

SSI 131: ATHENS, FREEDOM, & THE LIBERAL ARTS
MWF AT 11:00-11:50 AM IN WYATT 306

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Fall 2016
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Course Description

The term ‘liberal arts’ comes from Latin *artes liberales*, the ‘skills worthy of a free person,’ and denotes the skills that were believed necessary for a free individual to participate in civic life. The foundational skills of the liberal arts made up the ‘trivium’: grammar, logic, and rhetoric. The liberal arts have been taught in one form or another since the Roman empire, but they were based on a model of education called the *enkuklios paideia*, ‘circular or (well-)rounded education’ that had its roots in classical Greece, where the arts of grammar, rhetoric, and logic first developed. It is perhaps no coincidence that classical Greece is also the place where the very notion of ‘freedom’ first developed (in relation to the practice of politics), resulting in such experiments as the radical Athenian democracy upon which our own American democracy is based. Thus any serious study of the liberal arts and the idea of freedom necessarily begins in the intellectual and political ferment of late-fifth century BCE Athens.

In this course we explore the first development of the idea of ‘freedom’ in classical Greece, with a particular focus on Athens and its radical democracy in the late fifth-century BCE. Freedom requires practice, discipline, and an understanding of ‘the rules,’ so that one may use, manipulate, and break the rules; thus we study the arts of grammar, rhetoric, and logic—the foundational skills of the liberal arts—so that we may speak, reason, and practice freedom more effectively. We test our newly acquired skills through close reading and analysis of texts from Greek tragedy, comedy, history, rhetoric, and philosophy, putting our new skills into action through daily reading & discussions, regular writing, and performances of Greek drama. Finally you participate in a four-week role-playing simulation of the Athenian assembly in which students decide on the best form of government, putting their notions of freedom into practice. The course thus offers you an authentic foundation in the liberal arts and prepares you for your life as a free person.

Course Objectives

As a first-semester Seminar in Scholarly Inquiry, this course has three primary objectives:

- Students learn about primary and secondary sources and how to evaluate sources of information for biases, reliability, and appropriateness.
- Students begin to develop the academic abilities of writing and oral argument necessary to enter into academic conversations. Specifically, students work to frame a problem or question, to develop a thesis, to defend their thesis effectively, and to think critically about arguments – their own and those of others.
- Students will be able to see the complexity that can lie behind a seemingly simple topic, and to develop the enthusiasm for probing deeply into such subjects that will carry them into more advanced coursework.

Required Texts

- Arvatu, A. and A. Aberdein. *Rhetoric: The Art of Persuasion*. Bloomsbury.
- Grenon, R. *Grammar: The Structure of Language*. Bloomsbury.
- Fontainelle, E. 2016. *Logic: The Ancient Art of Reason*. Bloomsbury. [NOT AVAILABLE UNTIL SEPT 13]
- Ober, J., N. J. Norman, & M. C. Carnes. (2015) *The Threshold of Democracy: Athens in 403 B.C.* Fourth Edition. Norton [= *Threshold*]
- Meineck, P. & P. Woodruff, trans. (2000) *Sophocles: Oedipus Tyrannus*. Hackett
- Reeve, C.D.C., trans. (2002) *The Trials of Socrates*. Hackett.
- Reeve, C.D.C., trans. (2004) *Plato: Republic*. Hackett
- Svarlien, D. A., trans. (2007) *Euripides: Alcestis, Medea, Hippolytus*. Hackett
- Woodruff, P., trans. (1993) *Thucydides: On Justice, Power, and Human Nature*. Hackett.
- Zeyl, D., trans. *Plato: Gorgias*. Hackett.

Course Requirements

1. Participation & Quizzes	20%
2. Rhetorical Analyses (10)	20% (= 2% each)
3. Great Dionysia	<i>kleos</i>
4. Papers (2)	40% (= 20% each)
5. Position Papers (2)	20% (= 10% each)

1. **Participation:** You are expected to come to class having read the assigned text, and prepared to discuss these texts. Please bring your personal copy of the day's reading to class, as we will use them. If you are unable to prepare adequately for class, I would rather you come to class unprepared than not come at all, so that you may at least listen to and participate in the discussion to the best of your ability. There will be two quizzes to make sure you have a grasp of the fundamental material.

2. **Rhetorical Analyses (RA):** You will write ten (10) rhetorical analyses; these short papers will each be approximately 1-2 pages in length. In these analyses, you are expected to demonstrate your command of the grammatical and rhetorical terms we learn at the beginning of the course, applying them in service of analyzing a speech. (Eventually, we will add logical terms as well.) For the final RA, you will be able to choose any political speech given by a current U. S. presidential candidate or recent U. S. president (since 2001).

