

DEREE COLLEGE SYLLABUS FOR:									
HHU 2216 LE GAMING THE PAST									
US CREDITS: 3/0/3									
Honors Seminar (new course) Fall 2015									
PREREQUISITES:	WP 1010 Academic Writing WP 1111 Integrated Academic Writing and Ethics								
CATALOG DESCRIPTION:	This interdisciplinary course introduces students to thinking critically about reconstructing and interpreting the historical past using the experiential role-playing and debating pedagogy of Reacting to the Past. The course combines history, classics, and archaeology to examine Athens of the 5 th century BC. The course includes site visits.								
RATIONALE:	The ability to think critically about the historical past is an important component of an engaged citizen. Understanding one's sources and their limitations in both reconstructing and interpreting the past is key to this ability. The structure of this course encourages deep engagement with literary and archaeological sources for the past to involve the students in seeing the different possibilities of understanding the past.								
LEARNING OUTCOMES:	<ol style="list-style-type: none"> 1. Outline the key events, monuments and figures of the Archaic through the Classical period in Athens; 2. Evaluate the surviving ancient sources, both literary and archaeological, to support specific arguments within a role-playing environment; 3. Examine ancient Athenian civic engagement and communal values and compare them to those of contemporary society; 4. Demonstrate collaborative and leadership skills within the role-playing environment. 								
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Textual analysis, class discussion, and group work during class meetings; • Active student-centered teaching approach; • Individual student presentations; • Extensive instructor feedback on presentations and essays; • Individualized assistance during office hours for additional reading, presentations and essays; • Other relevant educational material placed on reserve in the library. 								
ASSESSMENT:	Summative: <table border="1" style="margin-left: 20px;"> <tr> <td>Coursework:</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>Speeches, including character introduction, using primary source material 20%</td> <td></td> </tr> <tr> <td>Submitted written speeches with properly cited primary sources 30%</td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">30%</td> </tr> </table>	Coursework:	50%	Speeches, including character introduction, using primary source material 20%		Submitted written speeches with properly cited primary sources 30%			30%
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READING LIST:	REQUIRED MATERIAL: M. Carnes and J. Ober, <i>The Threshold of Democracy: Athens in 403 B.C. (Reacting to the Past)</i> , W.C. Norton and co.				
RECOMMENDED READING	(Indicative) <ol style="list-style-type: none"> 1. Joint Association of Classical Teachers, <i>The World of Athens: An Introduction to classical Athenian culture</i> (Cambridge) 2. Camp, J., <i>The Archaeology of Athens</i>, New Haven: Yale University Press, 2001. (there is an electronic version of this available on EBSCOhost) 3. Camp, J., <i>The Athenian Agora</i>, New York: Thames and Hudson 1992. 4. Camp, J. McK. and C. Mauzy, <i>The Athenian Agora: New Perspectives on an Ancient Site</i> (Mainz and Athens 2009). 5. Hall, J.M., <i>A history of the archaic Greek world, ca. 1200-479 BCE</i>. Blackwell Publishing, 2007. 6. Hurwit, J., <i>The Athenian Acropolis</i>, Cambridge 1999. 7. Kinzl, K.H. (ed.), <i>A companion to the classical Greek world</i>. Oxford and Malden: Blackwell Publishing, 2006. 8. Murray, O. (ed.), <i>The Greek city : from Homer to Alexander</i>. Oxford: Oxford University Press, 1990. 9. Ober, J., <i>The Athenian revolution : essays on ancient Greek democracy and political theory</i>. Princeton: Princeton University Press, c1996. Ancient sources: <ol style="list-style-type: none"> 10. Herodotus, <i>Histories</i> 11. Pausanias, <i>Travels in Greece: Attica—both the translation by Peter Levi and the Loeb version with the ancient Greek</i>. 12. Plato, <i>The Republic</i> 13. Plutarch, <i>Parallel Lives: Perikles, Nikias, Alkibiades and Lysander in particular</i>. 14. Thucydides, <i>Histories</i> 				
COMMUNICATION REQUIREMENTS:	Ability to communicate in English both verbally and in writing using appropriate technical vocabulary				
SOFTWARE REQUIREMENTS:	Word Blackboard				

WWW RESOURCES:	<p>Perseus Project, a database for the ancient world: http://www.perseus.tufts.edu Greek ministry of culture WEB sites for individual sites: http://www.culture.gr WEB sites of interest to classicists and Mediterranean archaeologists: http://www.rome.classics.lsa.umich.edu/</p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> a. Introduction to Athens and Athenian democracy b. Field trips to Athenian Agora, Areopagos, Pnyx, and possibly: Acropolis, Theatre, Peiraeus, Kerameikos c. Role-playing educational game: Reacting to the Past: The Threshold of Democracy: Athens in 403 B.C d. Wrap up that reflects 1) on the game played 2) on the archaeology visited 3) on the relationship of the actual historical events to the role-playing game and how that helps us to evaluate historical events and historical analysis and 4) on the importance of informed engagement in one's own society.