

UC 12136 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: MCL College: CLASS
2. Faculty Contact Person: Casey Dué Hackney Telephone: 3-3240 Email: casey.due@mail.uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
CLAS / 4305 / Fifth-Century Athens: Readings in Intellectual, Literary, and Political History
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
CLAS / 4305 / FIFTH-CENTURY ATHENS
 - SCH: 3.00 Level: SR CIP Code: 161200.0001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
 - Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): B.A.
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
CLAS / 4305 / Fifth-Century Athens: Readings in Intellectual, Literary, and Political History
 - Course ID: 46969 Effective Date (currently active row): 20113

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Overview of intellectual trends and political history of fifth-century BCE Athens. Topics include the development of Democracy, birth of tragedy, Persian Wars, Athenian Empire, court system, Peloponnesian Wars, and death of Socrates.

10. Dean's Signature: _____ Date: 10.12.2012
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: MCL

Person Making Request: Casey Dué Hackney

Telephone: 3-3240

Email: Casey.Due@mail.uh.edu

Dean's Signature: _____

Date: [Click here to enter text.](#)

Course Number and Title: CLAS 4305: Fifth-Century Athens: Readings in Intellectual, Literary, and Political History

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1) In this course students will enhance their critical thinking and communications skills by reading, discussing, researching, and writing about the intellectual trends and political history of fifth-century BCE Athens. 2) Consideration of the texts we will read in class, many of which treat both the individual and collective actions and decisions of Athenians during the Peloponnesian War (an all encompassing war in which Greeks were fighting against Greeks) will promote "the ability to connect choices, actions and consequences to ethical decision-making." 3) Weekly in-class discussions about the history, politics, literature, and philosophy of fifth-century Athens will encourage "the ability to consider different points of view."

Component Area for which the course is being proposed (check one):

- | | |
|---|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Government/Political |
| Science | <input type="checkbox"/> Social & Behavioral Science |
| <input checked="" type="checkbox"/> Language, Philosophy, & Culture | <input checked="" type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Creative Arts | |
| <input type="checkbox"/> Life & Physical Sciences | |

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

X Communication Skills

X Social Responsibility

Empirical & Quantitative Skills

X Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Working with ancient sources is inherently an exercise in critical thinking. Students must understand the historical context in which an ancient work was written, its genre, and authorship in order to understand what kind of evidence each source can provide. The kind of philological analysis required of ancient texts is an excellent mechanism for the teaching of critical thinking. Students will demonstrate their critical thinking skills on two essay-based exams and one 15 page paper, on which see below under Communication Skills. On the basis of the final paper, all students will be given a 1 for "introduced," a 2 for "developing," or a 3 for "demonstrated competency" in the area of critical thinking.

Communication Skills:

The course requirement include a fifteen-page paper on ancient topic and two essay-based exams. I will monitor the quality of these papers each time the course is offered using the following rubric developed by the Classical Studies program.

UH Classical Studies Assessment Rubric for Student Writing

	Poor (1)	Fair (2)	Good (3)	Excellent (4)
Use of evidence (includes sufficient citations from the text, handles evidence from primary and secondary sources critically, draws reasoned conclusions from various sources)				
Critical Analysis (depth, ingenuity and originality of their insights into ancient texts)				
Argument (structure and organization of ideas)				

Grammar and Style				
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The topics for the paper will be developed on an individual basis in consultation with me. They will require research using both primary and secondary sources, the formulation of a thesis argument, and the use of primary and secondary sources as evidence.

In addition, all students, on the basis of this paper, will be given a 1 for "introduced," a 2 for "developing," or a 3 for "demonstrated competency" in the area of communication.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

- By studying the history and culture of fifth-century BC Athens and demonstrating their understanding of this culture on the assignments described above students will develop intercultural competence. I will use the final paper as a basis for assessing this competency. Students will be given a 1 for "introduced," a 2 for "developing," or a 3 for "demonstrated competency" in the area of social responsibility.

