TCORE 113 D: Intro to Social Sciences/the Golden Age of Athens

MW 1:30-3:30

Instructor: Will Burghart

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Office: GWP 229

Office Hours: MW: 10-12, and by appointment

This syllabus is subject to change at the instructor's discretion; the class will be notified of significant changes

**Purpose**

The primary purpose of this class is to familiarize students with researching in the Social Sciences.  To do this, students will formulate, research, and write an eight to ten page research paper on a topic agreed upon by the student and the instructor, and which will be based on fifth and fourth century Athens.  In order to write the paper, students will become acquainted with the social, political, and cultural climate of Athens in the fifth and fourth centuries BCE.

**Student Learning Outcomes**

After this class, students be able to use primary sources to construct arguments about historical topics.  In the course of this class, students will have gained practice in working with primary and secondary sources, individually and in groups, interpretive skills, and writing skills.

**Expectations**

**Class Participation**

Students are expected to participate in all class discussions.  Simply answering questions will not get a student full participation credit; thinking about the assigned material and giving well-thought answers will.  This requires the student to read the material before class.  If a student knows that they will be absent ahead of time or if they are sick/caught in some emergency that forces them to miss class, please email the instructor either ahead of time or in a timely fashion.

**Missed/Late work**

An assignment will be considered late if it is turned in any time after the assignment deadline.  Generally a letter grade will be taken off for each day the assignment is late, beginning after the initial deadline is missed, but the instructor retains full discretion when determining the late penalty.  If a student knows he or she will not be attending class when the assignment is due, then he or she should contact the instructor.  If class is canceled due to inclement weather, natural disaster, or other unforeseen occurrence, then any assignments will be delayed/rescheduled

**Class Etiquette**

In order to facilitate an inclusive atmosphere that is conducive to open discussion, students are expected to treat each other with respect.  There should be minimal disruption during class, so turn off all cell-phones/electronic devices at the beginning of class.  Laptops are permissible for taking notes, but not for any other purpose.  If a student arrives late to class or must leave early, he/she should do so in a way that does not disrupt class.

**Religious Observances:** I will not penalize students because of observances of religious beliefs.  Please inform the instructor if you are going to miss any assignments due to religious observances by handing him written notification of the projected absence at the beginning of the semester.  Individual will be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment missed due to individual participation in religious observances.

**Incomplete**

<http://www.washington.edu/students/gencat/front/Grading_Sys.html#I>

An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

**Email Policy**

[Policy on the use of email at UW Tacoma](http://www.tacoma.uw.edu/information-technology/uw-tacoma-email-policy)

**Electronic Devices**

Electronic devices (including, but not limited to, cell phones, tablets and laptops) may only be used in the classroom with the permission of the instructor. Activities that are not relevant to the course, such as checking/ sending email, playing games and surfing the web, are considered disruptive activities when class is in session.

**Plagiarism**

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas––or unique phrasing of those ideas––without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

For more information, please refer to:

* [Academic Honesty: Cheating and Plagiarism](http://www.tacoma.uw.edu/uwt/enrollment-services/academic-honesty)
* [Student Counseling Center web page](http://www.tacoma.uw.edu/counseling/)

**Student Resources**

**Disability Support Services (Office of Student Success)**

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DSS at (253)692-4508 , email at dssuwt@uw.edu, uwtshaw@uw.edu  or visit [www.tacoma.uw.edu/dss](http://tacoma.uw.edu/dss)for assistance.

**Teaching and Learning Center**

The Teaching and Learning Center (TLC) offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar & vocabulary, reading, and learning strategies. We are located in Snoqualmie 260 and online. Our schedules for appointments and drop-in visits are posted on our website at[www.tacoma.uw.edu/tlc](http://www.tacoma.uw.edu/tlc). For special needs or subject tutoring requests, please email uwtteach@uw.eduor call (253) 692-4417.

