HISTORY OF ANCIENT GREECE

The history of Ancient Greece from the Bronze Age through the Hellenistic Kingdoms

Course Description

Although not a Greek-speaking people, the Minoans and Minoan culture will be the starting point for this class due to their influence on the earliest known Greeks, the Mycenaeans. Mycenaean civilization collapsed at the end of the Bronze Age, around 1200 BCE, and Greece then entered a period of severe decline, the Dark Age, whose history can only be reconstructed through archaeology. However, the culture and institutions that developed during this period would have a great influence on the Greece that would emerge from the Dark Age. The following period, Archaic Greece, would be one of rapid growth and cultural development. The Greek city-states established in this time shared (for the most part) a common language and culture, but had their own systems of governance and interests. Only the threat of a powerful outside enemy, Persia, could create a degree of unity among these city-states, and it quickly came under strain once the threat had past. In the period following the Persian Wars, Greece, and Athens in particular, would see the blossoming of cultural achievements in the arts, literature, architecture, philosophy and science that continue to influence and inspire to this day. Politically, the Greek city-states would engage in a long series of wars that served mostly to weaken them. It would be a state on the edges Greece, Macedon, that would eventually unite them in the reign of Philipp II, and it would be the conquests carried out by his son Alexander that would not only change the political map of much of the then-known world, but also spread Greek language and culture across much of this vast region. Although Alexander's kingdom was divided after his death, the cultural influence of his conquests would produce some surprising results.

About the Instructor

This course has been prepared by Dr. Richard Dietrich, Lecturer in History, Middle East Technical University, Ankara, Turkey. In addition to a Master's and Doctorate in History from Ankara University, he also holds a Master's in Ancient Near Eastern Languages and Literatures from Cornell University.

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Course Requirements

This course is a graduate level course and requires both extensive reading and essay writing. The grade for the course is based on five (5) short essays (5 pages or 1250 words) and a final research paper (15 pages or 5000 words). The five short essays will be based on the questions following any five units of the student's choice. Students will choose the topic of the final research paper, however it must be approved by the instructor. See the section **Format for Research Papers** at the end of the syllabus for more information.

Final grades are based on the total of the grades for the short essays (10% each) and the final research paper (50%).

Required Texts: The following works are widely available in most bookstores, libraries or online (as noted):

Astin, A.E. et al (eds.). *The Cambridge Ancient History (CAH), Second Edition, Vol. VIII, Rome and the Mediterranean to 133 B.C.* (Cambridge: Cambridge University Press, 1989).

Boardman, John et al (eds.). *The Cambridge Ancient History, Second Edition, Vol. III, Part 1: The Prehistory of the Balkans; and the Middle East and the Aegean World, tenth to eighth centuries B.C.* (Cambridge: Cambridge University Press, 1982).

_____. *The Cambridge Ancient History, Second Edition, Vol. IV: Persia, Greece and Western Mediterranean c. 525 to 479 B.C.* (Cambridge: Cambridge University Press, 1988).

Boardman, John and N.G.L. Hammond (eds.). *The Cambridge Ancient History, Second Edition, Vol. III, Part 3: The Expansion of the Greek World, Eighth to Sixth centuries B.C.* (Cambridge: Cambridge University Press, 1982).

Castleden, Rodney. *Minoans: Life in Bronze Age Crete* (London: Routledge, 1990).

Deger-Jalkotzy, Sigrid and Irene S. Lemos (eds.). *Ancient Greece: From the Mycenaean Palaces to the Age of Homer* (Edinburgh: Edinburgh University Press, 2006).

I.E.S. Edwards et al (eds.). *The Cambridge Ancient History, Second Edition, Vol. II, Part 1: History of the Middle East and the Aegean Region c. 1800-1380 B.C.* (Cambridge: Cambridge University Press, 1973).

_____. *The Cambridge Ancient History, Second Edition, Vol. II, Part 2: History of the Middle East and the Aegean Region c. 1380-1000 B.C.* (Cambridge: Cambridge University Press, 1975).

Lewis, D.M. et al (eds.). *The Cambridge Ancient History, Second Edition, Vol. VI: The Fourth Century B.C.* (Cambridge: Cambridge University Press, 1994).

