Athens-Herodotus and the Dramatists (Classics 301)
Spring Semester, 2017
Instructor Name: R. M. Calkins, Ph.D.
Instructor Phone: 414-229-3239
Instructor Email: calcinsr@uwm.edu
Instructor Office: CRT 809
Instructor Office Hours: WeTh 9-10am

Class Meeting Times and Location(s): TuTh 12:30-1:45pm in Bolton B84
Final Exam Date/Time and Location: Mon. May. 15, 12:30-2:30pm in Bolton B84
Mode of Delivery: Face to face

Course Description
This is an advanced literature and culture class in which students will examine Herodotus’ account of how the ancient Greeks came into conflict with the Persian Empire at the end of the Archaic period. In addition to learning about the wars between the Persian Empire and Greece, the class will explore the development of public institutions and Hellenic identity in the dominant urban centers during the Early Classical period when Herodotus was writing. Thus students will also be reading Aeschylus’ Oresteia and Persians through which they will be able to consider the development of two specific public institutions, theater and the court system at Athens, in more detail.

Credit Hour Policy Time Allocation
Per the University credit hour policy, students are expected to devote 144 hours/semester to each 3-credit course. This amounts to approximately 10 hours/week. A weekly estimate for the allocation of these hours is as follows:

- in-class participation: 2.5 hours/week
- reading assignments: 4 hours/week
- D2L activities: 1.5 hours/week
- research paper: remaining 28 hours/semester

*exam preparation: reading assignments, D2L activities and writing assignments are suspended in appropriate weeks to provide students with approximately 10 hours to devote to exam preparation.

Required Readings: Texts will be available at the UWM Bookstore; a copy of each text will also be on reserve at the UWM Library. Alternate translations of most texts are freely available online at http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman.

   Price: $17.74 (new)/$11.93 (used)
Price: $10.64 (new)/$0.99 (used)/$9.49 (Kindle)

**Assessment and Descriptions of Required Assignments**

**Weekly Quizzes on D2L (10 highest scores)** 20%

**Research Paper**
- summary of secondary sources 10%
- research proposal 10%
- final draft 20%
- midterm exam 20%
- final exam 20%

**Quizzes**: To be taken online via D2L. If a student chooses to take a quiz on a mobile device, s/he does so at her/his own risk. If the connection drops while the student is taking the quiz, it may be recorded as incomplete or not taken at all. For this reason, it is strongly recommended that students plan to take quizzes on a computer with a cable connection.

**Research Paper**: The research paper will be completed in 3 phases: the first phase will be reading and summarizing relevant scholarship relating to the chosen topic; the second phase will be production of a research proposal; the final phase will be the final paper. The paper topic and guidelines for content and format of each of the 3 phases are provided in “Research Paper Guidelines” under the “Content” tab on D2L.

**Midterm Exam**: The midterm exam must be taken in-class on the date given in the schedule of assignments and is intended to give students a preview of the format for the final exam as well as assess command of the material covered in the first segment of the course. No make-up exam will be offered unless a student provides written documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.).

**Grading Scale**:
- A: 94-100%; A-: 90-93%
- B+: 87-89%; B: 84-86%; B-: 80-83%
- C+: 77-79%; C: 74-76%; C-: 70-73%
- D+: 67-69%; D: 64-66%; D-: 60-63%
- F: below 60%

**Schedule of Topics and Assignments**

*Please note that the instructor reserves the right to make changes to the syllabus as needed as the course progresses.*

**Week 1**:  
Tu 1/24  Introduction  
Th 1/26  Hdt. proem-1.56

**Week 2**:  
Tu 1/31  Hdt. 1.57-1.112  
Th 2/2  Hdt. 1.113-1.177

*Quiz 1 must be completed on D2L by noon*
Week 3:
Tu 2/7
Th 2/9
Hdt. 1.178-216
Hdt. 3.1-3.60