**Campus Safety Information**

**Escort Service**

Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.

**In case of a fire alarm**

During an emergency evacuation, take your valuables **ONLY** if it is safe to do so. You could put yourself or someone else at risk by delaying your exit. Plan to return to class once the alarm has stopped. Do not return until you have received an all-clear from somebody "official," the web or email.

**In case of an earthquake**

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all-clear from somebody "official," the web or email.

For more information:

* [Campus Safety's "What to do in an emergency" website](http://www.tacoma.uw.edu/uwt/administrative-services/campus-safety).
* [SafeCampus website](http://www.washington.edu/safecampus/uwt/)

**Add/Drop:**The last day you may drop this class without fees is Tuesday, October 6th.

**Inclement Weather**

Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class(es) will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.

**Counseling Center (Office of Student Success)**

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwtshaw@uw.edu , or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting [www.tacoma.uw.edu/counseling](http://tacoma.uw.edu/counseling).

**Library**

The UW Tacoma Library provides resources and services to support finding resources for your assignments. We guide students through the research process, helping you learn how to develop effective strategies and find and evaluate appropriate resources. In addition to research and instructional support, we manage course reserves and print and digital collections and provide spaces for group and individual study. For assistance or more information, visit our service desks, located in SNO and TLB, or our website,<http://www.tacoma.uw.edu/library/library>

**Assignments**

**Assignments:**All assignments must be:

Typed

Doubled Spaced

In 12 size Times New Roman Font

Include page numbers

Have proper citations according to *Chicago Manual of Style*

Have one inch margins

Be formatted according to *Chicago Manual of Style*

Students will turn in a hard copy of the assignment at the beginning of class the day it is due (unless noted otherwise in the syllabus); late work will be marked down a letter grade for every day late (starting at the beginning of class the day the assignment was due), unless the student receives permission from instructor ahead of time.  Electronic submissions will not be accepted.

*Paper*: 8-10 page on a topic agreed upon by the student and instructor.  The paper must be well-organized, have a recognizable thesis that is supported by evidence, and be situated in current scholarship.  A draft will be submitted by the thirteenth week of class, and revisions must be made between the draft and the final submission.  Draft due by 5pm, Wednesday, March 2; Final Paper due 5 PM, Wednesday, March 16.

*Peer Review*: Before giving the instructor a draft of the paper, students will exchange papers with each other and critique their classmate’s work.  The reviewer will be graded on comments given, while the student reviewed will be graded on whether or not they took those comments into account. The peer review will be handed in with the rough draft of paper.

*Research Trail*: A research exercise to help students explore various topics on which they may want to write.  The student will choose three topics based on their own interests, look up the topics in an appropriate reference source, such as the *Oxford Classical Dictionary*, and submit reviews of the topics.  For each topic, students will write a one hundred word summary of the topic and identify one source about the topic and three terms relevant to the topic.  Due Monday, January 18.

*Annotated Bibliography*: A list of five scholarly works (books and articles).  Each entry will be formatted according to Turabian, include a summary of the author’s argument, and explain why the work is relevant to the student’s paper.  Each summary should be 100 words. Due Wednesday, January 27.

*Outline*: A plan of the student’s paper.  It will include the question the student is seeking to answer, the student’s thesis, how other scholars have answered the same or similar questions, and a detailed breakdown of how the student will use source material to make their argument.  Due the week of February 1.

*Presentation*: A ten minute presentation in which the student will clearly lay out their topic, sources, intervention in the historiography, and discuss where they expect their argument to go.  After the presentation, students will be expected to field questions from their peers.  Presentations will be the week of February 8.

*Online Comments*: students will be expected to post a comment or a reply about the discussion readings to the canvas site by 11:59 pm, the day before we discuss the readings. These posts must follow the guidelines of class etiquette listed above.  If the posts do not adhere to these guidelines, then they will be deleted and not counted for credit.