_____. *The Cambridge Ancient History, Second Edition, Vol. V: The Fifth Century B.C.* (Cambridge: Cambridge University Press, 1992).

Martin, Thomas R. *Ancient Greece: From Prehistoric to Hellenistic Times* (New Haven: Yale University Press, 1996).

Walbank, F.W. et al. (eds.). *The Cambridge Ancient History, Second Edition, Vol. VII, Part 1: The Hellenistic World* (Cambridge: Cambridge University Press, 1984).

Unit 1 – Introduction and Greece in the Bronze Age

Outline
- The Geographic Setting
- The Minoans
- Mycenaean Greece
- The International System of the Late Bronze Age
- The Sea Peoples and the Collapse of Mycenaean Civilization

Introduction

To understand the subsequent history of ancient Greece, it is necessary to first understand its geography. Greece's rugged terrain, irregular coastline, numerous islands and limited arable land would all contribute to the development of independent city-states, maritime activities and colonization of new lands. Likewise, to appreciate the civilization of Classical Greece, it is necessary to understand the conditions out of which it emerged and the civilizations that preceded and influenced it. The Minoans, who in the first half of the second millennium BCE in Crete, developed a literate culture centered on palaces and supported by long-distance trade Their culture, economy and administration would have a great influence on the shape of the people who seem to have eventually displaced them, the Mycenaean Greeks from mainland Greece. The Mycenaeans' art, writing system, and international trade all show strong Minoan influence. As part of the international system of the late Bronze Age, the Mycenaean economy was linked to the economies of neighboring peoples and states – the Hittites, Ugarit, Egypt, and Mesopotamia. When, around 1200 BCE, Mycenaean civilization collapsed seemingly due to the attacks of the Sea Peoples, it began a process of decline and collapse that would put an end to the Hittite Empire, Ugarit, the Kassites in Babylon, and numerous cities in Syria-Palestine, while Egypt and the Assyrians would barely survive the crisis.

Readings
1. Martin, Chapter 1, pp. 1-15; Chapter 2, pp. 16-35.
2. *CAH*, Vol. II, Part 1, Chapter IV, pp. 117-164; Chapter XII, pp. 557-581; Chapter XIV, pp. 627-658.
3. *CAH*, Vol. II, Part 2, Chapter XXII, pp. 165-187; Chapter XXVII, pp. 338-358; Chapter XXVIII, pp. 359-378.

Questions
1. Discuss the political and commercial organization of the Minoans.
2. In what ways was Mycenaean society different from Minoan society and in what ways did it closely resemble Minoan society? In which aspects of Mycenaean society is Minoan influence visible?
3. Discuss the effects of the Sea Peoples' attacks on the cultures of the eastern Mediterranean in general and Mycenaean Greece in particular. Specifically, why did their movements and attacks seemingly result in such large-scale collapse over such a wide area? Why did their raids and attacks eventually come to and end and what became of the Sea Peoples?

Unit 2 – The Dark Age and Archaic Greece

Outline
- The Dark Age of Greece
- The Beginnings of Recovery

- Archaic Greece
- Political Structures
- The Alphabet
- The Art and Culture of Archaic Greece
- Greek Colonies

Introduction

With the collapse of Mycenae Greece entered a dark age, a period that has left no written records, but one that archaeological excavations has shown to be characterized by severe population loss, movement away from the coasts, a return to subsistence agriculture in small settlements, and a noticeably lower level of material culture. When Greece began to slowly emerge from this dark age, approximately three centuries later, most knowledge of Mycenae seems to have been lost and society was dominated by a warrior elite. Contact with Phoenician traders began to bring Greece back into contact with other peoples and cultures. At some point in this period known as Archaic Greece, the Greeks adopted the Phoenician alphabet and adapted it to their own language, reviving literacy and using this script for purposes never seen in Mycenae. In addition, a new political unit – the city state – gradually emerged and each worked out its own system of governance. As the city-states grew more prosperous art revived and Greek artists developed unique styles of pottery and sculpture. Finally, the growth of the population led to colonization of new lands around the Black Sea shore and the Mediterranean.

