Term Information

Effective Term   Spring 2024
Previous Value   *Autumn 2022*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL approval to the course.

What is the rationale for the proposed change(s)?

The instructor is planning to regularly offer this course online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3211
Course Title	Classical Greece
Transcript Abbreviation	Classical Greece
Course Description	Survey of Greek history during the Classical era (480-320 BC).
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
Previous Value	*No, Greater or equal to 50% at a distance*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
Previous Value	*Prereq or concur: English 1110.xx, or permission of instructor.*
Exclusions	
Previous Value	Not open to students with credit for 501.02.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Historical Study; Historical and Cultural Studies
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Students will gain an understanding of the political and cultural developments during the time of the polis, or city-state, in its maturity.
	• Students will understand the interplay between politics and culture, and how forms of cultural expression and social behavior change according to political circumstances.
	• Students will understand how ancient Greece has influenced the modern world.
	• Students will gain an understanding of historical method with reference to the interpretation of written and material evidence from an ancient civilization.
Content Topic List	• Politics
	• Warfare
	• Art
	• Architecture
	• Literature
	• Religion
	• Family and social life
	• Gender roles
	• Work

Sought Concurrence
Previous Value

No

Attachments

- 3211 DL Cover Sheet (Anderson) 1.pdf: DL Cover Sheet

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- his.3211.sp23.syllabus.docx: Syllabus - InPerson

  (Syllabus. Owner: Getson,Jennifer L.)

- 3211 Syllabus DL (Anderson) REVISED 9.25.2023.pdf: Syllabus - DL (REVISED)

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

- Uploaded Revised Syllabus in response to committee feedback. *(by Getson,Jennifer L. on 09/25/2023 05:43 PM)*

- 09-13-2023 - Error in syllabus upload, please upload correct syllabus for DL review. RLS

  Please see feedback email sent 09-25-2023 *(by Steele,Rachel Lea on 09/25/2023 01:21 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	09/05/2023 04:31 PM	Submitted for Approval
Approved	Soland,Birgitte	09/05/2023 10:25 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/06/2023 09:16 AM	College Approval
Revision Requested	Steele,Rachel Lea	09/13/2023 11:59 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	09/13/2023 01:11 PM	Submitted for Approval
Approved	Soland,Birgitte	09/13/2023 09:59 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/14/2023 12:04 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/25/2023 01:21 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	09/25/2023 05:43 PM	Submitted for Approval
Approved	Soland,Birgitte	09/25/2023 07:33 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/27/2023 04:44 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/27/2023 04:44 PM	ASCCAO Approval

Syllabus

History/3211

Classical Greece

Spring 2021

3 Credit Hours

Online, Asynchronous

Course overview

Instructor

- Greg Anderson
- 271 Dulles Hall
- Anderson.1381@osu.edu
- Office Hours
  - "Office hours": email anytime for quickest response; available for ZOOM or phone consultation Fridays, 1-5pm (or by appt.)

Course description

This is an asynchronous online class, the second half of a two-course sequence on the history of ancient Greece. The first course (History 3210) explores developments in the Greek world from the Neolithic era to the end of the Archaic age (ca. 7000-480 BC). The second course (History 3211) focuses on the history and culture of the Classical age (ca. 480-320 BC), the "Golden Age" of ancient Greece. Major topics addressed include: Athenian democracy; the cataclysmic Peloponnesian War between Athens and Sparta (431-404 BC); the rise of Macedon and Alexander the Great; tragedy and comedy; art and architecture; and philosophy. The class places particular

emphasis on engagement with original ancient sources and on trying to see Greek experience through the eyes of the Greeks themselves.

Course expected learning outcomes

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

- Explore political and cultural developments during the time when that distinctive form of Greek political organization known as the *polis*, or city-state, can be said to have reached its maturity. Focus on developments in Athens, the most influential *polis*.
- Explore interplay between politics and culture, observing how forms of cultural expression and social behavior change according to political circumstances.
- Enhance our understanding of ancient Greece through comparison of its various political and cultural features with those of other times and places we know, especially the modern world.
- Think about how ancient Greece has influenced the modern world.
- Learn something of historical method, especially with reference to the interpretation of written and material evidence from an ancient civilization.

