topics: (TBD)

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Monday, June 24<sup>th</sup> – Session Fifteen

Lecture: *End of the Peloponnesian War; Case Study on Race & Ethnicity: The Thracians*

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Tuesday, June 25<sup>th</sup> – Session Sixteen

Lecture: *Political Anarchy in the Fourth Century: The Second Delian League, Sparta's Decline, and Theban Ascendancy*

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Wednesday, June 26<sup>th</sup> – Session Seventeen

Lecture: *Philip II of Macedon & The Macedonians*

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Friday, June 28<sup>th</sup> – Session Eighteen (Student Presentations)

List of Presenters & Their Topics: (TBD)

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Monday, July 1<sup>st</sup> – Session Nineteen

Lecture: *The Campaign of Alexander the Great & The Collapse of Achaemenid Persia*

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Tuesday July 2<sup>nd</sup> – Session Twenty

Lecture: *The Successors of Alexander & The Hellenistic Period*

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Wednesday, July 3<sup>rd</sup> – End of Semester

- **Paper Abstract & Annotated Bibliography Due by Wednesday, July 3<sup>rd</sup> at 11:59.59pm**