

TCORE 114 Golden Age of Athens
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Office: MDS 310a
Office Hours: MW 11-12, and by appointment

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

Introduction:

The humanities, generally, are fields of study that examine the human condition through art, writing, music, or other forms of expression. This is obviously a massive field, so we are going to focus on one area of it: what is a good citizen/a good government? We shall explore this question through the lens of fifth century Athens!

Purpose:

To explore ideas of what it means to be a member of a participatory democracy through the writings of fifth century Athens. The classical Athenians prided themselves on their civic engagement; in the courts, in the assembly, and even on the stage they debated the nature of the society and the human condition. In Core 114 students will join the classical Athenians in these discussions not just by reading these debates, but by participating in them! In the quarter, students will engage in a policy debate, hold a trial, and put on a play based on writings from classical Athens.

Student Learning Outcomes: In the course of this class, students will work on:

Oral and written communication

Formulate an original thesis-driven argument and sustain it in both written and verbal communication

Identify, analyze, and summarize/represent the key elements of a text

Interact with concepts, ideas, and processes related to civic engagement

Collect, evaluate, and analyze information and resources to solve problems or answer questions

Work effectively in groups and independently on assignments

Class Participation

Students are expected to be prepared to participate in all class discussions; this means doing the assigned work and being in 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. The instructor retains full discretion about determining any 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 the student misses class due to unavoidable circumstance, then the student should contact the instructor

when able in order to work out what to do. 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. Civility, politeness, reasonableness, and willingness to listen to others are expected at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.

In addition, there should be minimal disruption during class, so if a student arrives late to class or must leave early, he/she should do so in a way that does not disrupt class. 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.

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.

Plagiarism & Academic Honesty: 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.

Safe Campus: Preventing violence is a shared responsibility in which everyone at the UW plays apart. The SafeCampus website (u.washington.edu/safecampus/uwt/) provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.

Email Policy: UW Tacoma employees and students are issued a University of Washington NetID and email account. University email communications will only be sent to their University of Washington

email address. Faculty and staff are not obligated to respond to students using non-UW email accounts. Those who choose to forward their emails to a non-UW email address do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any email address, and any such problems will not absolve employees and students of their responsibility to know and comply with the content of electronic university communications sent to UW email addresses.

Infants/Children in Class Policy: Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use a lactation room (GWP 410). However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases an instructor may restrict an infant, child or children from being present in class.

Incomplete:

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.

Student Resources

Academic Support

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 Resources for Students (DRS), 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 DRS at 253-692-4508, or email at drs@uw.edu for assistance.

Teaching and Learning Center

The Teaching and Learning Center 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 on the 2nd floor of the Snoqualmie building (Snoqualmie 260) and online. Our schedules for appointments and drop-in visits are posted on our website at tacoma.uw.edu/tlc. For

special needs or subject tutoring requests, please email uwttteach@uw.edu or call 253-692-4417. Our services summarized:

Writing & Spanish support: writing consultations, online tutoring, workshops & support

Quantitative skills support: peer tutoring available for math, science, statistics and more

ESL Support - Help for students whose first language is not English

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, tacoma.uw.edu/library/library.

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 "Are You Ready?" website](#)
- [Emergency Response](#)
- [Sign-up for UW Alert: washington.edu/safety/alert/](http://washington.edu/safety/alert/)

Add/Drop:The last day you may drop this class without fees is Friday, January 11.

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.

Bias Incident Reporting Website: A resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond.

Center for Equity & Inclusion (WCG 104): Resources and support for students regarding diversity, equity, inclusion and social justice issues.

Student Success Mentoring Program: Connect with a faculty or staff mentor.

Military-Connected Student Statement: If you are a student who is a veteran, on active duty, in the reserves or national guard, or a military spouse or dependent, then stay in contact with your instructor if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your instructor aware of any complication, then he/she will work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resource for veterans, service members, and families are located in the Veteran and Military Resource Center, TLB 307A. The VMRC can be reached at uwtva@uw.edu, 253-692-4923

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.

