

N.B.: Ownership and copyright of this syllabus remain with the original author, who has kindly shared this document for posting by the AAH's Committee on Teaching.



SYLLABUS ARCHIVE

Course and Instructor Information:

The Rise of Ancient Greece

Prof. Jeremy LaBuff

Assistant Professor, Northern Arizona University

Helpful Context:

Course first designed in Spring 2013

Average enrollment: 30

This is an undergraduate course primarily intended for majors.

It is taught completely in-person.

It fulfills both a general education and major requirement.

Reflections of the Instructor:

Q: What do you consider to be particular strengths of this course?

A: Global approach, democracy lab and debate

Q: In what ways do you think the course could still use improvements/adjustments?

A: More activities

*****Supporting materials for this course will be available on another page of the AAH website*****

HIS 335: The Rise of Ancient Greece

Fall 2018

MW 2:20-3:35pm

3 credits, in-person

Instructor: Dr. Jeremy LaBuff, jeremy.labuff@nau.edu

Availability (Office Hours): ---

Catalogue Description: Political, social, and cultural development of the Greek-speaking world from the Early Iron Age to the reigns of Philip and Alexander “the Great” of Macedon. Letter grade only.

Real Course description

This course will serve to introduce the student to Ancient Greece, a culture that has consistently served as a benchmark for Western traditions and, with the advent of globalism, for certain practices and beliefs worldwide. Ideals such as democracy, the pursuit of reason, a discourse of critique, and a classical aesthetic all originated, or at least are perceived to originate with the Ancient Greeks. Insofar as we believe in such ideals, then, we share in their history: Greek history is *our* history. At the same time, our connection with Greece includes a less savory inheritance: with every democracy there was slavery and the subjugation of women, behind every appeal to reason there was a gross ethno-centrism, beyond the serene façade of Greek architecture and sculpture occurred the incessant and often horrendous fighting that typified Greek relations with others and themselves.

An even greater problem—and somewhat unique in historical study—is the fact that the Greek world is one without a center or clear boundaries. There was no “Greece” politically or even always culturally. And so we begin our journey to understand our relationship with the Greeks needing to determine just who these Greeks were and how their history is intertwined with the rest of the Mediterranean. How they came to be and how Greekness was defined will serve as an underlying theme throughout the course, with answers that may prove surprising and certainly complicated. All history is driven by our interest, and Greek history seems paradigmatic of how such interest often shapes the version of history we tell.

Assessment of Course Student Learning Outcomes:

Participation: Almost every class will involve a combination of lecture and discussion, and your involvement will be crucial to our exploration of the major issues and evidence in Greek history. Participation will be evaluated as follows:

- “A”:
volunteering to contribute **significantly** to lecture and discussion in at least half of the class sessions.
- “B”:
volunteering to contribute **significantly** in more than 5 sessions.
- “C”:
volunteering to contribute **significantly** in more than 2 sessions.
- “D”:
regular attendance but little or no contribution in class.
- “F”:
poor attendance and no contribution in class.

Online Discussion Posts: As a follow up to certain discussion classes, students must post to the BBLearn Discussion Board a reflective paragraph that further explores the questions and issues raised in class, and engages with any other student posts related to the passage you have chosen. Posts should explore textual issues such as authorial bias, intended audience, historical accuracy, etc., and ultimately are meant to register your own thoughtful reaction to the text. You will write 4 posts during the semester, worth 25 points each. Dates of discussion sessions (* indicates required post) are:

Sep 10 (post due Sep 14)*
Oct 22 (post due Oct 24)
Oct 31 (post due Nov 1)
Nov 7 (post due Nov 9)
Nov 14 (post due Nov 16)*

Group Debates: During week 3, students will sign up for or be assigned to groups in charge of debating issues related one of four lectures (Persian Wars, Effects of Persian Defeat, Peloponnesian War & Aftermath; Rise of Macedon). Further details on assignment requirements will be distributed.

Herodotos Paper: During week 3, students will sign up for a primary source analysis paper based on our analysis of Herodotos. Drafts of papers must be turned the week before the final due date, so that they can be edited by another student in the class. Upon receiving this feedback, you will then have the rest of the following week to turn in your final draft (see schedule). Further details on assignment requirements will be distributed.

Peer Editing: Failure to submit your feedback on time will result in a letter deduction from the grade of your primary source paper.

Vlassopoulos Paper: The paper will assess your understanding of author's main argument and how evidence and theory contribute to it, while also assessing the persuasiveness of the argument. Detailed requirements will be distributed.

