Alexander the Great is a name often associated with conquest, in part because he started out as the ruler of a relatively small but powerful kingdom north of Greece, and in his short life (he died at the age of thirty-three) he carved out one of the largest empires in history. He conquered Greece, the Holy Land, Egypt, Persia and into India! In fact, in battle Alexander was never defeated. However, Alexander had an enormous influence on the Ancient World that goes far beyond his military exploits, as impressive as they may be. The Mediterranean was a culturally diverse region during the fourth century BCE, containing numerous societies, some of which (like Egypt) were thousands of years old, while others had only recently been established (Greek cities in the Western Mediterranean, for example). Interestingly, in his person Alexander embodied two of the dominant regional cultures, Greek and Persian. Alexander’s Macedonian kingdom lay to the north of the ancient Greek city-states of Athens and Sparta, and, therefore, Greek culture was a major influence there. However, the Persians were in Macedonia in the decades before his reign, and Alexander and his immediate ancestors also understood and respected Persian cultural values. As Alexander conquered an enormous empire, Greek cultural values spread in his wake, even as Alexander himself set a tone of understanding and acceptance of the peoples he conquered. These trends would set the stage for the balance of power in the Mediterranean for centuries to come.

GENERAL EDUCATION GOALS, UNIVERSITY-LEVEL COMPETENCIES, AND STUDENT LEARNING OUTCOMES

This course satisfies the historical perspectives, global perspectives, and arts and
Satisfied University-Level Competencies for undergraduate students include:

- First: Winthrop graduates think critically and solve problems
- Third: Winthrop graduates understand the interconnected nature of the world and the time in which they live
- Fourth: Winthrop graduates communicate effectively

The global learning component(s) of this course is/are the following: By its very nature, this course adheres to the Global Learning Initiative.

In order to achieve these goals, this course will have the following student learning outcomes:

**History Department Component Learning Objectives**

Students in this course are expected to achieve the following learning objectives of the History Department:

- (Department Outcome Two) History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments
- (Department Outcome Four) History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form

**Historical Perspective Component Learning Objectives**

Students in this course are expected to achieve the following learning objectives related to the historical perspective:

- Read, write, and speak standard English on historical topics
- Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages
- Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competence appropriate to the level of the course. This should be demonstrated through a number of evaluated
writing assignments

- Identify sound and unsound historical reasoning
- Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus
- Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another
- Demonstrate an understanding of how historical change occurs and what causes it
- Articulate a philosophy of history or be able to use the “tools” of historiographical study and research
- Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed
- Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”
- Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience
- Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures
- Identify the root causes of historical changes or conflict and articulate methods of conflict resolution
- Demonstrate recognition of historical causes for present realities
- Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities
- Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
- Demonstrate understanding of the relationships among various art forms within their socio-historical contexts
- Critically evaluate the connections between the arts and society

*Humanities and Arts Perspective Component Learning Objectives*

Students in this course are expected to achieve the following learning objectives related to the humanities and arts perspective:

- Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints
- Critically evaluate diverse intellectual and/or cultural viewpoints
- Demonstrate knowledge of the history of the arts
- Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts
- Demonstrate knowledge of and appreciation for diverse values and beliefs
- Critically evaluate those values and beliefs
• Examine their own values and beliefs
• Critically evaluate materials in a variety of formats (e.g., written, oral, visual, etc.)
• Gather information and to develop and effectively communicate ideas in Standard English

Global Perspective Component Learning Objectives
Students in this course are expected to achieve the following learning objectives related to the global perspective:

• To expose students to multiple perspective such as the influences of economic, historical, political, social, and cultural forces in the development and functioning of the world
• To study the effects of such forces on particular countries, cultures, and geographic regions
• To apply critical thinking and analytical skills
• To recognize human diversity (both past and present)

This course conforms to the General Education guidelines by requiring four written assignments.