General education goals and expected learning outcomes

Legacy General Education: Historical Studies

As part of the Historical Studies category of the Legacy General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals
- Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

- Students construct an integrated perspective on history and the factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

The course aims to achieve these goals and outcomes by taking a fully integrated synoptic approach to the history of classical Greece, exploring interrelations between the political, social, economic, cultural, and religious dimensions of ancient experience. In so doing, it covers multiple Greek innovations in politics, rhetoric, art, architecture, literature, science, and philosophy which most today believe have helped to shape modern western experience. To meet the expected outcomes, the course also continually emphasizes comparative historical thinking, considering the similarities and differences between ancient and modern counterpart phenomena, e.g., religion, democracy, gender regimes, domestic life, legal practices. And all through the course we read a wide range of ancient sources, including works of philosophy, tragedy, comedy, oratory, and history. This helps us not only to see how past communities made sense of their own experience, but also to contrast how they saw their world with how modern historians typically view that same world, inviting us then to explore and explain the differences between the two. Finally, this constant two-way perspective also makes it possible to consider what the ancient Greeks might make of our modern world, to see ourselves through their eyes, a valuable critical exercise in itself.

New General Education: Historical and Cultural Studies

As part of the Historical and Cultural Studies category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals

- Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes

- Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.

The course meets these goals and outcomes by examining a full range of evidence for ancient life, including a variety of literary sources and inscriptions, painted vases, sculptures, domestic artifacts, buildings and monuments, and settlement sites. This comprehensive survey of the ancient evidence will not only introduce students to the ways that historians extract data from written and archaeological records. It also allows us to take a fully integrated synoptic approach to the history of classical Greece, exploring interrelations between the political, social, economic, cultural, and religious dimensions of ancient Greek experience. Along the way, students will also be introduced to modern scholarly ways of understanding the Greeks and their way of life. They are encouraged to consider the strengths and weaknesses of different approaches. And they are also encouraged to consider how and why the Greeks themselves might write their own history somewhat differently from the way modern scholars see it. An issue of contemporary resonance that is raised regularly throughout the course is the nature and value of democracy as a mode of societal organization. The class explores in depth the differences between ancient and modern forms of democracy, and it continually invites students to think critically about the modern version and how it might be modified or improved to become more equitable and inclusive.

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How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This is a completely asynchronous online course. Everything for it will be uploaded to the course's Carmen site. Typically, there will be materials for two lectures presented every week (Monday-Sunday), just like in an in-person class. Exceptions are Week One, which just has one lecture, and Week Nine, which has no lectures, since it is given over to the Midterm Exam. There will be materials for 25 lectures in all, spread over fourteen weeks. Since quite a lot of history has already occurred in the Greek World before the classical era (ca. 480-320 BC), the time period of our course, the first couple of weeks will be spent going over pre-classical developments (this material will NOT be on the Midterm Exam!).

For all 25 lectures there will be a video lecture by the professor that usually lasts around 40-50 minutes, where PowerPoint slides are used to show maps, ancient sites and buildings, sculptures, etc. All files of the Powerpoint slides for each lecture will also be uploaded to the course site. For those who prefer reading materials, there will also be a pdf transcript of full notes for each lecture, including references to texts of the original source passages that we are reading for the class where appropriate. The video lectures and transcripts contain everything students need to know for the two exams.

Finally, for every lecture there will also be a short quiz which students must complete to mark their "attendance" of the class.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading ancient sources, taking quizzes, and assignment preparation, for example) to receive a grade of (C) average.

Participation requirements

Because this is an online course, student attendance is based on online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Students will be expected to participate in online activities AT LEAST TWICE PER WEEK

For attendance purposes, each week there will be short online quizzes to complete, one each for the week's two lectures

Students will also be required to participate in discussions on six different assigned topics during the course of the semester, offering both a response and a comment for each one.

If students have a situation that might cause them to miss an entire week of class, they should discuss it with me as soon as possible. Their attendance and participation grades depend on their logging in twice a week, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through lecture quizzes, participation in online discussion topics, exams and the final paper.

Office hours and live sessions (optional)

The only "live" events will be office hours, which will be optional and by arrangement or on Fridays between 1pm and 5 pm with the instructor over Zoom.

