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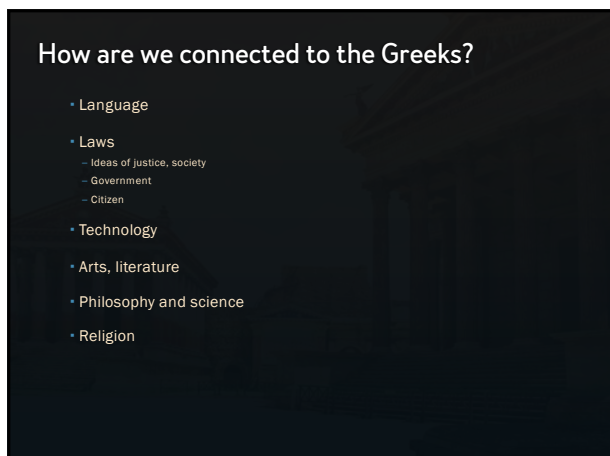
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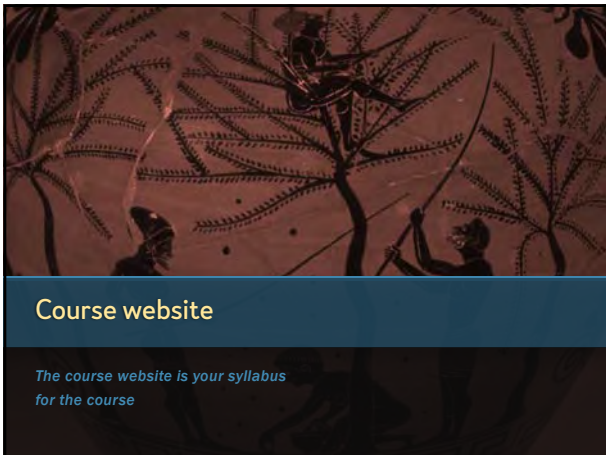
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Course website

The course website is your syllabus for the course

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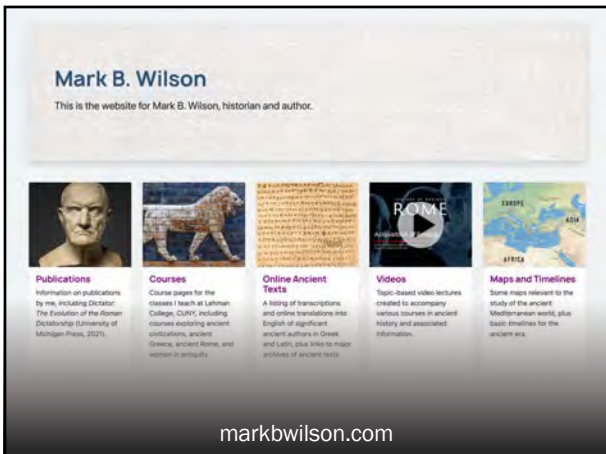
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Mark B. Wilson

This is the website for Mark B. Wilson, historian and author.



**Publications**  
Information on publications by me, including *Decline and Fall of the Roman Empire* (University of Michigan Press, 2021).



**Courses**  
Course pages for the classes I teach at Lehman College, CUNY, including courses involving ancient civilizations, ancient Greece, ancient Rome, and women in antiquity.



**Online Ancient Texts**  
A listing of transcriptions and online translations into English of significant ancient authors in Greek and Latin, plus links to major archives of ancient texts.



**Videos**  
Topic-based video lectures created to accompany various courses in ancient history and associated information.



**Maps and Timelines**  
Some maps relevant to the study of the ancient Mediterranean world, plus basic timelines for the ancient era.

