



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit SILC Department Classics/Middle Eastern Studies  
Subject GRK Number 194 Title Ancient Greek Civilization Units: 3

Is this a cross-listed course? (Choose one)  
If yes, please identify course(s) SILC 194: Ancient Greek Civilization

Is this a shared course? (choose one) If so, list all academic units offering this course \_\_\_\_\_  
Course description: \_\_\_\_\_

**Requested designation:** (Choose One) H

Note- a separate proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

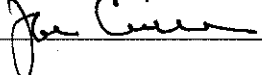
**Contact information:**

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**Department Chair/Director approval:** *(Required)*

Chair/Director name (Typed): Joe Cutter Date: 9/10/12

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**HISTORICAL AWARENESS [H]**

**Rationale and Objectives**

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	Designation
GRK	194	Ancient Greek Civilization	H

Explain in detail which student activities correspond to the specific designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>1. History is a major focus of the course.</p> <p>4. The course examines the relationship between events, ideas, and artifacts, and the broad social, political, and economic context.</p>	<p>1., 4. About one-third of the lectures are devoted to major historical events in Greek history, e.g., the Persian and Peloponnesian Wars. The course generally has a chronological organization, but this is not strict (see below). Care is taken to place events in Greek civilization with their social, political, economic, and historical context.</p>	<p>1. Throughout the course. See especially Module 1; Module 3, Lecture 10; Module 4, Lecture 16; Module 5, Lecture 21; Module 6; Module 8, Lecture 32; Module 9, Lecture 33; Module 11.</p> <p>4. Throughout the course. Good examples include the links between Homer and Bronze Age archaeology traced in Module 2, or in Module 10 the influence of Greek philosophy on governing systems of the day and participation therein.</p>
<p>2. The course explains and examines human development as a sequence of events.</p>	<p>The course, while organized chronologically generally, shows how stages of development in Greek civilization stemmed from one another. For instance, the development of the polis (city-state) led Greece through a period of tyranny, until the hoplite revolution encouraged the development of democracy.</p>	<p>Throughout the course. This criterion is difficult to quantify, but examples within the course include Module 4, which traces the development of the polis (see column to the left), or Module 6, which traces in Lectures 23-24 traces the connections between the radicalization of Athenian democracy and</p>

		imperialism.
3. There is a disciplined systematic examination of human institutions as they change over time.	One aim of the course is to show how Greek culture was transformed over time, for instance from the aristocratic society celebrated by Homer to the radical democracy of classical Athens. Another goal is to identify Greek influence on Western institutions, including the modern United States, when opportunity arises.	Throughout the course; again, see for examples Modules 4 and 6, which deal with the transformation of Greece from an aristocratic society that privileges the elite to a democracy in Athens and an oligarchy in Sparta, or Module 11, which considers the transformations wrought in the Greek world by the conquests of Alexander the Great.

(NB: This is an online course, and the syllabus was originally published online. Hence it makes reference to items on the Blackboard site that are not pictured here. However, the syllabus provides all the basic information necessary for the course.)

**Course Description and Procedures**

~~This course is an introductory-level course to ancient Greek civilization and culture. We will~~ study (in roughly equal parts) the art, archaeology, literature, culture, and history of ancient Greece from prehistoric times until after the conquests of Alexander the Great (the Hellenistic Age). The course will proceed via online lectures, but there is a group discussion component as well.

The course will be conducted entirely online. It is organized into an introductory lecture, a concluding lecture, and eleven modules that each cover an important topic in the study of Greek civilization. See the left sidebar for a link to the Modules page. Individual modules have 2-6 lectures each, depending on the topic. At the end of each module, students will take a quiz on the subject of the module. Quizzes will be 15-20 questions each for a total of 25 points. Questions may take any or all of the following forms: multiple-choice, short-answer, and true/false. (Expect each quiz to be a mix of such questions.) The quizzes cover not just the online lectures, but also the readings for the course; you must complete both to be successful in this course. Modules will remain online even after they have been finished, but quizzes will have set due dates throughout the term. (See the Course Schedule and Calendar.)

Each module will also have a group discussion component. Students will be divided into groups of 15-20 for this purpose (you can find your group under the Groups tab on the left sidebar). Each student must start a discussion thread in answer to one of the posted discussion questions, and also respond to two other students' threads. Initial thread posts should not be a sentence or two but a full paragraph that truly analyzes the discussion question addressed. For every module, a student in each group will take a turn in summarizing the entirety of the group discussion and posting that summary to the class discussion board. The discussion grade for the course for each student will be determined by individual participation on the group discussion board, AND the submission of the group discussion summaries to the main discussion board.

