

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number ANNEA M60
 Course Title Achaemenid Civilization and the Empire of Alexander
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

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 course will focus on the study of the Achaemenid Civilization and campaign of Alexander the Great. As such, it deals with the topics of understanding competing cultures in the ancient world by means of reading and analyzing the written record each group left behind. The written record of each group is inherently biased, and it will be the main focus of the course for students to assess the historical validity of sources and understand the context in which these sources were written. A large component of this is reflecting on the social memory of the groups involved in the Alexander the Great's campaign and conquest of the Ancient Near East and assess the preserved material from the skilled perspective of the social historian.

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

Rahim Shayegan, Professor

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

If yes, please indicate the number of TAs 6

4. Indicate when do you anticipate teaching this course:

2018-2019 Fall Enrollment X Winter Enrollment _____ Spring Enrollment _____

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: 4

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

This course will expose students to the Achaemenid civilization and campaign of Alexander the Great and challenge learners to approach the study of the ancient world with an open mind. A large component of this class will be understanding how we can responsibly reconstruct the past from an incomplete and skewed material and written records.

❑ Integrative Learning

This course is organized as an historical case study in which a civilization confronts an invading force, and is subjected to new rulership. The reception, interpretation, and memory of this encounter will be studied from both sides, with special emphasis on the impact of such an historical event. Students will be expected to build upon their knowledge of analysis and methodology each week to study new cultural groups and political entities as part of the case study and build meaningful comparative frameworks.

❑ Ethical Implications

Students will be faced with the challenges of studying past societies that cannot speak for themselves. As such, students will be faced with the challenge of interpreting the material and written records in a responsible way. The study of the ancient world is intertwined with debates such as ethical museum display, responsible scientific study, and the imposition of modern national and international laws and borders on an ancient population constituting the heritage of many people. In addition, studying cultures so different from what most students are familiar leads to issues of normative language and etic perspectives dominating our viewpoints.

❑ Cultural Diversity

Students will be exposed to ancient cultures unfamiliar to them in this course. These cultures will be compared, and their interactions and documentation of one another studied. The students' responsibility is to study each culture with an open mind, recognize similarities and difference from what is known to them, and begin to understand the underlying social, economic, and political motivations behind each society and recognize that these motivations are oftentimes couched universal factors no unlike what we fact today.

❑ Critical Thinking

Every classroom experience and component independent research in this course will require critical thinking. Students must make meaningful connections and comparisons of the material and texts throughout the course, and they must present these ideas both in classroom discussion and in their written exams.

❑ Rhetorical Effectiveness

The students' written exams must demonstrate an ability to present an effective argument and address the topics of discussion. The students' primary source analysis, a 2-3 page paper, will challenge students to both read and understand the rhetorical effectiveness of primary sources as well as present a cogent argument about said source.

❑ Problem-solving

For this course, students will be challenged to critically analyze the effectiveness and credibility of primary sources. They will be given tools for navigating both print sources and web-based sources, and must assess their usefulness for their scholarly research and argumentation.

❑ Library & Information Literacy

With the above category, students will need to be able to perform basic research and be able to navigate the library and online databases to acquire this knowledge.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:

3

(hours)

2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)
--

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>2</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>2</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week 11 **(HOURS)**

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

[ANNEA M60]

Achaemenid Civilization and the Empire of Alexander

Fall 2019

The period from c. 600 to 300 BCE saw the precipitous rise and fall of Achaemenid Persia, the first world empire of antiquity. Stretching from the central Asian steppe to the shores of the Aegean, Persia ruled over a territory unprecedented in its sheer extent, as well as a population of diverse cultures, religions, and ethnicities. The end of the empire came abruptly at the hands of Alexander the Great, a conqueror whose campaigns were as transformative as they were violent. Alexander connected the ancient Mediterranean and Near East as never before, ushering in a new era and forever changing the cultural landscape of the ancient world.

In its survey of some three centuries of history, this course will focus especially on the themes of ancient kingship and political ideology; the comparative study of empires; administration and institutions; and religious and ethnic diversity in large, heterogenous states. Our goals will include not only broad knowledge of the Achaemenid and Macedonian empires, but also facility with ancient primary sources and the development of analytical skills that are central to the discipline of history. Lectures and writing assignments will develop student proficiency with different categories of ancient evidence, with special attention to varying perspectives from the classical cultures of Greece and Rome and the inhabitants of Near Eastern empires.

