History 400W: The Historian’s Craft     (Section 3)
The Hellenistic World—Alexander the Great and His Legacy
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Tu 4-6:40           Office Hours:  M 5-6 PM
Sched. #: 21600     Tu 2:30-3:30 PM
                            Thurs. 2:30-3 PM
                            And by appointment

**This syllabus is subject to revision at the instructor’s discretion.**

History 400W is the gateway course for the history major. The course is designed to introduce students to historical methods, theory, and writing in the discipline of history through a close examination of one topic. In this course we will closely analyze the historiography of Alexander the Great and his legacy, the Hellenistic World. The chief purpose of the course, however, is to understand what History is, how historians think, and the various methodologies of writing history. Keeping this in mind, we will scrutinize both ancient and modern historiography concerning the events that led up to Alexander’s campaigns, his life, and the ways in which he changed the world. Keen attention will be paid to the differences between ancient and modern historical thought and methods, narratives versus monographs, and the interdisciplinary approaches used in modern historical analyses of the ancient past.

Course Goals:
1) To understand how history functions as a discipline, and how it is different from while similar to other disciplines (e.g. Comparative Literature, Economics, Sociology, or Archaeology).
2) To provide students with the ability to ask historical questions, and to identify how historical questions differ from other kinds of questions (e.g. literary or philosophical questions).
3) To comprehend how historians tease fact from fiction and distinguish between truth and bias.
4) To develop the skills necessary to properly cite sources, avoid plagiarism, synthesize facts, interpolate (fill in the blanks) within reason, interpret primary and secondary sources, and compare the differing viewpoints of historians with an analytical eye.
5) To gain insight into the differing kinds of history, including but not limited to political, military, social, psycho, cultural, world, and economic history.
6) To improve both written and oral communication skills.
7) To identify the thesis and essay map of a historiographic analysis.
8) To clearly articulate a thesis and essay map when writing a historical or historiographic essay.
9) To understand how modern takes on race/ethnicity, gender, sexuality, and/or class affect the viewpoints of historians and to understand the pitfalls of anachronism.
10) To observe other types of fallacious logic (e.g. false dichotomies and arguments from silence) and to learn how to avoid them.

**Required Texts:**


Secondary Source to be reviewed individually by student, as assigned in class (see choices on course outline below).

All required textbooks are available for purchase at the SDSU Bookstore on campus, except the Secondary Source assigned. Such works can be obtained from the library here at SDSU, or if not through Circuit + or ILL. **PLAN AHEAD: ORDER YOUR SECONDARY SOURCE ASAP.** Assignments of secondary sources will be made in class. See the course outline for possibilities, and have several in mind as you may not get your first choice.

**Course Reader:**
Some smaller required texts are part of a course reader available online on BlackBoard under Course Documents.

**Course Policies:**
History 400W is a seminar course. You must come to class having prepared assigned readings. I will not lecture—we will discuss the readings. You will be expected to contribute to class discussions, and to present both a secondary source analysis to the class as well as the results of your final project, a historiographic essay.

Please be courteous to your fellow students and instructor. Do not speak when others are talking. Do not interrupt others. Raise your hand to ask questions or make comments.

**Use of electronic devices is prohibited in class unless pre-approved by the instructor.** This includes PDAs, Blackberries, laptops, and cell phones. There is to be NO cell phone in class WHATSOEVER. **This includes playing games, sending text messages, or doing anything else on a mobile phone. Cell phones MUST be turned off before class, NO EXCEPTIONS.** Anyone caught using a cell phone in class will automatically forfeit 10% of her or his class participation grade.
Taping in class is prohibited unless the student signs a consent form with stipulations provided by the instructor.

Cheating and plagiarism will not be tolerated. Plagiarism can consist of one sentence or fifty pages. **If you are using someone else’s ideas, you must cite your source. If you are using someone else’s words, make sure you place them in quotes, and cite your source.** All persons caught plagiarizing or cheating will receive an F for the course. For more information on what constitutes cheating and plagiarism, see:

http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf

**Grading Breakdown:**

- **Paper #1 (Expository Essay):** 10%
- **Paper #2 (Secondary Source Analysis):** 20%
- **Paper #3 (Historiography of Tomb II):** 20%
- **Final Paper:** 25%
- **Oral Presentation of Secondary Source Analysis:** 5%
- **Oral Presentation of Final Historiographic Analysis:** 5%
- **Class Participation:** 15%

(See Course Outline below for due dates of all assignments).

**Paper #1 (Expository Analysis):** Hofstadter argues that the social sciences play a crucial role in the historian’s craft. Do you agree with his opinion? Why or why not? The goal of this assignment is to get you thinking about the historian’s craft, the methodologies employed by historians, and the differences between narrative history and analytical monographs. Your paper should be approximately 5 pages, double-spaced, in 12 point font.