Readings

1. Martin, Chapter 3, pp. 36-50; Chapter 4, pp. 51-69; Chapter 5, pp. 70-93.
2. *CAH*, Volume 3, Part 1, Chapter 17, pp. 696-744; Chapter 18b, pp. 754-778; Chapter 19, pp. 779-793; Chapter 20a, pp. 794-818; Chapter 20b, pp. 819-833.
3. *CAH*, Volume 3, Part 3, Chapter 37, pp. 83-162; Chapter 41, pp. 286-288; Chapter 43, pp. 360-391; Chapter 44, pp. 392-416; Chapter 45b, pp. 442-461.
4. *CAH,* Volume 4, Chapter 4, pp. 287-302; Chapter 5, pp. 303-346; Chapter 7, pp. 368-460.

Questions

1. What were the effects on Greece following the collapse of Mycenaean Greece and why did they occur?
2. How and why did Greece emerge from its Dark Age?
3. Discuss the events which led Athens to develop into a democracy and show why they led to the development of democracy in Athens.

Unit 3 – The Persian Wars

Outline

- Greece up to the Persian Wars
- The Ionian Revolt
- The First Persian War
- Between the Wars
- The Second Persian War
- Athens and Sparta at the End of the Persian Wars

Introduction

In this period the Greek city-states would undergo a number of changes as it dealt with a number of crises linked to control of political power. The increasing wealth of the merchant class, as well as the emergence of a few powerful city-states, among them

Athens, Sparta, Thebes, and Corinth, led to increasing strife among social classes. While the Greek city-states strove to resolve their internal conflicts, events in the larger world would soon force them to cooperate. When, in response to the Ionian Revolt of 499 BCE the Persian king Darius I decided to invade Greece, it was clear that no single city-state could hope to defeat the Persians. The Athenian victory at Marathon in 490 BCE gave the Greek city-states the opportunity to prepare for the Persians' eventual return, in 480 BCE. When the coalition of Greek city-states proved victorious, Athens and Sparta would emerge as the most powerful of them, and Athens would enter its golden age.

Readings
    1. *CAH*, Volume IV, Chapter 3a, pp. 112-138; Chapter 3e, pp. 211-233; Chapter 6, pp. 347-367; Chapter 8, pp. 461-490; Chapter 9, pp. 491-517; Chapter 10, pp. 518-591; Chapter 11, pp. 592-622.

Questions
    1. What was the series of events that led to Athenian involvement in the first Persian War and why did Athens choose to become involved in the Ionian Revolt?
    2. What were the causes for the Ionian Revolt?
    3. How did the Greek city-states respond to Darius I's invasion of Greece in 490 BCE? How was their response different when his son Xerxes led his forces into Greece ten years later?

Unit 4 – The Golden Age of Classical Greece and the Peloponnesian War

Outline
        - Athens under Pericles
        - Art and Culture of Classical Greece
        - Political Situation
        - The Peloponnesian War

Introduction
        Athens under the leadership of Pericles reached the zenith of its power, influence and culture in the years following the Persian Wars. The art, architecture, drama, and philosophy of this period would inspire Hellenistic and Roman artists and thinkers for centuries to come, and continue to inspire today. However, the rivalry with Sparta which had begun after the Persian Wars would draw these two city-states and their allies into the drawn-out Peloponnesian War which would end Athens' leading role among the Greek city-states and usher in numerous changes in the political and cultural life of Greece.

Readings
    1. Martin, Chapter 6, pp. 94-123; Chapter 7, pp. 124-146.
    2. *CAH*, Volume V, Chapter 2, 15-33; Chapter 3, 34-61; Chapter 4, 62-95; Chapter 5, 96-120; Chapter 6, 121-146; Chapter 8, 171-369; Chapter 9, 370-432; Chapter 10, 433-463; Chapter 11, 464- 622.

Questions
    1. Why is the period of Pericles' rule in Athens regarded as its "golden age" and which areas was their particular development?
    2. What was the political situation of Greece in the period following the Persian Wars? What were the causes of tension between Sparta, Athens and their allies that led up to the Peloponnesian War?

3. Discuss the course of events in Athens during the Peloponnesian War. Why was Athens unable to eventually defeat Sparta?

