

AGON(IE)S OF ATHENS

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Course Overview

This course has two purposes:

- 1) To continue to develop the critical reading, writing, and information literacy skills from your SSI1;
- 2) To deploy those skills in a project of guided-independent research and writing.

Our class will focus on fifth-century BCE Athens, a time of tremendous ferment, of political, cultural, and intellectual activity that has deeply affected the course of Western civilization. Because there are so many elements of Athens worthy of our attention, we will concentrate on several aspects. The Athenians were notable for their perpetual contests (*agon* in Greek); at the beginning of the fifth century their attention focus on foreign powers and helped protect Greece from Persian domination, but by the end of the century they had turned on their fellow Greeks and even themselves, to the point of killing one another in what might be termed terror campaigns. They also extended political participation further than any other Greek state, including the ability of every citizen to have his voice heard in the decision-making process. People studying the Athenians have wondered whether this extension of political rights lay behind Athens' great accomplishments or to her downfall, or possibly both – and this is a fair question that students in this class will have to consider.

Course Objectives

As a second-semester Seminar in Scholarly Inquiry, students will build on the skills of **critical reading**, **writing**, and **thinking** introduced in SSI-1 to develop the following specific skills:

- To frame and refine a **research problem** or question and develop a thesis to answer it;
- To search for, identify, and retrieve a set of **sources** that are appropriate for your project;
- To **position** your argument within the scholarly conversation on your topic;
- To produce an **substantial analytic essay** in which you develop your own argument even as you draw on and respond to the arguments of others.

Required Texts

Carnes, M. C. and J. Ober. *The Threshold of Democracy: Athens in 403 B.C.* Longman
Booth, W., G. Colomb & J. Williams. *The Craft of Research.* U of Chicago.
Thorley, J. *Athenian Democracy.* 2nd edition. Routledge.
Woodruff, P., trans. *Thucydides: On Justice, Power, and Human Nature.* Hackett.
Zeyl, D., trans. *Plato: Gorgias.* Hackett.
Henderson, J. *Aristophanes' Clouds.* Focus.

Course Format and Requirements:

We will begin the semester laying a foundation by reading ancient Greek texts to understand the essential values of Greek society and the ways the Athenian society, and some thinkers produced by Athens, challenged those values. Based on these readings, you will write a paper that refreshes the writing skills you learned in SSI1 of making an argument that draws on well-selected and ably-integrated textual evidence.

Following that preparatory work, we will engage in a three-week role-simulation game concerning the future of the Athenian democracy. Each student will be assigned a role as the Athenian assembly tries to determine the best form of government for Athens. This exercise will offer multiple occasions to practice framing problems, evaluating evidence, and proposing solutions. Each “Athenian” will submit and respond to legislative proposals, both in written format and speeches performed in class.

After Spring Break, each student will embark on an individual research project and work to craft a topic & question, create a bibliography, read sources, develop an argument, and produce drafts of a final paper. You will be working *both* in a community (of peers working on the same broad topic) and independently (on your own area of research). Since students will mostly be doing reading related to their own projects, our time in class will address shared challenges and develop strategies for overcoming difficulties, as well as exchanging work and workshopping extensively together.

Note on writing: we will do a lot of “process writing” this term – especially in the second half of the term - to help develop and refine ideas and to keep you from trying to do it all at the last moment. Almost all of this writing will be submitted on a Moodle forum, which means that both peers and I will have access to it. I will read all posts, and, especially on the longer projects, will provide feedback. I will not, however, provide grades on each submission. Each of you will also be responsible for reading and commenting on peers’ submissions.

Attendance & Participation: Attendance is important – if you are absent you are depriving your peers of your viewpoints and your feedback. More than two absences will result in a reduction in your grade. But mere attendance is not sufficient: active participation in all course activities is an essential component to being a good colleague. This includes

- (1) on-time arrival in class
- (2) your presence throughout the entire session without getting up in the middle of class
- (3) having prepared the relevant texts for class and bringing them with you to class
- (4) bringing questions of your own that arise from the reading. We will wrestle with all questions together, yours and mine. Don’t be afraid to ask questions both BIG and small.
- (5) being willing both to listen to your colleagues (students and instructor), consider what you have heard, then add to the existing conversation.