markbwilson.com

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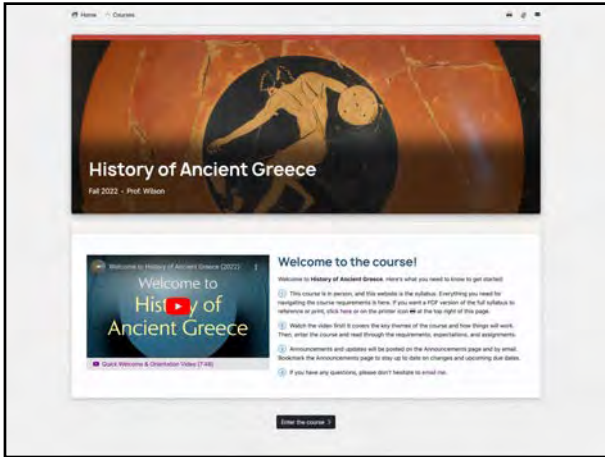
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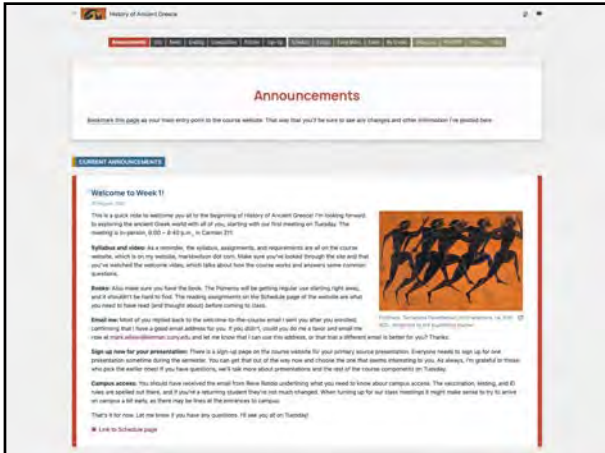
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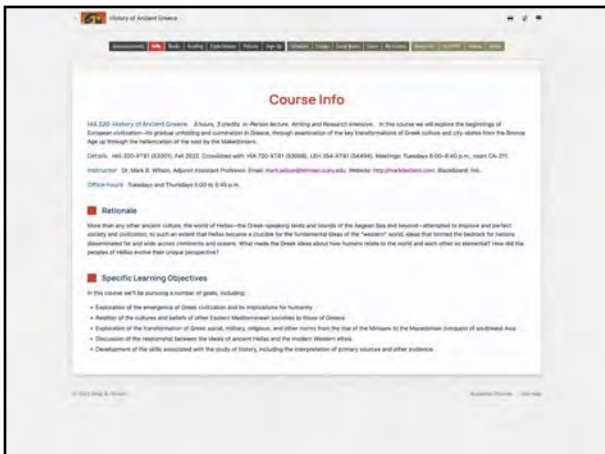
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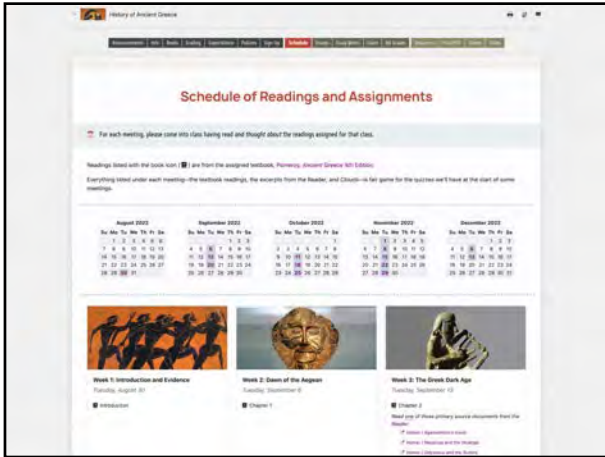
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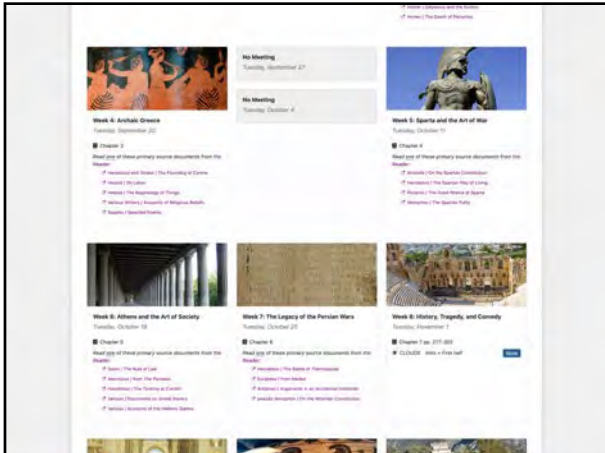
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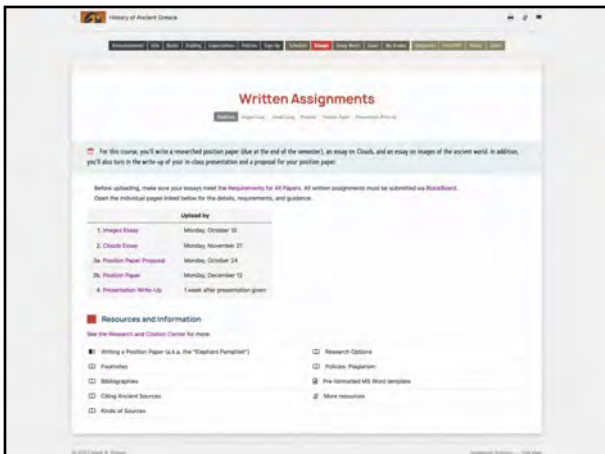
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**Essay on Representations and Images**

**The assignment:** Write a 3- to 4-page essay using depictions of the ancient Greek world to take a position on the representations of ancient cultural ideas and beliefs, following one of the following two options.

**Two pieces in a museum**

How a culture sees itself (and its predecessors, values, and age, thereby, and so on) is often reflected in its artwork. What can two different works of art depicting the same idea tell us about the cultural beliefs and expectations that shaped the artists and their own cultural/historical context or that idea?

**Choosing your subjects**

- Your essays of all must represent the same idea or context. For example, you can choose two Athenian, two Spartan, two Sicilian, two Carthaginian, etc. The idea is to look for how similarities and differences in representations of the same idea tell us about the cultural beliefs and expectations that shaped the artists and their own cultural/historical context or that idea.
- Two works of art must be from the ancient Greek era (before 500 CE), and they must be from either two different places or two different periods. This allows you to talk about two separate incidents and how they represent the same concepts differently. The two pieces can be in any visual medium: sculpture, painting, relief, etc. They do not have to be in the same medium as long as they are depictions of the same idea or context.
- Ideally, you should experience the artwork first-hand by attending a museum in person. Possible venues include Metropolitan Museum's Greek and Roman Art Collection and Egyptian Museum of Greece, British Museum in London, etc. If you are not located in these cities, you are not limited to New York. If you are not able to attend a museum in person because of ongoing restrictions, you may find images of artworks that meet the requirements or museum websites instead.