Instructor: Professor M. Rahim Shayegan
 Office: 386 Kaplan Hall
 Email: shayegan@humnet.ucla.edu
 Office Phone: 310-825-4877
 Office hours: DAY, TIME, or by appointment
 Mailbox: 378 Humanities Building
 TAs: NAMES

Seminar & Location

DAYS, TIME, LOCATION

Course Work

Lecture will be held twice a week. To prepare for lecture, students must complete the readings assigned for that week in the time table. Discussion sections will be held once a week and will be led by one of the course TAs; discussions will cover the weekly readings with special attention to primary sources. Students should come prepared with questions and comments about these texts and be prepared to participate actively.

Seminar Objectives

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

1. Command a broad knowledge of the political and social history of Achaemenid Persia and the empire of Alexander the Great;
2. Analyze diverse categories of ancient primary sources, including literary histories, epigraphic documents, and material remains;
3. Synthesize primary and secondary sources to generate critical insights into the comparative study of ancient empires;
4. Extrapolate general historical principles and patterns from case studies of Achaemenid and Hellenistic history.

Assessment

(1) Exams

You will have two exams in this class – a **midterm** and a **final**. Both exams will comprise two sections. The first will require succinct responses to questions on important events, names, dates, and key concepts. The second will consist of one to two paragraph treatments of more complex and overarching themes, events, and concepts addressed in the lectures.

(2) Primary Source Analysis

The readings for each week of this course will include one or more primary sources, documents contemporary with the period of history we are studying. A primary source analysis is a short essay of 2–3 pages that considers the document's value as a piece of evidence for its historical period. It may touch on some of the following questions (though it need not deal with them all):

- Who is the author of the document?
- Who is the intended audience of the document?
- What form does the text take? Is it a poem? A political proclamation? A receipt?
- What does the document reveal about the society in which it was composed?
- Does the text try to persuade the reader of a certain argument? If so, how?
- How is the document available to us today? Why has it survived into the present?
- What was the historical setting in which the text was written, and how does that setting relate to the content of the document?

These are merely sample questions, and your own interest in the document may lead you to consider different ones. Above all, your writing should show that you've read the text closely; that you're thinking seriously about its value as a piece of evidence; and that you're asking questions about the text that are meaningful to you.

You may choose any of the course's primary source readings for your analysis, but the assignment must be turned in by December 5.

(3) Attendance and Participation

Attendance at all lectures and discussion sections is required. Students are allowed one (1) verified absence per semester. It is expected that you will participate actively in discussion sections, both at the prompting of the instructor/TAs and in response to the comments of your peers. Teaching Assistants will provide an individualized Discussion Section syllabus that will outline the requirements, expectations, discussion topics, and assignments for this component of the course.

Schedule of Deadlines and Exams

- Midterm Exam – October 31
- Final Exam – **DATE** (pending University schedule)
- Primary Source Analysis – December 5

The primary source analysis should be submitted via Turnitin on December 5 by 5:00pm. The midterm will be held during regular class time. Please see the UCLA Fall 2019 schedule of final exams for the date and time of the final.

Grading Breakdown

<i>% of grade</i>	<i>Type of work</i>
15%	Attendance
15%	Participation in discussion sections
25%	Midterm Exam: October 31
20%	Primary Source Analysis: December 5
25%	Final Exam: DATE (pending University schedule)

Grading Scale

<i>letter grade</i>	<i>points</i>	<i>achievement level</i>
A+	97-100	
A	94-96	Student has excellent knowledge of Achaemenid history, the campaign of Alexander the Great, and all relevant source materials; has the skills to develop and sustain a scholarly analysis of historical argumentation in writing by carefully and meaningfully combining primary and reliable secondary sources.
A-	90-93	
B+	87-89	
B	84-86	Student has good knowledge of Achaemenid history, the campaign of Alexander the Great, and relevant source materials; can develop and sustain a scholarly analysis of historical argumentation in writing, but requires more training in carefully and meaningfully combining primary and secondary sources.
B-	80-83	
C+	77-79	
C	74-76	Student has rudimentary knowledge of Achaemenid history, the campaign of Alexander the Great, and some relevant source materials;