Course Requirements

Attendance, Participation, Peer Feedback	200 points
Paper on Thucydides	150 points
Reacting to the Past Simulation (papers and presentation)	200 points
Process Writing for Research Paper	150 points
Final Research Paper	300 points

Course Policies:

- If you have a physical, psychological, medical or learning disability that may impact your course work, please contact **Peggy Perno**, Director of the Office of Accessibility and Accommodation, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate, and will inform me of those accommodations. All information and documentation discussed with her office is confidential.
- Upon approval from the Dean of Students' Office, students who experience a **death in the family**, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.
- Otherwise, due dates of the assignments given on the class schedule are firm. My philosophy is to create an even playing field for all students, and thus to give each student an equal opportunity at achieving a good grade. To ensure fairness, I do enforce deadlines: a missed quiz is scored zero, and a late paper is penalized five points for every 24 hours it is late. After two weeks, papers will no longer be accepted and will be scored zero. Due dates for all assignments can be found on the syllabus; plan accordingly - travel plans or work in other classes are not reasons for an extension.
- Disasters often happen at the worst possible time; if you tell me about it as soon as you can, I can help minimize the impact on your learning and your grade. These disruptions happen to all of us: they are unfortunate, but they are a part life. What matters here and elsewhere, is how you deal with your responsibilities at such times. For this course, that means that you should make sure I am notified as soon as an event occurs which will impact your work. If we communicate as soon as you know about a problem either inside or outside of class, we will have a good chance of working out a solution. If, on the other hand, you wait until the last minute, there is much less I can do to help.
- Come talk to me at anytime. My office hours are for you and I am always happy to schedule appointments at other times. I strongly encourage you to talk to me outside of class – come to my office, meet me in the coffee shop, make a lunch appointment with me. I want to know what you are thinking about as we work through the material: what bothers or interests you, what you would like to explore further, etc. Talking to me is the best way to help me know what you are thinking, and believe it or not I am always interested in what you are thinking.
- As noted above, attendance is important, but being “present” might be just as important. It matters who has prepared for class (*good*), who comes in late (*bad*), who checks their phone in class (*bad*), who is clearly following the discussion in class even if they do not speak (*good*), who gets up and walks out in the middle of class (*bad*), who participates actively in the class activity (*good*), who starts packing up their bag even before class is over (*bad*). My practice is not to call you out for doing any of these things, but I do notice and your behavior will have an impact on your grade. If I can get here on time, having stopped in the restroom and filled a water bottle if necessary, I expect you to do so as well.

Additional Course Resources

- Library Course Guide for this class: <http://research.pugetsound.edu/athens>
- Library homepage: <http://www.pugetsound.edu/library>
- Getting Help in the Library: <http://www.pugetsound.edu/academics/academic-resources/collinsmemorial-library/services/ask-a-librarian/>

University Policies:

- Students are expected to be aware of and to abide by the university's *Academic Integrity Policy*. Violations of academic integrity can take many forms, including but not limited to the following categories:
 - **Plagiarism**, which is appropriating and representing as one's own someone else's words, ideas, research, images, music, video, or computer programs. This includes copying or using material from public sources, including material from the Internet, without proper citation, even if the material appears not to have an author.
 - **Misrepresenting one's own work**, which includes submitting the same paper or parts of one for credit in more than once course without the prior permission of the instructors for all of the courses; and misrepresenting one's attendance in class or at events required of students enrolled in a course (e.g. viewing films, attending concerts, or visiting museums).
 - **Unauthorized collaboration** with other students on course work, which includes working together on projects designed to be independent work; copying another student's work; and seeking inappropriate oral or written assistance.

The full policy is available at www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academicintegrity/. If you have any questions about it, ASK.

- Please review university **emergency preparedness** and response procedures posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Assignments and Course Schedule

Note: All readings and assignments should be completed *prior* to class on the day listed on the schedule.