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**Essay on Clouds**

**The assignment:** Write a 3- to 4-page essay comparing three moments from Clouds to another work in order to take a position on the culture, beliefs, and social expectations of classical Athens, responding to one of the following three prompts.

**Right and wrong in Clouds**

Clouds' moralistic position values throughout the play and then ends with a clear message. Does Clouds offer an internally consistent message or morality?

- First, choose a fragment from the Greek classical period in which morality is a key issue. Popular options include Hesiod's *Works and Days* or Euripides' *Suppliants*, and Aristotle's *Nicomachean Ethics*, but there are other possibilities as well.
- Describe and discuss three incidents from Clouds that involve a moral decision or an argument between characters about what the morality of an action. Compare each of these incidents with a similar (or contrasting) moment in the literary piece selected.
- Make an argument for the consistency of the moral argument of Clouds by comparing it with the moral argument in the tragedy, where do both pieces stand with respect to the character debate on justice (justice vs. piety)?

**Aristophanes's agenda**

The surviving plays of Aristophanes range over a long and turbulent period of Athenian history. Do Aristophanes's opinions and technique change over time?

- First, choose another play by Aristophanes. Possible options include *Frogs*, *Peace*, *Knights*, *Lysistrata*, *Wasps*, *Thesmophoriazusae*, *Plutus*, *Ecclousia*, *Thesmophoriazusae*, or any other plays of his that you find interesting. (If you are not sure, you can consult the [Plays and Fragments](#) page.)
- Describe and discuss three incidents from Clouds that reflect other Aristophanes's opinions or how he makes the play reflect them. Compare each of these incidents with a similar (or contrasting) moment in the other comedy.
- Make an argument for the consistency of Aristophanes's approach to writing, and the evolution of his social philosophy across his most troubled period. What themes and ideas are present in both plays? Is his approach, methodology, or agenda consistent? If not, how does it change?

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**Position Paper**

**The assignment:** Write a 6- to 8-page position paper that takes a stance on an issue related to Greek history, and use evidence to back up that opinion. In this paper, you're taking a side on some question or controversy, and you're using research and evidence to support your side of the argument.

**A. Choose a Topic**

**B. Write a Proposal**

**C. Find your Evidence**

**D. Make your Argument**

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**Requirements for All Papers**

All written assignments for this course **MUST** adhere to these requirements—or be subject to a reduced grade.

Check all of the following before submitting any paper.

**Formatting musts**  
All papers submitted to me must:

1. Be typed, double-spaced, in 12 pt. standard font, with one-inch margins. Do not add extra blank lines between paragraphs, instead, indent the first line of each paragraph to show a new paragraph has begun.
2. Have a cover page with the title, your name, my name, and the date.
3. Have page numbers on each page after the cover. The cover should not have a page number.
4. Include both citations and a bibliography. (See Evidence musts.)
5. Run at least the required length specified in the assignment.
6. Have clear, bolded, blue, and always bolded and underlined.
7. Be attached on Blackboard as a Word or compatible file attachment or as a PDF attachment.
8. If you are uncertain how to do any of this, ask me before submitting your paper.

**Evidence musts**  
All papers submitted to me must:

1. Support all assertions with evidence from your sources.
2. Use only primary and secondary sources. Tertiary sources are not allowed, even if you cite a textbook or a generalist scholar for all cited authorities, assignments, paragraphs, and most foot-cited.
3. Include a bibliography listing all sources used.
4. If you are uncertain how to do any of this, ask me before submitting your paper.

**Structure musts**  
All papers submitted to me must:

1. Have an introduction paragraph that states the problem or question being addressed. Discuss possible options on the problem, and ends with a thesis statement—a statement of opinion that someone could disagree with.
2. Cover three reasons why your thesis is true. Each should have an explicit label (your reason #), a description of supporting evidence from evidence in your evidence. That's an example of your evidence, and a discussion of how your evidence demonstrates the point you're making.
3. Have a conclusion that summarizes your three reasons and why they support your thesis.
4. If you are uncertain how to do any of this, ask me before submitting your paper.

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**Announcements**

Welcome to History of Ancient Greece  
Posted on Monday, August 15, 2022 9:06:18 AM EDT

**History of Ancient Greece**  
Fall 2022 - Prof. Wilson

In this course we're going to be exploring how the Greek civilization emerged, unfolded, as emerged again, this time discussing learning the history of its Bronze Age and the gods.

**We will be using Blackboard only to submit papers.** The course website, with all the requirements, assignments, and resources you need, is located on my website. The direct link to the course website is in the panel to the left, along with a direct contact for me. Always email me with any questions you might have! I'll be here to answer them to the best of my ability.

**Blackboard**  
© 2022 Blackboard, Inc. All rights reserved. U.S. Patent Nos. 7,883,540 and 7,918,829. Blackboard reserves the right to change its services without notice.