The final requirement for the course will be a final essay exam, in which you will answer an essay question that brings together the knowledge you have gained in the course.

**Learning Objectives**

- Introduces students to Greek civilization from about 2000 BC, the Bronze Age, until the third century BC, the Hellenistic Age
- Familiarizes students with the major periods of Greek history, the major Greek literary genres, authors, and works, and the major Greek forms of art and architecture, as well as their artists
- Stresses the influence Greek civilization has had on the West, including in today's world, but also highlights the differences between Greek civilization and our own

- Takes a critical as well as a descriptive approach to Greek civilization, not only introducing them to the subject matter, but also the larger questions and debates about Greek civilization
- Teaches students to take an analytical approach to Greek civilization, its art, and its literature
- Addresses the Greek interactions with ancient Persia, Egypt, Phoenicia, and the Near East in general and introduces cross-cultural comparison between Greece and those civilizations

### **Course Schedule**

We will follow the schedule below. All modules except the first will be available for two weeks. You must proceed through the modules sequentially, lecture by lecture. Only after listening to all the lectures will Blackboard permit you to take the quiz. You are not finished with a module until you take the module quiz.

Introduction: Available January 5

Module 1: Available January 16; quiz due January 29

Module 2: Available January 23; quiz due February 5

Module 3: Available January 30; quiz due February 12

Module 4: Available February 6; quiz due February 19

Module 5: Available February 13; quiz due February 26

Module 6: Available February 20; quiz due March 4

Module 7: Available February 27; quiz due March 18

Module 8: Available March 5; quiz due March 25

Module 9: Available March 19; quiz due April 8

Module 10: Available April 2; quiz due April 15

Module 11: Available April 9; quiz due May 1

Conclusion: Available April 22; no quiz

Final Essay Exam: Available April 22; due May 2

Note that modules overlap each other, so that you can proceed at your own pace as you have time (so long as you meet the deadline for the quiz). After spring break, there are two modules only, to give you time to spend on projects, papers, etc., for your other classes.

All of these dates are also on the Course Calendar. NB: The Calendar feature requires times for events; **ignore these**. All modules will be available at midnight on the day they open, and all quizzes are due at 11:59 on the day they close.

### **Course Requirements**

The final grade for this course will be determined as follows:

11 module quizzes, 5% each, 50% total

Discussion group participation, 30%

Final essay, 20%

*Module quizzes* come at the end of each module and will have a specific deadline. You can find each quiz under the appropriate module. Students who take all 11 quizzes and miss none (i.e., have no zeroes) will have their lowest quiz score dropped.

For an explanation of the *discussion group participation*, see Course Description above.

The *final essay* will be posted at the end of the term and will be due on the last day of exams, Wednesday, May 2.

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The grading scale for the course will be as follows:

- A+: 100 (A+'s are only given for natural 100s, before the addition of any extra credit that may be offered)
- A: 93-99
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 70-76
- D: 60-69
- E: below 60

### **Textbooks**

The textbooks for this course are available at the Student Book Center at 7th and College Avenues. You may also purchase them online (probably for much cheaper), check them out of the library, etc.

- Thomas Martin, *Ancient Greece* (ISBN 0300084935). This is the main narrative textbook for the course.
- Thucydides, trans. P. Woodruff, *On Justice, Power, and Human Nature* (ISBN 0872201686)
- Sophocles, trans. P. Woodruff, *Antigone* (ISBN 0872205711)
- Euripides, *Medea* (ISBN 1580493467)
- Aeschylus, trans. R. Lattimore, *Oresteia* (ISBN 0226307786)
- Aristophanes, trans. J. Henderson, *Clouds* (ISBN 0941051242)
- Hesiod, trans. M. L. West, *Theogony, Works and Days* (ISBN 0192836781)
- Plato, *Symposium* (ISBN 0140449272)
- Herodotus, *On the War for Greek Freedom* (ISBN 087220667X)
- S. Lombardo, *The Essential Homer* (ISBN 0872205401)

There may be other supplementary readings as well. These will be linked to the individual modules with which they are associated.



### **Online Course Caveats**

This course is entirely online. While this is advantageous to you as students in giving you some flexibility with your schedule, it also means that you must be responsible for monitoring your own work and fulfillment of the requirements for this course.

It is **essential** that you do the reading. Lectures often will not touch upon every point in the reading, but I consider you responsible for the material in both the lectures and the readings and I will ask you questions about both on quizzes and discussion boards.

