May 6, 2013

Scott Chandler, Chair
General Education Governance Committee
A265 Murphy Hall
157101

Attention: Myrna Dee F. Castillo, Program Representative

Dear Professor Chandler:

Please review the course *Greeks and Persians: Ancient Encounters from Herodotus to Alexander*, taught by Professor Sarah Morris, for two general education foundations: Foundations of Arts and Humanities, and/or Foundations of Society and Culture. The course is currently in CIMS for offering in Fall 2013 in conjunction with an exhibit at The Getty.

Sincerely,

G. Jennifer Wilson, Ph.D.
Assist. Vice Provost for Honors
UCLA
gjwilson@college.ucla.edu
(310) 825-1752
Department & Course Number: HONORS COLLEGIUM 77
Course Title: Greeks and Persians: Ancient Encounters from Herodotus to Alexander
Indicate if Seminar and/or Writing II course: Seminar

1. Check the recommended GE foundation area(s) and subgroup(s) for this course:

   **Foundations of the Arts and Humanities**
   - Literary and Cultural Analysis: X
   - Philologic and Linguistic Analysis: X
   - Visual and Performance Arts Analysis and Practice: X

   **Foundations of Society and Culture**
   - Historical Analysis: X
   - Social Analysis: X

   **Foundations of Scientific Inquiry**
   - Physical Science
     - With Laboratory or Demonstration Component must be 5 units (or more)
   - Life Science
     - With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

   This is an interdisciplinary Honors seminar that examines the multiple encounters between Greeks and Persians in antiquity and will consider such topics as the mutual construction of the “other” in antiquity.

3. "List faculty member(s) who will serve as instructor (give academic rank):

   Sarah Morris, Professor

   Do you intend to use graduate student instructors (TAs) in this course? Yes ___ No ___ X ___

   If yes, please indicate the number of TAs ______

4. Indicate when do you anticipate teaching this course over the next three years:

   2013-2014
   - Fall: X
   - Enrollment: 20
   - Winter: ________
   - Spring: ________

   2014-2015
   - Fall: X
   - Enrollment: 20
   - Winter: ________
   - Spring: ________

   2015-2016
   - Fall: X
   - Enrollment: 20
   - Winter: ________
   - Spring: ________

5. GE Course Units

   Is this an existing course that has been modified for inclusion in the new GE? Yes ___ No ___ X ___

   If yes, provide a brief explanation of what has changed. ________________________________

   Present Number of Units: ________ Proposed Number of Units: 5
6. Please present concise arguments for the GE principles applicable to this course.