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**Upload Assignments Here**

**Essay on Romanization and Impact (Upload to Blackboard by Oct 31)**  
The assignment: This is a 3- to 4-page essay using evidence of the ancient Greek world to take a position on the Romanization of ancient Greece. You will need to use the evidence of ancient Greece, including the evidence of the Roman world.  
Assignment details: [View Details](#)  
Requirements for all papers: [View Requirements](#)

**Roman Power: Presentation (Upload to Blackboard by Oct 26)**  
The assignment: This assignment is a 3- to 4-page presentation of your evidence.  
Assignment details: [View Details](#)  
Requirements for all papers: [View Requirements](#)

**Essay on Cleopatra (Upload to Blackboard by Nov 21)**  
The assignment: This is a 3- to 4-page essay concerning Cleopatra. You will need to take a position on the cultural, political, and social implications of Cleopatra's reign.  
Assignment details: [View Details](#)  
Requirements for all papers: [View Requirements](#)

**Roman Power - Final Draft (Upload to Blackboard by Dec 10)**  
The assignment: This is a 3- to 4-page final draft. It should be a final draft of your thesis statement and evidence to support it. In this paper, you'll be writing a thesis statement and evidence to support it.  
Assignment details: [View Details](#)  
Requirements for all papers: [View Requirements](#)

**Presentation on a Primary Source (Write-Up Due one week after the presentation)**  
The assignment: For your presentation on a primary source from the Theater, write a 3- to 4-page essay that briefly summarizes what the document says and then explains, with evidence, what the author's point is.  
Assignment details: [View Details](#)  
Requirements for all papers: [View Requirements](#)

**MS Word templates already set up for essays (DOCX)**

**Google Docs templates already set up for essays (DOCX)**

**Tools and Resources**

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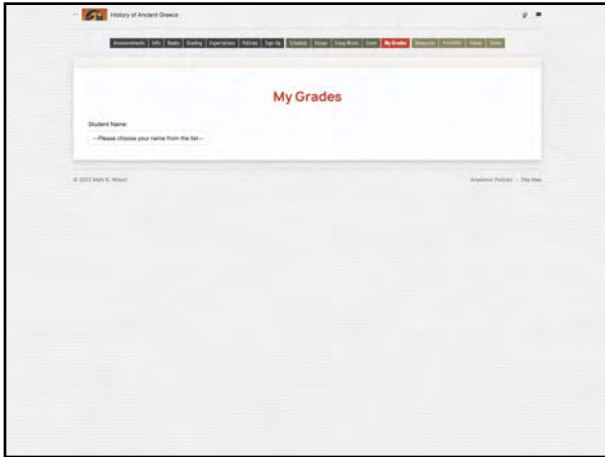
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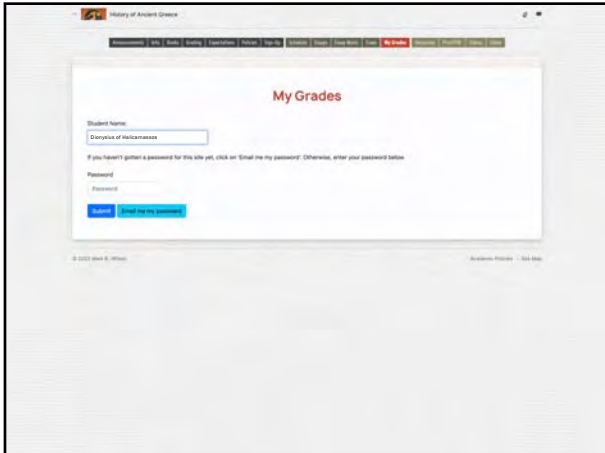
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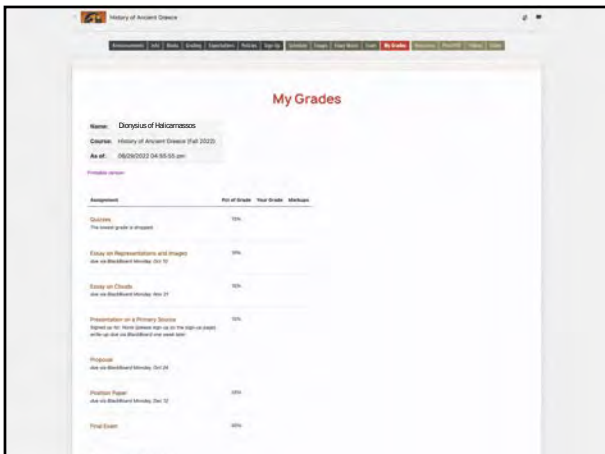
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Assignment	Current grade*	Possible points	Weight toward overall grade
Quiz	0	10	10%
Major Exam	0	10	10%
Class Exam	0	10	10%
Quiz	0	10	10%
Project Paper	0	20	20%
Final Exam	0	10	10%
<b>Grade to Date**</b>	<b>0.0</b>	<b>100</b>	<b>0%</b>

Note: The above calculations are provided as a reference only and do not reflect your final or official grade for the course.  
\* If you have incomplete assignments or missing assignments, you can still change these grades.  
\*\* This column reflects only the assignments graded to date and may change anytime after the remaining assignments and examinations are graded. This includes a laboratory only.

