War and Politics in Ancient Greece (Classic-302)
Fall Semester, 2016

Instructor Name: R. M. Calkins, Ph.D.
Instructor Phone: 414-229-5213
Instructor Email: calkinsr@uwm.edu
Instructor Office: CRT 809
Instructor Office Hours: W 9-10am; Th 11am-noon
Class Meeting Times and Location(s): MoWe 11-12:15 in Engineering & Math Sciences E160
Final Exam Date/Time and Location: Final Paper due on 12/17 by 11:59pm in dropbox on D2L
Mode of Delivery: Face to face

Course Description
Students will gain an overview of the events of the Peloponnesian War in Greece through the account of the Classical Athenian historian Thucydides and an additional perspective provided by the contemporary comic author Aristophanes. The role of speech-making in the political process of Classical Athens, in particular, will be explored by students through written debate exercises and a research paper. The course will conclude with accounts of the trial and mandated suicide of the philosopher Socrates alongside the defeat of Athens in the war.

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

3. Aristophanes: Acharnians, Henderson (trans.), ISBN 1-58510-087-0, Focus Publishing Price: $10.29 (new)/$6.00 (used)/$0.99 (Kindle)
Assessment and Descriptions of Required Assignments

**Debate Exercises (2 exercises)**
- 30%

**Preparation Quizzes**
- 30%

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

**Debate Exercises:** All students will be responsible for submitting individual written arguments on both sides of a given topic for debate twice in the course of the semester. The assignments must be submitted to the appropriate dropbox on D2L in Word (doc/docx) or PDF format by the due dates listed in the schedule of assignments. See “FAQs About Debate Exercises” under the “Content” tab on D2L for the topics and format requirements for these exercises.

**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. A “how-to” guide for taking quizzes through D2L is available under the “Content” tab of the D2L.

**Research Paper:** The research paper will be completed in 3 phases: the first phase will be reading relevant secondary sources; 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, in addition to assessing command of the texts 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:**
- We 9/6: Introduction; Persian Wars (D2L, “Content”)
- Preparation Quiz 1.2 must be submitted on D2L by 10:30am.

**Week 2:**
- Mo 9/11: Thuc. 1.1-31, p. 3-21
- Preparation Quiz 2.1 must be submitted on D2L by 10:30am.
We 9/13
Thuc. 1.32-67, p. 21-38
Preparation Quiz 2.1 must be submitted on D2L by 10:30am.

Week 3:
Mo 9/18
Thuc. 1.68-88, p. 38-49
Preparation Quiz 3.1 must be submitted on D2L by 10:30am.
We 9/20
Thuc. 1.89-127, p. 49-70
Preparation Quiz 3.2 must be submitted on D2L by 10:30am.
F 9/22
Debate Exercise #1 due in dropbox on D2L by 11:59pm

Week 4:
Mo 9/25
Thuc. 1.128-146, p. 70-85
Preparation Quiz 4.1 must be submitted on D2L by 10:30am.
We 9/27
Thuc. 2.1-33, p. 89-110
Preparation Quiz 4.2 must be submitted on D2L by 10:30am.

Week 5:
Mo 10/2
Thuc. 2.34-70, p. 110-131
Preparation Quiz 5.1 must be submitted on D2L by 10:30am.
We 10/4
Thuc. 2.71-103, p. 131-156
Preparation Quiz 5.2 must be submitted on D2L by 10:30am.

Week 6:
Mo 10/9
Thuc. 3.1-35, p. 159-175
Preparation Quiz 6.1 must be submitted on D2L by 10:30am.
We 10/11
Thuc. 3.36-85, p. 175-201
Preparation Quiz 6.2 must be submitted on D2L by 10:30am.

Week 7:
Mo 10/16
Aristophanes, *Acharnians*, lines 1-718, p. 24-60
Preparation Quiz 7.1 must be submitted on D2L by 10:30am.
We 10/18
Aristophanes, *Acharnians*, lines 719-end, p. 61-86
Preparation Quiz 7.2 must be submitted on D2L by 10:30am.
F 10/20
Debate Exercise #2 due in dropbox on D2L by 11:59pm

Week 8:
Mo 10/23
Preparation Quiz 8.1 must be submitted on D2L by 10:30am.
We 10/25
Thuc. 5.1-39, p. 301-325
Preparation Quiz 8.2 must be submitted on D2L by 10:30am.