Quiz 2 must be completed on D2L by noon

Week 4:
Tu 2/14
Th 2/16
Hdt. 3.61-3.106
Hdt. 3.107-3.160

Quiz 3 must be completed on D2L by noon

Week 5:
Tu 2/21
Th 2/23
Hdt. 4.1-4.82
Hdt. 4.83-4.144

Quiz 4 must be completed on D2L by noon

Week 6:
Tu 2/28
Th 3/2
Hdt. 4.145-4.205
Review

Quiz 5 must be completed on D2L by noon

Week 7:
Tu 3/7
Th 3/9
MIDTERM EXAM
Hdt. 5.30-5.89

Week 8:
Tu 3/14
Th 3/16
Hdt. 5.90-6.17
Hdt. 6.18-6.93

Quiz 6 must be completed on D2L by noon

Week 9:
3/19-26
SPRING RECESS

Week 10:
Tu 3/28
Th 3/30
The Pentacontaetia and development of tragedy (D2L, ‘Content’)
Aeschylus, Agamemnon

Quiz 7 must be completed on D2L by noon

Week 11:
Tu 4/4
Th 4/6
Aeschylus, Libation Bearers
Aeschylus, Eumenides

Quiz 8 must be completed on D2L by noon

Week 12:
Tu 4/11
Th 4/13
Hdt. 6.94-6.140
Hdt. 7.1-7.57

Quiz 9 must be completed on D2L by noon

F 4/14
Summary of secondary sources due in dropbox on D2L by 11:59pm

Week 13:
Tu 4/18
Th 4/20
Hdt. 7.58-7.135
Hdt. 7.136-7.195

Quiz 10 must be completed on D2L by noon

Week 14:
Tu 4/25
Th 4/27
Hdt. 7.196-8.18
Hdt. 8.19- 8.98

Quiz 11 must be completed on D2L by noon

F 4/28
Research proposal due in dropbox on D2L by 11:59pm
Week 15:  Tu 5/2       Hdt. 8.99-9.36  
          Th 5/4       Hdt. 9.37-9.122  

**Quiz 12 must be completed on D2L by noon**

Week 16:  Tu 5/9       Aeschylus, *Persians* (D2l, ‘Content’)  
          Th 5/11      Review  

**Paper Due: F 5/12       in dropbox on D2L by 11:59pm**  

**Final Exam: M 5/15 12:30-2:30pm in Bolton B84**

**Course Policies**

**Attendance:** Attendance in class meetings is mandatory. If a student is unable to attend a class meeting due to illness or some other personal emergency, the student is responsible for obtaining notes on the missed class meeting from a classmate and is expected to contact the instructor as soon as possible if additional clarification of the material covered is necessary.

**Email:** Details regarding assignments and course announcements will regularly be communicated to students through their official UWM email account; thus students are required to check their UWM email account regularly (several times/week) while in this course.

**Classics Program Administrative Drop Policy:** Students must show evidence of participation during the first week of enrollment in the course or be subject to administrative drop. Throughout the subsequent withdrawal period, any student for whom there is no evidence of participation in the course for a period of 4 consecutive class meetings will be issued a warning of pending administrative drop from the course via email. If the student fails to respond with documentation that his/her lack of participation is due to excusable circumstances recognized by the University (hospitalization, active military service, etc.) within one week, s/he will be subject to administrative drop from the course.

**Late Assignments:** If a student fails to submit a written assignment (except the final research paper) to the appropriate dropbox on the Friday that the assignment is due, s/he may submit the assignment to the dropbox up until 5pm on Sunday of that weekend and incur a minor deduction for late submission. Late final research papers will be accepted until 5pm on Monday following the Friday that the paper is due. After the late submission deadline on Monday, no final research papers will be accepted without written documentation of hospitalization, military service, or other circumstance recognized by the University as a valid excuse for failing to submit coursework on-time. 2% per day beyond the due date will be deducted from the grade for late submission of the final research paper.

**Safety Policies:** Students are expected to refrain from all behaviors that may put themselves or others at risk and follow all posted safety procedures.

**Make-up Policies:** Make-up assignments and exams will only be permitted if the student provides documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.).
Incomplete Policies: A grade of "incomplete" will only be permitted under the circumstances recognized by the University. The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at: http://www4.uwm.edu/secu/docs/other/S31.pdf.

Students with disabilities: Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at: http://www4.uwm.edu/sac/SACltr.pdf. VISA students are expected to contact Professor Calkins within the first week that they are enrolled in the course in order to discuss arrangements for any accommodations to which they are entitled. Special accommodations for exams will generally need to be administered through ARC.

