UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF ARTS AND SCIENCES, THE HISTORY DEPARTMENT

Course: HIS 3938 Understanding the Ancient Greeks
CRN: 91957   SEC: 014   Credits: 3

Semester: Fall 2022
Class Meets: Tuesday and Thursday
Meeting Time: 11:00am -12:15pm
Location: EDU 408A

The School of Athens by Raphael (1509-1510), fresco at the Apostolic Palace, Vatican City

Instructor: (Fred)erick S. Pirone, Ph.D., J.D.   **E-Mail:** Pirone@usf.edu

Office Hours: Tuesday and Thursday 12:30 PM to 1:30 PM, or
By Appointment and any time I am in the office (come on it).

Office Location: SOC 288

"I cannot teach anybody anything. I can only make them think"   (Socrates).

"Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each." (Plato – The Symposium)
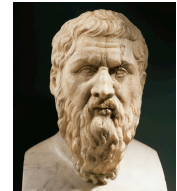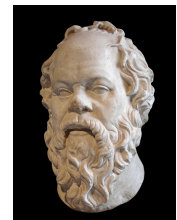
About the Course

General Education Statement

This course is part of the University of South Florida's General Education Curriculum. It is certified for Creative Thinking. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas. HIS 3839 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher).

Course Description

This is variable topics class that provides an understanding of how the discipline of History is relevant to the human experience, its multiple roots, and the impact it has in society today. This course surveys the major social, political, and cultural aspects of the ancient Greek world, examined both thematically and chronologically across the centuries, from the Bronze Age trough the death of Alexander the Great. An important emphasis will be placed on Greek religion, art, education, and socio-political institutions in their historical context, as achievements of continuing importance in the contemporary world. We will analyze the impact the Greek culture has on the present and suggest possible connections that will emerge from the critical analysis of the past. In addition, this course will develop skills in creative thinking and a greater ability to propose solutions to complex problems.

The Greeks occupy a prominent place in the history of western civilization. The ancient Greek civilization is field upon which many institutions and ideas in the United States (political processes, art and architecture, scientific inquiry, popular culture) and other western nations take root. Therefore, examining the development of Greek civilization provides an understanding of western traditions, and cultivates the ability to compare those to other paradigms of thought.

The instructor does not wish to unwittingly distress any individual, so a fair warning must be given: the course covers all those things never to discuss at dinner parties such topics regarding politics, sex, and religion. Moreover, some of the material covered, during the lectures and in the readings and images portrayed, is explicit and/or violent in nature. Presentation of this material by the instructor is potentially triggering. Students must consider whether they find such materials distressing to read, view, or discuss and decide thoughtfully whether to remain enrolled. Students who decide to remain enrolled should always keep in mind that the instructor is not presenting personal morals or opinions, but the beliefs and actions of an ancient people.

Course Objectives

To Have Fun

General Education Course Objectives:

- Synthesize disparate or conflicting thoughts when evaluating questions/problems to form cohesive and collaborative solutions.
- Break Down complex problems to examine, propose, and support potential solutions, even if those solutions deviate from acceptable, mainstream solutions.

Global Citizens Project Course Objectives:

- Gain the ability to analyze global and cultural interrelationships and interdependencies cross space and time (Self-Awareness).
- Recognize differences in people's values, beliefs, attitudes, and behaviors (Self-Awareness).
- Gain knowledge of major global and cultural systems and issues (Knowledge).

Additional Course Objectives:

- Develop and refine cultural literacy.
- Expose students to major cultural expressions of the Greeks.
- Give students adequate historical and political background of Greek history.
- Help students identify classical influences in contemporary American culture.
- Improve student skills in expressing clearly their point of view through written assignments.

Student Learning Outcomes

General Education Student Learning Outcomes:

- Identify the major chronological periods, geographical areas, and major characters of the Ancient Greek world.
- Qualify the cultural relevance of Greek antiquity in American public life, from neoclassical buildings to socio-political organization.
- Evaluate in political and ethical terms the actions of major Greek characters.

