Eastern Illinois University
New Course Proposal
HIS 3140, Ancient Greece

Please check one: ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  HIS 3140
2. Title (may not exceed 30 characters, including spaces):  Ancient Greece
3. Long title, if any (may not exceed 100 characters, including spaces):  Ancient Greece
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:  2010
7. Course description (not to exceed four lines):  The course surveys the history, culture, literature, and institutions of Ancient Greece, beginning with the Mycenaean period and finishing with the coming of the Romans. The course will investigate the major political, cultural, and economic changes in the Greek world. (NUS)
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course): none
   b. 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
   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 to a maximum of  hours or  times.
   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  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☑ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research
   ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: Students will 1) identify and describe major figures, events, and developments in the Greek world, 2) examine and analyze classical texts.

   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
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity
      N/A

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: Objective 1: reading assignments on the sources listed below. Objective 2: a term paper on a topic to be improved by the instructor, essay portions on the exams, short reaction papers and journals, an oral presentation on the influence of the Greek world, in-class discussions and debates about issues and questions arising from readings of classical texts.

3. Explain how the instructor will determine students’ grades for the course: Class participation, 15%; Oral Presentation, 10%; Journals/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.
      N/A

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; Sources; Bronze Age; Minoans

**Week 2**
Mycenaean; Trojan War

**Week 3**
The Dark Ages, Homer

**Week 4**
Archaic Period: Rise of the Polis; Tyranny; Colonization

**Week 5**
Early Sparta; Early Athens

**Week 6**
Exam #1; Persian Wars: Early Persia, Herodotus; Ionian Revolt, Marathon

**Week 7**
Persian Wars: The Coming of Xerxes; Thermopylae

**Week 8**
Persian Wars: Salamis, Plataea; Golden Age of Athens

**Week 9**
Life in Periclean Athens; Peloponnesian War

**Week 10**
Peloponnesian War

**Week 11**
Exam #2; Aftermath of the Peloponnesian War; Trial of Socrates

**Week 12**
Fourth Century; Philip of Macedon

**Week 13**
Philip of Macedon; Alexander the Great

**Week 14**
Alexander the Great; Hellenistic Period

**Week 15**
Student Presentations

PART IV: PURPOSE AND NEED

1. **Explain the department’s rationale for developing and proposing the course.** This course investigates a critical period in world history, and provokes a reassessment of a culture often seen as one of the foundations of Western civilization. It is an integral part of the history curriculum that is currently missing. Both history majors and non-majors have repeatedly requested courses in this subfield, and demand is expected to be high.
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 3000 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.

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.

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 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:
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: 12/12/09 (curriculum committee), 1/14/10 (chair)

Date approved by the college curriculum committee: 1/27/10

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

Date approved by CAA: 2/18/10

*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).