UWT Student Health Center: All UW Tacoma students who pay the [Services and Activities Fee](#) (SAF) now receive student health services at six Franciscan Prompt Care clinics: [Bonney Lake](#), [Burien](#), [Gig Harbor](#), [Lakewood](#), [Puyallup](#), [Tacoma](#). The “distributive care model” provides students more ways to access health care through six CHI Franciscan Health prompt care facilities throughout the Puget Sound, as well as access to [Franciscan Virtual Urgent Care](#), at no additional cost. The Franciscan Prompt Care clinic located across the street from St. Joseph Medical Center, just up the hill from campus, is designated as the UW Tacoma clinic where students will receive priority treatment. The former Student Health Services clinic located in Laborer’s Hall on Market Street has closed. These changes do not affect which students can utilize Student Health Services. All current SAF-paying UW Tacoma students have access to Student Health Services, even those who have health insurance. **All appointments are now scheduled by calling 253.428.2200.**

The Pantry: Providing supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. Stop by during weekly drop-in hours (DOUGAN 104) Monday-Thursday, 9am-3pm or complete the online Food Request Form at tacoma.uw.edu/thepantry.

Shelter for Young Adults - near campus: Beacon Center - Shelter for young adults 18-24. Open daily 6:30pm – 6:30am. Doors close at 10 pm. Located at: Beacon Senior Center 415 South 13th Street Tacoma, WA. The shelter has 40 beds and serves young people ages 18-24. Please call 253-256-3087 for more information.

<http://www.communityyouthservices.org/piercecounty.shtml>

Oasis center - Oasis transforms the lives of queer youth by creating a safe place to learn, connect, and thrive. Oasis envisions a world in which queer youth are valued in the community as strong, creative leaders. Oasis is the only drop-in and support center dedicated to the needs of LGBTQ youth ages 14-24 in Pierce County. We are a youth-adult partnership in which youth and adults come together for shared teaching learning and action! **Office Phone: 253-671-2838.** Emergency Cell Phone: (253) 988-2108

Short-Term Loans - The Office of Student Financial Aid has funds available for short-term loans to assist students with temporary cash flow problems. Funds are generally available within one to four working days, only to students who are currently attending the university (loans cannot be processed between quarters). Repayment is due by the next quarter, or whenever additional funds such as financial aid arrive on account, whichever comes first. There is no interest on the short-term loans but there is a service charge added to the repayment amount. Students may apply online through [MyUW](#) under "Personal Services." Paper application forms are also available in the Financial Aid Office, but the processing time is longer. [Learn more about short-term loans](#)

Assignments:

All writings assignments submitted for this class must be in size 11 Calibri font, be double spaced, have one inch margins, and have page numbers

Assignment Breakdown:

Quiz on classical Athens: 50 points

Final Paper: 100 points

Participation: 100 points

Reading Responses: 80 points

Policy Debate: Position Paper 100 points

Chiraq Response: 50 points

Trial: 200 points

Speech: 50 points

Presentation: 50 points

Reaction paper: 50 points

Evaluation of group: 50 points

Play: 250 points

Paper explaining concept behind the performance: 100 points

Performance: 100 points

Evaluation of group work: 50 points

Total: 930

Online Comments: students will be expected to post a comment or question about the discussion readings to the canvas site by 11:59 pm, the night before class. 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. Each post counts for 5 points.

Participation: Students will be given the opportunity to earn 10 participation points every week (excluding week one and week ten). Students may earn participation points through a variety of means; the list and point values can be found on the canvas page.

Quiz on Athens in the fifth century BCE:

At the beginning of the third week there will be a quiz on classical Athens. It will test your understanding of how the mechanics of the Athenian government, and how the Athenians viewed their democracy/empire around 430 BCE; it will be based on class lecture and readings of the first two weeks.

Policy Debate:

In the fourth week of class, the class will debate whether or not Athens should ally with Corcyra against Corinth. The policy debate grade will be based on a position paper: the position paper will be a one to two page paper in which the student begins with the statement, "Athens should (or should not) ally with Corcyra because and then explain what the student thinks Athens should do.