3. Great Dionysia: The Athenians used the performance of dramas (at festivals such as the Great Dionysia) for dramatizing multiple perspectives on an issue; thus Greek dramas feature a great deal of dialogue, debate, and deliberation. We will have our own Dionysia, performing Greek dramas in competition. The winning team will receive both *timê* (in the form of extra credit) and *kleos*.

4: Papers: You will write two (2) longer papers in this course, each five pages in length. I will give you a prompt two weeks before the paper is due. It is mandatory that you visit CWLT and consult Cassandra as you draft your papers; as proof, she will sign your paper. After you write your initial draft of each of the papers, there will be a mandatory revision session (with Cassandra and pizza). After you turn in your first paper, you will have a mandatory paper conference with me to discuss your writing and ideas.

Note: **Reacting to the Past Simulation:** We will engage in a four-week game simulating the classical Athenian democracy. The game will offer you multiple opportunities to practice framing problems, evaluating evidence, and proposing solutions. You will submit and respond to legislative proposals, in both written format and speeches performed in class. As part of the game you will write several short position papers (to be posted on the course blog), as well as a team-written faction paper (see **5: Position Papers** below). The winner or winners will receive *timê* (in the form of extra credit and a glorious prize) and *kleos*.

5: Position Papers: You will write two (2) position papers for the Reacting game, each approximately three pages in length. These papers require you to do a degree of independent research, both making sense of the materials that I have provided to you and striking out on your own in search of additional information. For the second position paper, there will be an option to write a longer, collaborative faction paper detailing the faction's plans as the game moves ahead. These papers will offer you an opportunity to choose how to frame your concerns and goals as you move through the game.

Course Policies

1. Attendance and Absences: You are allowed three (3) absences without penalty. Upon your fourth absence, 15% will be deducted from your final grade. Upon your fifth absence, you will fail the course. I will consider you absent if you show up to class more than ten minutes late. **The exception is:** talk to me.

2. Technology: There are no cell phones, tablets, or computers permitted in class, period. I *strongly* recommend you take notes with pencil/pen and paper or a notebook. If you need a special accommodation in regard to technology, or need access to a particular technology for a presentation, please come speak to me in advance.

3. Accommodation: If you have a physical, psychological, medical or learning disability that may have an impact on your course work, please contact Peggy Perno, Director of the Office of Student Accessibility and Accommodation, Howarth 105, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

4. Deadlines and Late Penalties: Papers will be marked down one letter grade (e.g., B+ becomes a C+) for each day they are late, for a maximum of three days, after which the paper will receive a grade of zero.

5. **Extensions:** Under exceptional circumstances, I may consider an extension, but only provided you contact me *before* the due date. Please note the phrase, “exceptional circumstances.”

6. **Academic Integrity:** Any time you quote, paraphrase, or get inspiration from another source (including the internet) you must use a citation to indicate that you have done so. Failure to do so is considered plagiarism, a serious academic offense. Equally serious is submitting the same work for credit in more than one course, as well as commissioning someone else to write your paper for you. All work submitted for this course **must be your own and be written exclusively for this course**. An offense will be reported to the Registrar and you will get a zero on the assignment and possibly an automatic F in the course. Subsequent offenses (from any course) will require a meeting with a Hearing Board, and result in a variety of consequences ranging from a zero in the course to expulsion from the university. If you are at all unclear about the rules for academic integrity, please see the Puget Sound academic handbook, which is also available online:

www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/

Additional Course Resources

- Library homepage: <http://www.pugetsound.edu/library>
- Getting Help in the Library: <http://www.pugetsound.edu/academics/academic-resources/collins-memorial-library/services/ask-a-librarian/>

Schedule of Assignments

*= I will give you a copy of this text

Week 1: Foundations

M	29 Aug	Introduction to Course
W	31 Aug	Introduction to Sources and Source Criticism
		(a) Complete the Academic Integrity Tutorial
		• http://alacarte.pugetsound.edu/subject-guide/6-Academic-Integrity-Puget-Sound
		(b) How do you know about ‘freedom’? About the liberal arts?
		• Think about the sources you have encountered from which you learned about ‘freedom’. Choose two (2) and write them down. Then do the same for the ‘liberal arts’. Consider the type of source. For example, what kind of media is it? What did it take to get published or made? Is the source reviewed by peers? Is this a good source or a bad source? (Try to bring in at least one good source and one bad source, and explain why you think they are ‘good’ or ‘bad’.)
F	2 Sep	Grammar (all), complete the related worksheet <i>Threshold</i> 21-35 Quiz on: Grammar terms, Dates & Map (p. 32) in <i>Threshold</i>