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### Academic Policies

Assignments that include any plagiarism will receive a zero. Students engaging in repeated instances of plagiarism will fail the course outright and will be referred to the College for disciplinary action.

A variety of accommodations are available to students with disabilities, and tutoring is available to students seeking help.

Listed below are various official school policies included in all Lehigh College syllabi, with clarifications relating to this course as required. You are responsible for this information and for all information in any syllabi.

- Attendance Policy
- Accommodating Disabilities
- Academic Integrity and Plagiarism Policy
- Technology and Blackboard Information
- Institutional Support Services (ISSS)
- Writing Intensive Course Requirements
- Student Handbook

#### Attendance Policy

Students are expected to attend all class meetings as scheduled, and are responsible for all class work missed as a result of late registration or absence. Excessive absences in any course may result in a lower final grade.

- Participation in online discussion is a required part of the course. Missing classes will damage your grade.
- Sessions are designed to give you the basics. In our class meetings we try to make sense of things, and ask out what's important. Missing classes means you miss out on a key part of our trying to put things together.
- If you miss sessions, it will put a big crimp in your grade for the course. Quizzes are not made up, so the quizzes you miss will count against you.
- Religious observances that affect your class attendance should be discussed in advance.

#### Accommodating Disabilities

Lehigh College is committed to providing access to all programs and courses to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to instructors.

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### Resources

- Course Resources**
  - Quiz Notes: Download resources for the quiz questions, in handy PDF or HTML form.
  - Course Materials Citations: The syllabus and bibliography citations for the assigned readings in the course, which you need to keep.
  - Site Map: An overview of the full syllabus and access to any page in the course website.
  - Video Lectures: For video lectures and assignment videos on YouTube for this course.
  - Syllabus page PDFs: PDFs of all the components of this syllabus in one or more.
  - Slides: The slides for each course meeting will be posted here, include the learning objectives.
- General Resources**
  - Research and Citations Center: The center you need to know for the class researching and that covers all about business and bibliography.
  - Writing a Position Paper: Ask for Expert Feedback. Guidance on research structure, and strategy.
  - Maps and Timelines: Maps and timelines of the ancient Mediterranean world, and timelines of the ancient era.
  - Online Ancient Texts: A large collection of ancient authors and online translations into English.
  - MS Word Essay Template: A Microsoft word file already set up with the correct formatting. There is also a Google Drive version.
  - Common Word Mix-Ups: Suggestions for spelling out a few of the words that are commonly misspelled in higher writing.