Global Citizens Project Student Learning Outcomes:

- Compare and contrast how global issues and systems are experienced at different scales by juxtaposing Ancient Greek and American perspectives on the same cultural issues (Self-Awareness).
- Identify and describe major global issues by illustrating the ways in Ancient Greek culture has shaped our perceptions of pressing cultural issues (Knowledge).

Additional Student Learning Outcomes:

- Provide historical, political, and cultural background for individual Greek periods and geographies.
- Compare major artistic and literary forms of each period of Greek civilization.
- Comprehend and analyze a range of visual and written sources relevant to the core study of the ancient Greek culture.
- Use sources to reconstruct aspects of life of ancient Greeks.
- Communicate effectively in oral and written forms to describe and analyze features and issues of the ancient Greek civilization.

In the interest of career readiness, the instructor is supplying these connections between the course objective and seven competencies identified by the National Association of Colleges and Employers (NACE) as most desirable to potential employers. The numbers here correspond with the numbering in Course Objectives.

By analyzing the nature of a field of study (in our case the ancient world), students develop critical thinking and problem-solving skills. In this analysis, students are frequently asked to explain their conclusions verbally in class time which builds oral communication skills. The instructor will frequently challenge their interpretation, asking for clarification and presenting opposing sides of the argument. Overcoming this challenge will require leadership skills – by assessing and managing one's emotions under stressful circumstances – and further refinement of critical thinking and problem-solving skills.

The ready knowledge that students develop about different cultures, races, ages, genders, religions, lifestyles and viewpoints through their study of ancient Greece further develops the empathic abilities required for leadership skills.

While we will focus on comparing Ancient Greece and our modern American society, the tools of comparison that we develop can be broadly applied to any comparative act. This more rigorous comparative ability is another development of a student's critical thinking and problem-solving ability. In addition, the instructor will frequently ask students to furnish their own information for these comparisons, something which adds to information technology application.

By becoming more aware of how Classical antiquity has influenced their own thought, students develop a greater metacognitive ability, that is, the ability to think about thinking. This not only increases critical thinking again but is also an important aspect of negotiating diversity in teamwork/collaborative activities, the interpersonal skills and emotion managing aspects that are part of leadership, and the ability to think ethically and contemplate one's own integrity which contributes to professionalism/work ethic.

How to Succeed in this Course

- Be Observant. Always check Canvas and emails daily for announcements. You are responsible for any material communicated about the course via email or through Canvas.
- Be focused. Close down other programs and apps on your computers and smart phones before class begins.
- Be Present. Participate in the class discussions.
- Be Prepared. Read the assigned readings before class.
- Be Stoic. Be Mindful. Be Respectful. You will hear many interesting and sometimes disturbing things. The ancients are good for such drama. Your classmates may also have some interesting opinions that are not yours and that you may even find disagreeable.
- Be on Point. Try to stay focused and substantive with regard to the assignments and class discussions.
- Be Timely. Get the assignments in on time.

Required Readings

Textbook: Adkins, Lesley, and Roy Adkins. Handbook to Life in Ancient Greece. New York: Facts on File, 2005.

- Bintliff, J. (2012) The Complete Archaeology of Greece, From Hunter-Gatherers to the 20th Century A.D., Chapter 4, Complex Cultures of the Early Bronze Age.
- Bintliff, J. (2012) The Complete Archaeology of Greece, From Hunter-Gatherers to the 20th Century A.D., Chapter 7, The Mature Late Bronze Age on the Mainland and in the Wider Aegean.
- Blanshard, A. (2017) Thought Ancient Greece was a gay utopia? Think again.
- Camp, J. & E. Fisher (2002) Exploring the World of the Ancient Greeks.
- Dignas, B. (2007) "A Day in the Life of a Greek Sanctuary". In A Companion to Greek Religion, edited by Daniel Odgen.
- Dillion, M & L. Garland (2010) Ancient Greece, Social and Historical Documents from Archaic Times to the Death of Alexander the Great.
- Garland, R. (2008) Daily Life of the Ancient Greeks.
- Lazaridis, N. (2012) Voices from Ancient Greece.
- McNiven, T. (2012) Sex, Gender and Sexuality. In A Companion to Greek Art, Volume II, edited by Tyler Smith and Dimitris Plantzos.
- Ober, J. (1994) "Civic Ideology and Counterhegemonic Discourse"
- Paga, J. (2017) "Coordination Problems, Social Architecture, and Causal Efficacy: The Case of the Old Bouleuterion in the Athenian Agora."
- Sansone, D. (2017) Ancient Greek Civilization.
- Snodgrass, A. M. (1985) Greek Archaeology and Greek History.
- Plato's Timaeus and Critias and Journal Article, Plato as City Planner, Golding (1975).