Course communication guidelines

The following are my expectations for how we should communicate as a class in discussions and in correspondence. Above all, please remember to be respectful and thoughtful.

Writing style

While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

Tone and civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Critique ideas, not people. Remember that sarcasm doesn't always come across online.

Citing your sources

When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Protecting and saving your work

Consider composing your academic posts in Microsoft Word or a note-taking app, where you can save your work, and then copying into the Carmen discussion.

Course materials and technologies

Textbooks

Required

- Morris and B. Powell, The Greeks: History, Culture, and Society (Prentice Hall, 2010)
- Thucydides, *History of the Peloponnesian War* (Penguin Classics, 1972).
- Readings from ancient texts, available on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Zoom for office hours (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Lecture Quizzes	10%
Discussion Posts	20%
Midterm Exam	25%
Final Exam	25%
Term Paper	20%
Total	**100%**

Description of major course assignments

Assignment #1 – Lecture Quizzes

o **Description**

For every lecture, there will also be a very brief quiz assignment (usually three very short, factual questions) which you must take just to show that you have "attended" each one. Scores on the quizzes will form the "Attendance" portion of the final grade. So for each lecture, simply read the transcript, watch the video, and answer the quiz questions, then you are done!

o **Academic integrity and collaboration guidelines**

You must complete the quizzes by yourself, without any external help or communication. The quizzes are not timed and are open-book and open-note, so you may consult your materials during the quiz.

Assignment #2 – Discussion Posts

o **Description**

During the course, there will be discussion of six topics, aligned with the subject matter covered in lectures: democracy ancient and modern; Greek philosophy; classical Greek art and architecture; Greek tragedy and comedy; the Peloponnesian War; legal practices ancient and modern. For these purposes you will work in small groups—10 groups of six people. For each topic, members of groups will take it in turns to lead the discussion by specifying a discussion question that pertains to the topic. All group members will then be expected both to submit one response to the question and one comment on the response of another students. By the end of the semester, every student will have led discussion on one topic, and submitted six responses and six comments on the responses of others.

o **Academic integrity and collaboration guidelines**

Like all other written assignments, your discussion posts should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Assignment #3 – Exams

- ○ **Description**

There are two exams for the course, a Midterm and a Final. Detailed instructions for both will be published on the course site at the start of the course. The Midterm will test you on materials covered in the first half of the course; the Final will only test you on materials covered in the second half. Exams can be taken anytime during the weeks they are offered. They will be open-book and timed to last 1 hour 45 minutes. You will only be tested on materials covered in the lecture videos and lecture notes. Exam questions will mostly be short and factual. The formats for both will be identical: 10 multiple choice; 10 true or false; 4 passages from ancient sources we have read, with usually five short questions on each one; short essay on one of three possible topics. There will be a chance for a small amount of extra credit (up to 6% further added to exam score) if you do two essays.

- ○ **Academic integrity and collaboration guidelines**

Your exam answers should be your own original work and you are not permitted to discuss them with your classmates. The exams will be open book, so you can use your notes, but they will be timed. "TurnItIn," the Carmen tool intended to help you avoid plagiarism, will be used on the essay answers.

Assignment #4 – Term Paper

○ **Description**

Detailed and very clear instructions for the the term paper will provided from start of the course, even though it will not be due until the very end of the semester. You will have six broad topics to choose from. As an alternative, you can do a topic of your own design, so long as you clear it with me first. The required length of the paper is not long (minimum 5 double-spaced pages; no maximum). You are not required to research further materials beyond those used in the course, but credit will be given for productive use of legitimate sources, ancient and modern, whether they are found in the library or online.

○ **Academic integrity and collaboration guidelines**

Like other written assignments, your term paper should be your own original work. You should follow the Chicago Manual of Style to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Late assignments

All course assignments (quizzes, discussion contributions, exams, and paper) must be completed to pass the course. Penalties (usually 1% of final score for assignment per day late) will be issued for late submissions.

Grading Scale

- 93-100: A
- 90-92: A−

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- 87-89: B+
- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

All written assignments will be returned with scores and comments explaining those scores. For shorter assignments (lecture quizzes and discussion contributions), students will receive scores and feedback within 48 hours. For longer assignments, they will receive scores and feedback within 72 hours. ny student is free at any time to contact me by email to arrange a Zoom meeting to discuss scores and feedback.

