COURSE SYLLABUS

COURSE DESCRIPTION/PRINCIPAL TOPICS
This course introduces first year students to the civilization of the ancient Greeks from its origins in the late Bronze Age to the Hellenistic period (1500–400 B.C.), with special focus on Athenian democracy. The course will be structured as a “Reacting to the Past” role-playing game to enable students to relive important intellectual debates in a specific historical moment, The Threshold of Democracy: Athens in 403 B.C. Students will draw on Plato’s Republic as well as on excerpts from Thucydides’ History of the Peloponnesian War, and other contemporary sources to debate the Reconciliation Agreement between Athens and Sparta after nearly three decades of war (431-404 BC). Topics may include: Homeric poetry; Greek religion; from Dark Age to city-state, 900-600 B.C.; Herodotus and the Persian Wars (490–479 B.C.); Freedom and imperialism: the Athenian Empire; Athenian democracy and society; Attic drama; Thucydides and the Peloponnesian War (431–404 B.C.); Radical ideas and radical reactions; Socrates and Plato. By examining democracy at its threshold, the game provides the perspective to consider its subsequent evolution.

STUDENT LEARNING OUTCOMES
Students will:
• Be able to identify the main periods of Greek history, along with significant events and/or developments in each period.
• Demonstrate their knowledge of basic literary, philosophical, social, and cultural developments that affect the interpretation of texts, artifacts, and historical events.
• Understand the different literary genres of epic, drama, philosophy, and historiography.
• Develop strategies on how to read and/or interpret literary texts and artifacts from the ancient world, such as art objects, material remains, monuments, inscriptions, and so on.
• Appraise information in primary sources so as to appreciate the values of the ancient Greek culture.
• Distinguish the different theoretical approaches in evaluating primary sources from the ancient Greek world.
• Create and Role-play a character based on primary sources, representing key-positions, as outlined in the Student Reader.
• Engage in debate through improvisation and composition of consistent, historically accurate and carefully argued speeches.
• Produce two research papers implementing their new set of skills, drawing on ancient sources and contemporary methodologies.

PREREQUISITES/RECOMMENDED BACKGROUND
None, though familiarity with Greek civilization is welcome.

REQUIRED MATERIALS
4. Students are also required to purchase ($43.50) or rent ($21.73) a clicker from the LMU bookstore.

Recommended Texts:

Recommended Writing Handbooks:

Online Resources and Additional Readings:
• Selected readings and links to online resources will regularly be posted on MyLMUConnect, so please check for updates frequently.
• Weekly syllabi posted on Monday mornings will alert students to supplementary readings and further instructions for the class debates.

WORK LOAD EXPECTATIONS:
At Loyola Marymount University, one credit hour is defined as a minimum of three hours of work by each student per week for a 15-week semester. Typically, this will mean one-hour classroom instruction (each 50 min. of classroom instruction constitutes one hour), and two hours of out-of-class student work each week for each unit, i.e. 135 hours per three-unit course per semester. Students will spend an average of six hours per week on systematic outside reading to:
• Prepare for class discussions and presentations
• Study for quizzes and exams
• Meet with the reference librarians, and take the prescribed tutorial quizzes
• Compose three short papers (750-1,000 words) and work closely with the writing instructor to revise and resubmit papers, following the instructors’ comments. Term papers should be double-spaced, in twelve-point type with standard margins all round (1–1.5”). References should be done according to the format of articles in the Chicago Manual. An electronic copy of the paper should be e-mailed to me, and a hard copy submitted in class by 3pm on the due date.

GRADING SCHEME:
The final grade will be determined as follows:
- Class attendance & participation: 20%
- Writing Assignments: 30%
- Information Literacy quizzes (4 modules): 10%
- Exams: quizzes 5%, midterm 15%, final 20%.

All assignments must be completed to receive a final grade.

ATTENDANCE:
Class attendance is mandatory. Should you need to be late in class, or leave early, in rare and special occasions, please email the instructor in advance for permission. Failure to attend without good reason is a disciplinary matter. Whether or not you are making a presentation for a particular discussion, all members of the class should prepare for all discussion sessions.

SCHEDULE OF CLASSES

WEEK ONE

M 8/26  Introduction: Why Does Greece Matter?
Go over syllabus; Outline pedagogical purposes of the Reacting Pedagogy
The Land of Greece; periodization; our sources

W 8/28  Map Quiz
The Minoans and the Myceneans
Homeric Poetry and Heroic society; Greek Gods

Study and take the IT Literacy module and quiz on “Starting your Assignment” by Wed. 9/4.