- Assigned Readings are to be read before the date listed in the Tentative Course Schedule.

■ **Important:** Additional readings may be added throughout the semester. Some articles are available through JSTOR; the link to which you can find on the library's website. However, I will try to provide these additional readings on Canvas in the Module:

—> **Course Reading Materials <—**

Grading System

The following is the weight distribution given to each assignment component:

Assignment Type: **Percentage of the Overall Grade:**

Class Participation & Attendance   5%
GEA1 Discussion Boards on Canvas   30%
      (8 Discussion Threads)
Quizes (6 Quizes)   30%
GEA2 Research Paper   25%
Group Presentation   10%

Please note: Students are responsible for keeping track of their grades and should bring discrepancies to the instructor's attention immediately.

Grading Scale

94-100= A	74-76= C
90-93= A-	70-73= C-
87-89= B+	67-69= D+
84-86= B	64-66= D
80-83= B-	60-63= D-
77-79= C+	0-59= F

Rounding Up: If you final grade, for example, is 89.5, I will round it up to an A-; however, if your final score is 89.4, I will not round up your grade and you will maintain a B+ for the course. There will be no exceptions to this or any reconsideration.

Incomplete Grades

Incomplete grades are given only in situations where unexpected events prevent a student from completing the course, and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the 'I' will automatically be recorded as an 'F' on your transcript.

Due Dates

Assignments are due on the dates listed in the Tentative Course Schedule unless otherwise noted by the instructor. Assignments not turned in on the due date will receive a score of zero (0). However, I reserve the right to waive this penalty at my discretion. Waiving this penalty at anytime does not create a future expectation I will do it again. I may also elect to deduct points (20 points) as a penalty for late submissions. However, valid medical reasons, justified with a doctor's note or similar evidence of sickness, may qualify you for an extension.

If you are having difficulties for whatever reason, please contact me.

Academic Dishonesty Policy

Academic dishonesty will not be tolerated in any form whatsoever. Plagiarism will result in an automatic "F" for the assignment, and second offense will result in an "F" for the entire course. In this case, "F" is defined as a zero (0) score. It will not be possible to make up such a grade.

Odds and Ends

Grade Dissemination: Grades will be posted on Canvas. You check your grades by selecting "Grades" in the Canvas menu.

Open Door: I have an open door policy. I try my hardest to make myself available to my students. You can speak with me during office hours, after class, schedule an appointment, if you see me on campus, etc. Do not hesitate to ask me questions or express concerns or ask for clarifications or simply discuss the material.

Course Materials: Course materials can be found on Canvas. If you need help learning how to use Canvas, please visit the following link: **https://guides.instructure.com/m/4212** or you may contact USF's IT Department at (813) 974-1222 or e-mail at help@usf.edu.

Classroom Devices: The use of recording devices are not permitted for video recording or recording audio of the class without permission from the professor.

Online Proctoring: All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period.

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor. Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the online proctoring student FAQ at https://www.usf.edu/innovative-education/student-resources/index.aspx.

Turnitin.com: This course utilizes Turnitin. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com.

Prerequisites for taking the course: None.

Campus and University Policies & Important Information

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Please arrive on time for all class meetings. Please speak respectfully during group discussions and lab activities.

