

Instructor Information:

Frances B. Titchener

Main 310

(435) 797-1298

f.b.titchener@usu.edu

<http://www.usu.edu/history/faculty/titchener/classestitchener.htm> (class web site)

****THIS SYLLABUS IS SUBJECT TO REVISION BY THE INSTRUCTOR,
PROVIDED THAT WRITTEN OR VERBAL NOTICE IS GIVEN****

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Class Description:

HIST 3130 examines the culture, history, and legacy of ancient Greece from prehistoric times until 196 BCE. It is both a CI (Communications Intensive) and Depth Humanities (DHA) class in the University Studies program, focusing on skills like:

- reading, listening, and viewing for comprehension
- communicating effectively in oral and written form for various purposes and audiences
- using various technologies competently
- working effectively both collaboratively and individually

Objectives:

- to promote awareness of the Greek legacy
- to train undergraduates to conduct research, analyze, synthesize and communicate in oral and written form meaningful conclusions about the Greek experience
- to provide knowledge useful for informed decision-making on multiple levels
- to promote confident and conscientious use of computer and Internet skills, as well as train students to pay close attention to detail

Prerequisite:

Satisfactory completion of English 2010 or the equivalent is a prerequisite for this course, and all Communications Intensive courses. This means that you already know how to research topics, write term papers, organize an annotated bibliography, and use the Internet.

Office Hours:

T/H 11 - 11:45 am and by appointment. I will be happy to see you any time during my scheduled office hours, with no appointment necessary. Please ask for me at the History Office, MAIN 323. It will speed things up if you also give your name and this class (HIST 3130). Any time other than formal office hours, please have an **APPOINTMENT MADE IN ADVANCE**. Email is by far the best way to reach me.

Required Textbooks:

A Brief History of Ancient Greece (BHG)

Readings in Greek History (Readings)

Academic Dishonesty:

Please see the USU 2008 *Fall Schedule of Classes* (102-09) for descriptions and examples of Academic Dishonesty; you are responsible for being aware of the various definitions and for avoiding them. Ignorance is not an excuse for cheating. Any instances in this class will result in an automatic grade of "F".

Grading Scale: 1000-930 = A 929 - 900 = A- 899 - 870 = B+ etc.

Fact Retention Assignments

30 pts.	Pre-test on writing presentation
100 pts.	Exam: Vocabulary/Map
100 pts.	Exam: Basic dates from the timeline
170 pts.	Exam: Final (100 pts. content + 70 essay)

Collaborative Effort Assignments

150 pts.	Virtual Exhibit, ARTStor
150 pts.	Debates (3 x 50 pts.)

Writing Assignments

150	Primary/Secondary Source assignment
150	Tracing a Scholar's Career

It is your responsibility to keep all graded work that has been returned to you in case of discrepancy in recording grades. All work not specifically designated group work must be done by you individually. All class assignments must pertain to the class topic. Assignments will be accepted from the author only, in printed format only, at the beginning of class only, unless special written permission is granted.

Description of Assignments:

Pretest. Five (5) fill-in-the-blank statements with answers drawn from the reading assignment for Sept. 24. You will have two or three minutes at most to supply the correct answer and turn in the Pre-Test.

Virtual Exhibit. Using ARTStor, the class will work in groups to assemble a Virtual Exhibit of images. More information will be available at the class tutorial, September 22.

Debates. You will be randomly assigned to one of six groups at the end of the second or third week. For each debate, you will turn in at the beginning of class a 2-3 page essay on the topic. You may argue either side unless your group is debating. In this essay you must cite three primary sources in support of your contention. You will choose one of these three essays to revise and submit with the final exam.

The two sides of the debate will be presented orally, before the class, by two of the groups. Each person in the group must speak at least once (for up to 2 minutes: we use a timer!), either presenting debate points or answering questions. The class will then vote on the more persuasive argument and will turn in a "score sheet" recording their group's vote and reasons for it. It is not possible to make up a debate under any circumstances. Please do not ask.

The topics and dates for the three debates are:

1. The spirit of the ancient Olympics has been lost (Group 1: Yes; Group 2: No) (Sept. 19)
2. Sparta did more than Athens to win the Persian Wars (Group 3: Yes; Group 4: No) (Oct. 24)
3. Britain should give back the Elgin marbles (Group 5: Yes; Group 6: No) (Dec. 3)

Primary/Secondary Sources. Choose one of the primary source authors from *Readings in Greek History*. Using databases, write a 3-page essay in which you identify and describe one current scholarly issue associated with that author, and construct a bibliography of ten pertinent, scholarly articles from the last twenty-five years. This assignment is due at the beginning of class on Dec. 1.

Tracing a Scholar's Career Assignment. Students will choose a scholar/researcher and EMAIL ME the name for approval by class start time on Friday, October 31. IF you miss this deadline, it will not be possible to submit the assignment for credit. You must explain briefly why you propose the particular scholar or researcher.