Lehigh College Support Sites | Remote Research Help

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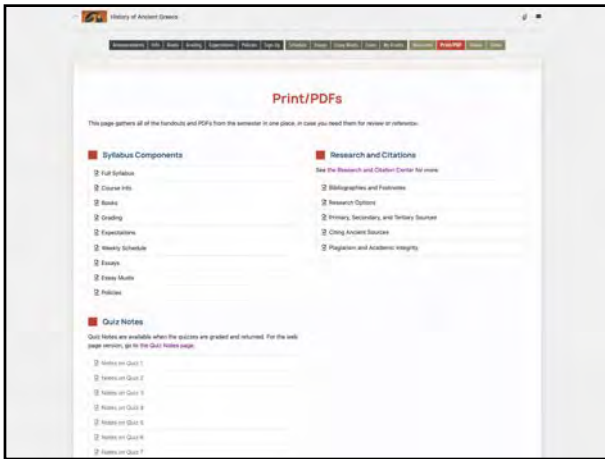
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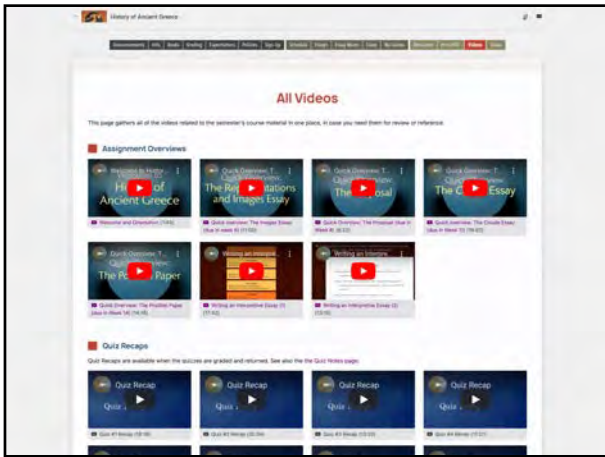
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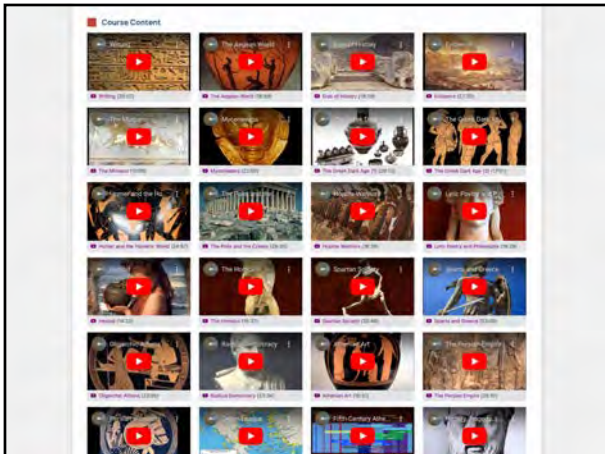
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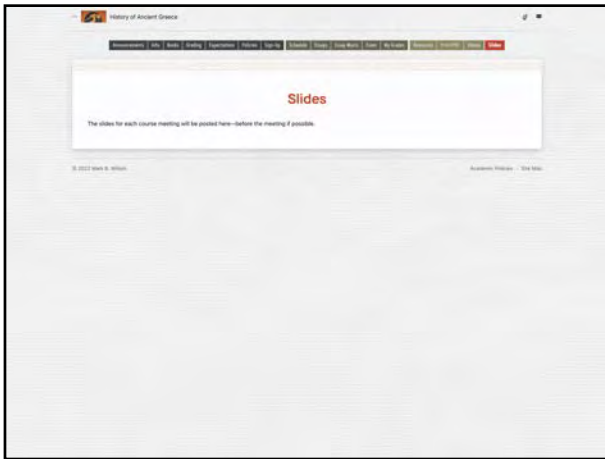
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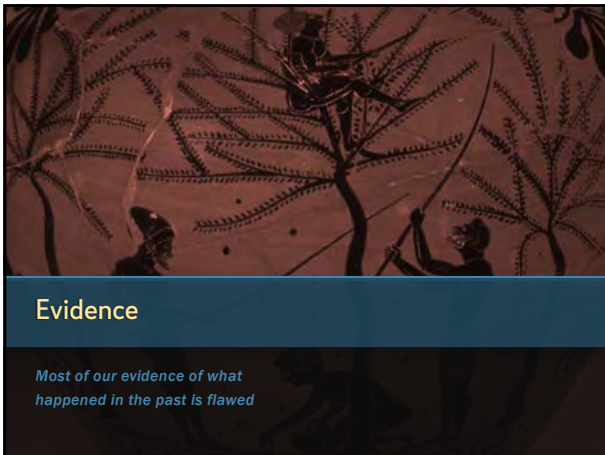
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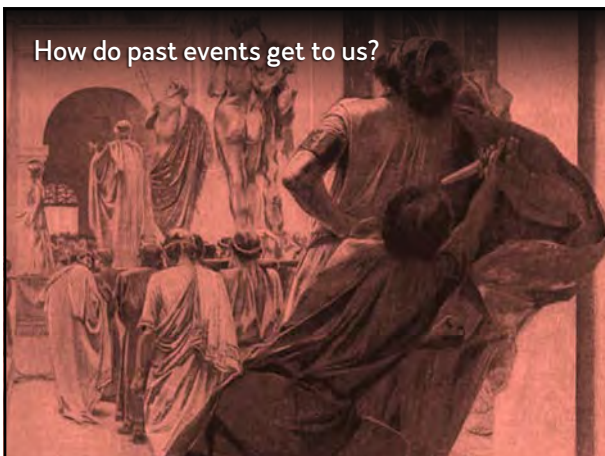
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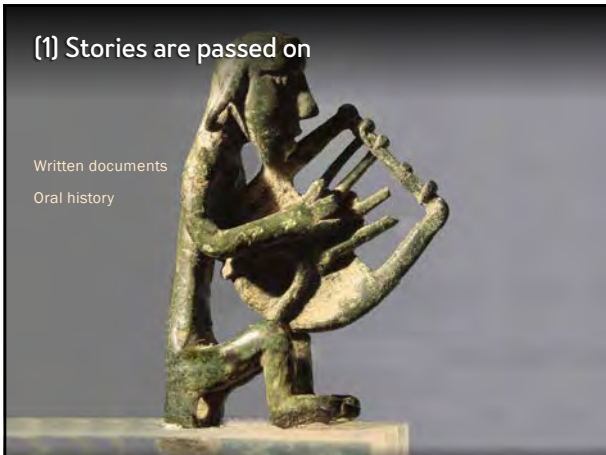
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### Kinds of evidence

- Primary source
  - Eyewitness testimony from the place and time being studied
- Secondary source
  - A scholar collects and interprets primary sources on a subject
- Tertiary source
  - General scholarly consensus on a subject
  - Includes encyclopedias, textbooks, and almost everything on the web
  - NOT ALLOWED as a source for history papers

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### Problems with primary sources?