Grading and feedback

Lecture quizzes: scores/feedback within 48 hours

Discussion contributions: scores/feedback within 48 hours

Exams: scores/feedback within 72 hours

Paper: scores/feedback within 72 hours

Preferred contact method

Students can contact me anytime for any reason through email. Except under extraordinary cicumstances, I will always respond to messages within 24 hours, often within an hour.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national

origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services

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to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

[Readings key: MP = Morris and Powell; R = Readings on Carmen; T = Thucydides]

WEEK ONE (1/8-1/14)

Lecture 1: Course Introduction—Summary, Themes, Aims

No assigned readings

WEEK TWO (1/15-1/21)

Lecture 2: Preliminaries and Beginnings

Readings: Introduction to Greek world; Bronze Age Greece [MP 1-11; 41-92]

Lecture 3: Pre-Classical Greece from Palace to *Polis*

Readings: End of the Bronze Age; Dark Age [MP 93-149]

WEEK THREE (1/22-1/28)

Lecture 4: Greece in the Archaic Period, ca. 700-480 BC

Readings: Archaic Greece [MP 150-197, 225-272]

Lecture 5: Athenian Democracy

Readings: Formation of Athenian democracy [MP 273-85]

WEEK FOUR (1/29-2/4)

Lecture 6: The Athenian Empire

Readings: Growth of the Athenian empire [MP 198-24]

Lecture 7: Economy and Demography in the Fifth Century

Readings: Economy and demography in Aegean world [MP 12-27]

WEEK FIVE (2/5-2/11)

Lecture 8: The Greek Household (*oikos*)

Readings: Family and household [MP 28-40]

Lecture 9: Pre-Socratic Greek Philosophy

Readings: R1; Early Greek philosophy [MP 174-80, 293-99]

WEEK SIX (2/12-2/18)

Lecture 10: Greek Art and Architecture

Readings: Art and architecture [MP 183-96; 299-316]

Lecture 11: Introduction to Athenian Drama

Readings: Athenian tragedy and comedy [MP 317-331]

WEEK SEVEN (2/19-2/25)

Lecture 12: Sophocles, *Antigone*

Readings: R2

Lecture 13: Aristophanes, *Lysistrata*

Readings: R3

WEEK EIGHT (2/26-3/3)

Lecture 14: The Build-Up to the Peloponnesian War, 478-432 BC

Readings: Pericles pushes Athens towards war [T 1.139-146]; immediate causes of the war [MP 290-92]; overview of the war [MP 337-68];

Lecture 15: The Outbreak of the War, 431 BC

Readings: Thucydides and his "methods" [T 1.1-23]; evacuation of Attica [T 2.13-17]; Pericles' funeral oration [T 2.34-46]

WEEK NINE (3/4-3/10)

Midterm Exam/No Lecture

SPRING BREAK (3/11-3/17)

WEEK TEN (3/18-3/24)

Lecture 16: The Story of the Peloponnesian War, 431-418 BC

Readings: Plague in Athens [T 2.47-55]; The policy of Pericles [T 2.56-65]; Mytilenian debate [T 3.35-50]; Amphipolis, peace of Nicias [T 5.1-   26]

Lecture 17: The Story of the Peloponnesian War, 418-415 BC

Readings: Melian dialogue [T 5.84-116]; voting for the Sicilian expedition [T 6.1-32]

WEEK ELEVEN (3/25-3/31)

Lecture 18: The Story of the Peloponnesian War, 415-413 BC

Readings: Athenian strategy [T 6.42-52]; Alcibiades recalled [T 6.53-61]; Alcibiades in Sparta [T 6.88-93]; Spartans fortify Decelea [T 7.27-28]; Athenian defeat in Sicily [T 7.42-87]

Lecture 19: The Story of the Peloponnesian War, 412-406 BC

Readings: Reaction in Athens [T 8.1-5] Athenian recovery [MP 356-62]

WEEK TWELVE (4/1-4/7)

Lecture 20: The End of the War and its Aftermath, 406-403 BC

Readings: Xenophon on Athenian defeat, surrender, and the 30 tyrants [R4]