Once you have received approval (also by email), write a 2-3 page essay exploring your subject's career and ideas. Prepare a bibliography of his/her writings, analyze the reaction of the scholarly community to the researcher's work, and examine the scholarly network in which s/he works. This exercise is designed to introduce you to the use of biographical and bibliographical tools, and expose you to examples of scholarly dialogue. **YOU MUST DO THIS WORK YOURSELF.** The assignment is due at the beginning of class on Monday, November 24. Your score will be evaluated on the following bases:

- How did you choose your scholar? When does his/her career begin—are there plenty of years of publications to look at? Books as well as articles?
- Did you include biographical details about education, dissertation topic and director, as well as academic employment?

- Is the bibliography of published works complete and cited in a consistent standard format? Did you identify various themes in the publication? Was there a change at some point?
- Did you examine reviews of the scholar's work? Did his/her books usually get reviewed in major publications? Explain the positive, negative, or mixed reactions—were there questions of methodology, completeness, depth? Did your scholar often review or journals or other media?
- What was the nature of the scholar's network? Was s/he part of a national organization or project? Sponsored by major granting agencies, domestic or foreign?

Class Schedule:

Reading assignments should be done by the class time of the day for which they are assigned.

0. Overview

Week 1

Mon.	Aug.	25	Introduction;
Wed.	Aug.	27	Overview: Part I
Fri.	Aug.	29	Overview: Part II

Week 2

Mon.	Sept.	01	HOLIDAY
Wed.	Sept.	03	Overview: Part III
Fri.	Sept.	05	Overview: Part IV

Week 3

Mon.	Sept.	08	Overview: Part V
Wed.	Sept.	10	Homer
Fri.	Sept.	12	Homer

I. Bronze Age (Readings: 1A), Tutorials, and Exam

Week 4 Ch. 1 Early Greece and Bronze Age (BHG)

Mon.	Sept.	15	
Wed.	Sept.	17	
Fri.	Sept.	19	Debate 1: The spirit of the ancient Olympics has been lost (Group 1: Yes; Group 2: No)

Week 5 Image Use, Research and Writing Tutorials

Mon.	Sept.	22	ARTStor tutorial
Wed.	Sept.	24	Writing Tutorial by Prof. M. Damen. Pretest over sections 1-20 of the writing guide, on style. Dr. Damen will cover chs. 21-30 in class. http://www.usu.edu/markdamen/WritingGuide/00intro.htm
Fri.	Sept.	26	Research Tutorial

Week 6 Ch. 2 Dark Age of Greece and 8th C. Renaissance (1150-700) (BHG)
Mon. Sept. 29 Exam: Map/Vocabulary
Wed. Oct. 01
Fri. Oct. 03

II. Archaic Period (Readings: 1B -J; 2A-E)

Week 7 Ch. 3 Archaic Greece (700-500) (BHG)
Mon. Oct. 06
Wed Oct. 08
Fri. Oct. 10

Week 8 Ch. 4 Sparta (BHG)
Mon. Oct. 13
Wed. Oct. 15
Thur. Oct. 16 Exam: Basic Dates from the Timeline
Fri. Oct. 17 **NO CLASS**

III. Classical Period (Readings 3A-C, 4A-G, 5A-F, 6A-3)

Week 9 Ch. 5 Growth of Athens and Persian Wars (BHG)
Mon. Oct. 20
Wed. Oct. 22
Fri. Oct. 24 Debate 2: Sparta did more than Athens to win the Persian Wars (Group 3:
Yes; Group 4: No)

Week 10 Ch. 6 Growth of Athenian Democracy (BHG)
Mon. Oct. 27
Wed. Oct. 29
Fri. Oct. 31 Deadline for approval of Modern Scholar

Week 11 Ch. 7 Greece on the Eve of the Peloponnesian War (BHG)
Mon. Nov. 03
Wed. Nov. 05
Fri. Nov. 07

Week 12 Ch. 8 Peloponnesian War (BHG)
Mon. Nov. 10
Wed. Nov. 12
Fri. Nov. 14

Week 13 Ch.9 Crisis of Polis and Shifting Hegemonies (BHG)
Mon. Nov. 17
Wed. Nov. 19
Fri. Nov. 21

IV. Hellenistic Period (Readings 7A-I; 8G-H)

Week 14 Ch. 10 Philip II and the rise of Macedon (BHG)

Mon. Nov. 24 Modern Scholar assignment due

Wed. Nov. 26 HOLIDAY

Fri. Nov. 28 HOLIDAY

Week 15 Ch. 11 Alexander the Great; Ch. 12. New World of the Hellenistic Period (BHG)

Mon. Dec. 01 Primary/Secondary Sources assignment due

Wed. Dec. 03 Debate 3: Britain should give back the Elgin marbles (Group 5: Yes;
Group 6: No)

Fri. Dec. 05

V. Final Exam

Week 16

Mon. Dec. 08 Exam: Final 9:30 - 11:20