

**STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.**

## History and Military History Programs

### HIST301

#### Ancient Greece

3 Credit Hours

8 Week Term

**Prerequisite(s): None but HIST300 recommended**

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

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## Instructor Information

***Instructor:***

***Email:***

***Phone:***

***Office Hours:***

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## Course Description

This course covers the history of the Greek speaking peoples from the origins of Greek civilization during the Bronze Age to the dispersion of Greek culture during the Hellenistic era through the conquests of Alexander the Great. The topics emphasize the political, social, cultural, and economic institutions and values that Hellas created to revolutionize Ancient Mediterranean history. Students gain an introduction to the history of Greek civilization and a deeper understanding of the nature of democracy, and the relationships among politics, art, literature, and the ideals of civic virtue.

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## Course Scope

Using a mixture of primary and secondary sources, we will investigate the full scope of Greek history and culture this term. How could such a disunited people produce such great political thinkers, such great philosophers, such great playwrights? It will be our task this term to come to an understanding of the mechanisms that allowed such development. Moreover, it will be our task to analyze the reasons for the "downfall" of the Greeks and the subsequent spread of their culture throughout the eastern Mediterranean.

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## Course Objectives

Students will be able to:

- CO-1: Explain the political development of the Greeks from Monarchy through Democracy.
- CO-2: Identify the social development of the Greeks from Monarch through Democracy
- CO-3: Compare and contrast the political and social institutions of the Athenians and the Spartans
- CO-4: Apply a knowledge of Greek democratic institutions to various Athenian policy initiatives
- CO-5: Define the causes, prosecution, and results of the Persian Wars
- CO-6: Evaluate the causes, prosecution, and results of the Peloponnesian War
- CO-7: Illustrate the change to Macedonian control, the rise of Alexander, and his legacy to the Greek World
- CO-8: Relate the legacy of the Classical Greek World to Modern Society

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## Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and discussion boards.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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All written assignments are due by the last day of each week and are posted in your student folder and associated with the assignment. Do not copy and paste any written assignment into the assignment comment section.

**Instructors at APUS do not search through student folders to find the assignments.**

All Forum postings occur in the Forum and specific due dates are in the Course Outline section of this syllabus. Your instructor will only grade the discussion Forum from the Forum itself.

**All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.**

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## Course Materials

### Required Text:

- Pomeroy, Sarah B. et al. *Ancient Greece: A Political, Social and Cultural History*. Third Edition. New York: Oxford University Press, 2012.
- Morkot, Robert. *The Penguin Historical Atlas of Ancient Greece*. London: Penguin Books, 1996.

### Recommended References

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007

### Web-Based Readings

[Perseus Project](#) On-line Digital Library on Ancient Greece, Tufts University

[Panoramics](#) of Ancient Greek Archaeology sites, linked to the Perseus Project

Please click on the “Online Library” button on the left side of the classroom for these and other references to supplement the course readings and provide reference material for the research paper.

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote / endnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

### Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

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Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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### Evaluation Procedures

This course requires weekly readings. You will be required to analyze, reflect on and evaluate the various readings. All assignments will be due no later than midnight EST on the Sunday of that week. Late submissions will be penalized in accordance with the History program policy (see above and in the course materials section) unless alternative arrangements have been made with me beforehand. In addition, all papers should be spell-checked and double spaced in Times New Roman 12-point font. They must also have 1-inch margins - top, bottom, and sides. All written assignments should be uploaded into the student folder in the electronic classroom.

Here is the breakdown for how your grade will be calculated. For further details on the assignments, please see the "Assignment Descriptions" section of the Introductory Packet.

Grade instruments	Points	Percent of final grade
Short Paper on Athens and Sparta	15	15
Weekly Discussion Boards (100x6)	30	30
Research paper	25	25
Research Discussion Boards	10	10
Final exam	20	20
<b>TOTAL</b>	<b>100</b>	<b>100</b>

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### Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University's grading scale.

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### Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
-				Do all the readings.
1	Minoan and Mycenaean Greece	Illustrate the background of Classical Greece through a study of this Bronze Age Greek culture	Pomeroy, Introduction & Chapter 1	Post an introduction in the Week 1 Forum. Be sure to follow the guidelines set forth by the Dean for first week introductions.  Begin considering a

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				research topic.
2	Bronze Age through the Dark Age.	Break down the early political, social and economic development of Greece from the fall of Mycenaean Greece to the 7 <sup>th</sup> century B.C.	Pomeroy, Chapters 2-3	Do all the readings.  Post in the Week 2 Forum by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST.  Post a potential research topic in the Research Paper Forum.
3	Athens, Sparta and the Persian Wars.	Compare the development of the two greatest <i>poleis</i> in Greece	Pomeroy, Chapters 4 and 5	Do all the readings.  Post in the Week 3 Forum by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST.  Post a Research Update in the Research Paper Forum.
4	Greece Leading up to the Peloponnesian War	Reconstruct the military and political aspects of the Persian Wars  Explain the rise of Athens after the Persian Wars and its impact on the rest of Greece	Pomeroy, Chapters 6 and 7	Do all the readings.  Post in discussion board week 4 by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST.  Submit the Short Paper on Athens and Sparta.  Post a preliminary bibliography in the Research Paper Forum.
5	The Peloponnesian War and Switching	Summarize the cause(s) of the Peloponnesian War and its progress	Pomeroy, Chapters 8-9	Do all the readings.  Post in discussion board

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	Hegemonies.	Relate the aftermath of the Peloponnesian War in Greece		<p>week 5 by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST.</p> <p>Post a research paper update in the Research Paper Forum.</p>
6	Later Greece & Macedonia	Appraise the rise of Macedon under Philip and his aggression against Greece	Pomeroy, Chapter 10	<p>Do all the readings.</p> <p>Post in discussion board week 6 by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST.</p> <p>Post an outline and your thesis statement in the Research Paper Discussion Board.</p>
7	Alexander the Great	Deconstruct Alexander's conquest of the Persian Empire	Pomeroy, Chapter 11	<p>Do all the readings.</p> <p>Post in discussion board week 7 by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST.</p> <p>Submit a revised and edited final copy of your Research Paper. Include citations, a bibliography and a cover sheet.</p>
8	Hellenistic Period	Differentiate the consequences of Alexander's empire after his death from the Golden Age	Pomeroy, Chapter 12	<p>Do all the readings.</p> <p>Submit Final Exam.</p> <p>Post in the Week 8 discussion board.</p>

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)  
[Plagiarism Policy](#)  
[Extension Process and Policy](#)

## WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

## CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

## LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.**

## DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.

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- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email [registrar@apus.edu](mailto:registrar@apus.edu) to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,
- identify the disability to the staff and/or faculty of the university,
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and
- request specific accommodations or services.

## NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :) , ☺

## DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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## Academic Services

### ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library

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provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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### Selected Bibliography

Pomeroy includes a good, recent bibliography at the end of each chapter of her text. For appropriate sources for your research paper and/or further reading, check there. A selected bibliography is also located in the course materials section of the classroom in the "Sources for HIST301 Research Paper" subfolder under the Research Papers folder.

Two highly recommended on-line sources for classical Greek studies are the Perseus Project, a digital library of reference material on the Ancient Greeks, sponsored by Tufts University, <http://www.perseus.tufts.edu/> and a site with 360 degree panoramic tours of archaeological sites throughout the Ancient Greek World, <http://www.stoa.org/metis/>

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