<table>
<thead>
<tr>
<th><strong>X General Knowledge</strong></th>
<th>This is a course that includes a discursive look at society and culture in a way that enhances general knowledge of the origins and history of the ancient Greek and Persian world.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X Integrative Learning</strong></td>
<td>The course is interdisciplinary including art, history, mythology, and archaeology.</td>
</tr>
<tr>
<td><strong>X Ethical Implications</strong></td>
<td>Some parts of the course examine ways people, as individuals and as a society, art, and our understanding of the two ancient civilizations have affected each other through the conflicts with the Greek world of the Mediterranean.</td>
</tr>
<tr>
<td><strong>X Cultural Diversity</strong></td>
<td>Many cultural viewpoints addressing the multiple encounters between Greeks and Persians, past and present issues are addressed.</td>
</tr>
<tr>
<td><strong>X Critical Thinking</strong></td>
<td>Students required to think critically about complex concepts of culture, society, and the vast effects of the multiple encounters in antiquity throughout the Greek and Persian cultures.</td>
</tr>
<tr>
<td><strong>X Rhetorical Effectiveness</strong></td>
<td>Writing required and assessed</td>
</tr>
<tr>
<td><strong>X Problem-solving</strong></td>
<td>Course raises issues of “how?” (i.e. How did the ancient Greek and Persian cultures construct each other in antiquity? How are the historical and mythical conflicts shaping the afterlife of ancient Persia and ancient Greece?) and exhorts students to seek answers.</td>
</tr>
<tr>
<td><strong>X Library &amp; Information Literacy</strong></td>
<td>Course requires library/web research</td>
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<thead>
<tr>
<th><strong>(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Lecture: 3 (hours)</td>
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<tr>
<td>2. Discussion Section: (hours)</td>
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<tr>
<td>3. Labs: (hours)</td>
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<tr>
<td>4. Experiential (service learning, internships, other): (hours)</td>
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<tr>
<td>5. Field Trips: (hours)</td>
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<tr>
<td><strong>(A) TOTAL Student Contact Per Week</strong> 3 (HOURS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Review &amp; Preparation: 1 (hours)</td>
</tr>
<tr>
<td>2. Reading 3 (hours)</td>
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<tr>
<td>3. Group Projects: 0 (hours)</td>
</tr>
<tr>
<td>4. Preparation for Quizzes &amp; Exams: (Amortized) 1 (hours)</td>
</tr>
<tr>
<td>5. Information Literacy Exercises: 1 (hours)</td>
</tr>
<tr>
<td>6. Written Assignments: (Amortized) 3 (hours)</td>
</tr>
<tr>
<td>7. Research Activity: (Amortized) 3 (hours)</td>
</tr>
<tr>
<td><strong>(B) TOTAL Out-of-class time per week</strong> 12 (HOURS)</td>
</tr>
</tbody>
</table>

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** 15 (HOURS)
Honors Collegium Course Proposal

R 2-5 pm
CLASSROOM: TBA
Office hours: TBA.

Sarah Morris
Dodd 247N - 206-7369
sarahm@humnet.ucla.edu

a) Proposed course title

Greeks and Persians: Ancient Encounters from Herodotus to Alexander

b) A description of the course

This course will examine multiple encounters between Greeks and Persians in antiquity, from the origins and history of the Achaemenid Empire through its conflicts with the Greek world of the Mediterranean, ending with Alexander’s defeat of Darius III. We will consider such topics as the mutual construction of the “other” in antiquity, Near Eastern testimonia versus Greek testimonia, and the evidence of art and archaeology for understanding two ancient civilizations.

The seminar is designed to be taught during a special exhibit at the Getty Villa:

http://cyruscylinder2013.com/getty-villa-los-angeles-ca/

General Education: 5 units in Foundations of the Humanities
Format: Seminar to meet weekly (to allow us to visit the Getty Villa exhibit one afternoon)

c) A short explanation of what will be covered each week

SCHEDULE

Week 0
Introduction to Greece and Persia (Smith chapter 1; slides, maps)

Week 1
Persians in Herodotus (Book 1), Hebrew Bible (Esther)

Week 2
Athens and Persia (I): Sparta, Athens and the Ionian Revolt

Week 3
The Persian Wars (II) - Smith chapters 4-7, supplemented by:

Marathon: Herodotus Book 5.30-37, 49-55, 97-126; 6.48-120

Salamis: Herodotus 8.32-39, 51-69, 75-90, 97-107

Saturday Week 3
Visit to Cyrus Cylinder exhibit at Getty Villa;
Lecture by Elsbeth Dusinberre (2 pm)

Week 4
Tragedy and the 'Other': Aeschylus' Persians

Week 5
Persian Culture in Greece: Xenophon The Education of Cyrus

Week 6
Cyrus and the "Ten Thousand": Smith, chapters 8-9, epilogue

Xenophon Anabasis (The March of the Ten Thousand): selections

Week 7
Macedon meets Persia: Plutarch Life of Alexander

Week 8
The Alexander Romance: Myth into History

Week 9
Thanksgiving

Week 10
The Afterlife of Ancient Persia: Survival, Revival, Orientalism?

d) A list of proposed texts

Textbooks (ASUCLA)

