



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) HU

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:**

Name Sarah Bolmarcich Phone 480-727-9138  
Mail code 0202 E-mail: sbolmarc@asu.edu

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

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

Arizona State University Criteria Checklist for

**HUMANITIES, FINE ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

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

<b>ASU - [HU] CRITERIA</b>		
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria <b>A CENTRAL AND SUBSTANTIAL PORTION</b> of the course content.		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. <span style="float: right;">syllabus</span>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions. <span style="float: right;">syllabus</span>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. <span style="float: right;">syllabus</span>
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought. <span style="float: right;">syllabus</span>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts. <span style="float: right;">syllabus</span>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions. <span style="float: right;">syllabus</span>
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>
		• Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.
		• Courses devoted <b>primarily</b> to developing skill in the use of a language – <b>However, language courses that emphasize cultural study and the study of literature can be allowed.</b>
		• Courses which emphasize the acquisition of quantitative or experimental methods.
		• Courses devoted <b>primarily</b> to teaching skills.

Course Prefix	Number	Title	Designation
GRK	194	Ancient Greek Civilization	HU

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. Emphasizes the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</p> <p>4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</p> <p>4b. Concerns aesthetic systems and values, literary and visual arts.</p>	<p>Studies the values of Greek civilization (i.e., politics, social customs and mores); studies Greek religion and its development (specifically Greek religious practices, both civic and individual, and other facets of Greek religion, such as oracles); studies Greek philosophy from its earliest beginnings to the Hellenistic Age, and links the development of philosophy to its political and historical context. The majority of lectures use slides to illustrate Greek material culture, including art and archaeology.</p>	<p>Throughout course for values of Greek civilization, but for religion, see especially Module 3, Lecture 12 (Greek Religion); for philosophy, see especially Module 10 and Module 4, Lecture 18 (Ionian Rationalism). With regard to 4b, all lectures use slides of material objects to illustrate and develop points about myths.</p>
<p>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</p> <p>4d. Deepen awareness of the analysis of literature and the development of literary traditions.</p>	<p>About one-third of the lectures are devoted to introducing students to the major genres, works, and authors of Greek literature (e.g., tragedy, Thucydides' History of the Peloponnesian War, Homer). Emphasis is placed on comprehension and analysis of Greek literary works. The development of Greek literary genres is traced and influence from earlier to later genres is noted (the influence of epic poetry on Herodotus's history, for instance).</p>	<p>See specifically Module 2 (Homer and Greek Epic Poetry); Module 3, Lectures 11 and 13 (Hesiod, Early Greek Law and Justice); Module 3, Lecture 14 (Greek Lyric Poetry); Module 5, Lectures 19-20 (Greek Historiography, Herodotus); Module 7 (Greek Drama); Module 8, Lecture 31 (Thucydides); Module 9, Lecture 34 (Greek Rhetoric); Module 10 (Greek Philosophy).</p>
<p>3. Concerns the comprehension and interpretation/analysis of material objects, images, and spaces, and/or their historical development.</p>	<p>The majority of lectures use slides of material objects to illustrate and develop points about Greek civilization. Several lectures specifically address the development of Greek art and architecture.</p>	<p>Throughout the course, slides of material objects are used in lecture presentations to illustrate Greek civilization for students. Specific lectures that deal with the interpretation, analysis, and development of Greek art and architecture are Module 4, Lecture 17 (Early Greek Art and Architecture); Module 6, Lecture 24 (The Golden Age of Athens);</p>

		Module 9, Lecture 33 (The Aftermath of War: Greece in Decline?); Module 11, Lecture 44 (Alexander's Legacy and Hellenistic Culture).
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(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.

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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

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)

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