Religious Observances: All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. If you observe religious holidays, you must notify the instructor in advance by email of the date of your planned absence.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult the University of South Florida's Student Handbook for further details. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued. The results of student feedback are sent to departments and faculty members only after semester grades are already submitted, and student responses are reported only anonymously and in the aggregate to faculty.

Important Dates to Remember:

Drop/Add Deadline: October 29, 2022 - Last day to withdraw; no refund and no academic penalty.

Academic Accommodations: Students in need of academic accommodations for a disability may consult with Student Accessibility Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. For additional information about academic accommodations and resources, you can visit the website at **https://www.usf.edu/student-affairs/student-accessibility/**. You can further reach out by e-mailing **sas-info@usf.edu** or **dmccarthy@usf.edu**.

Sexual Misconduct/Sexual Harassment Reporting: USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Academic Support Services: The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website at **https://www.usf.edu/student-success/undergrads/**.

Canvas Technical Support: If you have technical difficulties in canvas, you can find access to the canvas guides and video resources in the "Canvas Help" page on the homepage of your canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

Tutoring Hub: The Tutoring Hub offers to USF undergraduate free tutoring in several subjects. You can find out more by checking out the following link: **https://www.usf.edu/undergrad/academic-success-center/tutoring/courses-tutored.aspx**. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

Writing Studio: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email writingstudio@usf.edu.

Counseling Center:

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available at **https://www.usf.edu/student-affairs/counseling-center/about-us/contact-us.aspx**.

Center for Victim Advocacy: The Center for Victim Advocacy empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available at **https://www.usf.edu/student-affairs/victim-advocacy/contact-us/index.aspx**.

Campus Emergencies: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, college, and department websites, emails, and MoBull messages for important general information.

Descriptions of the Assignments

Class Participation & Attendance: Class participation includes you participating in the class discussions and periodic in-class activities or assignments. One such in class activity is the Class Symposium discussed bellow. These in-class activities can take a number of forms. Attendance will be taken at the end of the class. You get points for showing up.

The Quizzes: There will be five quizzes throughout the semester testing your knowledge of the reading materials and lectures. Each quiz will potentially consist of 5 to 20 questions. These questions can take the form of short answers, multiple choice questions, true and false questions, and/or short essays. Points associated with each question will be clearly stated.

The Discussion Boards on Canvas: There will be eight (8) discussion threads you will be required to participate in throughout the semester.

Participation in the discussion thread is two fold: 1) Your primary response to the discussion thread's topics, issues and/or questions, and 2) your engagement with at least one other member of the class.

- ***There is a minimum word requirement. The minimum word requirement for each discussion thread is 250 words.***

- ***What I will be looking for in grading your discussion contribution:***

▷ Did you incorporate the readings and lectures into your discussion?
▷ Did you express an opinion and support your opinion in detail and substantively?
▷ Did you address all the issues and/or questions raised in the discussion thread?
▷ Did you engage with at least one other member of the class?

- ***Avoid conclusory statements and discuss all evidence and facts with specificity.***

What is a conclusory statement? A conclusory statement is "expressing a factual inference without stating the underlying facts on which the inference is based" (Black's Law Dictionary, 10th ed. 2014). Merriam-Webster dictionary defines conclusory slightly differently as "consisting of or relating to a conclusion or assertion for which no supporting evidence is offered."

Be sure to avoid conclusory statements when expressing your opinion, and it is also important to consider alternative arguments or explanations, even those different from

yours, and address those alternatives by distinguishing them from your interpretations. To distinguish between two or more alternative interpretations, opinions or situations, you need to address how your position is materially different and potentially either more relevant or more explanatory, etc. This further requires detailed focus on the facts. Remember, do not conflate evidence with interpretation.

- ***When you engage with an other member of the class be respectful and mindful that there is potentially an infinite number of opinions or positions one could take regarding any of the issues, topics or questions raised.***

If something a member of the class writes should come across offensive or you internalize it as offensive, use it as an opportunity to constructively share with that member why you have internalized it as offensive. If someone feels something you have written is offensive, try to empathize, even if you disagree, as to why the other student internalizes something you wrote as offensive. It is better to use the situation as a learning opportunity about an other's lived experiences, but realize we live in a pluralistic society and that means there is potentially infinite number of ways someone can believe, internalize things, etc.