The second caveat is that there are sometimes technical problems with taking online quizzes. 99% of the time this is caused by human error or carelessness - your computer starts to update in the middle of the quiz, you get distracted by your drunken roommate or rambunctious kitten, you accidentally hit the back button on your browser, etc. Since you are only allowed one attempt at each quiz, you are then bounced out of it and no grade is recorded in Grade Center, nor can you restart the quiz. It is vital that you take your quizzes in a distraction-free environment with a computer you know and trust. I will allow each student in the course one reset of a quiz, but no more - channeling Oscar Wilde, to get bounced out of one quiz looks like misfortune, to be bounced out of more than one looks like carelessness.

It is also vital you contact me as soon as possible about a technical issue. I generally check my email regularly between 7 am and 10 pm, but I will not be able to help immediately with a midnight crisis. Thus, I recommend not waiting until the last minute to take a quiz, as your email about a technical issue may not reach me until after the quiz is due. Make-up quizzes are possible, but only under extenuating circumstances.

**NB:** Students in online courses invariably report the most problems with Blackboard when using Google Chrome. If you're a Chrome user, try using another browser or updating Chrome if possible.

### **Notes**

Students who need any accommodation for the course for reasons of religion or disability should contact me as soon as possible.

The ancient Greeks lived by a code of honor, and so will we. Assignments for this course (quizzes, essay exam, and discussion posts) are to be entirely your own work and no one else's. Submission of an assignment is equivalent to a statement that this is your own work; if cheating is discovered, the penalty is a zero on that assignment. This may result in failure of the course as well, and a student who fails the course on grounds of cheating will be awarded the grade XE (failure because of academic dishonesty), which will provide a permanent record on your transcript of your academic dishonesty.

### **Schedule of Topics and Readings**

(NB: Again, this was originally available online for students when they viewed a module page. See the Course Schedule above for dates.)

### **Introduction (Lecture 1)**

Reading: Martin, Chapter 1

Module 1: Prehistoric Greece

- Lecture 2: The Minoans
- Lecture 3: The Mycenaeans
- Lecture 4: The Greek Dark Ages

Readings:

- For Lecture 1: Martin, pp. 16-26
- For Lecture 2: Martin, pp. 26-35
- For Lecture 3: Martin, Chapter 3

Module 2: Greek Epic Poetry

- Lecture 5: Homer and Greek Epic Poetry
- Lecture 6: Homer, *Iliad*, Part One
- Lecture 7: Homer, *Iliad*, Part Two
- Lecture 8: Homer, *Odyssey*, Part One
- Lecture 9: Homer, *Odyssey*, Part Two

Readings:

- For Lecture 5: *The Essential Homer*, pp. ix-xx
- For Lecture 6: *The Essential Homer*, pp. 1-42, 69-82, 92-106, 130-153
- For Lecture 7: *The Essential Homer*, pp. 153-240
- For Lecture 8: *The Essential Homer*, pp. 241-365
- For Lecture 9: *The Essential Homer*, pp. 366-465

Module 3: Hesiod and Archaic Society

- Lecture 10: The Emergence of Greece
- Lecture 11: Hesiod
- Lecture 12: Greek Religion
- Lecture 13: Early Greek Law and Justice
- Lecture 14: Greek Lyric Poetry

Readings:

- For Lecture 10: Martin, chapter 4
- For Lecture 11: Hesiod, *Theogony*
- For Lecture 12: The *Homeric Hymn to Demeter* (attached)
- For Lecture 13: Hesiod, *Works and Days*; "Two Early Greek Laws" (attached)
- For Lecture 14: Greek Lyric Poetry (attached under the name "archilochus etc.")

Module 4: Archaic Greece

- Lecture 15: An Aristocratic Society
- Lecture 16: Tyrants, Hoplites, and Democrats
- Lecture 17: Early Greek Art and Architecture
- Lecture 18: Ionian Rationalism

Readings:

For Lecture 15: Pindar (Olympian 1, Pythian 3), Bacchylides 5, Anonymous Party Songs (all attached)

For Lecture 16: Martin pp. 70-71, 79-93; selections from Solon, Theognis, and Alcaeus (attached)

For Lecture 17: None

For Lecture 18: Selections from the pre-Socratic philosophers (attached as Readings in Early Greek Philosophy), Martin pp. 125-130, Herodotus on the sources of the Nile (attached)

Module 5: The Persian Wars

Lecture 19: Greek Historiography

Lecture 20: Herodotus

Lecture 21: The Persian Wars

Readings:

For Lecture 19: none.