Lecture 21: The Life and Death of Socrates

Readings: Socrates and Plato [R5; MP 297-99, 365-68; 395-405]

WEEK THIRTEEN (4/8-4/14)

Lecture 22: The Athenian Lawcourts

Readings: Lysias, *On the Murder of Eratoshenes* [R5]

Lecture 23: The Contest for Hegemony in the Greek World

Readings: On Spartan and Theban hegemonies [MP 369-85;]

WEEK FOURTEEN (4/15-4/21)

Lecture 24: The Rise of Macedon and Philip II

Readings: Philip II and the expansion of Macedonian power [MP 406-18]

Lecture 25: Alexander the Great

Readings: The extraordinary life and career of Alexander the Great [MP 418-44]

4/15-5/1: Final Exam available online

4/29 (graduating); 5/1 (non-graduating): Final exam due

4/29 (graduating); 5/1 (non-graduating): Term paper due

CLASSICAL GREECE
History 3211
Spring 2023

Dr. Greg Anderson
271 Dulles Hall
anderson.1381@osu.edu
Office hours: Th. 12.30-2/Zoom/appt.

Course Description

    This is the second half of a two-course sequence on the history of ancient Greece. The first course (History 3210) explores developments in the Greek world from the Neolithic era to the end of the Archaic age (ca. 7000-480 BC). The second course (History 3211) focuses on the history and culture of the Classical age (ca. 480-320 BC), the "Golden Age" of ancient Greece. Major topics addressed include: Athenian democracy; the cataclysmic Peloponnesian War between Athens and Sparta (431-404 BC); the rise of Macedon and Alexander the Great; tragedy and comedy; art and architecture; and philosophy. The class places particular emphasis on engagement with original ancient sources and on trying to see Greek experience through the eyes of the Greeks themselves.

Course Objectives

- Explore political and cultural developments during the time when that distinctive form of Greek political organization known as the *polis*, or city-state, can be said to have reached its maturity. Focus on developments in Athens, the most influential *polis*.
- Explore interplay between politics and culture, observing how forms of cultural expression and social behavior change according to political circumstances.
- Enhance our understanding of ancient Greece through comparison of its various political and cultural features with those of other times and places we know, especially the modern world.
- Think about how ancient Greece has influenced the modern world.
- Learn something of historical method, especially with reference to the interpretation of written and material evidence from an ancient civilization.
- The course meets the requirements for a GE Historical Study course.

GE Foundations: Historical and Cultural Studies

Goal
Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people

Expected Learning Outcomes
Successful students are able to:

- Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas
- Use methods and theories of historical enquiry to describe and analyze the origin of at least one selected contemporary issue

- Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors
- Evaluate social and ethical implications in historical studies

Requirements/Grades
Midterm Exam (3/9) = 30%
Final Exam (5/1) = 30%
Term Paper (due in class 4/20) = 30%
Attendance = 10%
[93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; etc.]

Attendance Policy
More than 3 unexcused absences, you cannot score A for attendance
More than 6 unexcused absences, you cannot score A/B for attendance
More than 9 unexcused absences, you fail the course

Course Texts
Thucydides, *History of the Peloponnesian War* (Penguin Classics, 1972) [REQUIRED]
Readings from text book and ancient sources available on Carmen.

COURSE SYLLABUS
[Readings key: MP = Morris and Powell (see Carmen); R = Ancient source readings on Carmen; T = Thucydides
Note: MP readings are recommended but NOT required; R and T readings ARE required**]**

I. Background to Classical Greek History

January 10   **Lecture One**
              Course Introduction: Summary, Themes, Aims
              [MP 1-11]
              - Why study the ancient Greeks in the 21st century?

January 12   **Lecture Two**
              Preliminaries and Beginnings
              [MP 41-92]
              - How do we know what we know about the ancient Greeks?
              - What was "Greece" in antiquity?

