

TCORE 114: Golden Age of Athens
Prof. Burghart
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MDS 310a
office hours: TTh 11:00-12:30

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

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. Individuals 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](#)

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](#)
- [Student Counseling Center web page](#)

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 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. For special needs or subject tutoring requests, please email uwtteach@uw.edu or 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](#) .
- [SafeCampus website](#)

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.

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:

All writings assignments submitted for this class must be in size 12 Times New Roman font, be double spaced, and have one inch margins.

Assignment Breakdown:

Quiz on classical Athens: 50 points

Final Paper: 100 points

Participation: 100 points

Class Debate: 250 points

 Position paper: 100 points

 Presentation: 50 points

 Reaction paper: 100 points

Trial: 250 points

 Paper: 100 points

 Presentation: 100 points

 Reaction paper: 50 points

Play: 250 points

 Paper explaining concept behind the performance: 50 points

 Performance: 150 points

 evaluation of group work: 50 points

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 three elements:

- 1) 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.
- 2) Presentation: each student will present their paper to the class
- 3) Reaction paper: after class, each student will write a two page reflection paper in which the student will begin with "I voted for/against the alliance with Corcyra because ..." The student will identify one argument for the alliance which he or she found persuasive (and why he or she found it persuasive) and one argument against the alliance which he or she found persuasive (and why he or she found it persuasive), and then explain why they voted the way they did.

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.

Play:

On the last day 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), and what they wanted the audience to take away from their performance.
- 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.

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

Participation:

Student participation grade will be based on two parts. The first part will be based on students submitting a question based on the assigned readings for each class. The second part will be based on students participating in in-class discussion, both by reading sections of assigned texts and by joining in class discussion.

Texts:

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?sr=books&ie=UTF8&qid=1483061091&sr=1-1&keywords=thucydides+rex+warner

Useful links:

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

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

Course Schedule:**Week One**

Tuesday, January 3: Introduction/brief background about fifth century Athens

Thursday, January 5: Discuss Pericles' Funeral Oration and Gettysburg Address

Reading: Thucydides 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 Two

Tuesday, January 10: Athenian History/Society

Reading: Aristophanes, *Knights*, 1-690

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0034%3Acard%3D1>

Thucydides, 2.65

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0200%3Abook%3D2%3Achapter%3D65>

Thursday, January 12: Athenian History/Society

Reading: Aristophanes, *Knights*, lns 691-end
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0034%3Acard%3D691>

Week Three

Tuesday, January 17: The positions of the Corinthians and the Corcyraeans
Reading: Thucydides, 1.24-43

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

Due: Quiz on Athens

Thursday, January 19 Pericles' Speech to the Athenian Assembly on Going to War
Readings: Thucydides, 1.39-46

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+1.139&fromdoc=Perseus%3Atext%3A1999.01.0200>

Week Four

Tuesday, January 24: The Athenian Legal system; background on the Mytilene debate
reading: selections of Aristophanes, *Wasps*

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0044>

Thursday, January 26: Class Debate: Should Athens ally with Corcyra?

Due: Position Paper on Class Debate

Week Five

Tuesday, January 31: The Mytilene Debate
Reading: Thucydides, 3.36-50

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+3.36&fromdoc=Perseus%3Atext%3A1999.01.0200>

Due: Reaction Paper on Class Debate

Thursday, February 2: On the Murder of Eratosthenes;
Reading: Lysias, *On the Murder of Eratosthenes*

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

Week Six

Tuesday, February 7: The Plataean Debate
Readings: Thucydides, 3.52-68

<http://www.perseus.tufts.edu/hopper/text?doc=Thuc.+3.52&fromdoc=Perseus%3Atext%3A1999.01.0200>

Thursday, February 9: Background on the trial of Alcibiades; time for work on presentations
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 Seven

Tuesday, February 14: Introduction to Athenian Theatre; trial prep
read: sections of Aristophanes, *Lysistrata*

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0242>

Thursday, February 16: Trial of Alcibiades
watch *Chiraq* (either Thursday night with class or on your own)
Due: Trial Position Paper

Week Eight

Tuesday, February 21: Discuss *Lysistrata* and *Chiraq*
read: Aristophanes, *Lysistrata*, lns.

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0242>

Due: Response paper for Trial

Thursday, February 23: Discuss Sophocles' *Antigone*
read: Sophocles, *Antigone*, lns. 1-625

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

Week Nine

Tuesday, February 28: Read and discuss Antigone; background of *Medea*
Reading: selections from Sophocles, *Antigone*, lns 626-end

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0186%3Acard%3D626>

Thursday, March 2: read and discuss a Euripides play/time given to discuss/prep plays
reading: selections of Euripides' *Medea*

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

Due: Groups inform instructor which play/section they want to perform

Week Ten

Tuesday, March 7 Time given to groups to work on plays
Thursday, March 9 Present Plays