**Required Texts:**

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*.  8th Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams.  Chicago: University of Chicago Press, 2013.

**Recommended Texts:**

For quick reference on the world of classical Athens

Morkot, Robert. *The Penguin Historical Atlas of Ancient Greece*. London: Penguin, 1996.

**Items on reserve at the Library:**

Hornblower, Simon, and Antony Spawforth, eds. *The Oxford Classical Dictionary*. Rev. 3rd ed. Oxford: Oxford University Press, 2003.

DE5 .O9 1996

**Grading:**

Participation: 10 %

(Includes one on one meetings with instructor)

Online Comments: 5%

Research Trial: 5 %

Outline: 5 %

Annotated Bibliography: 5 %

Peer Review 5 %

Draft: 15 %

Presentation: 10 %

Final Paper: 40 %

**Grading Scale:**

4.0=95+

3.0=85

2.0=75

1.0=65

0.7=62

0.0=61 or lower

**Course Schedule**

Week One—Class Introduction

Monday, January 4: Course Introduction; what is Social Science?

Wednesday, January 6: Athens on the verge of the Peloponnesian War/Library session

Reading: Herodotus, *The Persian Wars*, 1.30-45

<http://www.perseus.tufts.edu/hopper/text?doc=Hdt.+1.30&fromdoc=Perseus%3Atext%3A1999.01.0126>

Watch: youtube video on fifth century Athens: <https://www.youtube.com/watch?v=AR84c-kr0f4>

Week Two— Athens on Stage

            Monday, January 11: Citing; Athenian Democracy and Society

Reading: Thucydides, *History of the Peloponnesian War*, Funeral Oration and Plague Narrative, 2.34-46

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+2.34&fromdoc=Perseus%3Atext%3A1999.01.0200>

            Wednesday, January 13: Athenian Religion/Drama

Reading: Sophocles, *Oedipus Rex*

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0192>

or watch/listen to youtube video (feel free to find a more watchable version):

<https://www.youtube.com/watch?v=ZZUCgq8LfhY>

Week Three— Athens in the fifth century BCE

            Monday, January 18: The Peloponnesian War (part 1)

Readings: Aristophanes, *Acharnians*

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0240>

or listen to the audio book

<https://www.youtube.com/watch?v=PSsHSfNvR1g>Thucydides, *History of the Peloponnesian War*, Plague Narrative 2.47-55

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+2.47&fromdoc=Perseus%3Atext%3A1999.01.0200>

**Due: Research Trail**

Wednesday, January 20: The Peloponnesian War (part 2)

Reading: Thucydides, *History of the Peloponnesian War* (Melian Dialogue), 5.84-116

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+5.84&fromdoc=Perseus%3Atext%3A1999.01.0200>

Week Four—

            Monday, January 25: The fourth century; Outlining

Readings: Plato, *The Republic*, 2.357a-361d

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0168%3Abook%3D2%3Asection%3D357a>

            Wednesday, January 27: Classical Athens in the modern culture/ How to give a presentation

**Due: Annotated Bibliography**

Week Five—Individual Meetings

**Due: submit Outline in the meeting**

            Monday, February 1:

            Wednesday, February 3:

Week Six—Class presentations

            Monday, February 8:

            Wednesday, February 10:

Week Seven— Work on drafts - Instructor will be available if you want help

            Monday, February 15:

            Wednesday, February 17:

Week Eight—

            Monday, February 22: Editing

            Wednesday, February 24: TLC session - peer editing

Week Nine—Turn in drafts Wednesday by 5 pm

            Monday, February 29:

            Wednesday, March 2:

Week Ten— meet one on one with instructor to discuss paper edits:

Final Papers: Due Wednesday, 5pm, March 16

Youtube videos:

useful for background/becoming acquainted with Greece:

Ancient Greece’s Golden Age (Liam Neeson narrating): <https://www.youtube.com/watch?v=GdxH335tNUs>