**Paper #2 (Secondary Source Analysis):**
Your secondary source analysis will be a review of one of the books listed on the course outline. Each student will give an oral report and write a critical review of her/his assigned work. The idea of this assignment is not to write a book report that simply summarizes the work, but rather to analyze and review the scholarship. You should identify the thesis of the book, the techniques used to prove that thesis (the author’s methodology or approach, use of evidence, assumptions, and organization), the overall success (or lack thereof) of the argumentation, and point to any discrepancies, use of fallacious logic, or other problems that the author’s viewpoint presents. What is the author’s intention? Is s/he successful in arguing the thesis of the work? Why or why not? **Be sure to back up your opinions with examples from the secondary source.** Your paper should be approximately 5 pages, double-spaced, in 12 point font. Further instructions will be given in class.

**Paper #3 (Historiography of Tomb II):**
Discuss how scholarly thought regarding the occupants of Tomb II at Vergina has changed over time. Who did the archaeologist who discovered the tomb, Manolis Andronicos, think was buried there? Why? What kind of evidence did he use to support his claim? How has later research corrected or revised this claim? What kind of
evidence has been used to rule out the claim of Andronicos? Do the findings in Tombs I and III at Vergina help to support the revisionist views? It would be best to organize the materials and arguments in a chronological fashion for this exercise. Your paper should be at least 5 (five) pages in length. Use the articles listed on the course outline below as well as any additional secondary scholarship on this subject.

Final Paper (Historiographic Analysis):
The historiographic analysis should provide a critical analysis of the secondary scholarship on a particular subject directly related to the theme of the course. Students may use the same work used for the Secondary Source Analysis, but this work must be one of at least five sources analyzed (preferably more), and each source must be given equal weight. Students should not write a narrative history but rather a critical evaluation of the status of historical thought on a particular topic relating to Alexander or the Hellenistic World. Some questions that should be addressed in the historiographic analysis include, but are not limited to: (1) How have the viewpoints of historians on a particular topic changed over time? (2) How do modern historians disagree on this topic, and why? (3) If you can tell, how does the author’s own ethnic/racial background, gender, and/or class affect her or his viewpoint? Is the author biased? If so, how and why? (4) Which historians make the stronger arguments, and why? More information on paper assignments will be provided in class. Be sure to back up your opinions with examples from the secondary sources. Your paper should be approximately 10-15 pages, double-spaced, in 12 point font. Further instructions will be given in class.

Late Papers:
Late papers will be graded down by 10% for each class session late. Plan ahead! Paper topics will be handed out, well in advance, in class.

Oral Presentations:
Each oral presentation should take about 10-15 minutes, with some time following for question and answer sessions. Oral presentations should follow the guidelines listed above for the Secondary Source Analysis (Oral Presentation #1) and the Historiographic Analysis (Oral Presentation #2). Factors to consider: Be clear and concise. Don’t say too much and waste your time, but don’t be so brief that your classmates cannot follow your speech. Target your fellow students as your audience, not the professor. Look at the entire class when you are speaking. For Secondary Source Analysis presentations, you should discuss the relationship of your secondary source to other class readings, particularly those assigned near or on the same day as your book. Try to discuss how your work sheds light upon or builds upon themes developed in the course thus far. What is significant about the argument that the author of the book is making? Why is the research significant? What does it demonstrate? Summarize rather than drown your audience in detail. DO NOT put large chunks of reading material into PowerPoint, but rather bullet list items to be discussed and other important points.
Class Participation:
I expect that you will be prepared to discuss readings. Participation is more than attendance—it is active engagement in our discussion that demonstrates command of the materials assigned.

Course Outline:
This outline may be subject to change at the instructor’s discretion.

PART I: WHAT IS HISTORY? DEFINITIONS OF HISTORY AND THE TOOLS OF THE HISTORIAN'S TRADE.


Reading: Handout (to be distributed in class).


Readings: READER: Herodotus Bk. 1.1-13 (pp. 1-8 ONLY)
Oscar Wilde. The Rise of Historical Criticism, esp. Ch. 1.
Available online at http://www.online-literature.com/wilde/2309/
Thucydides 1.1-23 (=pp. 35-49 read carefully); 24-88 (=pp. 49-87 skim); 2.47-55 (=pp. 151-156 read carefully),
Please print readings and bring them with you to class, or bring a laptop or tablet to view them (always).


