

NOV 08 1999

General Education Course Proposal

Proposed Course: HUM 108 Humanities in Classical Athens Units 3.0
Prefix No. Title

Department: Foreign Languages School: Arts & Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; C x; D___; International/Multicultural___

Existing Course x; Revised Course ___; New Course ___

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

An examination of the unique cultural environment of the ancient city, its art, architecture, literature, social and political structures, and their interrelationships as manifested in fifth century Athens. (Former INTD 108)

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 1; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Priscilla Thornton 9/28/99
Department Chair Date

J. M. [Signature] 10/28/99
School Curriculum Committee Date

Luís J. Costa 11/2/99
School Dean Date

Peter [Signature] 12/3/99
General Education Subcommittee Date

Brandt Kehoe 12/3/99
Associate Provost Date

architecture, are studied and interrelated-- as well as integrating Area C with other Areas such as D (history, social history, geography, etc).

3. Humanities 108 is limited to 50 students.

4. Humanities 108 has a 4000 word writing requirement.

2. Elements Common to All Sections of Course

1. *Content*: All sections will teach and integrate ancient Greek social, political, and cultural history, as well as aesthetic, political, religious, and literary values and ideas through primary works of art, sculpture, poetry, history, philosophy, and religion. Such ideas may include, but are not limited to, issues such as 1) The relationship between reason and passion in forming human identity; 2) The relationship between culture and nature, and the definitions of these; 3) The origins of democracy 4) The concept of the Good and its relation to human flourishing; 5) The birth of historical analysis 6) The rise of individualism in vase-painting, literature, and sculpture 7) Literary criticism and aesthetic criteria, and their relationship to ethical and moral issues; 8) Tragedy and comedy, and their political dimensions 9) Temple architecture 10) Greek religion. These themes and ideas will be experienced through primary works, and techniques of criticism and analysis practiced by students in written work and examinations. Interrelations among artistic and literary media, politics, philosophy, and history, as well as connections to later Western culture, particularly Christianity, will be emphasized. Primary works must be chosen to reflect historical range and a variety of genres and creative media.

2. *Objectives*. Students will finish each section having read the assigned primary works, participated in class discussion, and demonstrated critical ability and understanding of course themes through essay examinations and formal essays.

3. *Activities*. Completion of assigned readings; attendance; class discussion; essay examinations; formal essay (writing to total 4000 words).

The formal essay will be evaluated on the basis of mechanical/grammatical correctness **and** the presentation and development of the thesis as well as the coherence of the argument. Students will be recommended to use the *MLA Handbook* for the format of their essays.

4. Grading Policy. Students must average at least 60% on all work during the semester in order to pass the course. No more than 5% credit for extra projects will be allowed. Class attendance and participation will earn 10% credit.

5. Text. Texts will be selected from the classics of ancient Greek literature such as (but not limited to) Homer, Hesiod, Sappho and the Lyric poets, Aeschylus, Sophocles, Thucydides, Herodotus, Plato, Aristotle, Theognis, Pindar, etc. Secondary works such as *The Oxford History of the Greek World* or Kitto's *The Greeks* also acceptable.

6. Schedule. Each week students will read from assigned works, identify and discuss major themes, and relate to modern society and culture. Given the wide variety of primary works available to instructors, actual schedules will vary depending on media chosen. However, each section will each week address the three objectives enumerated above. The following schedule offers an **approximate** breakdown of the time devoted to each topic.

Weeks 1-2 should introduce students to a general outline of ancient Greek political and social history, and define and discuss the methodologies and techniques of literary and cultural analysis, philosophical inquiry, appreciation of art, etc. depending on the topics chosen by the particular instructor. However, **all** sections will spend at least two weeks of the semester on such introductory and propaedeutic materials.

Weeks 3-5 should introduce one to two themes which will be defined and discussed, and coordinated with the readings from primary texts. The course should every class meeting move between the somewhat abstract idea and the specific, more concrete embodiment of it in the assigned readings.