		writing has some analysis and historical argumentation but lacks precision and clear organization.
C-	70-73	<i>*Please note that according to Registrar Policy, a student must earn a 73% or higher as their final grade to pass a course if the Pass/Fail option of grading is chosen.</i>
D+	67-69	
D	64-66	Student has limited knowledge of Achaemenid history, the campaign of Alexander the Great, and relevant source materials; writing hardly contains analysis and historical argumentation and tends to be disorganized.
D-	60-63	
F	0-59	Student has not acquired any knowledge of Achaemenid history, the campaign of Alexander the Great, and relevant source materials; has poor writing skills.

Reading Materials

(1) Reader

A comprehensive *digital* reader containing the assigned readings, as well as the syllabus, is posted on the course's CCLE website at. The weekly readings may be downloaded as pdf files from CCLE.

(2) Required Books

The following books, available at the UCLA Store, are to be purchased for the course:

- Matt Waters, *Ancient Persia: A Concise History of the Achaemenid Empire, 550—330 BCE* (Cambridge: Cambridge University Press, 2014)
- A.B. Bosworth, *Conquest and Empire: The Reign of Alexander the Great* (Cambridge: Cambridge University Press, 1993)

(3) Reserves

The following will be on reserve, for a two-hour loan period, at the College Library:

- Josef Wiesehöfer, *Ancient Persia: from 550 BC to 650 AD*, trans. A. Azodi (London/New York: I. B. Tauris Publishers, 2001)
- Lindsay Allen, *The Persian Empire* (Chicago: University of Chicago Press, 2005)
- Edward Anson, *Alexander the Great: Themes and Issues* (London: Bloomsbury, 2013)
- Ian Worthington, *Alexander the Great: Man and God* (London: Pearson, 2004)
- Peter Green, *From Alexander to Actium: The Historical Evolution of the Hellenistic Age* (Berkeley: University of California Press, 1990)

(4) Lecture Notes

Lecture Notes (typically a total of 65+ pages for the quarter), providing the structure of each lecture, and entailing the main topics of discussion, technical terms, and names covered

during the lectures, shall be either distributed prior to the lectures, or posted on: the CCLE Course Website, on a weekly basis, for students to print and bring to class.

Weekly Schedule

Week 0	September 26	<p>Introduction</p> <ul style="list-style-type: none"> • Introduction to the structure of the class • Discussion of course expectations • Brief overview of the ancient Mediterranean and the Near East
Week 1	October 1	<p>Sources for Ancient Near Eastern and Mediterranean History <i>Topics:</i> literary/epigraphic/papyrological/material categories of ancient evidence; survival and transmission of manuscripts; excavation Secondary Source Readings:</p> <ul style="list-style-type: none"> • J. Wieshöfer, <i>Ancient Persia</i>, 7–28 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • None for this meeting
	October 3	<p>The Background to the Achaemenids: The Ancient Near East and Egypt in the 1st Millennium BCE <i>Topics:</i> Assyrians, Medes, and Elamites; Mesopotamian city-states vs territorial empires; the background to Persian rule Secondary Source Readings:</p> <ul style="list-style-type: none"> • M. Waters, <i>Ancient Persia</i>, 19–34 • P.-A. Beaulieu, “World Hegemony: 900–300 BCE,” in D. Snell (ed), <i>A Companion to the Ancient Near East</i>, 48–61 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Fall of Nineveh Chronicle & Herodotus 1.96–107 on Assyria & the Medes (=A. Kuhrt, <i>The Persian Empire: A Corpus of Sources</i>, 30–32, 34–38)
Week 2	October 8	<p>The Achaemenid Empire: The Age of Conquest from Cyrus to Bardiya <i>Topics:</i> the life of Cyrus the Great; the legitimation of conquest; epigraphic vs literary sources Secondary Source Readings:</p> <ul style="list-style-type: none"> • M. Waters, <i>Ancient Persia</i>, 35–51 • A. Kuhrt, “Cyrus the Great of Persia: Images and Realities,” in <i>Representations of Political Power: Case Histories from Times of Change and Dissolving Order in the Ancient East</i>, 169–191 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • The Cyrus Cylinder, trans. H. Schaudig • Herodotus 1.60–88 on Croesus and the fall of Lydia to Cyrus (=A. Kuhrt, <i>The Persian Empire: A Corpus of Sources</i>, 60–65)
	October 10	<p>The Achaemenid Empire: Consolidation, Entrenchment, and Expansion under Darius I <i>Topics:</i> Darius’ accession and legacy; royal ideology; provincial control Secondary Source Readings:</p>

