

UC 12354 13F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2014

1. Department: MCL College: CLASS

APPROVED OCT 02 2013

2. Faculty Contact Person: Casey Dué Hackney Telephone: 3-3240

Email: cdue-hackney@uh.edu

3. Course Information on New/Revised course:

• Instructional Area / Course Number / Long Course Title:
CLAS / 3366 / The Trojan War

• Instructional Area / Course Number / Short Course Title (30 characters max.)
CLAS / 3366 / THE TROJAN WAR

• SCH: 3.00 Level: JR CIP Code: 1612020001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED SEP -9 2013

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): BA

• 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 / 3366 / Greek Art and Archaeology

• Course ID: 33075 Effective Date (currently active row): 20053

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Survey of ancient Greek art and archaeology connected to the Trojan War from the Bronze Age to the Classical Period with emphasis on its relationship to traditional myths and Classical literature.

10. Dean's Signature: _____

Date: 9/6/13

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: cdue-hackney@uh.edu

Dean's Signature: _____

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

Course Number and Title: CLAS 3366: The Trojan War

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):

Students will attain, through lectures, class discussion, and reading, and will demonstrate through three exams and one paper, knowledge about the literature, art and culture of the ancient Greek world that narrates the Trojan War. Students will develop critical reading and analytical skills through the reading and analysis of journal articles, works of art, and ancient literature. By studying the material remains, artwork, and literature of several different ancient cultures (including the Minoans, Mycenaeans, Hittites, and Classical Greeks) they will develop intercultural competence. By engaging the ethical questions surround the excavation, collecting, and display of cultural artifacts in their exams and papers students will “connect choices, actions and consequences to ethical decision-making.”

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 checked="" type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts | <input type="checkbox"/> Component Area Option |
| <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):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> 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:

A required final paper will ask students to analyze particular texts and artifacts and relate them to broader ethical, literary, and cultural concepts.

Example paper topic:

What is the meaning of Troy in ancient art? For this topic, you could focus on a particular work from a particular time and place and analyze it in great detail, drawing on what you know from other primary sources (other works of art and the literature we have read) in order to suggest a theory about what the artist of that piece was attempting to convey about Troy and/or an episode in the Trojan War. Examples of works you could explore include the "Mykonos Pithos," the "François Vase," the Parthenon, and any number of other Greek vases.

When the papers are graded, each will be given a 1 for "introduced," a 2 for "developing," or a 3 for "demonstrated competency," and this score will be factored in to the final grade on the paper.

Communication Skills:

In the same required final paper as above, students will demonstrate effective communication skills.

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				

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 material remains, artwork, and literature of several different ancient cultures (including the Minoans, Mycenaeans, Hittites, and Classical Greeks) students will develop intercultural competence.
- I will choose one exam (out of three) each time the course is offered to serve as a basis for assessing this competency. The test will contain objective questions about the material remains, artwork, and literature of the ancient cultures covered in the course. On the basis of this exam, students will be given a 1 for “introduced,” a 2 for “developing,” or a 3 for “demonstrated competency.”

Personal Responsibility:

- By engaging the ethical questions surround the excavation, collecting, and display of cultural artifacts in their exams and papers students will “connect choices, actions and consequences to ethical decision-making.”
- I will choose at least five questions on one exam to serve 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.”

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: _____

CLAS 3366: The Trojan War

SYLLABUS

PROFESSOR: Casey Dué Hackney (team teaching with Sarah Costello). Office hours for Fall 2012 are Wednesdays, 11 am-1 pm, 601 Agnes Arnold Hall. Contact me by email at [cldue \(at\) central.uh.edu](mailto:cldue@central.uh.edu)

COURSE REQUIREMENTS: attendance; participation; three exams; one paper
Late work is subject to a grade penalty.

LEARNING OUTCOMES: Students will attain, through lectures, class discussion, and reading, and will demonstrate through three exams and one paper, knowledge about the literature, art and culture of the ancient Greek world that narrates the Trojan War. Students will develop critical reading and analytical skills through the reading and analysis of journal articles, works of art, and ancient literature. By studying the material remains, artwork, and literature of several different ancient cultures (including the Minoans, Mycenaeans, Hittites, and Classical Greeks) they will develop intercultural competence. By engaging the ethical questions surround the excavation, collecting, and display of cultural artifacts in their exams and papers students will "connect choices, actions and consequences to ethical decision-making."

GRADES: Test 1 20%; Test 2 20%; Test 3 20%; Paper 20%; Attendance, participation, quizzes 20%

Any student with a documented disability needing academic adjustments is requested to speak with the professors during the first two weeks of class. All discussions will be confidential. Students who have disabilities are encouraged to register with the Center for Students with DisABILITIES (713-743-5400 or www.uh.edu/csd).