- The Greek *polis* (self-governing community)
- Greece in the Neolithic and Bronze Ages (7000-1100 BC)

January 17   **Lecture Three**
Pre-Classical Greece from Palace to *Polis*
[MP 93-149]
- End of the Bronze Age and palace-centered ecologies
- Diminished societal complexity in the Dark Age
- Eight-century "revolution"
- Formation of self-governing *polis* communities

January 19   **Lecture Four**
Greece in the Archaic Period, 700-480 BC
[MP 150-97; 225-72]
- The Greek diaspora across the Mediterranean world
- Early forms of *polis* government
- Near eastern influences on *polis* life
- Innovations in art, architecture, literature, philosophy, and other areas

II. The Conditions of Life in Fifth-Century Greece

January 24   **Lecture Five**
Athenian *demokratia*
[MP 273-85]
- Demos of the Athenians manages its own life and well-being
- Assembly meetings to determine laws and policies for *polis* as whole
- Council of 500 sets agenda for assembly meetings
- Demes and tribes
- De facto leadership
- Ostracism

January 26   **Lecture Six**
The Athenian Empire
[MP 198-24]
- The Persian Wars (480-479) and their aftermath
- Formation of the Delian League
- From coalition of the willing to imperial rule
- Colossal Athenian revenues from annual tribute payment
- How the Athenians controlled their subjects

January 31   **Lecture Seven**
Economy and Demography in the Fifth Century
[MP 12-27]
- Economic impacts of empire on Athens and the Aegean world

- Rise of Piraeus as port of Athens
- Demographic characteristics of Greek *polis* communities
- Population numbers
- Uneven distribution of wealth among Athenian households

February 2   **Lecture Eight**
The Greek Household (*oikos*)
[MP 28-40]
- Why Athenians accepted major inequalities among families
- The *oikos* or 'household', the basic unit of a *polis*
- Marriage and inheritance
- Roles of males and females
- Slavery

February 7   **Lecture Nine**
Pre-Socratic Greek Philosophy
[R1: Empedocles, Anaxagoras, Democritus, Protagoras; MP 174-80, 293-99]
- Ionian physicists/"monists"
- Eleatics
- Pluralists: Empedocles; Anaxagoras; Democritus
- Sophists: Protagoras

February 9   **Lecture Ten**
Greek Art and Architecture
[MP 183-96; 299-316]
- Vase-painting
- Sculpture
- Temple architecture

February 14   **Lecture Eleven**
Introduction to Athenian Drama
[MP 317-331]
- Festivals of Dionysus
- Conditions of performance
- Stage conventions
- The three great tragedians
- Tragedies about the House of Oedipus

February 16   **Lecture Twelve**
Sophocles' *Antigone*
[R2: Sophocles' *Antigone*]
- Background stories about family of Oedipus
- Plot, characters, and themes
- "Lessons" of the play

February 21 **NO CLASS**

February 23 **Lecture Thirteen**
Aristophanes' *Lysistrata*
[R3: Aristophanes' *Lysistrata*]
- Context, plots, storylines, and humor in Athenian Old Comedy
- Historical context of the first performance of *Lysistrata* in 411 BC
- Characters, plot, and themes of *Lysistrata*

III. The Peloponnesian War (431-404 BC)

February 28 **Lecture Fourteen**
The Build-Up to the Peloponnesian War, 478-432 BC
[T 1.139-146; MP 290-92, 337-68]
- Pericles and the "First Peloponnesian War" (461-446 BC)
- The Long Walls and Athenian "islander" strategy
- The Thirty Years' Peace (446 BC)
- Escalating tensions over incidents with Corcyra, Megara, Potidaea (435-432)
- Peloponnesian League issues ultimatum
- Pericles urges war

March 2 **Lecture Fifteen**
The Outbreak of the War (431 BC)
[T. 1.1-23; 2.13-17; 2.34-46]]
- Thucydides and his methods
- Spartans invade Attica and Athenians evacuate countryside
- Pericles' funeral oration

March 7 **No Class: Personal Review for Midterm Exam**

March 9 **Midterm Exam**

March 14 **Spring Break**

March 16 **Spring Break**

March 21 **Lecture Sixteen**
The Story of the Peloponnesian War, 431-418 BC
[T 2.47-55; 2.56-65; 3.35-50; 5.1-26]
- Plague in Athens
- Overview of the Peloponnesian War
- Cleon and the Mytilenian Debate
- Atrocities in Corcyra
- Athenian victory at Pylos (425 BC)

