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>Department</th>
<th>Classics and Middle Eastern Studies</th>
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<td>Subject</td>
<td>GRK</td>
<td>Number</td>
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<td>Is this a cross-listed course?</td>
<td>Yes</td>
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<td>Is this a shared course?</td>
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<td>Course description:</td>
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Requested designation: (Choose One) ☐
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: ☐
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 (SO/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 lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

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<thead>
<tr>
<th>YES</th>
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<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>❌</td>
<td>✔️</td>
<td>syllabus; textbook table of contents</td>
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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<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. History is a major focus of the course.</td>
<td>The course teaches the history and culture of ancient Sparta from prehistoric times to the Roman conquest (with a brief look at Sparta today). It also considers Sparta's influence on Greek and Mediterranean history as a whole.</td>
<td>Week 2 (Archaeology and History I); Week 4 (Conquest...); Week 8 (Sparta in the Persian Wars); Week 9; Week 10; Week 11 (Thermopylae)</td>
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<td>4. The course examines and explains human development as a sequence of events.</td>
<td>The course looks at Spartan cultural, military, religious, and political institutions and how they develop over time.</td>
<td>Week 2 (Early Culture); Week 3; Week 4 (Hoplite Phalanx); Week 5; Week 6; Week 8 (The Apella); Week 14 (The Syssitia)</td>
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<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
<td>The course examines historical development and events in ancient Sparta side-by-side with influences from Spartan culture and external influences like Athens or Rome.</td>
<td>Entire syllabus, but especially Week 1 (Setting...); Week 2 (Early Culture); Week 3; Week 4 (Spartan Women); Week 6; Week 10.</td>
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<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic context.</td>
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GRK/SLC 294: This Is Sparta
Awareness Area: Historical Awareness

GRK/SLC 294, This Is Sparta, Fall 2013, meets the requirements for the General Studies H designation (Historical Awareness) in the following ways:

- It traces the history of Sparta from prehistoric times through the Middle Ages in Greece.
- It traces the development of Spartan cultural institutions, such as their army or their constitution, through the same period of time.
- It links ancient Sparta with modern perceptions of ancient Sparta, and asks students to analyze changing ideas of Sparta and their causes.
- It treats Sparta as a case study as both a failed and a successful state, and analyzes the reasons for Sparta’s success and failure as a city-state in ancient Greece.
- Major texts for the course include historical texts like Thucydides and Herodotus, as well as sources like inscriptions, with which most undergraduates are unfamiliar. Students will be introduced to the problems of historical source analysis, which are particularly problematic for ancient Sparta, and will be taught to think critically in analyzing the sources.
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 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 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**

**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**
*Homer, Odyssey* Book 4, *Iliad* 2.581-602, 3-4.222
*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 frr. 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  
Plutarch, Sayings of Spartan Women, in Plutarch on Sparta, pp. 157-163  
*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*
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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