

Undergraduate Curriculum and Academic Policy Committee
Course Syllabus Guidelines

Course syllabuses submitted for Undergraduate Curriculum and Academic Policy review and inclusion in the WSU Course Inventory should include the following elements.

I. College/School COLA, Classics
Department

II. Course Information

Course Title: Great Books, Classics
Course Abbreviation and Number: CLS 2040
Course Credit Hours; 3
Course Cross Listing(s) Abbreviation and Number:
Check (“x”) all applicable:
General Education Course ___x___ Writing Intensive Course ___x___ Service Learning Course _____
Laboratory Course _____ Ohio TAG (Transfer Assurance Guide) Course _____
Ohio Transfer Module Course _____ Others (specify) _____

III. Course Registration

Prerequisites: none
Corequisites: none
Restrictions: including, e.g., junior standing, majors only, etc.
Other: including, e.g., “Or by permission of instructor”

IV. Student Learning Outcomes

| | |
|---|---|
| <p>4. Arts/Humanities</p> <p><i>Tools for analysis and appreciation of the arts, philosophy, and religious thought</i></p> | <ul style="list-style-type: none"> a. Critically analyze significant creative, literary, philosophical or religious works b. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works c. Recognize, evaluate and respond to creative, philosophical or religious works d. Develop appropriate and ethical applications of knowledge in the humanities or the arts |
|---|---|

If the course is proposed for Element 4, how does it meet all of the above learning outcomes?

a) In this course, students will read multiple works of great literature for ancient Greece and Rome. Courses will be a mixture of lecture and discussion, in which the professor will guide the students in their reading of the material.

b) In the course we will talk about the socio-historical context in which these great works were set, as well as their value as universal literature. The instructor will asses student understanding of these concepts by evaluating the responses given on exam questions and by using student evaluation forms. The course will be periodically reassessed by

the department in order to determine if the expected learning outcomes are being met by the material and structure of the course.

c) Students will write analytic papers in which they will express a clear thesis formulated in consultation with the professor. They will be expected to use support from the texts in their analysis.

d) Students will be encouraged to share their opinions with the professor and their classmates. They will be given opportunities to consider how these great works of literature relate to their own daily lives, regardless of their major or future profession.

V. Suggested Course Materials (required and recommended)

Aeschylus II. Grene and Lattimore, eds. Univ. of Chicago Press.
Sophocles II. Grene and Lattimore, eds. Univ. of Chicago Press.
Euripides I. Grene and Lattimore, eds. Univ. of Chicago Press.
Seneca. *Four Tragedies and Octavia*. E.F. Watling, trans. Penguin.

Supplemental information will be posted on Course Studio (available through WINGS)

VI. Suggested Method of Instruction Lecture

VII. Suggested Evaluation and Policy
Students will be evaluated on the basis of short analytic papers and exams. The exams will be short answer and essay.

VIII. Suggested Grading Policy
Final course letter grade earned in relation to evaluation and policy.
Final course grade will be assigned on the following criteria:

- 10% - Attendance and participation
- 30% - Analytical Essays (2 @ 15% each)
- 30% - Mid-term Exam
- 30% - Final Exam

Writing requirements in relation to final Writing Intensive (WI) grade earned.

Credit for the writing portion of this class will be given to students who turn in satisfactory papers. Failure to turn in any of the written work will result in failure to receive writing credit.

IX. Suggested Assignments and Course Outline

Schedule. Check Course Studio for announcements and changes):