Unit 5 – From the Peloponnesian War to Alexander the Great

Outline
- Developments in Greece after the Peloponnesian War
- Macedonia
- The Reign of Philipp II of Macedon

Introduction

In the period following the Peloponnesian War Greece was torn by continued political and military instability. Despite its victory over Athens, Sparta was soon embroiled in new conflicts and would eventually lose its leading position. The rivalry and conflict among the Greek city-states was fueled, in part, by the Persians who used their vast wealth to support one, and then another, city-state to keep the Greeks divided and incapable of interfering in their affairs. However, the conflict also served to keep both the Greeks' and the Persians' attention fixed on Greece while developments to the north, in Macedon went mostly unnoted. Under the leadership of Philipp II, Macedon was being transformed into a powerful, unified state. After securing Macedon's security through a variety of means, Philipp then went to involve Macedon in Greek affairs, eventually becoming the master of Greece. While planning an invasion of the Persian Empire, Philipp II was assassinated, leaving his plans to be carried out by his son Alexander.

Readings
1. Martin, Chapter 8, pp. 147-173; Chapter 9, pp. 174-197.
2. *CAH*, Volume VI, Chapter 2, pp. 24-44; Chapter 4, pp. 97-119; Chapter 6, pp. 156-186; Chapter 7, pp. 187-208; Chapter 10, pp. 527-564; Chapter 11, pp. 565-591; Chapter 12, pp. 592-692; Chapter 14, pp. 723-759; Chapter 15, pp. 760-845.

Questions
1. What changes and developments took place in Greek politics and society as a result of the Peloponnesian War?
2. Discuss the ways in which Philipp II transformed Macedon from a relatively minor state to the master of Greece in his lifetime.

Unit 6 – Alexander the Great, the Hellenistic Kingdoms and Hellenistic Culture

Outline
- Alexander the Great and his Conquests
- Division of Alexander's Empire
- The Ptolemids
- The Seleucids
- The Antigonids
- Bactria
- Hellenistic Art and Culture
- Gandhara Art

Introduction

Alexander's conquests of the Persian Empire and additional territory in Central Asia and India would not only change the political life of these lands, it would also result in the

spread of Greek language and culture across a large part of the then-known world, as well as expose the Greeks to new cultures and ideas. Although Alexander's kingdom was soon divided among his generals in the years following his death, the process of Hellenization in Egypt, Anatolia, Syria-Palestine, Mesopotamia, Iran, and to a lesser degree Bactria and neighboring lands continued. Cities established by Alexander, foremost among them Alexandria in Egypt, would become centers of learning and culture. Greek art and architecture would develop into what is now classified as Hellenistic art, new literary genres would appear, and with direct access to the learning of Egypt and Mesopotamia Hellenistic scientists would reach a level that would not significantly change until the beginning of the modern era. To help people cope with the immense social changes that accompanied the transition from the close-knit world of the city-state to the cosmopolitan Hellenistic kingdoms, new universalistic religious cults and philosophies emerged. On the eastern edges of Alexander's conquests Buddhist artists would adapt Hellenistic styles of sculpture to convey the message of Buddhism. The resulting Greco-Buddhist art would be carried beyond the region where it developed (modern Pakistan and Afghanistan) and be carried into Central Asia; modified by the cultures it encountered along the way, elements of Greco-Buddhist art eventually reached China, Korea and Japan.

Readings
> 1. Martin, Chapter 10, pp. 198-221.
> 2. *CAH*, Volume VI, Chapter 16, pp. 791-845; Chapter 17, pp. 846-875; Chapter 18, pp. 876-881.
> 3. *CAH*, Volume VII, Chapter 2, pp. 23-61; Chapter 3, pp. 62-100; Chapter 4, pp. 101-117; Chapter 5, pp. 118-174; Chapter 6, pp. 175-220; Chapter 7, pp. 221-256; Chapter 8, pp. 257-320; Chapter 9, pp. 321-362, 371-383.
> 4. *CAH*, Volume VIII, Chapter 11, pp. 388-421.

Questions
> 1. Discuss the way in which Alexander administered his conquests; what was the role of the Macedonians and Greeks and what was the role of the conquered peoples?
> 2. Discuss the elements of Hellenistic culture that emerged in the period after Alexander's conquests – what were they and how did this culture differ from that the classical period (5th century BCE Athens)? Why did Hellenistic culture differ from that of the classical period?
> 3. How was Greek culture influenced by the cultures of the lands and peoples in the lands under Greek rule following Alexander's conquests, and how did Greek culture influence the cultures of the lands under Greek rule?

