

Eastern Illinois University
New Course Proposal
HIS 4865, Alexander the Great

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: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HIS 4865
2. **Title (may not exceed 30 characters, including spaces):** Alexander the Great
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2013
7. **Course description:** Alexander the Great, king of Macedon in the fourth century BCE, became a living legend when he conquered the Persian Empire and extended Greek culture all the way to India. This course will investigate issues, questions, and controversies about the man and his times, beginning with the reign of his father Philip and ending with Alexander's legacy. (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:** ☒ 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): ☒ 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.)

☒ 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, events, and developments in the reigns of Philip and Alexander
- 2) examine and analyze primary texts in order to use texts as historical evidence
- 3) apply and synthesize information through short papers, term papers, exams, and other assignments in order to draw conclusions about key questions and problems regarding Alexander

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

- 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

- 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 (25%) | Exams (10%, 15%, 20%) |
|--|---------------------------|--------------------|------------------|-----------------------|
| 1) identify and describe major figures, events, and developments | x | x | x | x |
| 2) examine and analyze primary texts | x | x | x | x |
| 3) apply and synthesize information | x | x | x | x |

- Explain how the instructor will determine students' grades for the course:

Class participation, 15%; Short Papers, 15%; Term Paper, 25%; Exam 1, 10%; Exam 2, 15%; Final Exam, 20%

- For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- Describe how the integrity of student work will be assured:
- 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.):

- For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- course objectives;
- projects that require application and analysis of the course content; and
- separate methods of evaluation for undergraduate and graduate students.

Graduate students will identify, describe and analyze the major historiographic questions in the period of study, including standard methodologies in the field and the changing state of historical knowledge about Alexander and his times. 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 instance, a proper assessment of Plutarch as a source for Alexander requires a deeper understanding of the life and times of Plutarch himself. As a second-century CE Romanized Greek, Plutarch received an education heavy in rhetorical training. The need for rhetorical effects informs his often sensationalistic presentation, and graduate students will be required to apply such background information to a more nuanced analysis of the evidence in Plutarch for Alexander's intentions and achievements. 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 85% 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.

Unit I: Introduction and Background

Week 1

Introduction; Main Sources

Background on Greek and Macedonian History

Unit II: Philip II of Macedon

Week 2

Beginning of Reign to Peace of Philocrates

Peace of Philocrates to Battle of Chaeronea

Week 3

Common Peace to Assassination

Philip vs. Demosthenes

Unit III: Alexander the Great

Week 4

Early Years

Troy to Miletus

Week 5

Didyma to Gordium

Ancyra to Phoenicia (Battle of Issus)

Week 6

Tyre to Egypt

Oracle at Siwah (Alexander's Divinity)

Week 7

Alexander and Philip, Early Years, Alexander's Use of Myth

Gaugamela to Babylon (Final Confrontation with Darius)

Week 8

Susa to Persepolis

Hyrcania to Areia

Week 9

Drangiana to Hindu Kush

Bactria to Sogdiana (Alexander in Afghanistan)

Week 10

Sogdian Rock to Bactra

Bactra to Indus River valley

Week 11

Kabul to Nysa (Kinship Myth in India)

Hyphasis River to Persepolis (The Mutiny of Alexander's Army)

Week 12

Ecbatana to Babylon

Death of Alexander

Week 13

Alexander and the Unity of Mankind

The Divinity of Alexander

Unit IV: The Legacy of Alexander

Week 14

The *Alexander Romance*

Alexander in Jewish, Zoroastrian, and Muslim Culture

Week 15

Alexander in Medieval European Culture

Alexander on Film

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. The course is closely patterned on a special topics course (HIS 4775) taught at Eastern in the fall of 2009. In addition to surveying the historical Alexander, the course will also assess the legacy of Alexander in Muslim, Jewish, Zoroastrian, and medieval European sources, which remember Alexander in different ways. In comparing and contrasting the historical Alexander with cultural memory of Alexander, students will improve their ability to think critically about the past. The multinational and multidisciplinary nature of the evidence, both ancient and medieval provides an integrative experience for the students.

- 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.

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:

Arrian. 1976. *The Campaigns of Alexander*. Penguin.

Curtius Rufus. 1984. *The History of Alexander*. Penguin.

Diodorus Siculus. 1963. *Library of History*, Book 17. Harvard.

Plutarch. 1973. *The Age of Alexander*. Penguin.

Stoneman, Richard, ed. 1991. *The Greek Alexander Romance*. Penguin.

Worthington, Ian. 2004. *Alexander the Great: Man and God*. Longman.

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).

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