

Agenda Item #15-37  
Effective: Fall 2016

**13. Prerequisite(s):** none

**b. Minimum grade required for the prerequisite course(s)?** \_\_\_\_

**c. Use Banner coding to enforce prerequisite course(s)?** \_\_\_\_ Yes \_\_\_\_ No

**d. Who may waive prerequisite(s)?**

\_\_\_\_ No one \_\_\_\_ Chair \_\_\_\_ Instructor \_\_\_\_ Advisor \_\_\_\_ Other (specify)

**14. Co-requisite(s):** \_\_\_\_\_ none \_\_\_\_\_

**15. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:** \_all grad and undergrad honors\_

**b. Degrees, colleges, majors, levels, classes which may not take the course:** \_undergrad other than honors\_

**16. Repeat status:** \_\_x\_\_ May not be repeated \_\_\_\_ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** \_\_\_\_

**18. Grading methods:** \_\_x\_\_ Standard \_\_\_\_ CR/NC \_\_\_\_ Audit \_\_\_\_ ABC/NC

**19. Special grading provisions:**

\_\_\_\_ Grade for course will not count in a student's grade point average.

\_\_\_\_ Grade for course will not count in hours toward graduation.

\_\_\_\_ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

\_\_\_\_ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_ none \_\_\_\_\_

Course Fee \_\_x\_\_ No \_\_\_\_ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

\_\_\_\_ A community college course may be judged equivalent.

\_x\_ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. \_\_\_\_ Course is required for the major(s) of \_\_\_\_  
\_\_\_\_ Course is required for the minor(s) of \_\_\_\_  
\_\_\_\_ Course is required for the certificate program(s) of \_\_\_\_  
X\_ Course is used as an elective
2. **Rationale for proposal:** With this course our graduate students have another option to fulfill the “World” requirement of our MA program’s current United States/Europe/World schema. The importance of the Middle East today has yielded an increasing interest in the civilizations of Iran and neighboring regions that predate the Islamic era. This course will achieve several goals: it will enhance the program of those MA students who wish to specialize in Middle East studies; it will provide additional opportunities for exploring other fields such as archaeology (through readings concerning excavations at Susa, Persepolis, and so on); and it will provide valuable training in ancient historiography, which presents significant challenges given the usual paucity of sources and hazards of interpretation.
3. **Justifications for (answer N/A if not applicable)**  
Similarity to other courses: N/A  
Prerequisites: N/A  
Co-requisites: N/A  
Enrollment restrictions: N/A  
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**  
General education component: N/A  
Curriculum: N/A  
Instruction: N/A  
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**  
Online or hybrid delivery justification: N/A  
Instruction: N/A  
Integrity: N/A  
Interaction: N/A

## **Model Syllabus (Part II)**

Please include the following information:

1. **Course number and title**

## 2. Catalog description

This course surveys the history, institutions, religion, and culture of ancient Persia, focusing on the eras of the Achaemenids, the Arsacids, and the Sasanians. Topics will include internal political structures (king and nobility, etc.), the nature and function of Zoroastrianism (also Christianity in the Sasanian realm), historiographical questions concerning Iranian and non-Iranian (mostly Greek and Latin) sources, relations with non-Iranian civilizations, and Islamic-era legacies of ancient Persia.

## 3. Learning objectives.

By the end of this course, students will be able to:

1. identify and describe major figures, events, and developments, demonstrating significant command of the information (Goals 1-4)
2. examine and analyze primary evidence (texts, material remains, etc.), applying sophisticated critical ability (Goals 1-4)
3. apply and synthesize information, demonstrating a capacity for advanced research (Goals 1-4)

## 4. Course materials.

Main Textbooks:

Brosius, Maria. *The Persians: An Introduction*. London: Routledge, 2006.

Wiesehöfer, Josef. *Ancient Persia from 550 BC to 650 AD*. London: Tauris, 2001.

Ferdowsi. *Shahnameh: The Persian Book of Kings*. Trans. Dick Davis. New York: Penguin, 2016.

Other Required Readings:

Abdi, Kamyar. "Nationalism, Politics, and the Development of Archaeology in Iran." *AJA* 105.1 (2001): 51-76.

Álvarez-Mon, Javier. "Khuzestan in the Bronze Age." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 217-32.

Bosworth, A. B. "Alexander and the Iranians." *Journal of Hellenic Studies* 100 (1980): 1-21.

Boucharlat, Rémy. "Southwestern Iran in the Achaemenid Period." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 503-27.

Brosius, Maria. "Alexander and the Persians." *Brill's Companion to Alexander the Great*. Ed. J. Roisman. Leiden: Brill, 2003. 169-93.

Brosius, Maria. "Greek Sources on Achaemenid Iran." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 658-68.

Edwell, Peter. "Sasanian Interactions with Rome and Byzantium." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 840-55.

Grigor, Talinn. "Recultivating 'Good Taste': The Early Pahlavi Modernists and Their Society for National Heritage." *Iranian Studies* 37.1 (2004): 17-45.