For Lecture 20: Herodotus, *On the War for Greek Freedom*, pp. vii-xix, sections I-II, pp. 51-56, 64-72.

For Lecture 21: Martin, pp. 94-105; Simonides, "Plataea Ode" (attached); Herodotus VII-IX.

Module 6: The Golden Age of Greece

Lecture 22: Life in Sparta

Lecture 23: Life in Athens

Lecture 24: The Golden Age of Athens

Readings:

For Lecture 22: Martin pp. 71-79, (attached) readings from Tyrtaeus, Alcman, and Xenophon's Constitution of the Lacedaemonians

For Lecture 23: Martin pp. 105-116, 124-125, 135-142

For Lecture 24: Martin pp. 116-123

Module 7: Greek Drama

Lecture 25: Greek Tragedy

Lecture 26: Aeschylus

Lecture 27: Sophocles

Lecture 28: Euripides

Lecture 29: Greek Comedy

Lecture 30: Aristophanes

Readings:

For Lecture 25: Martin pp. 130-135

For Lecture 26: Aeschylus, *Agamemnon* and *Eumenides*

For Lecture 27: Sophocles, *Antigone*

For Lecture 28: Euripides, *Medea*

For Lecture 29: Martin, pp. 162-166  
For Lecture 30: Aristophanes, *Clouds*

#### Module 8: The Peloponnesian War

Lecture 31: Thucydides  
Lecture 32: The Peloponnesian War

#### Readings:

For Lecture 31: Woodruff, *On Justice, Power, and Human Nature*, pp. ix-xxxiii, 1-16, 39-95, 102-109  
For Lecture 32: Martin, pp. 147-162; Woodruff, *On Justice, Power, and Human Nature*, pp. 16-37, 97-102, 111-160

#### Module 9: Fourth-Century Greece

Lecture 33: The Aftermath of War: Greece in Decline?  
Lecture 34: Greek Rhetoric  
Lecture 35: Athenian Law and Justice  
Lecture 36: Women and Slaves

#### Readings:

For Lecture 33: Martin pp. 166-168, 174-177  
For Lectures 34-35: Lysias, *On the Murder of Eratosthenes* (attached)  
For Lecture 36: Apollodorus, *Against Neaera* (attached; don't forget to read introduction)

#### Module 10: Greek Philosophy

Lecture 37: Plato and Socrates  
Lecture 38: Plato's Symposium  
Lecture 39: Aristotle  
Lecture 40: Hellenistic Philosophy

#### Readings:

For Lecture 37: Martin, pp. 168-173, 177-182; Plato, *Apology* (attached)  
For Lecture 38: Plato, *Symposium*  
For Lecture 39: Martin, pp. 182-187; selections from Aristotle (attached)  
For Lecture 40: selected readings from Hellenistic philosophy (attached)

#### Module 11: The Fall of Greece and the Hellenistic Age

Lecture 41: The Rise of the "Barbarian"  
Lecture 42: The Alexander Legend  
Lecture 43: Alexander the Great  
Lecture 44: Alexander's Legacy and Hellenistic Culture

#### Readings:

For Lecture 41: Martin, pp. 187-191  
For Lecture 42: None

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For Lecture 43: Martin, pp. 192-197  
For Lecture 44: Martin, chapter 10

Conclusion (Lecture 45)  
No reading

Final essay exam due 11:59 pm, May 2, via Blackboard

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**GRK/SLC 194: Course Catalog Description**

Covers topics of immediate or special interest to a faculty member and students.

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**Table of Contents from Thomas R. Martin, *Ancient Greece* (primary narrative textbook)**

## Contents

<i>Timelines appear on pages</i>	5, 19, 38, 52, 73, 96, 126, 149, 176, 200
List of illustrations	vi
Introduction	ix
Abbreviations	xiii
Chapter 1: Backgrounds of Ancient Greek History	1
Chapter 2: From Indo-Europeans to Mycenaeans	16
Chapter 3: The Dark Age	36
Chapter 4: The Archaic Age	51
Chapter 5: Oligarchy, Tyranny, and Democracy	70
Chapter 6: From Persian Wars to Athenian Empire	94
Chapter 7: Culture and Society in Classical Athens	124
Chapter 8: The Peloponnesian War and Its Aftermath at Athens	147
Chapter 9: From the Peloponnesian War to Alexander the Great	174
Chapter 10: The Hellenistic Age	198
Suggested Readings	223
Index	239
About Perseus 2.0	255