

## THE GLORY THAT WAS GREECE

**Course Number:** CLA 2100 (1EB)

**Credit Hours:** 3

**Semester/Year:** Fall 2025

**Class location:** LIT 0113 on Tuesdays and Thursdays

**Attributes:** General Education  
Humanities & General Education  
International

**Class meeting time(s):** T 4<sup>th</sup> period/ R 4-5<sup>th</sup> periods

**Instructor:** Eleni Bozia

**Office location/Hours:** Thursday 12:50-2:45 pm in Dauer 134  
and on Zoom <https://ufl.zoom.us/j/9169332170> or by  
appointment

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### COURSE DESCRIPTION

EXPLORATION OF THE HISTORICAL, CULTURAL, AND SOCIO-POLITICAL ASPECTS OF THE ANCIENT GREEK WORLD AS IT IS SITUATED FIRMLY WITHIN THE WESTERN CLASSICAL TRADITION.

Specifically, throughout this course, the students will explore historical, cultural, and socio-political aspects of the Ancient Greek world. They will familiarize themselves with events that have shaped Ancient Greek societies, explore the literary record that preserves factual information as well as nuances of live experiences of men, women, citizens and non-citizens, and ultimately comprehend the dynamics that shaped Ancient Greece. At the same time, students will work on comparisons with our modern societies and the world around us and will try to determine how the study of the past can enhance our apprehension of the present and help us better the future.

The students will be consulting the required textbook and reading selections of Ancient Greek literature in English translation. There will be a selection of genres not only to give students a solid foundation of classical literature but also so that they can get a comprehensive understanding of the above topics. This approach will also teach students the need for plurality of informational material and cross-examining of sources.

The students will also engage with secondary bibliography that discusses ancient sources, while prompting them to better contextualize them within contemporary events and their own experiences.

During the semester, the students will have to take quizzes and 2 exams. They will also have regular Discussion assignments on CANVAS and other class group activities.

## **PURPOSE OF THE COURSE**

The purpose of the course is to challenge the students to rethink personal and societal identity from the perspective of the study of the Ancient Greek world. We will (re)consider historical events, geographical provenance, citizenship, war and peace, and one-world history through digital preservation (3D scanning and printing) of historical artifacts, and ultimately space and self-positioning both literally and figuratively.

## **GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES**

### Humanities and International Objectives and Student Learning Outcomes

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

<https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>

### **Humanities Objectives**

In this course, students will investigate the historical, cultural, and socio-political dynamics of Ancient Greece through close engagement with both primary and secondary sources. By reading ancient texts in translation across a variety of genres, students will gain insight not only into pivotal events and institutions but also into the lived experiences of men, women, citizens, and non-citizens alike. The course emphasizes the importance of a plurality of perspectives and the cross-examination of sources, encouraging students to discern how factual records intertwine with cultural memory and literary representation. Students will further contextualize these materials by drawing comparisons with contemporary societies, thereby reflecting on how the study of the past can sharpen our understanding of the present and inform visions for the future. To achieve these goals, students will participate in regular discussion assignments, quizzes, and exams, as well as collaborative activities, which will cultivate skills in critical thinking, evidence-based reasoning, and effective communication. Through this process, students will not only develop a comprehensive understanding of Ancient Greece but also acquire the analytical tools to interpret cultural and historical phenomena across time and place.

### **International Objectives**

This course engages students with the Ancient Greek world and encourages them to reflect on past practices in ways that broaden their present-day perspectives. By examining warfare, political upheavals, and the processes that shaped ancient civilizations, students not only gain insight into the past but also develop a deeper understanding of how global dynamics continue to influence the modern world. Through this study, students will come to recognize history as a continuum of time and space and begin to see themselves as citizens of a “glocal” (global and local) community, where the interplay between ancient

experiences and contemporary realities can inform more responsible engagement with today's interconnected world.