Week 2: Rhetoric

M	5 Sep	Labor Day: No Class
W	7 Sep	<i>Rhetoric</i> 1-33
R	9 Sep	<i>Rhetoric</i> 34-53 *Gorgias <i>Encomium of Helen</i> RA1: <i>Encomium of Helen</i>

Week 3: The Peloponnesian War

M	12 Sep	Workshop (Cassandra McMurry): Reading Prompts & the Writing Process
W	14 Sep	<i>Threshold</i> 35-38, 44-53 Thucydides <i>Peloponnesian War</i> Book 1 (selections, pp. 1-35)
F	16 Sep	Thucydides <i>Peloponnesian War</i> Book 2 (selections, pp. 36-58) RA2: Pericles' Funeral Oration

Week 4: Tyranny

M	19 Sep	Sophocles <i>Oedipus Tyrannus</i>
W	21 Sep	Sophocles <i>Oedipus Tyrannus</i> RA3: Speech of Oedipus
F	23 Sep	Euripides <i>Medea</i> Paper 1 Topic Distributed

Week 5: Hubris v. Honor

M	26 Sep	Euripides <i>Medea</i> RA4: Speech of Medea or Jason
W	28 Sep	Euripides <i>Hippolytus</i>
F	30 Sep	Euripides <i>Hippolytus</i> RA5: Speech of Phaedra, Hippolytus, or Theseus
S	1 Oct	Paper 1 Draft Due at Revision Session and Pizza (with Cassandra)

Week 6: Logical Fallacies

M	3 Oct	Aristophanes <i>Clouds</i> RA6: Speech of Stronger Logic or Weaker Logic (Logical Fallacies)
W	5 Oct	*Antiphon 6 (On the Chorister), *Lysias 1 (On the Murder of Eratosthenes) RA7: Either Speech
F	7 Oct	Paper 1 (Revised) Due (in class)

Week 7: Against the Sophists

M	10 Oct	<i>Threshold</i> 200-202, Plato <i>Gorgias</i> 447a-486d
W	12 Oct	Plato <i>Gorgias</i> 486d-527e RA8: Any speech in <i>Gorgias</i>
F	14 Oct	*Raaflaub "Democracy, Oligarchy, and the Concept of the 'Free Citizen'..."

Week 8: Dionysos Eleuthereus

M	17 Oct	No Class: Fall Break!
W	19 Oct	Dionysia Preparation Read <i>Logic</i> (all) this week
F	21 Oct	Dionysia Competition

Week 9: Empires for Freedom

M	24 Oct	<i>Threshold</i> 38-44 Thucydides <i>Peloponnesian War</i> Books 2-5 (selections, pp. 59-110)
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W	26 Oct	Thucydides <i>Peloponnesian War</i> Books 6-7 (selections, pp. 111-160) RA9: Speech of Nicias or Alcibiades
Th	27 Oct	Field Trip: Medea in Seattle
F	28 Oct	RA10: Choose a Clinton or Trump speech

Week 10: Intro to Reacting

M	31 Oct	Panel Presentations on Athenian Democracy & Sources
W	2 Nov	Intro to Reacting: Threshold 3-19 & 55-87 *Reacting Roles Distributed
F	4 Nov	<i>Threshold 226-235, *Lysias 12 (Against Eratosthenes)</i> Quiz on Athenian Democracy & Reacting Faction Meetings / Position Paper Workshop (in-class)

Week 11: Reacting 1

M	7 Nov	Assembly 1
T	8 Nov	[U. S. Election Day: Don't forget to vote in your real democracy!]
W	9 Nov	Assembly 2, Position Paper 1 Due
F	11 Nov	Assembly 3

Week 12: Reacting 2

M	14 Nov	Assembly 4
W	16 Nov	Assembly 5, Position Paper 2 Due
F	18 Nov	Assembly 6

Week 13: Reacting Post Script

M	21 Nov	Reflections on Athens Game & Course Skills Paper 2 Topic Distributed
W	23 Nov	No Class: Thanksgiving
F	25 Nov	No Class: Thanksgiving

Week 14: Justice, the State, & the Soul

M	28 Nov	More Post-Mortem
W	30 Nov	Plato <i>Republic</i> 1-3
F	2 Dec	Plato <i>Republic</i> 4-5, Evaluations
S	3 Dec	Paper 2 Draft Due at Revision Session and Pizza (with Cassandra)

Week 15: Politics & the Soul

M	5 Dec	Plato <i>Republic</i> 6-8
W	7 Dec	Plato <i>Republic</i> 9-10
M	12 Dec	Paper 2 Due: 2:00 PM

The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.