Unit 7 - Submission of Final Papers

Completion and submission of the final research papers.

Format for Research Papers
1. Minimum 5000 words or 15 pages in length.
2. Typed, double-spaced, 12 point Times New Roman or Palatino font; pages must be numbered.
3. A full bibliography at the end of the paper should be included. The bibliography should include a minimum of five (5) entries not including the class books.
4. Notes (endnotes or footnotes) indicating the sources used must be included. The following formats for notes are preferred:

> Book:

Author/Editor, *Title* (Place of publication, publisher [optional], year), p(p).
> Example:
Elton L. Daniel, *The History of Iran* (London: Greenwood Press, 2001), p.4.

> Chapter in a Book:
Author, "Title of Chapter", in Editor (ed.), *Title* (Place of publication, publisher [optional], year), p(p).
> *Example*:
Lazard, G. "The New Persian Language", in R.N. Frye (ed.), *The Cambridge History of Iran, Vol. IV: The Period from the Arab Invasion to the Saljuqs* (Cambridge, 1975), pp. 595-632.

> Article:
Author, "Title of Article", *Name of Journal*, volume, number (date), p(p).
> *Example*:
Otto J. Maenchen-Helfen, "Germanic and Hunnic Names of Iranian Origin", *Oriens*, vol. 10, no. 2 (1957), pp. 280-283.

Late submission penalty
A written assignment and final paper submitted later than the assigned date, without serious reasons for delay and without prior notification of the instructor about possible delay, will be graded ¾ of its real "weight".

Recommended / Optional Readings
> Bernal, Martin. *Black Athena: The Afroasiatic Roots of Classical Civilization, Vol. 1, The Fabrication of Ancient Greece 1785-1985* (New Brunswick, NJ: Rutgers University Press, 1987).
> _____. *Black Athena: The Afroasiatic Roots of Classical Civilization, Vol. 2, The Archaeological and Documentary Evidence* (New Brunswick, NJ: Rutgers University Press, 1991).
> _____. *Black Athena: The Afroasiatic Roots of Classical Civilization, Vol. 3, The Linguistic Evidence* (New Brunswick, NJ: Rutgers University Press, 2000).
> Chamoux, François. *Hellenistic Civilization* (Oxford: Blackwell Publishing, 181, 2002).
> Green, Peter. *Alexander the Great and the Hellenistic Age: A Short History* (London: Weidenfeld and Nicholson, 2007).
> Holt, Frank L. *Into the Land of Bones: Alexander in Afghanistan* (Berkeley: University of California Press, 2005).
> Roisman, Joseph and Ian Worthington (eds.). *A Companion to Ancient Macedonia* (Chichester: Blackwell Publishing Ltd., 2010).

Syllabus

Learning Outcomes:

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

1. Discuss the major developments and texts found in the subject of the course.
2. Identify unique theoretical underpinnings and influential thinkers in the course topic.
3. Analyze the relationship between historical texts and the particular social, cultural, and biographical contexts of their production.

4.   Research and critically evaluate historical, social, cultural, or biographical criticism relevant to the analysis of specific events.
5.   Use secondary sources and close reading skills to produce a substantive critical essay relating a one or more specific historical texts to the economic, social, cultural, or biographical contexts of its production.
6.   Demonstrate a balanced perspective and a deepened understanding of the cultures, times, people, and situations that produce these works.
7.   Write coherent historical arguments that explore the relationships of various concepts and texts, and which provide a clear synthesis.

Course Goals:

1.   To provide students with a broad perspective of approaches to world history and an understanding of the various ways in which they manifest themselves and to assess students' ability to express their perspectives through exams and essays.
2.   To provide students with a deeper understanding of diverse historical and interdisciplinary traditions the course focus and to express this deepened understanding in written tests and a critical essay.
3.   To provide an overview of historical analysis and interpretation methods and help students apply these skills in writing essay examinations and a critical essay.
4.   To read widely and critically in a variety of historiographic and historical texts and to demonstrate the depth and breadth of this reading in essay examinations and a critical essay.
5.   To do library research on a particular trend, event, concept, an individual theorist, or an issue in the area of history studies and to write a critical essay which incorporates this research.