Religious observances: Policies regarding accommodations for absences due to religious observance may be found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm.

Students called to active military duty: University policies regarding accommodations for absences due to call-up of reserves to active military duty may be found at: http://www4.uwm.edu/current_students/military_call_up.cfm.

Discriminatory conduct (such as sexual harassment): Definitions of discrimination, harassment, abuse of power, and the reporting requirements of discriminatory conduct may be found at: http://www4.uwm.edu/secu/docs/other/S47.pdf.

Academic misconduct: Students are responsible for completing assignments and exams in an ethical manner and must not copy materials produced by others in print or electronically without giving due credit to the author(s). This policy also applies to assignments by fellow students and internet sources. Plagiarized assignments will receive a grade of 0. Plagiarism is a serious offence, and students are responsible for understanding university policies regarding academic misconduct, including plagiarism and cheating on exams, which may be found at: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm.

Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/docs/other/S49.7.htm.


Final examination policy: The final exam will take place in the regular classroom as scheduled by the University (http://uwm.edu/registrar/students/final-exam-schedule-information/fall-final-examination-schedule/). University Policy prohibits instructors from changing the examination date and/or time for an individual without prior approval of the dean or director except in cases of documented medical emergencies, active military service, etc. No student may take the exam earlier than its scheduled date/time. Details regarding this policy are available at: http://www4.uwm.edu/secu/docs/other/S22.htm.
Humanities Distribution General Education Requirement

*Humanities are the academic disciplines that investigate human constructs and values. The humanistic disciplines - such as art history, history, language and literature, philosophy, religious studies, film and media studies - are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.*

**Explanation of how this course fits with the above definition of the humanities.**

By definition, UWM GER courses in the humanities "investigate human constructs and values (and) are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context." This course will introduce students to the creation of two genres of literature in ancient Greece that have been fundamental to the development of intellectual traditions in subsequent Western Civilization: history and tragedy.

**Explanation of how this course will teach students to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.**

Students will perform close readings of Herodotus’ * Histories and Aeschylus’ tragedies, investigate scholarship on the texts, and attend class meetings in which the texts and genres will be discussed in detail and contextualized within both the ancient Greek world and subsequent western intellectual traditions. During class discussions, particular attention will be paid to constructions of identity through the comparison and contrast of different Greek social groups, as well as of Greeks and non-Greeks within Herodotus’ text (Humanities Criterion 1).

Students will be able to respond coherently and persuasively to the materials of humanities study through production of a research paper that requires construction of an interpretive argument based on logical textual and historical analysis of Herodotus’ * Histories. (Humanities Criterion 2)

**Learning Outcomes**

By the end of this course students should be able to:

1. identify the most prominent cities, leaders, battles, and cultural traditions that pertain to the wars between Greece and the Persian Empire at the end of the Archaic Period in Greece.
2. explain where and how the genres of history and tragedy were invented during in ancient Greece.
3. produce a research paper with an interpretive argument supported by analysis of Herodotus’ text and contextualization of the student’s argument within the body of relevant scholarship.

**Explanation of how this course will allow students to achieve the learning outcomes identified above.**

Students will be responsible for completing reading assignments in preparation for class discussions in which constructions of identity within Herodotus’ and Aeschylus’ texts will be highlighted. They will also be responsible for surveying secondary sources pertinent to the topic of their research paper.
**UW System Shared Learning Goals** that will be met in this course are:
1. critical and creative thinking skills including inquiry and higher order qualitative and quantitative reasoning (research paper).
2. effective communication skills including listening (class discussions of texts and cultural context), speaking (class discussions of texts and cultural context), reading (Herodotus’ and Aeschylus’ texts and secondary sources on Herodotean historiography and Aeschylean tragedy), and writing (research paper).

**Explanation**
The development of critical and creative thinking skills, as well as written communication skills, will be evaluated through the phases of the research project described above, which require students to engage with secondary sources, make logical deductions through textual analysis, and follow specific written guidelines.