### **Student Learning Outcomes**

Students will be able to study source documents and historical texts closely, cross-examining information and evaluating all sources

Students will be able to familiarize themselves with the key events in ancient greek history students will be able to evaluate ancient religious behaviors and beliefs within the social, cultural, and political background of the greek world.

Content:

students will become familiar with the enduring influence and the vast contributions of the greeks in fields such as politics, science, arts, culture, etc. (e.g. the importance of greek rationalism as the foundation for the western philosophical tradition, hippocratic medicine, and greek science, democracy, and political organization)

Communication: students will be able to communicate their knowledge, thoughts, and reasoning clearly and effectively in written and oral form through the class assignments.

Critical Thinking:

students will be able to develop critical thinking by utilizing their ability to differentiate between opposite points of view and interpreting and evaluating sources.

### **TEXTBOOKS**

Pomeroy, S. 2008. *ANCIENT GREECE: A POLITICAL, SOCIAL AND CULTURAL HISTORY*. Oxford University Press.

Additional reading material will be available through CANVAS, open-access publications, and digital content available through UF Libraries. For details, please see the weekly schedule below.

### **PREREQUISITE KNOWLEDGE AND SKILLS**

There are NO prerequisites for this course.

## COURSE SCHEDULE AND ASSIGNMENTS

Daily preparation of the assigned material is required and necessary. This will also help you succeed in your exams.

### In-class work

- Two examinations (October 9<sup>th</sup>/ December 11<sup>th</sup>)
- Quizzes on every module
- CANVAS Discussions

## TENTATIVE WEEKLY SCHEDULE

Week	Topic Area	Assignment/Assessments
1-Introduction  The Heart of the Matter	<p><a href="#">David Foster Wallace: "This is Water." 2005 Commencement Address</a> (22:43)</p> <p><a href="https://fs.blog/david-foster-wallace-this-is-water/">https://fs.blog/david-foster-wallace-this-is-water/</a> (transcript of the video)</p> <p>American Academy of Arts and Sciences Report "The Heart of the Matter" (1 page)</p> <p>"Classics for the People-Why we should all learn from the Ancient Greeks" (5 pages)</p>	Canvas discussion
2 - Bronze Age - Greeks in a diverse context	<p>Textbook Readings (p.13-46)</p> <p>Ancient Greece, the Middle East and an ancient cultural internet (8 pages)</p> <p><a href="#">Mycenae</a> 3D</p> <p><a href="#">Database of Mycenaean at Oslo</a></p> <p><a href="#">Minoan ruins 3D</a></p>	Quiz on the module & Canvas discussion
2-3 - Minoans and Mycenaeans / Deciphering ancient languages	<p>Textbook Readings (p. 51-84)</p> <p>Minoan Civilization Originated in Europe, Not Egypt (12 pages)</p>	Quizzes on the modules & Canvas discussion

	<p>Ancient DNA Analysis reveals Minoan and Mycenaean Origins (9 pages)</p> <p>This 3,500-year-old Greek Tomb Upended What We Thought We Knew About the Roots of Western Civilization (13 pages)</p> <p>The Riddle of the Labyrinth – Chapter 10 (13 pages)</p> <p>The Riddle of the Labyrinth – Chapter 11 (8 pages)</p> <p>The Riddle of the Labyrinth – Chapter 12 (11 pages)</p>	
4-5 Early Iron Age	<p>Textbook Readings (p. 85-97)</p> <p>Homer, Iliad &amp; Odyssey (selections) (UF Libraries) (5 pages)</p> <p>Gilgamesh (UF Libraries-online) (5 pages)</p> <p>3D Scanning and Digital preservation of the world heritage</p> <p>Authenticity and Cultural Heritage in the Age of 3D Digital Reproductions (8 pages)</p> <p>Theorizing Authenticity-practicing reality: the 3D replica of the Kazaphani boat (6 pages)</p>	Quizzes on the modules & Canvas discussion
<p>5 - Archaic Greece - Olympic Games ancient and Modern</p> <p>· Literature as socio-cultural construction (selections)</p>	<p>Textbook Readings (p. 98-144)</p> <p>The Fox Knows Many Tricks – A Sampling of Greek Lyric Poetry (7 pages)</p> <p>Impressionism: Painting modern life (9 pages)</p> <p>Rewinding Jimi Hendrix’s National Anthem (3 pages)</p>	Quiz on the module & Canvas discussion