Final Paper: After the second paper, students will choose between two options for their final paper. One is a review of a book that explores a topic on Greek history in depth. The other consists of writing a lesson plan for a secondary education class. Further information on each option will be distributed.

Grading System: The breakdown of graded assignments is as follows:

Participation:	100 points
BBL Discussion Posts:	100 points
Group Debate	50 points
Herodotos Paper:	200 points
Vlassopoulos Paper:	200 points
Final Examination:	350 points
<hr/>	
Total:	1000 points

A=1000-895; B=894-795; C=794-695; D=694-595; F <595

Readings and Materials

- Greeks and Barbarians*, K. Vlassopoulos (**Vlassopoulos**)
- The Landmark Herodotus*, R. Strassler (ed.) (**Herodotus**)
- Other readings will be posted in BBLearn (**BBL**)

SCHEDULE (subject to change)

Aug 27-29: Introduction & Setting the Stage

Monday: Hanink, "Champions of the West" (**email**)

Wednesday: **Vlassopoulos** 1-7, 11-21(middle of page)

Sep 5: Interaction and Migration

Read/Discuss: **Vlassopoulos** 78-119 (119-128 optional)

Sep 10-12 Colonization and Communication

Mon: **Herodotus** Book 1:6-14, 26-56; Book 2:134-135, 177-182; Book 3:39-43; Book 4:76-80, 147-161

Wed: **Vlassopoulos** 129-135, 226-243

Sep 17-19: Mythology and religion

Mon: **Vlassopoulos** 34-41, 143-154, 161-179

Wed: **Herodotus** Book 1: 1-5, 94, 131-140, 171-173, 215-216; Book 2:4, 35-54, 58-64; Book 4: 5-11, 59-75, 110-117

Sep 24-26: Early Politics and Historiography

Mon: **Herodotus** Book 1: 59-68, 82; Book 3:44-60; Book 5:39-48, 55-96; Book 6:52-60, 76-83

Wed: **First Draft Due; Vlassopoulos** 41-46 (top)

Oct 1-3: Persians, Greeks, and Anatolians

Mon: **Vlassopoulos** 46-52, 243-273

Wed: **Vlassopoulos** 53-60 *Debate #1*

October 5: Herodotus Paper Due

Oct 8-10: The Persian Wars and their Consequences

Mon: **Herodotus** Book 6: 108-117; Book 7: 210-231; Book 8: 78-99; Book 9:26-77

Wed: **Vlassopoulos** 60-64 *Debate #2*

Oct 15-17: Ideological & Political Legacies of the Persian Wars

Mon: **Vlassopoulos** 179-200 (Hanink Ch 2 optional: **BBL**)

Wed: **Vlassopoulos** 65-72 *Debate #3*

Oct 22-24: More Historiography: The Spartan ideal

Mon: Selections from Thucydides (**BBL**)

Wed: **Herodotus** Appendix B

October 26: Vlassopoulos Paper Due

Oct 29-31: Athenian institutions

Mon: **Herodotus** Appendix A

Wed: Readings on Athenian excluded (**BBL**)

Nov 5-7: Comparing Democratic Traditions

Mon: Democracy Lab

Wed: Philosophy on Democracy readings (**BBL**)

Nov 14: Democracy Debate

Wed: Democracy Debate

Nov 19: Class Vote: Expansion on previous topic or treatment of new topic (no reading)

Nov 21: TBD

Nov 26-28: The Rise of Syracuse, Macedon and Alexander the Great

Mon: **Vlassopoulos** 73-77

Wed: *Debate #4*

Dec 3-5: Wrapping Up, Looking Ahead, and Final Review

Dec 11: Final Paper/Project due at 5pm

Class Policies

-You are responsible for knowing all university policies: [https://nau.edu/Curriculum-and-Assessment/Forms/Curricular-Policy/Syllabus_Policy_Statements\(2\)/](https://nau.edu/Curriculum-and-Assessment/Forms/Curricular-Policy/Syllabus_Policy_Statements(2)/)

-Attendance: Attendance is factored into your participation grade: each absence after your third that is not made up within a week will result in a 5 point deduction, except for cases of emergency.

-Late Work: Out-of-class assignments (excepting BBL posts) will be deducted according to the following scale:

¼ letter grade.....same day

½ letter grade.....per day late

-Make-Up Work: Please communicate as soon as possible if you know you will miss an important assignment for legitimate reasons. The more time I have to anticipate such situations, the more accommodating I can be. **All students are responsible for finding out announcements and lecture/discussion material that were covered during an absence.**