Weeks 6-10 Will introduce a new theme (or two) that should be related directly to the previous and likewise is defined and discussed in the context of the primary readings.

Weeks 11-15 Two more themes may be introduced.

Ideally, each course will develop from 3-6 topics or themes for the whole semester, spending four weeks for each theme or pair of themes.

There are no special cost factors associated with this course.

Syllabus
Humanities 108
Humanities of Ancient Greece (3 Units)
Interrelations among art, history, literature, politics, and philosophy in
Ancient Greece.

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Texts

Boardman et al., *The Oxford History of the Greek World*
Homer, the *Iliad*
The Portable Greek Historians, ed. Moses Finley
Sophocles, *Ajax*
Plato, the *Apology*
Euripides, the *Hippolytus*

Requirements

- Class attendance and participation (10%)
- Two essay examinations, each 500 words minimum (60%)
- Essay: 3000 words minimum; topic choice will be made from list of topics handed out by instructor; choice of topic and primary work must be made by Week 6 and cleared with instructor; Essay due Week 10 (approx. 12 pages; %30) All essays will be evaluated on the basis of mechanical/grammatical correctness **and** presentation and development of thesis as well as coherence of argument. Students should use the *MLA Handbook* for the format of their essay.
- Extra Credit (5%)

Grading Scale

100-90 A
80-89 B
70-79 C
60-69 D

Course Goals

Students will finish the semester having read assigned primary works, and understood major themes and ideas identified in class discussion and lecture, as evidenced by passing performance on essay exams covering these themes and ideas. In addition, students will demonstrate their comprehension of these themes and ideas by written analysis in a formal essay utilizing both primary and secondary sources.

Course Policies

Students are expected to attend class with their books, and having read the writings assigned. Late work, whether exams or exercises, will not be accepted except for legitimate emergencies (sickness, death in family, child-care problems, work conflicts, accidents).

Class participation is mandatory. Everyone is expected to contribute to Discussion topics, which also are possible paper topics. Everyone will be treated with respect and consideration. Talking, eating, or sleeping in class is not acceptable. Students who are having difficulty are encouraged to meet with the professor during office hours for extra help.

Cheating and Plagiarism will be dealt with according to the policies set for in the Catalogue and Schedule of Courses. Students with disabilities should communicate their needs to the instructor and the university.

Schedule

All readings must be completed before class. Instructor reserves the right to adjust the schedule.

Week 1: Introduction: Outline of ancient Greek history: Boardman, 19-49, 124-55.

Week 2: Introduction: How to read literature; Analysing literature and cultural products for themes and ideas. The ideal of aristocratic heroism and its critique: Homer, Books 1, 9, Boardman, 51-77.

Weeks 3-4. Homer, Books 15-24: the hero vs. the city.

Week 5: Introduction to tragedy (Boardman, 156-85): the political dimensions of tragedy; Sophocles' *Ajax*.

Week 6: Students must choose a topic this week and clear with instructor. The Achillean heroic paradigm as embodied in Ajax: Odysseus as the democratic response.

Weeks 7-8: Midterm essay exam. The functioning and meaning of Athenian democracy: Herodotus's creation of history; History and the Persian wars: Finley, 81-215; Boardman, 186-203.

Week 9 Herodotus' moral reading the Persian Wars; its relationship to tragedy and the tragic hero (reprise Ajax and Achilles); Finley, 81-215

Week 10. Essays Due. The crisis of Athenian democracy: freedom into license: Finley, 265-379

Weeks 11-12 The Sicilian expedition and the failure of Athenian democracy: Finley, 265-379

Week 13 Socrates and the birth of philosophy: Plato, *Apology*; Boardman, 234-53

Week 14 Socratic mission, dialectic, definition of virtue and the Good: relationship to democracy; Plato, *Apology*

Week 15: The critique of Socratic rationalism: Euripides, *Hippolytus*.

Final Examination will be administered during Finals Week