REQUIRED READING:

Introduction to Aegean Art, by P. Betancourt (ISBN: 978-1931534215)

The *Iliad* of Homer, in any translation. The one by Richmond Lattimore (now in a new edition with an introduction by Richard Martin, 2011, ISBN: 978-0-226-47049-8) is available at the UH bookstore. A free electronic translation is available on Blackboard.

The *Agamemnon* of Aeschylus, in any translation. The translation of Christopher Collard (ISBN: 0192832816) is available at the UH bookstore. A free electronic translation is available on Blackboard.

The *Iphigeneia at Aulis* and the *Trojan Women* of Euripides, in any translation. We have ordered to the bookstore Euripides' *Bacchae and Others Plays* (ISBN: 9780192838759) and *The Trojan Women and Other Plays* (9780192839879), which contain these plays. Free electronic translations are available on Blackboard.

Other readings on the syllabus (*marked with an asterisk) will be available on Blackboard.

SCHEDULE OF READINGS, ASSIGNMENTS, AND DISCUSSIONS:

8/27 Introduction to class

A. THE LITERARY EVIDENCE

8/29 The Trojan Cycle of myth; Introduction to the *Iliad* and epic and oral poetry
Assignment: *Woodford pp. 12-64; *Proclus' summary of the Epic Cycle

9/3 Labor Day (no class)

9/5 The wrath of Achilles

Assignment: *Iliad* books 1 and 3

9/10 Greeks and Trojans

Assignment: *Iliad* books 6, 9

9/12 Achilles, Patroklos, and Hektor

Assignment: *Iliad* books 16, 18, 22

9/17 The end of the *Iliad*

Assignment: *Iliad* 24

9/19 The Fall of Troy

Assignment: *Woodford pp. 88-119; *Virgil, Aeneid 2

9/24 **Test 1**

B. THE BRONZE AGE CONTEXT (ART AND ARCHAEOLOGY OF THE AEGEAN)

9/26 Introduction to the Bronze Age Aegean, Cycladic Islands

Assignment: Betancourt, Introduction, Chapters 1 & 2

10/1 Minoans

Assignment: Betancourt, Chapter 3

10/3 Minoans

Assignment: Betancourt, Chapter 5; *Burke, "Materialization of Mycenaean Identity and the Ayia Triadha Sarcophagus"

10/8 Thera

Assignment: Betancourt, Chapter 6

10/10 Mycenaean

Assignment: Betancourt, Chapter 7

10/15 Mycenaean

Assignment: Betancourt, Chapter 8

10/17 End of the Late Bronze Age

Assignment: Betancourt, Chapter 9

10/22 **Test 2**

C. THE ARCHAEOLOGY OF TROY

10/24 Troy: the site

Assignment: *Bryce, *The Trojans and Their Neighbors* pp. 29-86

10/29 Troy: environs and interactions

Assignment: *Bryce, *The Trojans and Their Neighbors* pp. 87-126

Recommended: *Morris, "A Tale of Two Cities: The Miniature Frescoes from Thera and the Origins of Greek Poetry."

D. THE HOMERIC CONTEXT

10/31 Iron Age art and culture
Assignment: Read *Morris, "Homer and the Iron Age."

11/5 The "Homeric question"
Assignment: *Sherratt, "'Reading the texts': archaeology and the Homeric question."

E. THE MEANING OF TROY IN LATER GREEK CULTURE

11/7 Images of Troy in later Greek art

11/12 The *Agamemnon* of Aeschylus and the Oresteia myth in Classical art
Assignment: *Aeschylus, *Agamemnon*

11/14 Euripides' *Iphigeneia at Aulis* and the multiformity of Greek myth (Dué Hackney)
Assignment: *Euripides, *Iphigeneia at Aulis*

11/19 The sack of Troy in Classical Athenian literature and art
Assignment: *Euripides, *Trojan Women*
Recommended: *Dué, "Athenians and Trojans" (excerpted from *The Captive Woman's Lament in Greek Tragedy*)

11/21 Thanksgiving holiday (no class)

11/26 **Test 3** (on sections C, D, E)

F. THE MEANING OF TROY IN MODERN TIMES

11/ 28 Heinrich Schliemann
Recommended: *Schliemann, "Autobiographical Notice"

12/3 Sir Arthur Evans

12/5 Bronze Age art and value: Snakes Goddesses, Cycladic "idols"
Recommended: *Gill and Chippendale, "Material and Intellectual Consequences of Esteem for Cycladic Figures"



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