- Intentional bias
- Unintentional bias
- Point of view
- Survival
- Translation

**CONCLUSION:**  
There are no facts in history

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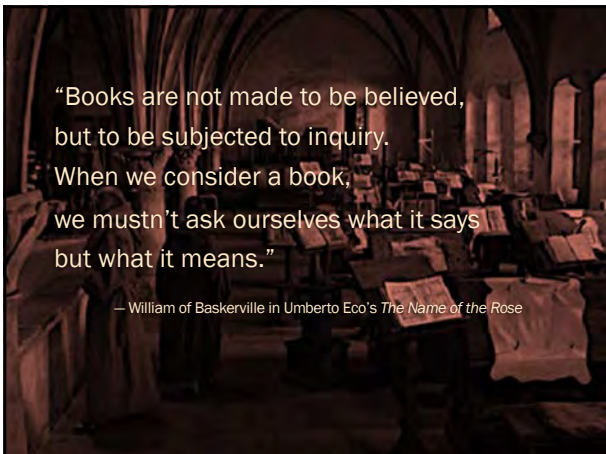
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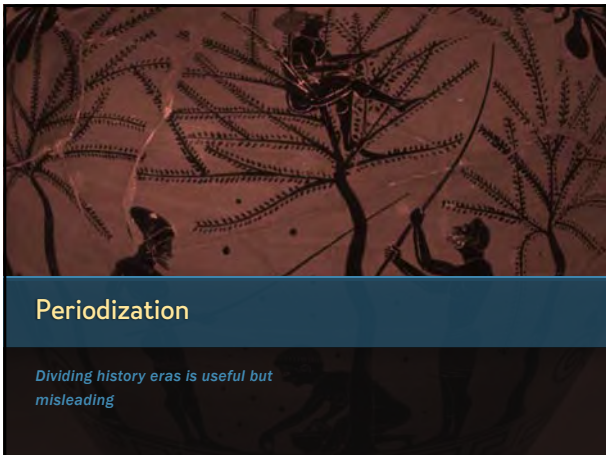
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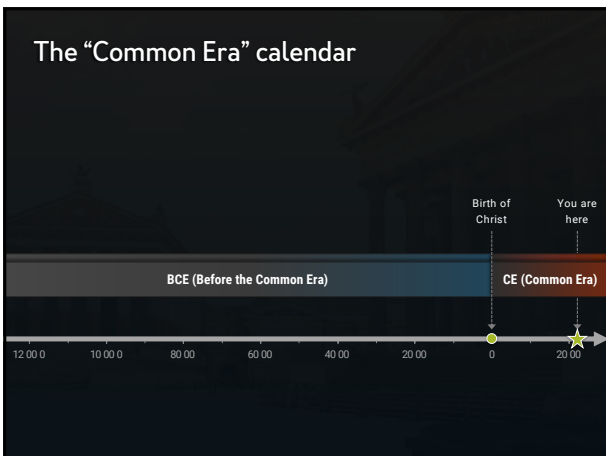
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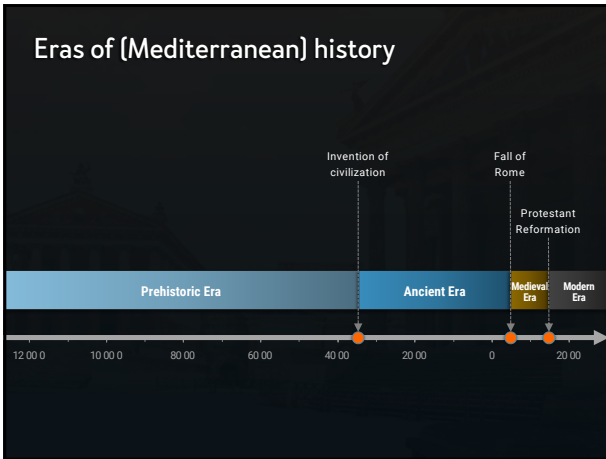
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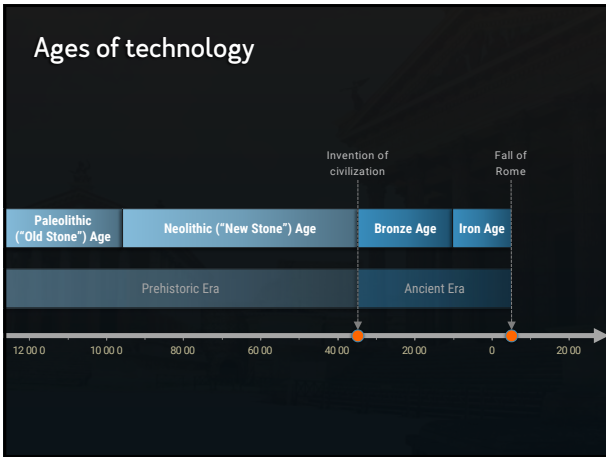
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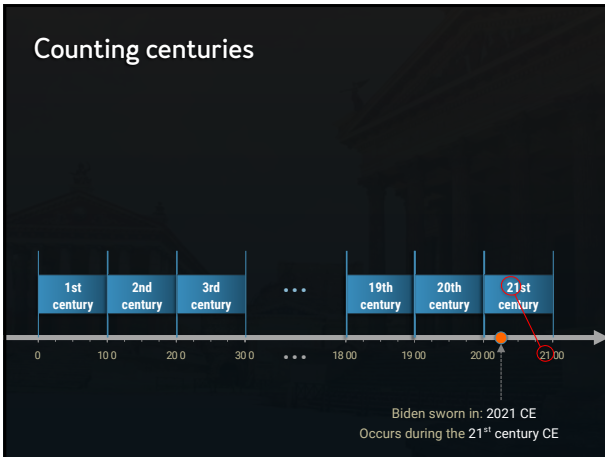
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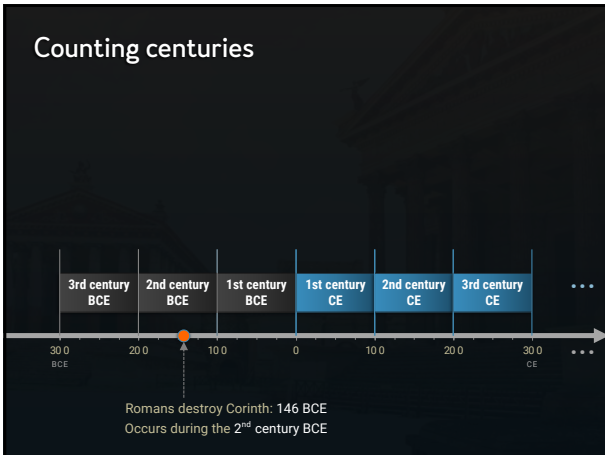
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### Periodization