		<ul style="list-style-type: none"> • M. Waters, <i>Ancient Persia</i>, 52–91 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • The inscription of Darius I at Behistun • Herodotus 1.209–210 (Cyrus dreams of Darius’ future kingship), 3.61–88 (Smerdis and the revolt of the Seven)
Week 3	October 15	<p>The Achaemenid Empire: Administration and Institutions</p> <p><i>Topics:</i> Bureaucracy and administration; political economy; social structure</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • M. Waters, <i>Ancient Persia</i>, 92–113 • M.A. Dandamaev, <i>The Culture and Social Institutions of Ancient Iran</i>, 90–131 • M. Brosius, <i>Women in Ancient Persia</i>, 83–119 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Selected texts from the Persepolis Fortification Tablets (=A. Kuhrt, <i>The Persian Empire: A Corpus of Sources</i>, 763–802)
	October 17	<p>The Achaemenid Empire: Ethnic and Religious Pluralism</p> <p><i>Topics:</i> religions of the empire; unity and diversity; top-down vs bottom-up approaches to the study of religion</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • J. Wieshöfer, <i>Ancient Persia</i>, 94–101 • P. Briant, <i>From Cyrus to Alexander</i>, 240–254 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Xerxes’ Daiva inscription (XPh), trans. P.O. Skjærvø
Week 4	October 22	<p>History of Greece in the 1st Millennium BCE</p> <p><i>Topics:</i> the Greek <i>polis</i>; Athenian democracy; citizens, metics, and slaves</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • I. Morris, “The Eighth Century Revolution,” in <i>A Companion to Archaic Greece</i>, 64–80 • R. Osborne, “The Transformation of Archaic Greece,” in <i>Greece in the Making</i>, 292–318 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Aristotle, <i>The Constitution of the Athenians</i>
	October 24	<p>The Greco-Persian Wars</p> <p><i>Topics:</i> the battles and their aftermath; pan-Hellenism; the Persian perspective</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • M. Waters, <i>Ancient Persia</i>, 114–133 • P. Green, <i>The Greco-Persian Wars</i>, 3–33 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Herodotus 8.67–93 and Aeschylus, <i>Persians</i> (messenger speech) on the Battle of Salamis

Week 5	October 29	<p>Greece, Macedon, and the Rise of Philip II</p> <p><i>Topics:</i> the origins of Macedonian power; Philip’s reforms; the conquest of Greece; autocracy vs representative government</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • E. Anson, <i>Alexander the Great: Themes and Issues</i>, 13–81 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Collected literary sources in W. Heckel/J.C. Yardley, <i>Alexander the Great: Historical Sources in Translation</i>, 19–29 • Visual evidence from the Macedonian royal tombs at Vergina
	October 31	MIDTERM EXAM
Week 6	November 5	<p>Alexander the Great: From his Youth to the Battle of the Granicus</p> <p><i>Topics:</i> Alexander’s early life and accession; the perils of biography; motives for the campaign</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • A.B. Bosworth, <i>Conquest and Empire</i>, 25–49 • I. Worthington, <i>Alexander the Great: Man and God</i>, 32–66 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Plutarch, <i>Life of Alexander</i>, 1–18 • Selected sources in W. Heckel/J.C. Yardley, <i>Alexander the Great: Historical Sources in Translation</i>, 72–89
	November 7	<p>Alexander’s Campaign: From Issus to India</p> <p><i>Topics:</i> the events of the campaign; comparison and critique of Roman literary sources</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • A.B. Bosworth, <i>Conquest and Empire</i>, 55–100 • M. Waters, <i>Ancient Persia</i>, 197–215 • I. Worthington, <i>Alexander the Great: Man and God</i>, 132–171 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Selected sources in W. Heckel/J.C. Yardley, <i>Alexander the Great: Historical Sources in Translation</i>, 110–122
Week 7	November 12	<p>Alexander’s Empire at the Nexus of West and East</p> <p><i>Topics:</i> administration; Greek “colonization”; Alexander’s “fusion” policy and adoption of Near Eastern traditions; tensions between Greeks, Macedonians, and Iranians</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • E. Anson, <i>Alexander the Great: Themes and Issues</i>, 121–152 • A.B. Bosworth, <i>Conquest and Empire</i>, 229–250 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Selected sources in W. Heckel/J.C. Yardley, <i>Alexander the Great: Historical Sources in Translation</i>, 175–188
	November 14	<p>Alexander’s Death and its Aftermath</p> <p><i>Topics:</i> the fragmentation of the empire; establishment of the Successor kingdoms</p> <p>Secondary Source Readings:</p>

