Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>SILC</th>
<th>Department</th>
<th>Classics and Middle Eastern Studies</th>
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<tbody>
<tr>
<td>Subject</td>
<td>GRK</td>
<td>Number</td>
<td>294</td>
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</tbody>
</table>

Is this a cross-listed course? Yes
If yes, please identify course(s) SLC 294

Is this a shared course? No
If so, list all academic units offering this course

Requested designation: (Choose One) H U
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve: H U
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Sarah Bolmarcich
Phone: 480-727-9138
Mail code: 0202
E-mail: sbolmarc@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Robert Joe Cutter
Date: 2-19-2013
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Humanities and Fine Arts [HU]
Page 2

Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

**HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a CENTRAL AND SUBSTANTIAL PORTION of the course content.**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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<tr>
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<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. syllabus</td>
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<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions. syllabus</td>
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<tr>
<td></td>
<td></td>
<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. syllabus</td>
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<td>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
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<tr>
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<td>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<td>b. Concerns aesthetic systems and values, literary and visual arts.</td>
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<td>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
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<td>d. Deepen awareness of the analysis of literature and the development of literary traditions. syllabus</td>
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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted primarily to developing a skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**
- Courses which emphasize the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasizes the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
<td>Spartan culture is one of the foci of the course. Culture includes topics like religion and the Spartan moral code.</td>
<td>Throughout course, but most explicitly in Week 2 (Early Culture), Week 5, and Week 6 (Spartan Honor).</td>
</tr>
<tr>
<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions. 4d. Deepen awareness of the analysis of literature and the development of literary traditions.</td>
<td>Much of the reading for the course is drawn upon primary source material, including both ancient Greek and Spartan literature. Source analysis is continually discussed in virtually every class meeting. Modern texts and films are also shown in conjunction with the primary source material.</td>
<td>Throughout course, but most especially in Week 1 (Setting...), Week 2, Week 3, Week 4 (Conquest...), Week 5, Week 6, Week 8, Week 9 (Innovation...), Week 10, Week 11, Week 12, Week 13, Week 14 (Viewing...).</td>
</tr>
<tr>
<td>3. Concerns the comprehension and interpretation/analysis of material objects, images, and spaces, and/or their historical development.</td>
<td>Material culture and archaeological remains are essential to studying ancient Sparta. They are referenced throughout the course, and students are given lessons in Spartan art, architecture, and archaeology.</td>
<td>Throughout course, but most explicitly in Week 1 (Setting...), Week 2 (Archaeology...I), Week 5 (Spartan Religion), Week 9 (Archaeology...II), Week 10.</td>
</tr>
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</table>
GRK/SLC 294: This Is Sparta
Core Area: Humanities, Fine Arts, and Design

GRK/SLC 294, This Is Sparta, Fall 2013, fulfills the requirements for the General Studies HU designation (Humanities, Fine Arts, and Design) in the following ways:

- The majority of the readings for the course are primary source readings, and teaching students source analysis and critical enquiry of sources (particularly important when studying a quasi-mythical place like ancient Sparta) will be a major focus of the course.
- A number of sources studied will also fall into the category of visual texts (film) and material objects (art, architecture, archaeological remains). These objects will also be treated with critical analysis in the class.
- Many of the sources read will be literary in nature, both Spartan literature and other Greek literature related to Sparta. Students will thus also participate in literary analysis as well.
- Source analysis and studying the development of textual traditions about Sparta is also key to understanding ancient Sparta. Sparta’s relationship with the wider world of Greece and the ancient Mediterranean will also be considered; this is important because we will look at not just Spartan traditions about themselves, but also outsiders’ views of Spartans.
- We will study Spartan cultural values throughout the course; for ancient Sparta, these are not merely confined to the development of religion or intellectual life, but their entire culture was permeated by a code of values that all Spartans were expected to live by.
Catalog course description (GRK/SLC 294): Covers topics of immediate or special interest to a faculty member and students.
SLC/GRK 294 (This Is Sparta)  
Room TBA  
Email: sbolmarc@asu.edu  
Office Hours: TBA  

Times TBA (syllabus keyed to 2 days/wk)  
Instructor: Sarah Bolmarcich  
Office: LL 172H  
Phone: 480-727-9138 (office)

The aim of this class is to introduce students to the society of ancient Sparta, whose culture and society have become one of the great legends of Western civilization, encouraged in recent years by films like *300*. Some scholars even go so far as to refer to the “ghost” or “mirage” of Sparta that we have today. Is the image we have now of the Spartans correct? What were the Spartans really like, as people and as a society? How influential were they on the course of history? And what can our beliefs about them and their reputation teach us about society today?

