ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

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

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<th>Academic Unit</th>
<th>SILC</th>
<th>Department</th>
<th>Classics and Middle Eastern Studies</th>
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Subject GRK Number 294 Title This Is Sparta Units: 3

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) L
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: L
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 (NS/NS)
- 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): [Signature]

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

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE—AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
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<td>syllabus</td>
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**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades— and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process— and label this information "C-1".

   C-1

**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence

1. Please describe the way(s) in which this criterion is addressed in the course design

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process— and label this information "C-2".

   C-2

**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process— and label this information "C-3".

   C-3
**ASU - [L] CRITERIA**

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<td>✗</td>
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<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed.</td>
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</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".
<table>
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<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
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<tr>
<td>GRK/SLC</td>
<td>294</td>
<td>This Is Sparta</td>
<td>L</td>
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<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>
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<tr>
<td>1. At least 50% of the course grade should depend upon writing, including prepared essays, speeches, or in-class essay examinations. 3. The syllabus should include a minimum or two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</td>
<td>60% of the final grade for the course comes from the midterm (20%), a final research paper, written in stages (20%), and a review of modern Spartan material (20%). The last two items on this list are the two major writing assignments for the course.</td>
<td>All areas marked C1 on the syllabus (found on pages 1, 4-5). All items marked C3 (pp. 1, 4-5 of syllabus).</td>
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<td>2. The composition tasks involve the gathering, interpretation, and evaluation of evidence.</td>
<td>Both major writing assignments and the midterm exam require source analysis for both primary and secondary sources; the final paper is a research paper that requires multiple sources.</td>
<td>All items marked C2 on the syllabus (see pages 1, 4-5).</td>
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<td>4. These substantial writing or speaking assignments should be arranged so that students will get timely feedback from the instructor in time to help them do better on subsequent assignments.</td>
<td>The final paper will be written in stages, with each stage being returned to students before the next stage is due, allowing them to improve their paper.</td>
<td>All items marked C4 on the syllabus (see pp. 1, 4-5).</td>
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GRK/SLC 294: This Is Sparta  
Core Area: Literacy and Critical Inquiry  

GRK/SLC 294, This Is Sparta (Fall 2013), meets the requirements for the General Studies L designation (Literacy and Critical Inquiry) in the following ways:

- 60% of the grade is based on major writing assignments. These include: a midterm essay exam (20%), a final research paper (20%), and a review of modern material (a book, film, etc.) on Sparta (20%). An additional 10% of the grade comes from prepared student speeches to be delivered at a mock Spartan assembly. As a result, in addition to the speaking assignment and the midterm, the course includes two substantial writing assignments.

- All of these assignments will ask students to approach sources critically and analytically. For the papers and the speaking assignment, they must gather, analyze, and interpret evidence. They will be requested to do on-the-spot source analysis for the midterm.

- Students will be guided through the final research paper in stages, in order to allow them to improve their planning, organization, and writing of the project, and to give them feedback.

- 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. Students will also learn how to communicate their analyses clearly via the writing assignments.
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 key 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 instructor) 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. Kennel, *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 Thucydides* (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**
**Archeology 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 fr. 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
(Pausanias)
* 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, Gylippus, 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 (Gylippus)

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*
In Name Only: Hellenistic, Roman, Byzantine, and Modern Sparta
*A. Spawforth, *Hellenistic and Roman Sparta*, pp. 190-213
*D. Nicol, "Byzantine Misra: Sparta in the Mind," *Sparta in Laconia*
pp. 157-159
Kennell, Chapters 9-10

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
Final papers due

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