Please avoid the use of ad hominem, snide or vicious rotors, or personal attacks of any kind if you should find yourself debating with an other student.

Remember, we are all human (all homo sapiens sapiens - yes, you say it twice).

- ***You may use external sources outside the class readings and lecture.***

- **Grading Rubric for the discussion threads:**

☑ Addressed each issue, topic and/or question raised in the discussion thread. (5 Points)
☑ Wrote with specificity, substantively and focused; avoided conclusory statements, justified any opinions, and thoroughly demonstrated consideration of any alternatives. (15 Points)
☑ Engaged (responded to) one other member of the class. (5 Points)
☑ Response to the other member of the class was constructive, informative and provided a respectful critique of what the other student wrote. Further, you present (proffer) to your fellow member of the class, a thoughtful question for them to consider. (5 Points)
☑ Replied to any comments or questions if I respond to you with in the discussion thread. My replays are not meant as a critique of your opinions but as a learning experience for you and the entire class. I may not respond or ask you a question. If I do not, do not worry. You will get the points associated with this element of the Rubric. (5 Points)

Total Points for each discussion thread assignment: 35 Points.

Global Citizens Competency

The purpose of the Global Citizens assignment is to enhance your knowledge and self-awareness of Ancient Greece through individualized, hands-on experiences. By practicing your response to cultural issues posed by the reception of Ancient Greece, you will develop the trans-cultural sensibilities necessary for citizens of the global community at large. Your assignment is as follows:

Research Paper: Historians have long considered ancient Greece to be one of the influential cultures shaping modern day western civilization. Ancient Greece has had a profound influence in many different cultural aspects of American society including but not limited to such areas as theater and performance art in general, government and political philosophy, medicine and the sciences, sports, architecture, and the visual arts. In addition to ancient Greece's influence on our contemporary world, the history of ancient Greece serves as a reservoir of knowledge and experiences that we can glean from in order to have a better understanding of ourselves and society in general.

For the research paper, I would first like you to pick a topic that 1) is of interest to you or that may relate to you personally in some way, and 2) that you use to analyze and draw comparisons with American society.

☑ Topic Selection and Abstract

You are to submit your topic choice and an abstract presenting your argument for approval by the date stated in the Tentative Course Schedule.

You will submit the topic choice and abstract in a word document submitted via Canvas.

The word document should contain the following:

- The topic you selected.
- A very brief explanation as to why you have chosen this topic.
- No more than 500 word abstract summarizing the argument you will be making.

☑ Bibliography

You are to submit a working bibliography of sources you intend to use for your final paper by the date stated in the Tentative Course Schedule.

You will submit the bibliography in a word document via Canvas.

Bibliography should have a minimum of six (6) academic sources such as books, articles from academic journals, published expert reports. Citations should be properly formatted. You can use Chicago Manual Style or the SAA APA attempted Style Guide. I will provide a PDF for each guide in Canvas.

☑ The Final Paper

You will submit the final paper in a word document via Canvas. You must present you position - argument - for your topic in 2000 words (excluding, title page, abstract, quotations, captions, in text citations, appendixes, and bibliography). The paper should be double-spaced with one (1) inch margins. You must use proper in text citations to the sources listed in the bibliography. The paper should be written in 12 point Times New Roman font and should be organized as follows:

• Title Paper
• Abstract
• The Main Text (Introduction, Main Body, and Conclusion)
• Bibliography
• Any Appendixes (not required)

You may include pictures and maps within the text where appropriate. Pictures and maps should be utilized in the paper. You are to provide citations for any pictures, photos and maps used in your paper, even those photos that you may have taken yourself.