The **final grade** for this class will be based on the following criteria:

- **Class participation** 20%
- **The Spartan Experience** 20%
- **Midterm examination** 20%
- **Final paper (6-8 pages)** 20%
- **Review of modern Spartan material** 20%

*Class participation.* Class participation means not only your presence in class (every class), but your active and intelligent participation in discussion. **Take the class participation requirement seriously; I do.**

*The Spartan Experience.* Three class days are dedicated to reliving “the Spartan experience”: a day on hoplite exercises, a day on the Spartan mess-hall or *syssitia*, and a day on the Spartan *paella* or assembly. Participation in the first two days are each worth 5% of the final grade; participation in the assembly meeting is 10%, since students will need to do research in order to give a short speech to the assembly.

*Midterm Examination.* There will be a midterm exam on all material covered up to that point. The exam may consist of any or all of the following: short-essay answers, long-essay answers, passage identifications from ancient sources, and analyses of “unseen evidence” on the Spartans not covered in class. There will be an in-class review for the exam.

*Final paper.* The major writing assignment for this course is a 6-8 page research paper on some aspect of ancient Spartan life. The research paper must utilize both primary and secondary sources. You may select the topic with the approval of the instructor. In addition to the paper, students will go through preliminary stages for the paper: a topic proposal, an annotated bibliography, an outline, and a rough draft in order to receive timely feedback from the instructor. The dates for these stages can be found on the syllabus (marked in italics), and more information will be provided in class.

*Review of modern Spartan material.* A 5-page review, in which you will select a non-ancient piece of material dealing with the ancient Spartans (films, novels, games, poems, art; chosen from a list distributed by the instructress) and analyze it in light of what you have learned in class. How true and accurate is this modern interpretation of Sparta to Sparta itself? Does it do a good job of conveying what Sparta was to moderns?
There was a **code of honor** in ancient Sparta and in this course. This means that all work you do is to be your own, whether exams or papers, and you must be prepared to swear on your honor that it is your own work. Plagiarism or any assistance unauthorized by the instructor will result in failing that assignment (which may result in failing the course); a second offense leads to automatic failure of the course.

The following books are available at the bookstore:
- Aristophanes, *Lysistrata*
- N. Kennell, *A New History of Sparta*
- Frank Miller, *300*
- Plutarch, *Plutarch on Sparta* (ed. R. Talbert)
- Steven Pressfield, *Gates of Fire*
- Nicholas Sekunda, *The Spartan Army*
- Thucydides, *The Landmark Thucydidies* (ed. R. Strassler)

You may substitute any translation for the ancient works above, provided it has line numbers (poetry) or chapter numbers (prose) in order to facilitate class discussion and accuracy on assignments. There will also be supplementary readings available on the Blackboard site. Readings on the syllabus marked with an asterisk* can be found on the Blackboard site.

**Schedule of Readings**

**Week 1**

**Introduction**
Kennell, Introduction

**PART I: ARCHAIC SPARTA**

**Setting and Geography**
*P. Cartledge, *Sparta and Lakonia*, pp. 3-25
*Pausanias, Book 3, pp. 9-71
Thucydides Book 1, chapter 10
Kennell, Chapter 1

**Week 2**

**Archaeology and History, Part I (Mycenaean-Fifth Century BC)**
Thucydides, Book 1, chapter 10
*P. Cartledge, *Sparta and Lakonia*, pp. 26-64
Kennell, Chapters 2, 4

**Early Culture**
*Tyrtaeus (from *Greek Lyric Poetry*)
*Alcman (from *Greek Lyric Poetry*)
*Terpander (from *Greek Lyric II*)
*Inscription #7 on “Spartan Inscriptions” .pdf
Week 3

Constitution
Xenophon, *Spartan Society* (in *Plutarch on Sparta*, pp. 166-184)
Plutarch, *Life of Lycurgus* (in *Plutarch on Sparta*, pp. 8-46)
Plutarch, *Sayings of Spartans*, pp. 147-148
*Tyrtaeus fr. 4*
Kennell, Chapter 6

**The Spartan Army and Military Strategy**
*The Spartan Army*
*Tyrtaeus frfr. 10-12*
*Xenophon 6.4.1-15, 7.5.1-27*
Thucydides 2.83-92, 4.2-41, 4.89-5.12, 5.63-75, 6.88-93, 7.19-71
Herodotus 7.176, 198-200, 210-225, 9.17-88

Week 4

**The Spartan Experience: The Hoplite Phalanx**
Students will participate in mock drills conducted by Spartan hoplites.
These are non-violent exercises and will not be physically intense.