		<ul style="list-style-type: none"> • E. Anson, <i>Alexander the Great: Themes and Issues</i>, 181–188 • P. Briant, <i>Alexander the Great and his Empire</i>, 67–100 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Selected sources in W. Heckel/J.C. Yardley, <i>Alexander the Great: Historical Sources in Translation</i>, 277–293
Week 8	November 19	<p>The Hellenistic World I: Greek Culture in the East</p> <p><i>Topics:</i> Greek settlement in Egypt, Persia, and Central Asia; continuity of indigenous traditions; Hellenistic kingship</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • P. Green, <i>The Hellenistic Age: A Short History</i>, 1–18 • A. Kuhrt and S. Sherwin-White, <i>From Samarkhand to Sardis: A New Approach to the Seleucid Empire</i>, 141–187 (Ch. 6: “Colonialism and Imperialism”) <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Epigraphic decree of Miletus in honor of Seleucus’ wife Apame (=M. Austin, <i>The Hellenistic World from Alexander to the Roman Conquest: A Selection of Ancient Sources in Translation</i>, 108 (no. 51))
	November 21	<p>The Hellenistic World II: Religion, Philosophy, and Social Life</p> <p><i>Topics:</i> Alexandrian scholarship; Greek vs indigenous religious practices; royal cult; social structure; Hellenistic slavery</p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • P. Green, <i>The Hellenistic Age: A Short History</i>, 87–108 • J.K. Davies, “Cultural, Social and Economic Features of the Hellenistic World,” in <i>The Cambridge Ancient History</i>, 2nd ed., vol. 7.1, 296–320 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Papyrus with a complaint by a non-Greek about contemptuous treatment (=R. Bagnall/P. Derow, <i>The Hellenistic Period: Historical Sources in Translation</i>, 230–232 (no. 37))
Week 9	November 26	<p>Alexander’s Reception in the Classical Mediterranean</p> <p><i>Topics:</i> Alexander’s legacy among the Hellenistic kings; Roman <i>imitatio</i></p> <p>Secondary Source Readings:</p> <ul style="list-style-type: none"> • D. Spencer, <i>The Roman Alexander</i>, 1–30 • K. Erickson, “Sons of Heracles: Antony and Alexander in the Late Republic,” in <i>Brill’s Companion to the Reception of Alexander the Great</i>, 254–274 <p>Primary Source Readings:</p> <ul style="list-style-type: none"> • Selected sources in W. Heckel/J.C. Yardley, <i>Alexander the Great: Historical Sources in Translation</i>, 294–302, esp. Livy 9 on Alexander vs Rome
	November 28	NO CLASS: THANKSGIVING BREAK
Week 10	December 3	<p>Alexander’s Reception in the East</p> <p><i>Topics:</i> Alexander in Egyptian and Persian traditions; the Alexander Romance; (mis-)remembering and reinterpretation</p> <p>Secondary Source Readings:</p>

		<ul style="list-style-type: none"> • R. Stoneman, <i>Alexander the Great: A Life in Legend</i>, chapter 1 • T. Daryae, “Imitatio Alexandri and Its Impact on Late Arsacid, Early Sasanian and Middle Persian Literature,” 89–97 Primary Source Readings: <ul style="list-style-type: none"> • Zoroastrian texts in T. Daryae, “Imitatio Alexandri” • Ferdowsi, <i>Shahnameh</i> trans. Dick Davis, 465–471 (on Sekandar and Dara)
	December 5	Conclusions and Recapitulation for the Final Exam PRIMARY SOURCE ANALYSIS DUE
Finals Week	DATE (pending University schedule)	FINAL EXAM

Policies

All students will be held to UCLA’s student conduct code which, among other things, explains what constitutes cheating and/or plagiarism and the possible outcomes of such an act.

