

# HIST531: THE GREEK CIVILIZATION

## Course Summary

Course: HIST531 Title: The Greek Civilization

Length of Course: 8

Prerequisites: N/A Credit Hours: 3

---

## Description

**Course Description:** This course is a study of Greek civilization from its beginnings to the collapse of the independent city-states in the 4th century BC. Emphasis is on ancient Greece's constitutional, political, economic, social, diplomatic, military, artistic, philosophical and intellectual dynamics. Key topics include the Greek way of land and naval warfare, maritime trade and the economy, Peloponnesian and Persian Wars, the "Age of Pericles" and the Classical Age of Athens, the rise and fall of Spartan power, the rise of Athenian democracy, and the impact of Ancient Greece on the evolving Western Civilization.

**Course Scope:** This course surveys the major phases of ancient Greek history as well as recent methodologies and theories on controversial topics of Greek civilization. Students will gain experience in working with a range of primary sources which historians use to reconstruct the ancient world and will demonstrate their knowledge of the methodological challenges of working with these sources. The course is structured around four core components which are designed to work together: readings, lectures, discussions, and written assignments. The reading load is not uniform. The assignments are dictated by the subject matter and the availability of primary sources. In general, weeks that include a primary source reading will require additional time to complete. Additional time may also be needed to look up unfamiliar words or phrases. Ancient history is a sub-discipline of the broader field and professional publications often are often sprinkled with "insider" information.

---

## Objectives

By the end of this course, you will be able to:

- CO-1 Distinguish the individual factors that contributed to the development of major political and military milestones in early Greek history
- CO-2 Distinguish the individual factors that contributed to the development of major political and military milestones in the Classical Period

- CO-3 Distinguish the individual factors that contributed to the development of major political and military milestones in the Hellenistic Period
  - CO-4 Analyze the social, economic, and religious elements of Greek society
  - CO-5 Examine significant genres of ancient Greek literature
  - CO-6 Examine significant non-literary sources for Greek history
  - CO-7 Assess the strengths and weaknesses of current theories on significant aspects of Greek society
- 

## Outline

### Week 1: Bronze and Dark Age Greece

#### Learning Outcomes

- LO-1 Distinguish the impact of trade and cultural networks on the development of early Greek society
- LO-2: Analyze the characteristics of Mycenaean Greece
- LO-3: Compare and contrast the Mycenaean Age with the Dark Age

#### Reading and Resources

Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Parker, chapters 1-4
- Knodell, *Societies in Transition in Early Greece*, page 7 and chapter 5
- *Naukratis: Greeks in Egypt Project*, sections 4-7

#### Assignments

- Welcome Discussion – For week 1, the Introductions discussion is due at the end of the week on Sunday. In subsequent weeks, the initial post is due mid-week.
- Week 1 Discussion

### Week 2: Archaic Age Greece

#### Learning Outcomes

- LO-1: Distinguish the impact of trade and cultural networks on the development of early Greek society.
- LO-2: Analyze the characteristics of Archaic Age Greece
- LO-3: Examine the development of Greek democratic institutions
- LO-4: Examine the development of Greek warfare

#### Reading and Resources

Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Parker, chapters 5-10
- Meier and Raaflaub, *A Culture of Freedom*, chapter 15
- Peter Krentz, "Fighting by the Rules"

#### Assignments

- Week 2 Discussion

### Week 3: Greece in the Classical Age

#### Learning Outcomes

- LO-1: Distinguish and analyze core characteristics of Classical Greece
- LO-2: Distinguish and analyze changes in the Greek city states and between Greece and Persia in the Classical Period
- LO-3: Examine the characteristic features of ancient Greek religion
- LO-4: Analyze social and gender hierarchies in ancient Athens

#### Reading and Resources

Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Parker, chapters 11-16
- Vlassopoulos, "Free Spaces"

#### Assignments

- Week 3 Discussion
- Week 3 Quiz

### Week 4: Hellenistic Greece

#### Learning Outcomes

- LO-1: Distinguish the characteristics of Hellenistic Age Greece
- LO-2: Analyze Hellenistic coins
- LO-3: Assess scholarly theories on Greek-non-Greek interactions in the Hellenistic Age

#### Reading and Resources

Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Parker, chapters 18-21
- Stavrianopoulou, "Hellenistic World(s)"
- Manning, *The Last Pharaohs*, chapter 2