Readings: Brundage 1-18
Williams, xiii-32, 79-90.
Turabian, 73-83

Readings:  Plutarch *Life of Alexander* 1, 10-15 (pp. 252, 262-267)  
Romm, pp. vii-32.  
Williams, 32-44.  
Brundage, 19-33  

**PART II: THE DIFFERENT KINDS OF HISTORY, USING ALEXANDER THE GREAT AS A CASE STUDY.**

Feb. 25  **PAPER #1 DUE  Military and Political History vs. Biography.**  
*Is Biography History?*  The History of Childhood. Alexander’s Conquests from Tyre to Egypt to Central Asia.  
Alexander and the Amazon Queen.

**Reading:**  **READER:**  Plutarch *Life of Alexander* 15-55 (pp. 267-312)  
Romm, pp. 33-113.

Mar. 4  **Military and Political History vs. Biography (cont’d).**  
*Numismatics.*  Reconciling Sources and the Lost Histories of Alexander.

**Reading:**  **READER:**  Plutarch *Life of Alexander* 24-55 (pp. 278-312)  

Mar. 11  **USING THE LIBRARY TO DO RESEARCH.**  Meet at the Library Classroom LA 78 (downstairs, B Level of the Dome Library Annex, 4PM Sharp).  
Lisa Lamont will be conducting a library orientation course there.  
After break:  Meet back at classroom to discuss readings:  
Turabian, pp. 164-215.


**Reading:**  Romm, pp. 113-173.  
Marius and Page, 188-200  
**READER:**  Plutarch, *Life of Alexander* 69-77 (pp. 326-334)  

Mar. 25  **PAPER #2 (WRITTEN SECONDARY SOURCE ANALYSIS) DUE.**  
*Psychohistory and Alexander’s character.*  Was Alexander brilliant,
insane, or both? Was Alexander magnanimous or power hungry?
Avoiding false dichotomies. Can we psychologically diagnose the dead?
Alexander and Post Traumatic Stress Disorder (PTSD Did Alexander
have PTSD? Why or why not? Alexander and alcoholism. Style in a
Formal Essay: Footnotes, Spelling, Punctuation, Quotations, etc.
Historiography and How to Cite Your Sources. Numismatics and the
Study of Political History. Historical Causation, Argumentation, and
Historiography. Historical Revisionism and Essay #3 (Case Studies
from Charleston to Vergina).

Reading:
Turabian, pp. 281-316 (skim)
Williams 47-78; 90-145
READER: Lawrence A. Trite, “Alexander and the Killing of Cleitus the
Black,” in Crossroads of History (Claremont, CA: Regina Books, 2003),
127-146.
Secondary Source Analysis #2: Jonathan Shay, Achilles in Vietnam:
Combat Trauma and the Undoing of Character. New York: Maxwell

Apr. 1 SPRING BREAK – NO CLASS

PART III: THE DIFFERENT KINDS OF HISTORY: THE HELLENISTIC
WORLD AS A CASE STUDY

Apr. 8 The History of Sexuality and Gender. The confluence of gender (i.e.
masculinity) and sexuality in modern thought. Did Alexander live
“Before Sexuality”? The Successors of Alexander and the Hellenistic
Period defined. Olympias, Eurydike: Powerful Macedonian Queens.
Absolute Monarchies and the self-governing Polis in the Hellenistic
World. Hellenistic Warfare. How does the present influence the past in
historiography? Periodization and Political History. Picking a Topic
for your Historiographic Essay.

Reading: Bugh, Bosworth, and Adams in Bugh, pp. 1-49.
Reread Tarn, esp. p. 123.
Romm, pp. 34, 164-166.
Plato Symposium 178-180 (trans. Hubbard, pp. 180-183)
J. Reames-Zimmerman, “An Atypical Affair? Alexander the Great,
Hephaistion Amyntoros and the Nature of their
81-96.
Secondary Source Analysis #3: Elizabeth Carney, Oympias: Mother of
Secondary Source Analysis #4: Daniel Ogden, Polygamy, Prostitutes,


Apr. 22 PROJECT PROPOSAL FOR HISTORIOGRAPHIC ESSAY DUE WITH BIBLIOGRAPHY.

Secondary Source Analysis #10: Frank L. Holt, Alexander in Bactria
Secondary Source Analysis #11: Karstens Dahmen, The Legend of Alexander the Great on Greek and Roman Coins

Apr. 29 History of Science, Medicine, and Technology. Eurocentrism vs. Principles of World History. Multiculturalism and Cultural Borrowing. Hellenistic vs. Hybrid Art


May 6 Oral Presentations of Historiographic Research.

May 13 Oral Presentations of Historiographic Research (cont’d).

FINAL PAPER (HISTORIOGRAPHIC ANALYSIS) DUE.