(http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev030416.pdf).

Cheating and/or plagiarism will be reported to university officials in every single case whether intent is clear or not. There is zero tolerance for cheating or plagiarism. Work is expected to be wholly yours and original for this course. You are responsible for understanding what constitutes cheating and plagiarism. This is explained in the student code of conduct (see link above), but if you are ever uncertain talk to me BEFORE submission of your work. Once your work is submitted you are held responsible for that submission. Plagiarism includes, but is not limited to, submissions that are not wholly original for this course (you cannot use a paper for another class and this class, nor can you submit a paper that is mostly quotes of other works), poor paraphrasing, not citing your quotes or data, copying someone’s argument (even if you change the words) without citing, giving/selling your work to someone else, etc. All paper assignments will be run through plagiarism detection software that compares your submission to published works, online sources, and other students’ papers.

If you are ill or unable to make it to class, please email as far in advance as possible. Any missed exam must have a written medical excuse to be made up after the fact, otherwise a zero grade will be given and a make-up will not be allowed. Medical excuses must be from a medical professional.

Students with disabilities have the legal right to access disability-based support services designed to facilitate successful completion of their academic program. They are responsible for making use of what Disabilities Resources for Students are available (<http://www.cae.ucla.edu/OSD-Student-Handbook>). If you need an accommodation, inform me at least two weeks in advance. CAE also requires students to set up accommodations with their office at least 2 weeks before an exam (note you are responsible for setting up accommodations with CAE).



New Course Proposal

Iranian M60

Achaemenid Civilization and the Empire of Alexander

Course Number Iranian M60

Multiple Listed With Ancient Near East M60
History M60

Title Achaemenid Civilization and the Empire of Alexander

Short Title

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites none

Course Description The period from c. 600 to 300 BCE saw the precipitous rise and fall of Achaemenid Persia, the first world empire of antiquity. The end of the empire came abruptly at the hands of Alexander the Great, a conqueror whose campaigns were as transformative as they were violent. Alexander connected the ancient Mediterranean and Near East as never before, ushering in a new era and forever changing the cultural landscape of the ancient world.

In its survey of some three centuries of history, this course will focus especially on the themes of ancient kingship and political ideology; the comparative study of empires; administration and institutions; and religious and ethnic diversity in large, heterogeneous states. Our goals will include not only broad knowledge of the Achaemenid and Macedonian empires, but also facility with ancient primary sources and the development of analytical skills that are central to the discipline of history.

Justification Department is revamping their Iranian Studies offerings.

Syllabus File [AN N EA M60 - Achaemenid Civilization and the Empire of Alexander Syllabus JN draft](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Approved on behalf of Dept Chair, Kara Cooney.

Grading Structure Grading Breakdown

% of grade Type of work

15% Attendance

15% Participation in discussion sections

25% Midterm Exam: October 31

20% Primary Source Analysis: December 5

25% Final Exam: DATE (pending University schedule)

Effective Date Fall 2019

Instructor

Name

Title

Shayegan, Rahim

Professor

Quarters Taught

Fall

Winter

Spring

Summer

Department

Near Eastern Languages & Cultures

Name

E-mail

[Contact](#) **ISAMARA RAMIREZ****iramirez@humnet.ucla.edu**[Routing Help](#)

ROUTING STATUS

Role: Department/School Coordinator - Garcia,Indira Yubelka (indira@history.ucla.edu) - 47053**Status:** Pending Action**Role:** Initiator/Submitter - Ramirez, Isamara (iramirez@humnet.ucla.edu) - 53623**Status:** Submitted on 1/4/2019 9:04:10 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)

Comments or questions? Contact the Registrar's Office at publications@registrar.ucla.edu or (310) 825-6704