J. S. Smith Greece and the Persians (Bristol)
Herodotus The Histories. Tr. Robin Waterfield (Oxford)
Aeschylus Persians. Edith Hall (Aris and Phillips)
Xenophon The Persian Expedition (Penguin)
Xenophon Cyropaedeia: The Education of Cyrus
Plutarch The Age of Alexander (Penguin)
R. Stoneman, ed. The Greek Alexander Romance (Penguin)

e) Specific explanations of how students will earn a grade

Requirements:
- Active participation in class discussions: 40%
- Reading quiz (given in class): 10%
- Final Paper (10 pages): due during Exam week: 30%
- Presentation in Class (or at the Getty Villa exhibit): 20%

f) Indication of disciplines/majors to which the course might be considered particularly relevant

History; Classics; general Humanities; of general interest to all majors

g) Proposed number of units: 5

h) Proposed enrollment: seminar 20 students

i) Preferred Quarter that the course be offered: Fall to coincide with Getty Exhibition

j) Proposed class meeting schedule: Seminar 3 hrs

l) Lower or Upper division: Lower for GE

m) A one page Curriculum Vitae.

**SARAH PUREFOY MORRIS**

_Steinmetz Professor of Classical Archaeology and Material Culture_

Department of Classics
University of California at Los Angeles
Los Angeles, California 90095-1417

Cotsen Institute of Archaeology
405 Hilgard Avenue
e-mail: sarahm@humnet.ucla.edu

**EDUCATION**

- B.A., Classical Archaeology (Phi Beta Kappa), UNC-Chapel Hill 1976
- Regular Member (1978-1979), Associate Member (1979-1980)
- American School of Classical Studies at Athens, Greece 1978-1980
- M.A., M. Phil (1978), Ph. D., Classical Archaeology, Harvard University 1981

**EMPLOYMENT**

- Assistant (1981-86), Associate Professor (1986-89), Yale University (Classics) 1981-89
- Associate Professor (1989-1993), Professor (1993 - ), UCLA (Classics) 1989 – present
- Chair, Department of Classics 1997 - 2000
- Chair, Interdepartmental Program in Archaeology 2001-2004
- Post-baccalaureate Program Advisor 2005-2008

**PUBLICATIONS**

_Books:_
- (James Wiseman Book Award, Archaeological Institute of America, 1993)
- The Ages of Homer. A Tribute to Emily Townsend Vermeule (Austin 1995)
- Edited, with Jane B. Carter.
Articles:
"Linking with a wider world: Greeks and 'Barbarians'," in Blackwell Guides in Global Archaeology: Classical Archaeology, eds. S. Alcock and R. Osborne (Blackwells, 2006)


"Dairy Queen: Churns and Cult in the Aegean Bronze Age," forthcoming in Opuscula


ARCHAEOLOGICAL FIELD WORK
Meiron Excavations, Upper Galilee, Israel (trench supervisor) 1975
American Schools of Oriental Research (Duke University)

Knidos Excavations, Caria, Turkey (trench supervisor) 1977
Iris Love (Long Island University, New York)

Kalapodi excavations (Deutsche Forschungsgemeinschaft) 1979

Agios Dimitrios Lepreoun (Triphyilia, Peloponnesos) 1981

Temple of Zeus, Nemea (reconstruction project) - architectural survey 1982

Ancient towers on Leukas, Greece: topographic survey (with Jane Carter) 1990-92
ASCSA topographic survey permit, 1991-1992

Protohistoric Investigations in Southeast Albania: The Tumulus at Lofkend 2004-8
Cotsen Institute of Archaeology, UCLA, and Institute of Archaeology, Albania

Ancient Methone Archaeological Project, Pieria (Macedonia), northern Greece
Study and field project: synergasia with the 27th Ephorate of Antiquities and ASCSA

AWARDS AND FELLOWSHIPS
Archaeological Institute of America, Olivia James Fellowship 1980
Research Grant, Kress Foundation; NEH grant for field archaeology (declined) (1983)
Faculty of Arts and Sciences, Yale University
Susan Hilles Morse Junior Faculty Fellowship 1984-85
Research Grant-in-Aid, American Council of Learned Societies 1988