• **Grading Rubric for the Research Paper:**

☑ 5 Points for topic submission and abstract.
☑ 5 Points for the working bibliography submission.
☑ 15 Points - You presented a creative and original thought where you clearly raised an argument, position or question that you addressed substantively and with specificity. You demonstrated you have mastered the materials presented in the class and were able to synthesize this knowledge in new ways related.
☑ 10 Points - You clearly state what your position is or question you are addressing (i.e., you let the reader know what exactly you are trying to address and communicate). In other words, does the essay have a well specified thesis statement.
☑ 5 Points - Avoided conclusory statements and presented a well organized argument that is clearly written and on point.
☑ 10 Points - Demonstrated you considered alternative explanations and arguments and you properly distinguished those alternatives from your position.
☑ 5 Points - Followed all the instructions with regard to such things as format and structure and submission of the paper.
☑ 15 Points - The paper provides a thoughtful and compelling analysis with supporting evidence and that is convincing. There is no gaps in reasoning (i.e., the

reader does not need to assume anything or have to do additional research to accept your argument.

☑ 5 Points - The sources relied upon are relevant and properly cited both in text and in the bibliography.

☑ 15 Points - The paper is properly organized with an introduction, main body and conclusion. The Introduction lays out the main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges any shortcomings, and gives the reader a sense of further work or investigation that could be done to advance the subject matter described in the paper or that can improve your argument if given more time.

Total of 90 Points

Conversational Competency (Group Project)

The last week of classes students will complete a group assignment that will consist of a 10 to 15 minute presentation, depending on the number of groups, of one topic discussed over the semester on Canvas. The presentation in class will be graded for up to 10% of the overall grade.

Presentation: This project is meant to provide you with a chance to unify the skills and concepts learned throughout the semester into one culminating project, and to showcase your ability to transfer these concepts into new contexts. Projects will be graded on originality, completeness, functionality, and scientific depth. You may present the final project as a PPT presentation, which must include at least one slide with the title and names of the group members, one slide with final questions for a discussion in class and one slide showing the bibliography; a video that includes an introduction with the title and names of the group members, a concluding scene asking final questions and closing credits showing the bibliography or some other creative means that you can run by me for approval. Each member must participate in the working group respectfully and positively.

Be creative in how your group presents the topic.

"Camp-stool Fresco" – Ceremonial banqueting from the west wing of the palace of Knossos – Archaeological Museum of Heraklion.

Bull's head rhyton from the palace at Knossos, c. 1550-1500 B.C.

Tentative Course Schedule

It is possible the course schedule could change. That is why it is the tentative cause schedule. Why would it potentially change? Maybe we spend more time on a topic than original planned. This is just one example. Assigned Readings can be found in Course Reading Materials Module on Canvas. Additional readings may be assigned throughout the semester. Additional Readings will be listed in the lecture notes found in topic modules on Canvas.

Week	General Topic	Class Date	Readings	Assignments
1	Introductions	August 23		
	Culture, Stories, and Why do we study ancient Greek History?	August 25	Snodgrass (Journal Article)	
2		August 30		
	Origins - Ancient Greek Ancestors	September 1	Adkins, pp. 2-15 Bintliff (Book Chapters) Sansone, pp. 1-28, Chapter 2	
3		September 6		
		September 8		
4	Society - Structure and Organization	September 13	Adkins, pp. 136-141; 222-254 Sansone, pp. 39-44; 129-137; 162-165 Garland, pp. 70-86; 89-102 Ober - Journal Article Camp-Fisher, pp. 84-109 Lazaridis, pp. 1-18, 41-67	Quiz 1 Discussion 1
		September 15		

Week	General Topic	Class Date	Readings	Assignments
5	Economy and Trade	September 20	Adkins, pp. 108-126; 186-203 Dillon-Garland, pp. 48-71	Quiz 2 Discussion 2
		September 22		
6	The Academy - Ancient Greek Schooling	September 27	Sansone, pp. 249-253. Garland, pp. 155-159 Lazaridis, pp. 95 - 123	Discussion 3
	The Symposia	September 29	Adkins, pp. 448-449 Sansone, pp 76-84; 88-91; 191-201 Garland, pp 141-145; 266-284	
7	The Arts and Sciences	October 4	Adkins, pp. 286-287 Sansone, pp. 76-84; 178-188; 191-201 Garland, pp. 159-169; 266-284 Paga - Journal Article Lazaridis, pp. 195-213	
		October 6		
8		October 11		Research Paper Topic and Abstract
		October 13		