**Conquest, Diplomacy, and Slavery**
Herodotus 1.65-71, 5.62-93, 7.157-163, 8.1-3
*P. Cartledge, *Sparta and Lakonia*, Appendix 4 (pp. 299-307)*
Thucydides, Book 1, chapters 18-19, 67-87, 102-103, 119-125, 4.80, 5.18-19, 22-23, 76-79, 8.18, 37, 58
*treaties with various allies (Inscriptions #3-6, 8)*
*D. Kagan, *The Outbreak of the Peloponnesian War*, pp. 9-30
Kennell, Chapters 3, 5

Week 5

**Spartan Religion**
*S. Pomeroy, *Spartan Women*, pp. 105-130*
*Inscription #7*

**Spartan Women**
Aristophanes, *Lysistrata*
*S. Pomeroy, *Spartan Women*, pp. 131-137, 139-170*
*Inscription #9*

Week 6

**Spartan Honor**
Herodotus 1.82, 3.45-48, 7.229-232
Thucydides 1.132
Plutarch, *Sayings of Spartans*, in *Plutarch on Sparta*, pp. 152-153
(Pausaniads)
* Damonon, Kyniska inscriptions (Inscriptions #1-2)

_**Athens, the Antithesis of Sparta**_

*[Aristotle], The Athenian Constitution
*[Xenophon], The Old Oligarch

Thucydides, Book 1, chapters 68-71, Book 2, chapters 34-46

**Week 7**  
Midterm Review

**Midterm Examination**

**Week 8**  
_Sparta in the Persian Wars_
Herodotus Book 7.101-end of Book 9
Thucydides Book 1.72-93

_Paper topic proposal due_

**PART II: THE DECLINE AND FALL OF SPARTA**

_The Spartan Experience: the Apella_

Students will participate in a mock meeting of the Spartan assembly. The question: to go to war with Athens or not? Students are expected to use ancient sources in preparing short speeches to deliver to the assembly.

**Week 9**  
_Innovation: Brasidas, Gyllippus, and Sparta in the Peloponnesian War_
Thucydides 2.25, 2.85-87, 2.93, 3.69, 3.76-79, 4.11-12, 4.70-88, 4.102-5.12 (Brasidas); Thucydides 6.93, 6.104-7.7, 7.10-15, 7.19-87 (Gyllippus)
Plutarch, Sayings of Spartans, p. 133 (Brasidas)

_Archaeology and History, Part II (Fourth Century BC-Modern)_
Kennell, Chapter 7

**Week 10**  
_The Fall of Sparta_
*Plutarch, Lysander*
Plutarch, _The Lives of Agis and Cleomenes_ (Plutarch on Sparta, pp. 47-105)
Plutarch, _Sayings of Spartans_, p. 126 (The Last Agis), pp. 149-151 (Lysander)
Kennell, Chapter 8

*S. Hodkinson, "Inheritance, Marriage and Demography: Perspectives upon the Success and Decline of Classical Sparta," in: Classical Sparta, ed. A. Powell, pp. 79-121 (35)
_Annotated bibliography for paper due_
PART III: THE GHOST OF SPARTA

Week 11  Viewing of The 300 Spartans

Thermopylae
Herodotus, Book 7, chapters 176, 198-200, 210-239
Thucydides, Book 4, chapter 36
Steven Pressfield, Gates of Fire, front matter and pp. 3-86
Outline for paper due

Week 12  Steven Pressfield, Gates of Fire, front matter and pp. 3-135

Steven Pressfield, Gates of Fire, pp. 139-276

Week 13  Steven Pressfield, Gates of Fire, pp. 279-440
Preliminary drafts for paper due

Frank Miller, 300

Week 14  Viewing of 300
If possible and appropriate, at some point during the course we will also view the sequel, 300: Rise of an Empire, due to be released August 2013.

The Spartan Experience: The Syssitia
Reviews of modern Spartan material due

Week 15  Discussion of Modern Scholarship on Sparta

Conclusions
*J. T. Hooker, The Ancient Spartans, pp. 230-240
Plutarch, Sayings of Spartans pp/ 109-125, 126-133, 134-147, 150-157
Final papers due
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