Getty Visiting Scholar, Theme Year: "Originals and Reproductions" Fall 2000
University of California at Irvine, Humanities Research Institute Winter 2001

Resident Research Fellow, "Theorizing Race in Pre- and Early Modern Societies"
NEH Fellowship, American School of Classical Studies at Athens 2004-2005
Phi Beta Kappa Lecturer, Phi Beta Kappa Society 2006-7

Institute for Advanced Studies, Hebrew University, Jerusalem (member, Research Group) 2008
Loeb Library Foundation Fellowship, Harvard University 2008-2009

PROFESSIONAL OFFICES
University of California
President's Research Fellowships (Humanities) - Selection Committee 1994-97
Classical Antiquity (editorial board member, ancient art) 1992-97

Archaeological Institute of America, member since 1976
Advisory Board, American Journal of Archaeology 2004-2010

American Philological Association, member since 1985
Presidential Panel, invited participant 1989, 1995

Goodwin Award of Merit Committee (Chair: 2001) 1998-2001

College Art Association (member, invited panelist) 1996-2006
Review Committee, Getty Research Institute, The J. Paul Getty Trust 1998
Selection Committee, Post-Doctoral Fellowships, Getty Grants Program 2001-2004
Fellowship Committee, Mary Isabel Sibley Fellowship, Phi Beta Kappa 2002-2005
Advisory Committee, Getty Research Institute 2007-2009
Editorial Board, Tel Aviv (journal), Tel Aviv University 2009

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New Course Proposal

Honors Collegium 77
Greek and Persians: Ancient Encounters from Herodotus to Alexander

Course Number: Honors Collegium 77
Title: Greeks and Persians: Ancient Encounters from Herodotus to Alexander
Short Title: GREEKS & PERSIANS
Units: Fixed: 5
Grading Basis: Letter grade or Passed/Not Passed
Instructional Format: Seminar - 3 hours per week
TIE Code: SEMT - Seminar (Topical) [T]
GE Requirement: Yes
Major or Minor Requirement: No

Requisites: Designed for students in the College Honors program

Course Description: Examination of multiple encounters between Greeks and Persians in antiquity, from the origins of the Achaemenid Empire through its conflicts with the Greek world of the Mediterranean, to Alexander's defeat of Darius III. The course considers mutual constructions of "the other" in antiquity, Near Eastern versus Greek testimonia, and the art and archaeological evidence of the two civilizations.

Justification: This is a course designed for College Honors students enrolled in the interdisciplinary series called the Honors Collegium. It is suitable for all majors and will complement a Getty exhibition on this subject. It has been unanimously approved by the Faculty Advisory Committee to Honors, whose members come from a variety of disciplines, and by its Chair.

Syllabus: File 01SarahMorrisfinal.doc was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure: Active participation in class discussions: 40%
Reading quiz: 10%
Final paper of 10 pages: 30%
Class presentation: 20%

Effective Date: Fall 2013
Instructor: Sarah Morris
Professor

Quarters Taught: Fall

Department: Honors Collegium
Contact: G JENNIFER WILSON
gjwilson@college.ucla.edu

Routing Help

ROUTING STATUS
Role: L&S FEC Coordinator - Castillo, Myrna Dee Figuracion (mcastillo@college.ucla.edu) - 45040
Status: Pending Action

Role: Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510
Status: Approved on 5/7/2013 11:52:47 AM
Changes: No Changes Made
Comments: This approval is forwarded on behalf of Vice Provost Patricia A. Turner.

FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040

https://web.registrar.ucla.edu/cims/courses/coursenewmodify.asp?CID=58623&nnextpage=0
Role: Initiator/Submitter - Wilson, G Jennifer (gjwilson@college.ucla.edu) - S1752
Status: Submitted on 5/3/2013 12:26:10 PM
Changes: No Changes Made
Comments: Initiated a New Course Proposal