Trial:

In the seventh week of the class, the class will hold a trial for Alcibiades, one of the most notorious figures in Athenian history. Students will be divided into six small groups of four to five people and will write/present a speech either prosecuting or defending Alcibiades. The trial grade will be based on three components:

1. A speech: each group will work together to write a speech either in defense or to prosecute Alcibiades on the crime of sacrilege. The speech will be four pages long, and it should be clear 1) whether the group thinks Alcibiades is innocent or guilty and 2) provide at least three arguments to support their verdict.
2. Presentation: the group will present their paper to the class
3. Reaction paper: in class, the class will vote on whether or not to convict Alcibiades. After class, each student will write a one to two page paper in which they will explain how they voted and why. In the paper, each student should identify the argument that most persuaded them about Alcibiades' guilt or innocence and elaborate why it was effective to them.

Response paper to Chirag:

Students will write a 300 word response to Chirag in which they: identify the point of Chirag - what is the message that Spike Lee was trying to get his audience to understand? Did the student think he was effective, why or why not?

Play:

In the last week of class, students will produce scenes from various Athenian plays for the class to enjoy as a whole. Students will be divided into groups of four or five people, and each group will pick one scene from a play of the group's choice. The group will then practice and put on that scene for the class on the last Thursday of class (March 9). The play grade will be based on three components:

1. Paper explaining the themes of the performance: a one to two page paper that explains the overall theme/idea behind the group's performance. In the paper, students should identify why they chose the play they did, why they presented it the way they did (setting, clothing choice, etc), what they wanted the audience to take away from their performance, and how their setting, wardrobe, etc, helped convey this message.
2. Performance: groups will be expected to present a performance of their play to the class. The performance should be between 15 and 20 minutes. Everyone in the group must speak at least once. Performance cannot be just reading the script; the group must somehow put their own interpretation into the performance. With permission from Prof., performances can be recorded and shown to the class on the day of the presentations. Performances will be evaluated on how well the section communicates the students' desired message.
3. Group evaluation: after the performances, students will fill out an evaluation of their fellow group members and submit them to the professor. These evaluations will be confidential.

Final Paper:

A two-page paper in which each student will reflect on what they think about participatory democracy. Students should provide and explain three specific examples/pieces of evidence and explain how these three thoughts support an overall impression regarding Athenian society.

Texts:**Required:**

Aristophanes, *The Complete Plays*, trans. Paul Roche (New York: New America Press, 2005)

<https://www.amazon.com/Aristophanes-Complete-Plays/dp/0451214099>

Recommended:

Thucydides, *History of the Peloponnesian War*, trans. Rex Warner. New York: Penguin, 1972.

https://www.amazon.com/History-Peloponnesian-War-Thucydides/dp/0140440399/ref=sr_1_1?s=books&ie=UTF8&qid=1483061091&sr=1-1&keywords=thucydides+rex+warner

Philip Matyszak, *Athens on Five Drachma A Day* (London: Thames and Hudson, 2008)

https://www.amazon.com/Ancient-Athens-5-Drachmas-Day/dp/0500287651/ref=sr_1_1?s=books&ie=UTF8&qid=1546897467&sr=1-1&keywords=athens+on+five+drachma+a+day

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

https://www.amazon.com/Penguin-Historical-Atlas-Ancient-Greece/dp/0140513353/ref=sr_1_2?s=books&ie=UTF8&qid=1546897411&sr=1-2&keywords=penguin+historical+atlas+of+ancient+Greece

Useful links:

<http://www.classicpersuasion.org/pw/thucydides/thucydides-speeches.htm>

<http://classics.mit.edu/Browse/index.html>

Course Schedule:

Week 1: Course Introduction/Classical Athens

Monday, January 7: Course Introduction

Wednesday, January 9: Classical Athens/the Classical Mediterranean

Readings: *Ancient Athens on 5 Drachma A Day*, 45-48, 69-73

Assignment: Bring one question to class about classical Greece

Friday, January 11: Government and Society of Classical Athens

Readings: Thucydides, Pericles' Funeral Address, *History of the Peloponnesian War* 2.34-46