ASSIGNMENTS AND GRADE BREAKDOWN
There are three short papers as well as a mid-term exam and a final exam in this course. The three papers are due, in order, on Thursday, January 22\textsuperscript{nd}, and Thursday, February 12\textsuperscript{th}, and Thursday, March 26\textsuperscript{th}. The first and second papers (each 10\% of the overall grade) should be two-to three-double-spaced pages (approximately 500 – 900 words) in length. Each will be an examination of primary documents, referring to descriptions of Greek Women in the \textit{Iliad} and Persian women and law, respectively. The third paper (25\% of the overall grade) is an examination of the concept of “leadership” found in Plutarch’s \textit{Age of Alexander} or a discussion of the use of water on Alexander’s campaigns. This paper will be roughly eight to twelve double-spaced pages (between 2,400 and 3,750 words). A \textbf{mid-term exam} (20\% of the overall grade; Thursday, March 5\textsuperscript{th}) will be in-class and the \textbf{final exam} will take place during the established final exam period (25\% of the overall grade; Thursday, April 30\textsuperscript{th} at 11:30 AM). Both the midterm and final exam will be all essay, handwritten in class. More detailed descriptions of the papers and exams will be posted online or discussed in class after the assignments are
announced over the course of the semester. **Class participation** is 10% of the overall mark. Your overall class participation grade reflects regular attendance, which will be taken. Multiple unexcused absences will result in a reduced class participation grade. Abuse of the attendance policy (regular unexcused absenteeism) will result in a zero class participation grade. Much of the content on the mid-term and final exams will be provided in class discussions and lectures. Therefore, missing classes will not only result in a poor class participation grade, but also will make the exams more difficult.

Again, the breakdown of the overall grade is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage of Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Women Analysis</td>
<td>10% of grade</td>
<td>Thursday, January 22nd</td>
</tr>
<tr>
<td>Source Analysis Two</td>
<td>10% of grade</td>
<td>Thursday, February 12th</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>20% of grade</td>
<td>Thursday, March 5th</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25% of grade</td>
<td>Thursday, March 26th</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25% of grade</td>
<td>Thursday, April 30th</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10% of grade</td>
<td></td>
</tr>
</tbody>
</table>

This course will be graded on a plus/minus basis. Each course component (the two Source Analyses, the Research Paper, the Mid-Term Examination, the Final Examination, and Class Participation) will receive a letter grade. The numerical value of the letter grade is equal to the grade points listed in the Winthrop University Catalog (e.g., a C equals 2.0). Your overall mark will reflect a weighted average of those grades.

**READINGS**

Required Readings include:

These books can be bought at the textbook store located within the DiGiorgio Campus Center. Other reading assignments will either be placed on reserve at the Dacus Library, posted in the “Content” section of our Blackboard Website or handed out in class. We will often read documents in class, so make sure to check Blackboard to see what readings you should bring with you. There will also be an occasional article or book chapter assigned in addition to those listed on the syllabus.

The books listed here reflect primarily events that occurred during Alexander’s lifetime; however, we will also be looking at numerous primary documents or secondary articles about the larger world in which Alexander lived. These sources, both primary and secondary, have not yet been collected into single editions, but there will be substantial readings posted on Blackboard or available through library. Excerpts from articles as well as translations of primary documents found online and relevant to Alexander’s world will be regularly assigned or read in class.

**ADDITIONAL INFORMATION**

Students with Disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 803-323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Review the student code of conduct for university polices on academic misconduct. Academic misconduct will not be tolerated and will result in a failing grade on the assignment and/or in the course. The full handbook is available online at: (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf)

All electronic devices (including cell phones) should be set to silent and kept in your book bag or purse throughout class time unless otherwise instructed. If such devices are seen at times when we are not using them as a class you will be counted absent.
This syllabus is tentative, and may be updated over the course of the semester. An up-to-date syllabus, reflecting any changes, will be made available on Blackboard.

TENTATIVE SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENT DUE DATES

JANUARY
Week One: Introductions and Setting the Stage
Tuesday, Jan. 13th First Class: Welcome and Introductions
Thursday, Jan. 15th Geography and Culture I
Readings: Begin reading Plutarch’s *Age of Alexander* and Engel’s *Alexander the Great and the Logistics of the Macedonian Army*

Week Two: Alexander’s World: Ancient Greek Culture and Values
Tues., Jan. 20th Geography and Culture II

Thurs., Jan. 22nd Greek Cultural Values: Arete, Hubris, and Warfare
Readings: Greek Cultural Values Readings, excerpts from the *Odyssey* and the *Iliad* (online)