Course Content:

1.   Historical events and texts that have been designated as being produced within the category of the course topic.
2.   Discussion of the theoretical, social, cultural and biographical contexts in which those works were produced.
3.   Historical movements in various periods.
4.   Discussion of the historical issues and questions related to theoretical, social, cultural, and biographical approaches to the study of the course topic.
5.   Key ideas about how to evaluate and interpret historical events, texts, and approaches.
6.   Criticism and reflection upon political and economic systems as reflected in literature.
7.   Discussion of the relevance of course readings to the understanding of contemporary global issues.
8.   Critical analysis and interpretation of history.
9.   Conducting scholarly research on and off-line.

Course Outline:

For the detailed course outline, please see the study guide.

Course Readings:

The course readings for this course will be available through the Online Library, which will provide students access to selected journal articles, book chapters, and reference materials.

Course Preparedness:

This course is a history course which requires analysis, research, and writing. It assumes the mastery of prerequisite college-level skills in spelling, grammar, punctuation, paragraphing, and essay writing. It also assumes the ability to read and analyze literary texts. This course provides instruction in history and does not address remedial writing issues at the sentence, paragraph, or essay level. The California Department of Education "English-Language Arts Content Standards for California Public Schools" offers context for understanding the standard for writing at the college level. Students who do not meet the standards outlined in the "English-Language Arts Content Standards" will not pass this course.

In short, this course assumes that students already "write with a command of standard English conventions, write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument, and use clear research questions and creative and critical research strategies" (California Standards, Grades Nine and Ten). This course focuses on texts and analysis and requires college-level writing skills that exceed those required at the secondary level.

Course Workload:

In accordance with accreditation standards,   requires approximately two hours of outside work for every contact hour. For a 3-hour course, there are 48 contact hours, plus a minimum of 96 hours outside work. For a sixteen-week course, students can expect to devote a minimum of 6 hours of independent study per week in order to complete the coursework.

Grading Factors:

Discussion Board   (20%)

The Discussion Board provides the learner a place to respond to questions on the topic and to exchange ideas, reactions and analyses of the texts. Discussion questions concentrate on ideas, themes, and characters in literary works. There will be one question per week. Discussion Board questions will be responded to by all learners in the course and will be evaluated by the instructor.   The Discussion Board is not available for OCW courses.

Journal   (20%)

Your journal consists of your responses to questions in the Study Guide. These questions require you to reflect on the material and to write a one to two-paragraph response. At the end of the course, you will gather together all of your Study Guide responses and will turn them in as a final portfolio.

Essay   (20%)

You will write an essay on one of the topics provided to you by your instructor in which you apply a critical paradigm from theorists or issues raised by the Study Guide questions.   You should start your paper with a succinct thesis statement, describe the critical paradigm and the text(s) being analyzed. Be sure to cite critical passages to demonstrate support for your argument.

Length: 1,000—1,500 words. Essay topics will be assigned by the instructor and will reflect

material covered in the Study Guide and the readings.

Exam   (40%)

Students must complete the assignments, submit them, and take the proctored exam.

Definition of Grades:

Graduate Courses

A   Outstanding Achievement

B   Commendable Achievement

C   Marginal Achievement

D   Unsatisfactory *

F   Failing *

* Students receiving this grade in a course that is required for his/her degree program must repeat the course.

I   **Incomplete** A grade given at the discretion of the instructor when a student who has completed **at least two-thirds of the course class sessions** and is unable to complete the requirements of the course because of uncontrollable and unforeseen circumstances. The student must convey these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the "Incomplete" to the student in writing. A copy must also be placed on file with the Office of the Registrar until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not assigned when the only way the student could make up the work would be to attend a major portion of the class when next offered.

An "I" that is not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

W   **Withdrawal** Signifies that a student has withdrawn from a course after beginning the third class session. **Students who wish to withdraw must notify their admissions advisor before the beginning of the sixth class session in the case of graduate courses, or before the seventh class session in the case of undergraduate courses.** Instructors are not authorized to issue a "W" grade.

Plagiarism:

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the   Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Ethics:

Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

Technology:

Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

Diversity:

Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

Civility:

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- There are to be no offensive comments, language, or gestures

Students with Disabilities:

Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

Writing Across the Curriculum:

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.
The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers.

Online Library:

Our Online Library supports academic rigor and student academic success by providing access to scholarly books and journals electronically.