Personal Responsibility:

- Consideration of the texts we will read in class, many of which treat both the individual and collective actions and decisions of Athenians during the Peloponnesian War (an all encompassing war in which Greeks were fighting against Greeks) will promote "the ability to connect choices, actions and consequences to ethical decision-making." Each time that the course is offered, I will specially design and designate at least one exam essay for the purpose of assessing this competency. All students, on the basis of this essay, will be given a 1 for "introduced," a 2 for "developing," or a 3 for "demonstrated competency" in the area of personal responsibility.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:

[Handwritten Signature]

Waldemar Sosa Chir

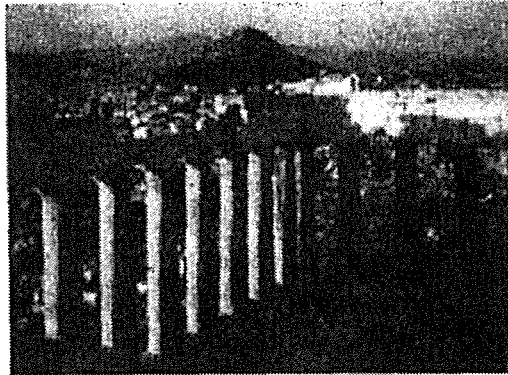
Fifth Century Athens

Readings in Intellectual, Literary, and Political History

Welcome Syllabus

Syllabus University of Houston, Spring 2013

Professor: Casey Dué Hackney (e-mail: Casey.Due@mail.uh.edu). Office hours: Wednesdays, 1-2:30, Agnes Arnold Hall room 601.



Prerequisites: This course has no specific prerequisites, but it has been designed primarily for juniors and seniors getting a major or minor in Classical Studies or another field with connections to the ancient world (such as History, Art History, Women's Studies, Political Science, or Philosophy). If you have never taken a Classics course, or if you have never read any Greek literature before, you will need to put in extra effort in order to succeed in this class. Also, this course requires careful planning on your part. Some weeks have a lot of assigned reading. You will be expected to begin work on a major writing project by mid-semester and turn in a complete draft well in advance of the due date for the paper. Keep in mind that even though the class meets only once per week, it requires the same work load as any other upper level humanities course.

Learning Outcomes: In this course students will enhance their critical thinking and communications skills by reading, discussing, researching, and writing about the intellectual trends and political history of fifth-century BCE Athens. Consideration of the texts we will read in class, many of which treat both the individual and collective actions and decisions of Athenians during the Peloponnesian War (an all encompassing war in which Greeks were fighting against Greeks) will promote "the ability to connect choices, actions and consequences to ethical decision-making." Weekly in-class discussions about the history, politics, literature, and philosophy of fifth-century Athens will encourage "the ability to consider different points of view. In order to promote teamwork, time in class will also be set aside for writing workshops, in which students will give feedback on each other's work as they develop their research papers.

Students will attain, through lectures, class discussion, and readings from primary and secondary sources, and will demonstrate through two test and one paper, advanced reading, writing, and communication skills, while at the same time gaining knowledge about ancient Athenian history and culture and its relationship to our own culture.

Required Reading - Primary Sources:

*Selections from Herodotus: The story of Croesus (Book 1.3-91) and the Persian Wars (Books 6-9, especially 6.102-117, 7.201-233, and 8.40-97)

*Aeschylus, *Persians*

*Selections from Thucydides (1.1-45, 2.34-54, 3.82-83, 5.84-116; also highly recommended: books 6-7, narrating the Sicilian Expedition)

*Sophocles, *Oedipus Tyrannos*

*Aristophanes, *Acharnians*, *Clouds*, and *Wasps*

*Euripides, *Trojan Women*

*Plato, *Apology of Socrates* and selections from the *Phaedo*

*Xenophon, *Apology of Socrates*

For all primary sources, you may use one of the translations recommended below, choose your own, and/or purchase the one I have

ordered to the UH Bookstore.

Required Secondary Reading:

Ancient Greece: A Political, Social and Cultural History, ed. by Sarah B. Pomeroy, Stanley M. Burstein, Walter Donlan, and Jennifer Tolbert Roberts. Oxford, 2007.

Highly Recommended, But Not Required Reading:

The Hemlock Cup: Socrates, Athens, and the Search for the Good Life, by Bettany Hughes. This highly readable book narrates the history of the exact same period covered by this class, centered around the figure of Socrates, whose life just so happens to have corresponded with the most dramatic time in Athenian history. Hughes draws on a very wide range of primary sources and archaeological evidence in order to paint a vivid portrait of Athens in the fifth century BCE as well as Socrates himself. Although I have not chosen this book as a required text, it would make a wonderful supplement to our readings and discussions.

Recommended Editions (most are available for purchase at UH bookstore):

*Herodotus, *The Histories*, trans. by Aubrey De Selincourt (many editions of this translation are available, it is the classic one); *The Landmark Herodotus*, ed. Robert B. Strassler (this edition contains excellent maps, explanatory essays, and appendices).