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

Gettysburg Address: http://avalon.law.yale.edu/19th_century/gettyb.asp

Week 2:

Monday, January 14: History of Classical Athens (continue any discussion from Friday)

Wednesday, January 16: Critiques of Athenian Democracy

Readings: *Ancient Athens on 5 Drachma A Day*, 109-124

Thucydides, Critique of Athenian Democracy, *History of the Peloponnesian War*, 2.65

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+2.65&fromdoc=Perseus%3Atext%3A1999.01.0200>

Aristophanes, *Knights*, 65-97

Friday, January 18: Critique of Athenian Democracy

Readings: *Ancient Athens on 5 Drachma A Day*, 6-45; 58-68

Aristophanes, *Knights*, 97-128

Class debate – how to do quizzes?

Week 3:

Monday, January 21: - no class

Wednesday, January 23: Athenian Empire/Warfare in Classical Greece

Readings: Thucydides, 1.89-117

Friday, January 25: Crisis of Corcyra

Readings: Thucydides, 1.24-43

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+1.24&fromdoc=Perseus%3Atext%3A1999.01.0200>

Week 4:

Monday, January 28: Continuation from Friday/The Courts of Classical Athens

Readings: *Ancient Athens on 5 Drachma A Day*, 79-102

Wednesday, January 30: The Courts of Classical Athens

Readings: Aristophanes, *Wasps*, 203-237

Friday, February 1: Religious Worship in Classical Athens

Reading: Aristophanes, *Thesmophoriae*, 481-3, 494-524

Due: Position Paper on Corcyra

Week 5:

Monday, February 4: Post Corcyra/Daily life in Classical Athens/Women in Classical Athens

Wednesday, February 6: Daily Life in Classical Athens

Readings: Lysias, *On the Murder of Eratosthenes* (entire)

<http://www.perseus.tufts.edu/hopper/text?doc=Lys.+1&fromdoc=Perseus%3Atext%3A1999.01.0154>

Friday, February 8:

Readings: Euripides, *Medea*, 1-630

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0114>

Due (possibly): Quiz on Athens

Week 6:

Monday, February 11: Peloponnesian War between Corcyra and Alcibiades/Education and Philosophy in classical Athens

Wednesday, February 13: Life of Alcibiades

Readings: Aristophanes, *Clouds*, 131-168

Friday, February 15: Education/philosophy in classical Athens

Readings:

Thucydides, 6.27-32, 60

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+6.27&fromdoc=Perseus%3Atext%3A1999.01.0200>

Plutarch, *Life of Alcibiades*, 1-21

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A2008.01.0006%3Achapter%3D1>

Week 7:

Monday, February 18: No Class

Class viewing of Chirag(?) – Tuesday night

Wednesday, February 20: Trial of Alcibiades

Friday, February 22: Trial of Alcibiades

Week 8:

Monday, February 25: Athenian Theatre/Art/Mythology of Athens

Reading: *Ancient Athens on 5 Drachma A Day*, 73-79

Due: Reaction paper to Trial of Alcibiades

Wednesday, February 27:

Reading: Aristophanes, *Lysistrata*, 417-447

Friday, March 1:

Reading: Aristophanes, *Lysistrata* 447-478

Week 9:

Monday, March 4: Athens after the Peloponnesian War

Wednesday, March 6:

Reading: Sophocles, *Antigone*, 1-625

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0186>

Friday, March 8:

Reading: Sophocles, *Antigone*, 625-end

<http://www.perseus.tufts.edu/hopper/text?doc=Soph.+Ant.+625&fromdoc=Perseus%3Atext%3A1999.01.0186>

Week 10:

Monday, March 11: Work on plays

Wednesday, March 13: Play presentations

Friday, March 15: Play Presentations

Exam: Online, due by 11:59 pm Friday, March 21