Eastern Illinois University
New Course Proposal
HIS 4863, The Trojan War: History and Archaeology

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: _**x**__ New course   ___ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000***:** HIS 4863

2. **Title (***may not exceed 30 characters, including spaces***):** The Trojan War

3. **Long title, if any (***may not exceed 100 characters, including spaces***):** The Trojan War: History and

    Archaeology

4. **Class hours per week, lab hours per week, and credit [***e.g., (3-0-3)***]:** 3

5. **Term(s) to be offered:** ___ Fall ___ Spring ___ Summer _x_ On demand

6. **Initial term of offering:** _x_ Fall ___ Spring ___ Summer   **Year:** _2013_____

7. **Course description:** The ancient Greek legend of the Trojan War, immortalized by Homer's *Iliad*, has captivated readers for generations. But is there a historical basis for it? This course will explore the historical and archaeological evidence for a Bronze Age Trojan War in western Anatolia. (NUS)

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
           none
      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes ___ No

   b. **Prerequisite(s)**
      - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
           none
      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes ___ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. **Who can waive the prerequisite(s)?**
        ___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (Please specify)

   d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

   e. **Repeat status:** _x__ Course may not be repeated.

        ___ Course may be repeated once with credit.

           Please also specify the limit (if any) on hours which may be applied to a major or

minor.

    f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: n/a

    g. Degree, college, major(s), level, or class to be excluded from the course, if any: n/a

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] writing intensive

10. **Grading methods** (check all that apply): **_x_** Standard letter   ___ CR/NC   ___ Audit   ___ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:

      ___   The grade for this course will not count in a student's grade point average.

      ___   The credit for this course will not count in hours towards graduation.

    If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

      ___   The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

      ___   Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

      _x_ lecture   ___ lab   ___ lecture/lab combined   ___ independent study/research

      ___ internship   ___ performance   ___ practicum or clinical   ___ study abroad

      ___ Internet   ___ hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

    1. **List the student learning objectives of this course:**
        1) identify and describe major figures and controversies in the modern search for the historical Troy and Trojan War
        2) examine and analyze primary sources, e.g., Hittite diplomatic archives and archaeological data
        3) apply and synthesize information through papers, exams, and other assignments in order to draw conclusions about the historical Trojan War

        a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
           • **EIU graduates will write and speak effectively.**

- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**
  n/a
  b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
  - **Depth of content knowledge** Objective 1
  - **Effective critical thinking and problem solving** Objectives 2 and 3
  - **Effective oral and written communication** Objective 3
  - **Advanced scholarship through research or creative activity** Objectives 2 and 3

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Learning Objectives	Class Participation (15%)	Short Papers (15%)	Term Paper (20%)	Exams (10%, 10%, 20%)	Oral Presentations (10%)
1) identify and describe major figures and controversies	x	x	x	x	x
2) examine and analyze primary sources and archaeological data	x	x	x	x	x
3) apply and synthesize information	x	x	x	x	x

3. **Explain how the instructor will determine students' grades for the course:**
   Class participation, 15%; Oral Presentation, 10%; Short Papers, 15%; Term Paper, 20%; 2 One-hour Exams, 20%; Final Exam, 20%
4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
   b. **Describe how the integrity of student work will be assured:**
   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**
   n/a
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   a. **course objectives;**
   b. **projects that require application and analysis of the course content; and**
   c. **separate methods of evaluation for undergraduate and graduate students.**
      Graduate students will identify, describe and analyze the major historiographic and archaeological questions in the study of the Trojan War as a Late Bronze Age phenomenon.

Graduate students will lead a class discussion rather than delivering a presentation. They will be assigned additional readings, and their short paper topics and exams will require them to demonstrate mastery of these additional readings. Their longer paper (15-20 pages rather than 8-10 pages) will require a more thorough survey of the historical literature on their topic of study than undergraduate papers and a more sophisticated analysis of source material. For example, they will be expected to command a more technical vocabulary in the assessment of Korfmann's interpretation of the so-called "walls" of the lower town of Troy. Graduate students will also attain a deeper knowledge of the cultural and intellectual milieu of the 19th and 20th centuries CE to the extent that it has influenced the interpretation applied by modern seekers of Homer's Troy to the site at Hissarlik and other Anatolian evidence. Evaluation of their work in all facets of the class will be based on the graduate-specific learning objective, even though the percentages for each evaluation type are unchanged.