from ancient authors)  · Religion: modern and ancient inquiries		
6 – Ancient Sparta	Textbook Readings: 145-179	
7 – Exam Week	Review and Exam 1	Exam
8-9 – Athens and the Others  The Growth of Athens and the Persian Wars  Athenian Democracy  Politics (ancient and modern)	Textbook readings (p. 180-222)  Aeschylus, Persians (200 lines)  History, Collective Memory, and Aeschylus’ “The Persians” (14 pages)  The Politics of Fear in Aeschylus’ Persians (18 pages)  Aeschylus’ Persians via the Ottoman Empire to Saddam Hussein (45 pages)-optional	Quizzes on the modules & Canvas discussion
10-11 – Democracy and Citizenship  Athenian Democracy and Citizenship	Textbook Readings (selections from chapters IV, VI & VII)  The Ideology of the Athenian Metic (8 pages)  Euripides’s Ion (selection of 200 lines)  Euripides’s Medea (selection of 200 lines)	Quizzes on the modules & Canvas discussion
12-13 – The Peloponnesian War / What	Textbook Readings (325-368)  A War Like No other: Why Sparta fought Athens (8 pages)	Quizzes on the modules & Canvas discussion

can history teach us?		
14 – Modern Relevance- How ancient politics relate to us?	<p>Historical artifacts as expressions of life: considering ourselves through world heritage</p> <p>Creating our cultural heritage: lessons from the past</p> <p>3D Scanning Session at the Harn Museum of Art</p>	Canvas discussion
15 – Exam Week	Review Session	Practice Exam (not graded)

## EVALUATION OF GRADES

Assignments	Total Percentages
Attendance	5%
Participation through in-class CANVAS Discussions	10%
Homework CANVAS Discussions	15%
Quizzes	20%
Exam 1	25%
Exam 2	25%

A minimum grade of C is required for general education credit.

## GRADING SCALE

Letter Grade	% Equivalency	GPA Equivalency
A	94 – 100%	4.0
A-	90 – 93%	3.67
B+	87 – 89%	3.33
B	84 – 86%	3.00
B-	80 – 83%	2.67
C+	77 – 79%	2.33
C	74 – 76%	2.00
C-	70 – 73%	1.67
D+	67 – 69%	1.33
D	64 – 66%	1.00
D-	60 – 63%	.67
E, I, NG, S-U, WF		0.00

All grades from .5 upward are rounded up to the nearest highest point.

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## COURSE POLICIES

### ATTENDANCE / PARTICIPATION

Students are expected to attend class and participate in class discussions and projects and complete peer reviews of projects throughout the semester. Students can have up to 3 unexcused absences throughout the semester.

### MAKE-UP POLICY

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### COURSE TECHNOLOGY

The students will be required to have access to, and use a personal computer with the access to the Internet.

### COURSE COMMUNICATIONS



Students can communicate directly with the Instructor regarding the course material through the course management system (CANVAS), via e-mail, or during office hours.

## **UF POLICIES**

### **UNIVERSITY HONESTY POLICY**

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **CLASS DEMEANOR**

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please, avoid the use of cell phones.

### **STUDENTS REQUIRING ACCOMMODATIONS**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability resource center. see “get started with the drc” disability resource center webpage (<https://disability.ufl.edu/get-started/>). it is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **ONLINE COURSE EVALUATIONS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: [1] The email they receive from GatorEvals; [2] Their Canvas course menu under GatorEvals; or [3] The central portal at <https://my-ufl.bluera.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **CAMPUS RESOURCES**

To support consistent and accessible communication of university-wide student resources, this is the link to academic policies and campus resources: <https://go.ufl.edu/syllabuspolicies>