**Description of the assignments through which students will achieve each of the learning outcomes described above.**
Students will produce a research paper in three phases: the first phase will be a review of influential scholarship pertaining to the chosen topic; then students will produce a research proposal which includes a working thesis, evidence from primary sources on which the paper will focus, and summary of relevant secondary sources; the final phase will be production of a cleanly written and logically structured research paper that presents an argument based on analysis of Herodotus’ text and is contextualized within the broader tradition of scholarship on Herodotus’ text.

**Explanation of how the assignments will be used to determine if students achieved each of the learning outcomes. Identification of the standards according to which the assessment will be measured.**
A final research paper submitted at the end of the semester will demonstrate whether or not students have mastered basic features of Herodotean historiography and its context of production in Classical Greece.

Assessment of the final research paper is based on the following criteria (see assessment rubric below):

1. Thesis: student identifies the portion of Herodotus’ text on which his/her argument will be based and the implications of his/her analysis of the evidence (Humanities Criterion 2; Learning Outcomes 3; W-System Goals 1 and 2).
2. Introduction and conclusion: student demonstrates the ability to summarize the main points of his/her interpretive argument and contextualize his/her argument within the broader traditions of scholarship on the primary text (Humanities Criterion 1; Learning Outcomes 1 and 2; UW-System Goal 2).
3. Use of sources: student demonstrates the ability to contextualize material from primary and secondary sources (Humanities Criterion 1 and 2; Learning Outcomes 1 and 3; UW-System Goals 1 and 2).
4. Argumentation: student produces an interpretive argument that is well structured, developed through a logical progression, and based on thorough analysis of key passages from the primary source(s) (Humanities Criterion 2; Learning Outcome 3; UW-System Goals 1 and 2).
5. Grammar and format: student demonstrates the ability to communicate his/her ideas clearly (Learning Outcome 3; UW-System Goal 2).
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<thead>
<tr>
<th>Criteria</th>
<th>Levels</th>
<th>2-3 points</th>
<th>0-1 points</th>
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<tr>
<td>Thesis</td>
<td>4-5 points</td>
<td>The thesis clearly articulates the argument to be made and the evidence on which the interpretation is to be based.</td>
<td>An interpretation of some aspect of the source(s) is proposed, but: either is not clearly articulated, or the evidence on which the argument will be based is not specified.</td>
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<td>9-10 points</td>
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<td>Introduction and Conclusion</td>
<td>7-8 points</td>
<td>The introduction contextualizes the argument to be made in terms of the context of production for the primary text(s) used as evidence. The conclusion summarizes the argument that has been made in the course of the paper and its place within broader scholarship on the topic.</td>
<td>The introduction fails to contextualize the argument to be made in terms of the context of production for the primary text(s) used as evidence. The summary of the argument that has been made in the conclusion is not entirely accurate and/or lacks context.</td>
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<tr>
<td>Use of Sources</td>
<td>4-5 points</td>
<td>Quotations from primary sources are fully contextualized and explained as evidence for the argument advanced. Secondary sources are properly used to contextualize the argument within broader scholarship on the topic.</td>
<td>There are lapses in contextualization of quotations from primary sources and/or how the quotations serve as evidence is not always fully explained. Interpretations by scholars in secondary sources are often improperly used as evidence.</td>
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<td>Argumentation</td>
<td>22-25 points</td>
<td>The argument is well structured, developed through a logical progression, and based on thorough analysis of key passages from the primary source(s).</td>
<td>The argument contains a number of lapses in structure and/or logic, or it is not well grounded in analysis of the primary source(s).</td>
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<td>Grammar and Format</td>
<td>4-5 points</td>
<td>2-3 points</td>
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<td>The paper is written in standard American prose with few typographical, grammatical, and vocabulary errors.</td>
<td>There are a number of typographical, grammatical, and/or vocabulary errors, but not so many as to make the argument difficult to comprehend.</td>
<td>Frequent errors in grammar, vocabulary, and syntax significantly hinder communication of the argument.</td>
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<tr>
<th>Total Score</th>
<th>Strong: 43-50 points</th>
<th>Mediocre: 35-42 points</th>
<th>Weak: 35 or fewer points</th>
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<td>The assignment demonstrates exceptional mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment demonstrates full mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment fails to demonstrate mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
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