Grigor, Talinn. "Preserving the Antique Modern: Persepolis '71.'" *Future Anterior: Journal of Historic Preservation, History, Theory, and Criticism* 2.1 (2005): 22-29.

Hauser, Stefan R. "The Arsacids (Parthians)." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 728-50.

Hutter, Manfred. "Manichaeism in the Early Sasanian Empire." *Numen* 40.1 (1993): 2-15.

Isaac, Benjamin. *The Invention of Racism in Classical Antiquity*. Princeton: Princeton University Press, 2004. [selections]

- Kosmin, Paul J. "Alexander the Great and the Seleucids in Iran." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 671-89.
- McDonough, Scott. "Were the Sasanians Barbarians? Roman Writers on the 'Empire of the Persians.'" *Romans, Barbarians, and the Transformation of the Roman World: Cultural Interaction and the Creation of Identity in Late Antiquity*. Eds. Ralph W. Mathisen and Danuta Shanzer. Farnham, UK: Ashgate, 2011. 55-65.
- Patterson, Lee E. "Minority Religions in the Sasanian Empire: Suppression, Integration, and Relations with Rome." *Sasanian Persia: Between Rome and the Steppes of Eurasia*. Ed. Eberhard Sauer. Edinburgh Studies in Ancient Persia. Edinburgh University Press. (forthcoming)
- Radner, Karen. "Assyria and the Medes." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 442-56.
- Shayegan, M. Rahim. "Sasanian Political Ideology." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 805-13.
- Waters, Matthew. "Elam, Assyria, and Babylonia in the Early First Millennium BC." *The Oxford Handbook of Ancient Iran*. Ed. D. T. Potts. Oxford: Oxford University Press, 2013. 478-92.

## **5. Weekly outline of content.**

Unit I: The Pre-Achaemenid Periods

Week 1: Introduction of Content and Methods; Ancient Near East Context

Week 2: Elamites and Medes; Rise of Cyrus

Readings: Álvarez-Mon, Boucharlat, Radner, Waters

Unit II: The Achaemenid Period

Week 3: History of Greece and Achaemenid Persia before Alexander; Greek Context

Readings: Brosius pp. 6-32, Isaac pp. 257-303

Week 4: Society and Culture of Achaemenid Persia; Perceptions of Greeks

Readings: Brosius pp. 32-63, Brosius 2013, Wiesehöfer pp. 7-93

Week 5: Religion in Achaemenid Persia; Alexander and the Seleucids in Persia

Readings: Bosworth, Brosius pp. 63-78, Brosius 2003, Kosmin, Wiesehöfer pp. 94-114

Unit III: The Arsacid (Parthian) Period

Week 7: Parthian History; Roman Context (95 BCE to 224 CE)

Readings: Brosius pp. 79-101

Week 8: Society and Culture of the Parthians; Perceptions of Romans

Readings: Brosius pp. 101-38, Hauser, Isaac pp. 371-80, Wiesehöfer pp. 117-49

Unit IV: The Sasanian Period

Week 9: Sasanian History; Roman Context (224-650)

Readings: Brosius pp. 139-59, Edwell

Week 10: Society and Culture of Sasanian Persia; Perceptions of Romans

Readings: Brosius pp. 159-87, 196-200, McDonough, Shayegan, Wiesehöfer pp. 153-99

Week 11: Religion in Sasanian Realm

Readings: Brosius pp. 187-96, Hutter, Patterson, Wiesehöfer pp. 199-216

Unit V: Legacies and Conclusions

Week 14: Ferdowsi and Memories of Ancient Persia in Medieval Iran; Memories of Ancient Persia in Modern Iran

Readings: Ferdowsi (selections), Abdi, Grigor 2004, Grigor 2005

Week 15: Paper Workshop and Presentations

Week 16: Final Project due

**6. Assignments and evaluation, including weights for final course grade.**

Participation: 10% [daily engagement in class discussions]

Student Reports: 15% [presentation on selected topics]

Paper Reports: 10% [presentation summarizing paper findings]

Short Papers (3): 30% [4-6 page papers on selected topics]

Term Paper: 35% [20-25 page research paper]

**7. Grading scale.**

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60% = F

**8. Correlation of learning objectives to assignments and evaluation.**

<b>Learning Objectives</b>	<b>Participation (10%)</b>	<b>Student Reports (15%)</b>	<b>Paper Reports (10%)</b>	<b>Short Papers (30%)</b>	<b>Term Paper (35%)</b>
1) identify and describe major figures, events, and developments	x	x	x	x	x
2) examine and analyze primary sources	x	x	x	x	x
3) apply and synthesize information	x	x	x	x	x

**Date approved by the department or school: History Curriculum Committee Approval, 10-5-15**

**Date approved by the college curriculum committee:**

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

**Date approved by CAA: 11/04/2015 CGS: 11/17/2015**