#### Assignments

- Week 4 Discussion
- Week 4 Quiz

## Week 5: The Peloponnesian War and the Athenian Empire

### Learning Outcomes

- LO-1: Distinguish the historical method and narrative techniques of Thucydides
- LO-2: Examine the conventions and characteristic features of epigraphic sources
- LO-3: Compare and contrast literary and non-literary sources

### Reading and Resources

Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Athenian Empire inscriptions, selections
- Thucydides, *History of the Peloponnesian War*, selections

### Assignments

- Week 5 Discussion

## Week 6: Greek Drama

### Learning Outcomes

- LO-1: Analyze one of Aristophanes' comedies with respect to social, political, or religious history; consider the author's intention, the audience, and the function of Old Comedy within Athenian society
- LO-2: Evaluate and apply recent scholarship on Old Greek Comedy

### Reading and Resources

Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Henderson excerpt, "Attic Old Comedy, Frank Speech, and Democracy"
- Scullion excerpt, "Religion and the Gods in Greek Comedy"
- Henderson, "Older Women in Attic Old Comedy"
- One of the following: *Wasps*, *Clouds*, or *Lysistrata*

### Assignments

- Assignment 1
- Week 6 Discussion

## Week 7: Alexander the Great

### Learning Outcomes

- LO-1: Analyze the motivations and goals of Alexander the Great
- LO-2: Examine and evaluate recent trends in scholarship on Greek religion
- LO-3: Analyze primary source evidence for Alexander the Great

### Reading and Resources

Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Stoneman, *Alexander the Great*, Intro: Sources
- Arrian selections
- Anson, *Alexander the Great: Themes and Issues*, chapter 5

### Assignments

- Week 7 Discussion

## Week 8: The Greek Legacy

### Learning Outcomes

- LO-1: Distinguish and evaluate the influence of Greek culture in the history of the West
- LO-2: Analyze and assess primary sources for select topics in Greek history

### Reading and Resources

Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- As needed for Assignment 2

### Assignments

- Assignment 2
- Week 8 Discussion

---

## Evaluation

### Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due

date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and maybe more flexible if potential delays are communicated ahead of time.\*

\*Doctoral and Programs with specialty accreditation may have different late policies.

\*\*Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact [DSA@apus.edu](mailto:DSA@apus.edu).

## Grading

<i>Name</i>	<i>Grade %</i>
<b>Discussions</b>	<b>50%</b>
Week 1 Discussion	6.25%
Week 2 Discussion	6.25%
Week 3 Discussion	6.25%
Week 4 Discussion	6.25%
Week 5 Discussion	6.25%
Week 6 Discussion	6.25%
Week 7 Discussion	6.25%
Week 8 Discussion	6.25%
<b>Quizzes</b>	<b>10%</b>
Week 3 Quiz	5.00%
Week 4 Quiz	5.00%
<b>Assignments</b>	<b>%</b>
Assignment 1	20%
Assignment 2	20%

## Materials

**Book Title:** Various resources from Trefry Library and/or the Open Web are used. Links provided inside the classroom.

All required readings are located in the Reading and Resources tab under the Lessons tab.

## Course Guidelines

### Writing Expectations

All activities completed in this course are to follow the stated instructions (inside the classroom). Always check the grading rubrics to see what your instructor will be on the lookout for when grading your work. Also, be sure you have read the APUS Plagiarism Policy (the entire Academic Dishonesty section) before submitting work in this or in any other course. See the above Course Outline or the Policies section on this Syllabus for links.

### Citation and Reference Style

Attention: You will follow the citation style that is common to your discipline. Instructions regarding citation styles are included in the classroom.

## Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and maybe more flexible if potential delays are communicated ahead of time.\*

\*Doctoral and Programs with specialty accreditation may have different late policies.

\*\*Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact [DSA@apus.edu](mailto:DSA@apus.edu).

Also, completing all Assignments (under the Assignments tab) is paramount to your success in this course.

## Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate, both inside and outside the classroom. Forums 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 rewards and excitement of learning, which does not include descent to personal attacks or student attempts to stifle the learning of others.

- 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.

---

## Communications

### Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

## Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
  - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
  - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
  - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
- 

## University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

## Mission

The [mission of American Public University System](#) is to provide high-quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

## Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

## Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.