*The Landmark Thucydides, ed. by Robert B. Strassler (this edition contains excellent maps, explanatory essays, and appendices).

*Aristophanes: Translations by Jeffrey Henderson are available in many editions, including the Loeb Classical Library (with Greek and English on facing pages) and Focus Publishing (very cheap! - www.pullins.com). These translations are the funniest that I have encountered - be wary of archaic or British translations. Humor is culturally specific and hard to translate.

*Plato and Xenophon: *The Trials of Socrates: Six Classic Texts*, ed. by C. D. C. Reeve. This edition includes as well a translation of Aristophanes' *Clouds* and several of Plato's dialogues about the trial and death of Socrates. A great deal at less than \$10!

*Aeschylus and Euripides: Try to find a modern edition (within the last 15 years). For Euripides, Oxford University Press has an inexpensive series of translations with good introductions, ed. by J. Morwood.

Course Requirements: 1 fifteen-page paper on the topic of your choice—but the topic must be approved by me (30%); 1 essay-based mid-term (30%) and 1 final exam (40%)

Schedule of Readings and Lectures

* NOTE: All reading assignments must be completed in advance of the week to which they are assigned.

Week 1 (1/16) Introduction to course and the Writing in the Disciplines Core

Recommended reading in advance of class: *Ancient Greece: A Political, Social and Cultural History* pp. 97-149

Week 2 (1/23) From Tyranny to Democracy; Working with ancient sources

Reading assignment: *Ancient Greece: A Political, Social and Cultural History* pp. 150-200; Thucydides VI. 54-59

Week 3 (1/30) The Birth of History and Tragedy (with background on epic and lyric poetry); Types of evidence
Aeschylus, *Persians*; Selections from Herodotus: The story of Croesus (Book 1.1-91)

Week 4 (2/6) Themistocles and Persian Wars; Historical analysis of Greek primary sources

Reading assignment: Selections from Herodotus: the Persian Wars (Books 6-9, especially 6.102-117, 7.201-233, and 8.40-

97); *Ancient Greece* pp. 201-224

Week 5 (2/13) Athenian Empire; Secondary Resources for Classical Studies

Reading assignment: *Ancient Greece* pp. 225-271; C. W. Blackwell, "Introduction to Athenian Democracy" (via Center for Hellenic Studies, [Athenian Law](#))

Week 6 (2/20) Pericles, Radical Democracy and court system; Literary evidence and analysis

Reading assignment: Aristophanes, *Wasps*; Lysias, *On the Murder of Eratosthenes*; V. Bers and A. Lanni, "An Introduction to the Athenian Legal System" (via Center for Hellenic Studies, [Athenian Law](#))

Week 7 (2/27) Athenian Art and Architecture on the cusp of the Peloponnesian Wars; Art historical and archaeological evidence

Reading assignment: *Ancient Greece* pp. 272-315

Week 8 (3/6) Midterm; Formulation of paper topics; Citation in Classical Studies

Reading assignment: *Ancient Greece* pp. 316-360

Week 9 Spring Break

Week 10 (3/20) Peloponnesian Wars; Thesis statements, arguments, and structure

Reading assignment: Aristophanes, *Acharnians*; Sophocles, *Oedipus Tyrannos*; Selections from Thucydides (1.1-45, 2.34-54, 3.82-83, 5.84-116)

Week 11 (3/27); Sicilian Expedition; Use of primary and secondary sources

Reading assignment: Selections from Thucydides (books 6-7, narrating the Sicilian Expedition)

Week 12 (4/3) Sicilian Expedition II: Comic and Tragic responses to war; Analysis and Conclusions

Reading assignment: Euripides, *Trojan Women*; Aristophanes, *Lysistrata*

Week 13 (4/10) Defeat by Sparta and its aftermath; Writing Workshop

Reading assignment: *Ancient Greece* pp. 361-403

* *draft of paper due*

Week 14 (4/17) Intellectual and literary trends at the end of the fifth century BCE; Bibliography

Reading assignment: Aristophanes, *Clouds*; Plato, *Apology of Socrates*; Xenophon, *Apology of Socrates*

Week 15 (4/24) The Death of Socrates; Writing Workshop

Plato, selections from the *Phaedo*

***Paper due Thursday, May 2 by 9am.**

*** Final Exam TBA**