| | | | |
|---|------|----|--|
| M | Aug. | 27 | Introduction. |
| W | | 29 | The Production of Greek Tragedy |
| F | | 31 | Aristotle's <i>Poetics</i> (Course Studio) |
| M | Sep. | 3 | Labor Day. No Class. |
| W | | 5 | Herodotus (Course Studio). Aeschylus, <i>The Persians</i> |
| F | | 7 | Aeschylus, <i>The Persians</i> |
| M | | 10 | Aeschylus, <i>The Persians</i> |
| W | | 12 | Aeschylus, <i>Prometheus Bound</i> |
| F | | 14 | Aeschylus, <i>Prometheus Bound</i> |
| M | | 17 | Sophocles, <i>Ajax</i> |
| W | | 19 | Sophocles, <i>Ajax</i> |
| F | | 21 | Sophocles, <i>The Women of Trachis</i> |
| M | | 24 | Sophocles, <i>The Women of Trachis</i> |
| W | | 26 | Sophocles, <i>Electra</i> |
| F | | 28 | Sophocles, <i>Electra</i> . First Analytic Paper Due. |
| M | Oct. | 1 | Sophocles, <i>Electra</i> |
| W | | 3 | Sophocles, <i>Philoctetes</i> |
| F | | 5 | Sophocles, <i>Philoctetes</i> |
| M | | 8 | Sophocles, <i>Philoctetes</i> |
| W | | 10 | Review and Discussion |
| F | | 12 | Mid-term Exam |
| M | | 15 | Euripides, <i>Alcestis</i> |
| W | | 17 | Euripides, <i>Alcestis</i> |
| F | | 19 | Euripides, <i>Alcestis</i> |
| M | | 22 | Euripides, <i>Medea</i> |
| W | | 24 | Euripides, <i>Medea</i> |
| F | | 26 | Euripides, <i>Medea</i> |
| M | | 29 | Euripides, <i>Hippolytus</i> |
| W | | 31 | Euripides, <i>Hippolytus</i> |
| F | Nov. | 2 | Euripides, <i>Hippolytus</i> |
| M | | 5 | Seneca, <i>Phaedra</i> |
| W | | 7 | Seneca, <i>Phaedra</i> |
| F | | 9 | Seneca, <i>Phaedra</i> |

| | | | |
|---|------|----|---|
| M | | 12 | Veterans' Day. No Class. |
| W | | 14 | Seneca, <i>Thyestes</i> |
| F | | 16 | Seneca, <i>Thyestes</i> . Second Analytic Paper Due. |
| M | | 19 | Seneca, <i>Thyestes</i> |
| W | | 21 | Thanksgiving Break. No Class. |
| F | | 23 | Thanksgiving Break. No Class. |
| M | | 26 | Seneca, <i>Trojan Women</i> |
| W | | 29 | Seneca, <i>Trojan Women</i> |
| F | | 31 | Tacitus (Course Studio) |
| M | Dec. | 3 | [Seneca], <i>Octavia</i> |
| W | | 5 | [Seneca], <i>Octavia</i> |
| F | | 7 | Review and Discussion |

Final Exam: TBA

X. Other Information

For Writing Across the Curriculum Program courses: statement of writing across the curriculum goals, criteria for evaluating writing assignments, and how writing assignments relate to the final course grade.

The students will write two essays for the class. They will choose a topic in consultation with the instructor or will be assigned a topic if they cannot devise one on their own. The topics will focus on analyzing the material covered in class in greater depth. I have listed several examples of possible topics and approaches to devising topics on the handout. Students may be asked to adhere to a particular notation system (i.e. Chicago, MLA, APA). Any such requirements will be made clear at the time the paper is assigned [I prefer to let students use what they are most comfortable with, provided they are consistent in their notations.] Students will be expected to proofread their work and will be evaluated based on the following criteria:

Clear thesis statement

Ability to provide support from the texts used in class as well as any external research (generally, external research is not required)

Grammar and style

Students will be required to turn in an outline before writing their papers, providing a clear thesis statement and the supporting points used in analyzing this thesis. Students should turn in rough drafts which the instructor will evaluate and return to the students in a timely manner. After the final draft is submitted, the instructor will make extensive comments explaining the reason for the grade assigned and suggestions as to how the student can improve his or her writing. Should the student have questions regarding the evaluation, the instructor will be available to explain them more fully.

Below I have included supplementary materials which the students will receive, in addition to in-class instruction regarding their papers.

Guide for Writing Analytic Papers

The best format for writing a paper in any discipline of the humanities is the good old “five paragraph” essay. Before you begin writing, you should have a thesis, three main points, and a conclusion. I never start writing before I have developed these points in an outline. You can alter your outline at any time, but knowing that you have a framework will make things a lot easier as you begin to write.