WEEK TWO

M 9/2  No class - Labor Day

W 9/4  From Dark Ages to City-States (900-600 BC)
Early Athens and Sparta

Study and take the IT Literacy module and quiz on “Types of Information” by Wed. 9/11
WEEK THREE

M 9/9 Athens’ Early Leaders: Solon, Pisistratus and Cleisthenes
Solon and Political Reform 600-500 BC

W 9/11 Rise of Democracy; Defeat of Persia
Herodotus and the Persian Wars (490–479 B.C.)

Study and take the IT Literacy module and quiz on “Finding and Evaluating Information” by Wed. 9/18

WEEK FOUR

M 9/16 Freedom and imperialism: the Athenian Empire
Democracy in the Age of Pericles
Attic drama; Thucydides and the Peloponnesian War

W 9/18 4:00 pm, Prometheus Bound performance at the open-air theater at the Getty Villa in Malibu – free tickets provided by instructor

Study and take the IT Literacy module and quiz “Using Information Ethically” by Wed. 9/25

WEEK FIVE

M 9/23 Civil War and Genocide: Mytilene, Corcyra, Melos
The End of the Peloponnesian War and the Oligarchic Crisis

W 9/25 Radical ideas and radical reactions
The Sophists; Plato and Socrates
Athenian Oratory and the Lawcourts

WEEK SIX

M 9/30 Plato and the trial of Socrates
Plato's Political Philosophy: The Forms, The Cave, The Republic

W 10/2 MIDTERM EXAM
Read entire game book before next class, including Ober's essay
WEEK SEVEN

M 10/7  Plato's *Republic* I-III (pp. 3-111)
Discussion of readings

W 10/9  Plato's *Republic* IV-VII (pp. 112-248)
Excerpts from Thucydides and Xenophon

WEEK EIGHT

M 10/14  Discussion of Readings
Plato's *Republic* VIII-IX (pp. 249-334)

W 10/16  Paper due: “Three instances of Logical Error in Plato’s *Republic*”
Set up RTTP
Roles Distributed/Faction Meetings

WEEK NINE

M 10/21  Assembly Session 1: Reconciliation Agreement

W 10/23  Assembly Session 2: Electorate/Agency

WEEK TEN

M 10/28  Assembly Session 3: Welfare

W 10/30  Dikasteria Session (trials)

WEEK ELEVEN

M 11/4   Dikasteria Session (trials)

W 11/6   Final Assembly Session: Remilitarization and imperialism
WEEK TWELVE
M 11/11  RTTP Post-Mortem
W 11/13  RTTP Post-Mortem

WEEK THIRTEEN
M 11/18  The Crisis of the Polis and the Age of Shifting Hegemonies
W 11/20  Aristotle's Scientific Approach to Politics and Society

WEEK FOURTEEN
M 11/25  Reception of Athens and Sparta
W 11/27  THANKSGIVING HOLIDAY

WEEK FIFTEEN
M 12/2  Review  
Course Evaluations
W 12/4  FINAL EXAM

**Tentative Nature of the Syllabus:** If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on LMU's course management system, MYLMU Connect.
**Academic Honesty:** Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” which appears in the *LMU Bulletin 2010-2011* (see [http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm](http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm)).

**Special Accommodations:** Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit [www.lmu.edu/dss](http://www.lmu.edu/dss) for additional information.

**Expectations for Classroom Behavior:**
1. The LMU Student Affairs brochure *Disruptive and Threatening Student Behavior* (Fall 2010), states:
   “Disruptive behavior which is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code.”
2. The *Lion’s Code* ([http://studentaffairs.lmu.edu/administration/judicialaffairs/studentcodespolicies/](http://studentaffairs.lmu.edu/administration/judicialaffairs/studentcodespolicies/))
3. LMU’s *Community Standards* (see link under 2, for the Student Conduct Code, Section IV. D.).

**RESPECT FOR SELF AND OTHERS:** As an LMU Lion, by the *Lion’s Code*, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students.

Regarding cell phones, here is one possible wording:
**ELECTRONIC DEVICES:** Please turn off and put out of sight all electronic devices (other than a calculator or computer, if/when allowed) during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process.

**Email Communication:** At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address.

**Emergency Preparedness:** To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit [http://www.lmu.edu/emergency](http://www.lmu.edu/emergency).