- Historians divide history into "eras" based on how we can characterize society
- Archaeologists divide history into "ages" based on changes in prevalent technology
- These periods help organize our studies, but also overgeneralize places and times within each period

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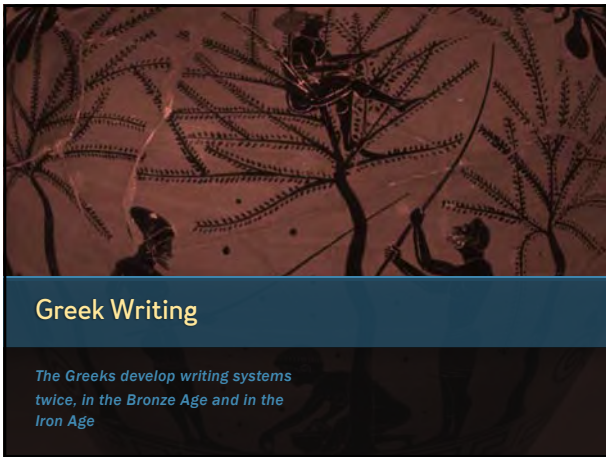
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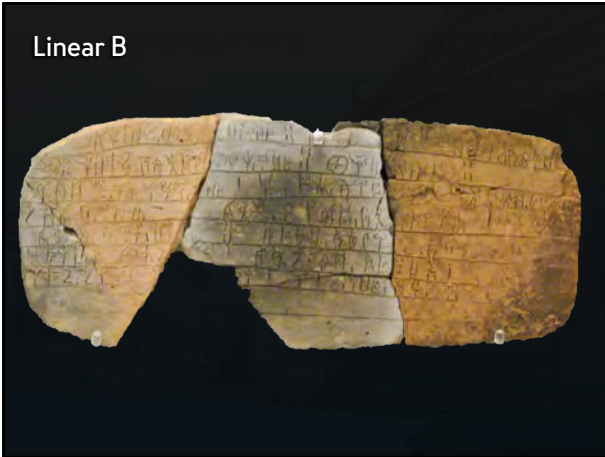
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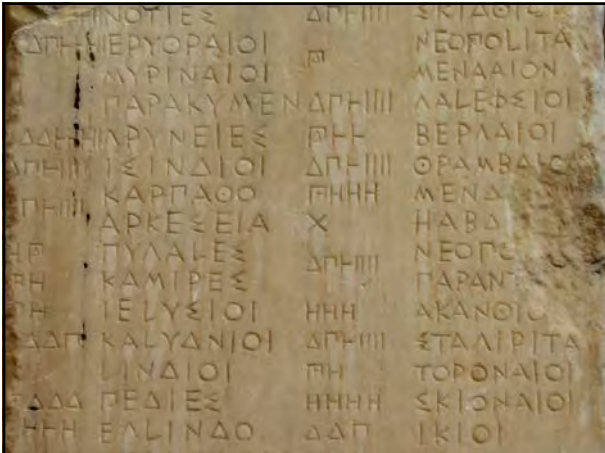
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The Greek Alphabet

ΑΒΓΔΕΖΗΘΙΚΛΜΝΞΟΠΡΣΤΥΦΧΨΩ

αβγδεζηθικλμνξοπρστυφχψω

αι αυ ει οι ου

“Ομηρος

Έλλάς

Μάρκος Ουίλσον

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### Some Greek names

Homer	Greek epic poet	8th century BCE	Ὅμηρος
Hesiod	Greek poet	Early 7th century BCE	Ἡσίοδος
Solon	Athenian statesman and poet	c. 638 – 558 BCE	Σόλων
Sappho	Greek lyric poet	c. 620 – c. 570 BCE	Σαπφώ
Aeschylus	Greek tragic playwright	c. 525 – c. 426 BCE	Αἰσχύλος
Pindar	Theban lyric poet	522 – 443 BCE	Πίνδαρος
Herodotus	Greek historian	484 – 425 BCE	Ἡρόδοτος
Euripides	Athenian tragic playwright	480 – 406 BCE	Εὐριπίδης
Thucydides	Athenian general and historian	c. 460 – c. 395 BCE	Θουκυδίδης
Xenophon	Athenian general and historian	c. 430 – 354 BCE	Ξενοφών
Plato	Athenian philosopher	428 – 347 BCE	Πλάτων
Isocrates	Athenian rhetorician	436 – 338 BCE	Ἰσοκράτης
Aristotle	Greek philosopher and polymath	384 – 322 BCE	Ἀριστοτέλης

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