- Spartan victory at Amphipolis (422 BC)
- The Peace of Nicias (421 BC)

March 23   **Lecture Seventeen**
The Story of the Peloponnesian War, 418-415 BC
[T 5.84-116; 6.1-32]
- Peace unravels
- The Melian Dialogue
- Alcibiades and the vote for the Sicilian Expedition
- The mutilation of the Herms
- The ill-fated expedition departs

March 28   **Lecture Eighteen**
The Story of the Peloponnesian War, 415-413 BC
[T 6.42-52; 6.53-61; 6.88-93; 7.27-28; 7.42-87]
- Alcibiades recalled to Athens and defects to Sparta
- Alcibiades addresses the Spartan assembly
- Spartans establish base at Decelea in Attica
- Catastrophic defeat for the Athenians in Sicily

March 30   **Lecture Nineteen**
The Story of the Peloponnesian War, 412-406 BC
[T 8.1-5; MP 356-62]
- Reaction in Athens to the defeat
- Emergency measures and the oligarchy of 400
- Alcibiades negotiates a return to the Athenian side
- Restoration of Athenian *demokratia*
- Aggressive recovery by the Athenian fleet under Thrasybulus and Alcibiades
- Alcibiades returns in triumph to Athens (407 BC)
- Lysander and the Spartan alliance with Persians (407 BC)
- Alcibiades and fleet defeated at Notium (406 BC)

April 4   **Lecture Twenty**
The End of the War and its Aftermath, 406-403 BC
[R4: Xenophon]
- Athenian victory at Arginusae (406 BC)
- Spartans decisively defeat Athenians at Aegospotami (405 BC)
- Athenians negotiate surrender (404 BC)
- Vicious regime of the Thirty Tyrants in Athens (404-403 BC)
- Restoration of Athenian *demokratia* (403 BC)

IV. Athens in the Fourth Century BC

April 6   **Lecture Twenty One**

The Life and Death of Socrates
[R5: Socrates texts; MP 297-99; 365-68; 395-405]
- The enigmatic character of Socrates
- His *elenchus* method
- Argues against Protagoras for absolute universal truth
- His trial and defense speech
- His imprisonment and death by hemlock

April 11   **Lecture Twenty Two**
The Athenian Lawcourts
[R5: Lysias speech *On the Murder of Eratosthenes*]
- Courts and procedures in Athens
- Differences between Athenian and modern US legal practices
- Lysias, *On the Murder of Eratosthenes*

April 13   **Lecture Twenty Three**
The Contest for Hegemony in the Greek World
[MP 369-85]
- The Spartan hegemony under Lysander and Agesilaus (404-371 BC)
- The Corinthian War and King's Peace (395-386 BC)
- Spartan-imposed oligarchy in Thebes
- Liberation of Thebes and reforms of Epaminondas
- Thebans defeat Spartans at Leuctra (371 BC)
- Theban hegemony ended at Mantinea (362 BC)

April 18   **Lecture Twenty Four**
The Rise of Macedon and Philip II (359-336 BC)
 [MP 406-18]]
- Philip II unifies and consolidates kingdom of Macedon
- New Macedonian infantry phalanx
- Philip progressively dominates all of northern Greece
- Peace of Phlocrates (346 BC)
- Philip defeats Athenians and Thebans at Chaeronea (338 BC)

April 20   **Lecture Twenty Five**
Alexander the Great (336-323 BC)
 [MP 418-44]
- Assassination of Philip II (336 BC)
- Alexander inherits mission to take vengeance on Persian empire
- Alexander's great campaign (334-323 BC)
- Death of Alexander and fragmentation of his empire
- TERM PAPER DUE IN CLASS

May 1   **Final Exam** (10-11.45pm)

Policies and Support

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487)." For additional information, see the [Code of Student Conduct](.).

Student Life Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; [slds.osu.edu](.); 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](.) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or it you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline at 614-221-5445 / 1-800-273-8255; or text 4hope to 741741, or visit [suicidepreventionlifeline.org](.).

Sexual Misconduct

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix@osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status,

which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Grievances

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the History department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the History department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/) and the Office of Student Life: Student Advocacy Center (https://advocacy.osu.edu/academic-enrollment/grade-grievance/).

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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