Week	General Topic	Class Date	Readings	Assignments
10	Religion	October 18	Adkins, pp. 310-312; 362-370; 370-376; 457-464 Dignas, pp. 163-177 Lazaridis, pp. 125-151	Quiz 3 Discussion 4
		October 20		
11		October 25		Bibliography
		October 27		Discussion 5
12	War and Competition	November 1	Lazaridis, pp. 153 - 194	Quiz 4
		November 3	Adkins, pp. 94-108	
13		November 8		Discussion 6
	Love, Desire and Identity	November 10	Garland, pp 169-173 McNiven - Chapter in a Book Lazaridis, pp. 19-40 Blanshard, Magazine Article	Quiz 5
14		November 15		
		November 17		Discussion 7
15	The Class Symposium	November 22		Quiz 6 Discussion 8 (See Note Below)
16	Presentations	November 29		Presentations
	Presentations	December 1		Presentations
Finals Week		December 6 10AM - 12PM		Research Paper

The Class Symposium

The Class Symposium is an in class activity where we discuss contemporary society using Plato's Timaeus and Critias as a catalyst for our conversation. The 8th Discussion Assignment will be based on this in class activity and Timaeus and Critias. While the due date for Discussion 8 is noted above. You have until **November 29th** to finalize your response and replies to your fellow members of the class.

To make the symposium rememberable, we will arrange a potluck in class lunch while we have our symposium.

Map of the Athenian Empire of the Delian League (478-431 BC)

Socially, the Greeks shared the same culture but were a fiercely individual people. Each city-state (polis) typically contained an urban area, often fortified, and a sacred center built on a natural acropolis or harbor. Each polis was in contact with others through trade, treaties and wars. Each city-state was an independent entity.

Battle of Issus

Alexander the Great leading his forces against the retreating Persian army led by Darius III at the Battle of Issus in 333 BCE, detail of a mosaic from the House of the Faun, Pompeii; in the National Archaeological Museum, Naples, Italy.

Outline of the General Topics

The following provides an outline of some of the potential specific content we will cover in the class under the general topics presented in the Tentative Course Schedule.

Why do we study ancient Greek History?
- Foundations of Western Civilization - Greece and the Western World
- Greek Archaeology and Greek History

Origins - Ancient Greek Ancestors
- First peoples and the Minoans
- The Mycenaeans
- Bronze Age Collapse
- Dark Ages and Greek Twilight

Society - Structure and Organization
- The Polis, Colonies and Countryside
- Governance and Social Organization
- Aristocracy, Tyranny, Oligarchy and Democracy
- Kinship and Family

Economy and Trade
- Greek Colonies (Apoikia)

The Academy - Ancient Greek Schooling

The Arts and Sciences
- Greek Medicine
- Literature, Theater and Drama
- Poetry
- Architecture
- Sculpture and Pottery

Religion
- Sacred Space
- Ritual
- Festivals
- A Day in a Greek Sanctuary
- Sacrifices and Afterlife

War and Competition
- The Olympics
- The First Marathon? It was a Battle!
- The Battle of Thermopylae
- Armies and Soldiers
- Weapons and Equipment
- Persian War
- Peloponnesian War

Love, Desire and Identity
- Phaedrus - The Nature of Desire
- Symposium - We were once a four legged Creature
- Homosexuality
- The Sacred Band of Thebes
- Alexander the Great and Hephaestion
- Identity and the Adonis

The Symposia
- Party, Music and Dance

Marble statue of a kouros
ca. 590–580 B.C., Attica
The Metropolitan Museum of Art (Gallery 154)