Week 9:
Mo 10/30
Thuc. 5.40-116, p. 325-357
Preparation Quiz 9.1 must be submitted on D2L by 10:30am.
We 11/1
Thuc. 6.1-32.2, p. 361-379
Preparation Quiz 9.2 must be submitted on D2L by 10:30am.
F 11/3
Summary of 3 secondary sources due in dropbox on D2L by 11:59pm

Week 10:
Mo 11/6
Thuc. 6.32.2-69, p. 379-401
Preparation Quiz 10.1 must be submitted on D2L by 10:30am.
We 11/8
Thuc. 6.70-105, p. 401-423
Preparation Quiz 10.2 must be submitted on D2L by 10:30am.
Week 11: Mo 11/13 Thuc. 7.1-59, p. 427-463
Preparation Quiz 11.1 must be submitted on D2L by 10:30am.
We 11/15 Thuc. 7.60-8.15, p. 463-490
Preparation Quiz 11.2 must be submitted on D2L by 10:30am.
F 11/17 Research Proposal due in dropbox on D2L by 11:59pm

Week 12: Mo 11/20 Thuc. 8.16-75, p. 491-523
Preparation Quiz 12.1 must be submitted on D2L by 10:30am.
11/22-11/26 THANKSGIVING RECESS

Week 13: Mo 11/27 Thuc. 8.76-109, p. 524-548
Preparation Quiz 13.1 must be submitted on D2L by 10:30am.
We 11/29 Harris, 2017 (D2L/Content/Week 13)
Preparation Quiz 13.2 must be submitted on D2L by 10:30am.

Week 14: Mo 12/4 Aristophanes, Clouds, in Trials of Socrates
Preparation Quiz 14.1 must be submitted on D2L by 10:30am.
We 12/6 Plato, Apology, p. 26-45, in Trials of Socrates
Preparation Quiz 14.2 must be submitted on D2L by 10:30am.

Week 15: Mo 12/13 Plato, Apology, p. 46-61, in Trials of Socrates
Preparation Quiz 15.1 must be submitted on D2L by 10:30am.
We 12/15 Xenophon, Apology, p. 177-184, in Trials of Socrates
Preparation Quiz 15.2 must be submitted on D2L by 10:30am.

Final Paper: F 12/17 Paper Due in dropbox on D2L by 11:59pm

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 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.

Late Assignments: If a student fails to submit a written assignment 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. The grade for the final paper will be reduced by 2% per day beyond the due date. No final papers will be accepted beyond 5pm on Monday following the Friday that the paper is due 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.

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: A make-up exam 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 s/he is enrolled in the course in order to discuss arrangements for any accommodations to which s/he is 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 debate exercises 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://www4.uwm.edu/schedule/pdf_archive/exams/exams_2139.pdf). 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 Thucydidean historiography and Aristophanic comedy from Classical Athens that have played a fundamental role in the development of subsequent intellectual traditions in Western Civilization.

**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. (Humanities Criterion 1)**

Students will perform close readings of canonical texts alongside attending class discussions that contextualize the narratives and genres within the Greek world. During class discussions, particular attention will be paid to speech-making as a component of Thucydidean historiography and the Classical Athenian democracy as a precursor to the subsequent study of rhetoric in Western Civilization (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 speeches within Thucydides’ *History*. (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 customs that pertain to the war between opposing leagues of Greek cities led by Athens and Sparta during the Classical period.
2. explain how the genres of history and comedy evolved during this period.
3. produce a research paper with an interpretive argument supported by analysis of Thucydides’ 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 speech-making within Thucydides’ and Aristophanes’ texts and the function of speech-making within the Classical Athenian democracy will be highlighted.
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 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 scholarship; the final phase will be production of a cleanly written and logically structured research paper that presents an argument based on analysis of Thucydides’ text and is contextualized within the broader tradition of scholarship on speech-making in the Classical Athenian Democracy and Thucydides’ text.

**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 (Thucydides’ and Aristophanes’ texts and secondary sources on Thucydidean historiography and Aristophanic comedy), 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, which requires students to engage with secondary sources, make logical deductions through textual analysis, and follow specific written guidelines.

**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 Thucydidean 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 Thucydides’ 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; UW-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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<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>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>
<td>There is no articulation of the argument to be made or the evidence on which the interpretation is to be based.</td>
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<td>Introduction and Conclusion</td>
<td>9-10 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>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>
<td>Quotations from primary sources are entirely lacking or used without any explanation.</td>
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<td>Argumentation</td>
<td>22-25 points</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>
<td>The argument contains severe lapses in structure and/or logic. Analysis of primary source materials is lacking.</td>
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<td>Grammar and Format</td>
<td>4-5 points</td>
<td>2-3 points</td>
<td>1 point</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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