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**
   The course is writing-intensive; papers and written exams comprise 75% of the course grade.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Sample outline
Week 1
Introduction
Homer and the Bronze Age

Week 2
Reading Homer's *Iliad* (Books 1-6)
Reading Homer's *Iliad* (Books 7-12)

Week 3
Reading Homer's *Iliad* (Books 13-18)
Reading Homer's *Iliad* (Books 19-24)

Week 4
Overview of the Mycenaean World
Overview of the Hittite World

Week 5
Early History of the Search: Schliemann at Troy
Early History of the Search: Schliemann at Mycenae

Week 6
Early History of the Search: Dörpfeld
Early History of the Search: Blegen

Week 7
Korfmann's Excavations: Lower City ditches and palisades
Korfmann's Excavations: Lower City wall and Upper Citadel

Week 8
The Debate Flares Up: Kolb Challenges Korfmann
The Debate Flares Up: Easton and Jablonka Respond to Kolb

Week 9
Hittite Evidence for the Trojan War: Troy as Wilusa
Hittite Evidence for the Trojan War: the Ahhiyawa Question

Week 10
Hittite Evidence for the Trojan War: Alaksandu Treaty of Muwatalli II
Hittite Evidence for the Trojan War: Tawagalawa Letter of Hattusili III

Week 11
Hittite Evidence for the Trojan War: Millawanda Letter of Tudhaliya IV
Hittite Evidence for the Trojan War: Amurru Treaty of Tudhaliya IV

Week 12
Bronze Age World in Homer: Near Eastern Influence (the Hittites)
Bronze Age World in Homer: Near Eastern Influence (Mesopotamia)

Week 13
Bronze Age World in Homer: Oral Tradition
Dark Age World in Homer

Week 14
Bringing the Evidence Together

Week 15
Student Presentations

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.** This course
   adds to our growing offerings in ancient history, which recent enrollment numbers suggest are in
   high demand. More incoming graduate students have also expressed an interest in studying the
   ancient world, and this course will partially relieve the current paucity of choices. It was
   inspired by a special topics class on the Aegean Bronze Age taught in the summer of 2011, in
   which the Trojan War played a prominent part. This is a popular topic, but it should be a 4000-
   level course because it will force both undergraduates and graduates to apply a certain rigor

through the analysis of archaeological data, Bronze Age historical evidence (mainly cuneiform records from the archives of the Hittite capital at Hattusa), and Homer's *Iliad* itself, which, though poetic and fictional, is a potentially useful source for finding a real Trojan War. Moreover, such an approach will give students an integrative experience. Additionally, as we delve into the modern search for Homer's Troy by Schliemann, Dörpfeld, Blegen, Korfmann, and others, students will have an opportunity to learn more about the cultural and intellectual climate of the late 19th century to the current era.

      a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
      b. **If the course or some sections of the course may be technology delivered, explain why.**

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.** The 4000 level is appropriate for a course with significant reading, writing, and analytical requirements, and which provides intensive study of a specific chrono-geographic field.
3. **If the course is similar to an existing course or courses, justify its development and offering.**

      a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
      b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**
      The course is not similar to existing courses.

4. **Impact on Program(s):**

      a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** The course will be an approved elective for History and History (Teacher Certification) majors.
      b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**
      The course will be an approved elective for graduate students.
   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Lee E. Patterson, Bailey Young, and other qualified faculty.

 If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** There are no additional costs.

6

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

Sample texts:
Homer. 1997. *Iliad*. Trans. Stanley Lombardo. Hackett.
Latacz, Joachim. 2004. *Troy and Homer: Towards a Solution of an Old Mystery*. Oxford.
Wood, Michael. 1998. *In Search of the Trojan War*. U of California P.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 2/23/12

Date approved by the college curriculum committee: 4/4/12

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student Success Center	counseling center EASTERN ILLINOIS UNIVERSITY free, confidential services	Career Services	Disability Services
http://www.eiu.edu/~success/	http://www.eiu.edu/~counsctr/	http://www.eiu.edu/~careers/	http://www.eiu.edu/~disablty/
581-6696	**581-3413**	**581-2412**	**581-6583**