SOURCE PAPER # 1: GREEK WOMEN IN THE ODYSSEY

Week Three: Alexander’s World: Ancient Greek Culture and Values
Tues., Jan. 27th Greek Cultural Values: Achilles, Hector, and Council; Sparta: Government and Social Organization
Readings: Excerpts from the Odyssey and the Iliad (Online)

Thursday, Jan. 29th Sparta: Government and Social Organization; Greek Athens: Government and the Democratic Outlook
Reading: Xenophon’s “Polity of the Spartans” (online)

FEBRUARY
Week Four: Alexander’s World: Ancient Greek Culture and Values
Tues., Feb. 3rd Greek Life: Philosophy, Education, Women, and Warfare
Readings: If you have not already done so, begin reading Sophocles *Oedipus Rex* (Online at https://records.viu.ca/~johnstoi/sophocles/oedipustheking.htm)
Thurs., Feb. 5th  Revisiting Greek Cultural Values: *Oedipus Rex* Discussion
Readings: Sophocles *Oedipus Rex* (Online at https://records.viu.ca/~johnstoi/sophocles/oedipustheking.htm)

Week Five: Alexander’s World: Ancient Persia—the Greek Antithesis
Tuesday, Feb. 10th  The Achaemenid Empire: An Overview
Readings: Begin reading Hugh Bowden’s *Life of Alexander: A Very Short Introduction*

Thursday, Feb. 12th  Persian Compassion
SOURCE PAPER # 2 DUE: PERSIAN WOMEN AND LAW

Week Six: Persia; Greece and the World
Tuesday, Feb. 17th  Artaxerxes II discussion
Readings: “Artaxerxes” in Plutarch’s *Age of Alexander*, pp. 3-37; Herodotus’ “Persians Reject Democracy” (online)

Thursday, Feb. 19th  Greek Colonization: War, Trade, and Population

Week Seven: Greece and the World: Italy and Ancient Egypt
Tuesday, Feb. 24th  Timoleon Discussion: The Greeks in Sicily

Thursday, Feb. 26th  Ancient Egypt

March

WEEK EIGHT:
Tuesday, March 3rd  Spartans in Egypt: Greek International Relations
Readings: Excerpts from “Agesilaus,” which was included in an earlier Penguin edition of Plutarch’s *Age of Alexander*

Thursday, March 5th  MIDTERM EXAM

WEEK NINE: THE GREAT UNKNOWN; PERSIA IN THE EAST
Tuesday, March 10th  Aryan India

Thursday, March 12th  Aryan India: the Vedas
Readings: Excerpts from the *Rig Veda* (online)
WEEK TEN:
Tuesday, March 17th  
*Spring Break: No Classes*

Thursday, March 19th  
*Spring Break: No Classes*

WEEK ELEVEN: GREEK WARS AT HOME AND ABROAD
Tuesday, March 24th  
War Against Persia

Thursday, March 26th  
Peloponnesian War
Readings: You should be finished reading Plutarch’s *Age of Alexander* and, if you wrote your paper on it, Donald Engel’s *Alexander the Great and the Logistics of the Macedonian Army*

RESEARCH PAPER DUE

WEEK TWELVE:
Tuesday, March 31st  
Greek Machiavellian Thought: Melian Dialogue
Readings: Excerpts from the Melian Dialogue (Online)

April
Thursday, April 2nd  
Alexander the Great: His Life and Accomplishments
Readings: Finish Hugh Bowden’s *Life of Alexander: A Very Short Introduction*

WEEK THIRTEEN:
Tuesday, April 7th  
Class (May Be) Cancelled

Thursday, April 9th  
Discussion of the logistics of Alexander the Great’s campaigns
Readings: Discussion will be based on Engel’s *Alexander the Great and the Logistics of the Macedonian Army*.

WEEK FOURTEEN:
Tuesday, April 14th  
After Alexander: Greeks in the East (Lasting Affects in Persia and India)

Thursday, April 16th  
After Alexander: Ptolemaic Egypt

WEEK FIFTEEN
Tuesday, April 21st  
After Alexander: Roman/Greek traditions; Discussion of
Plutarch’s “Life of Alexander”

Thursday, April 23rd
Impact of Alexander on his Age: a Summation (Final Class)

WEEK SIXTEEN
Tuesday, April 28th
Study Day

FINAL EXAM: THURSDAY, APRIL 30TH AT 11:30 AM