Begin your essay with an introductory paragraph. This paragraph may contain a background of your topic, how you came to your topic, or any other material which you feel should preface your essay but is not essential to your primary arguments. The introductory paragraph should end with your thesis statement. A thesis statement tells me what your paper is going to be about. Your paper should stick to that thesis.

The next three paragraphs should consist of primary arguments which support your thesis. While parallelism is always nice, some variety can be used in the approach to the topic. You may have more than three arguments (in which case your essay will go beyond five paragraphs and that is not a problem), but less than three generally indicates a lack of thought and coherence in developing your thesis.

Finally, your paper should have a concluding paragraph which reviews the points made in the three paragraphs and shows how they combine to prove the thesis laid out in the first paragraph. It’s always nice to end with a bang, but don’t let style overwhelm substance.

Finding a Topic

Since this class focuses on tragedy as both a literary genre and literature which covers universal themes, you may skew your essay towards either one of these goals. Try, however, to zoom in on one or the other. As these analytic papers are to be brief, don’t bite off more than you can chew. Choose a topic that can be addressed in 4-6 pages and without doing a lot of outside research.

Make sure that you pick a topic you find interesting. Look over your notes from the reading. Is there anything that stood out? Did you find a particular theme which reminded you of something else you have read? Was there one character or situation which especially caught your attention? Were you intrigued by the societal/narrative implications of a character’s actions? Any of these questions has the potential to become a good essay.

You can also use comparison as a basis for a thesis. You can compare the styles of Aeschylus and Sophocles, or compare two plays by the same author. Beyond that, you can look at possible historical circumstances which influenced the author. *The Persians* will be the most obvious, but other comparisons between the themes in tragedies and historical events can be made (this may require outside reading).

The Writing Center

If you need help with your paper, feel free to contact me. If you want outside help, the Writing Center on campus can help you out. Located in Dunbar Library 031, they are open until 9-5 and 6-8 PM every night except Friday. For more info, visit their website:

<http://www.wright.edu/academics/writingctr/>

Resources

Use your book and the information posted on Course Studio first and foremost. If you want to supplement those readings, here are some places to look. If you do use outside sources, make sure to cite them in some form. End notes, foot notes, or embedded citation are fine, just be consistent.

Print Resources

The Cambridge Ancient History. Cambridge: Cambridge University Press, 1970-.
Dunbar Library Stacks D57 .C252

The Oxford Classical Dictionary. Hornblower, Simon and Anthony Spawforth, eds.
3d ed. New York: Oxford University Press, 2003.
Dunbar Library Reference Room DE5 .O9 2003
Also available on-line through Wright State Library web site

The Oxford History of the Classical World. Boardman, John, ed. New York: Oxford University Press, 2001.
Dunbar Library Stacks DE59 .O94 1988

I will put other books on Greek Tragedy on reserve.

Web sites

Perseus web site: This site includes primary texts as well as reference works.
<http://www.perseus.tufts.edu>

Internet Classics Archive: This site includes translations of major works of Greek and Latin literature. <http://classics.mit.edu>

Diotima: This site focuses on women in antiquity. It includes articles as well as bibliography on specific topics. www.stoa.org/diotima

Forum Romanum: This site contains mostly texts, but some fun stuff on Greek and Roman culture. www.forumromanum.org

Didaskalia: This site is dedicated mainly to performance issues in productions of Greek and Roman Tragedy.
<http://www.didaskalia.net/studyarea/study.html>

Wright State Library Classics References: This site has been designed by the Classics Librarian as a foundation for further research.
<http://www.libraries.wright.edu/services/researchguides/cla/>

For combined undergraduate/graduate courses: identify, throughout the above or separately, additional work/responsibilities/grading applied to graduate students.

This is a sample course syllabus guideline. Course materials, method of instruction, evaluation and policy, grading policy, assignments, and other course matters can differ by specific course sections and individual professors. Additional information can be obtained by contacting the appropriate college and department.

Approved:
Undergraduate Curriculum and Academic Policy Committee _____
Faculty Senate _____