Date	Reading(s)	Class Agenda	Assignments Due	Peer Work Due
18-Jan		Course Introduction		
23-Jan	Homer, Selections from Books 1, 2, 4, 9	Understanding Greek Values	Post to Moodle a response to the reading questions in Moodle, or to another student's response to those questions	
25-Jan	<i>Threshold</i> 3-19 Herodotus, 3.80-82, 5.62-78 Thucydides, p.15-37	An introduction to Greek history and political theory	Post to Moodle a question either left over from Monday's or about the readings for today	24 hours after class, respond to one of the questions posted by a peer
27-Jan	<i>Friday – No Class scheduled</i>		Post to Moodle a 500 word essay in response to the prompt in Moodle.	
30-Jan	<i>Threshold</i> , 35-38 Thucydides, p.39-95	Athenian values under pressure		
1-Feb	<i>Threshold</i> , 38-44 Thucydides, p.97-127, 145-160	The Melian Dialogue and the End of the War		
3-Feb	<i>Friday – No Class</i>		Submit to Moodle a 1000-word Paper on Thucydides	
6-Feb	Aristophanes, <i>Clouds</i> Plato, <i>Gorgias</i> 447a-461b	Meet Socrates!	Post to Moodle a response to the reading questions or to another student's response to those questions	
8-Feb	Plato, <i>Gorgias</i> 461b – 527e	Living the Good Life	Post to Moodle a response to the reading questions or to another student's response to those questions	24 hours after class, respond to one of the comments posted by a peer
13-Feb	<i>Threshold</i> 3-19 and 55-87	Intro to Reacting <i>*Roles Distributed</i>	Panel Presentations	
15-Feb	<i>Threshold</i> , 44-53 <i>Lysias</i> 12 (handout)	Speaking Workshop & Faction Meetings	Quiz on Reacting Rules, Dates, & Map on p. 32	
20-Feb		Assembly 1		
22-Feb		Assembly 2	Position Paper 1 Due	
27-Feb		Assembly 3		
1-Mar		Assembly 4		

Date	Reading(s)	Class Agenda	Assignments Due	Peer Work Due
6-Mar		Assembly 5	Position Paper 2 Due	
8-Mar		Game Debrief	Submit to Moodle responses to the Reacting Debrief questionnaire	
10-Mar	<i>Friday - No Class</i>			
SPRING BREAK				
20-Mar	Wood, "Demos versus 'We, the People'" <i>Federalist Papers, #10</i>	Athens and America		
22-Mar	Wallace, "Law, Freedom and the Concept of Rights" Ostwald, "Shares and Rights"	Freedom, Equality and Citizenship	Post to Moodle a 400-word response to the following: What <i>question</i> is each author asking? What <i>answer</i> to their own question does each give?	
27-Mar	Booth, 35-67	Turning Topics into Questions <i>By the end of class you should have at least one research question and be able to discuss its significance.</i>	Bring to class a 250-word statement in which you explore TWO areas of interest or general topics. Make sure you write about what aspect of this topic interests you.	
29-Mar	Booth, 68-101	Finding Secondary Sources	Post to Moodle a 350 word post that identifies workable primary source(s) and pulls key quotes from it/them	24 hours after class, read your peer's post & provide feedback
3-Apr	Identify at least 5 <i>usable</i> secondary sources and read at least one	No Class - Individual Conferences	Post to Moodle a bibliography of at least five scholarly, secondary sources AND a 300-word summary of one source	24 hours after class, read your peer's post & provide feedback
5-Apr	Read three additional secondary sources.	No Class - Individual Conferences	Post to Moodle annotations of three additional sources – each annotation should be at least 300-words long.	24 hours after class, read your peer's post & provide feedback

Date	Reading(s)	Class Agenda	Assignments Due	Peer Work Due
10-Apr	Booth, 108-129	Workshop on making good arguments	Post to Moodle a 750 word post that makes a claim using a primary source <u>and</u> shows how your claim is in conversation with at least two of your secondary sources.	24 hours after class, read your peer's post & provide feedback
12-Apr	Booth, 130-151, 173-86	Workshop on counterarguments and planning your draft		
17-Apr	Booth, 187-202		Post to Moodle a 1,500 word draft with at least two additional sources (primary or secondary)	24 hours after class, read your peer's post & provide feedback
19-Apr		<i>Workshop Drafts</i>		
24-Apr	Booth 203-212		Submit to Moodle a 2000 word Draft	
26-Apr	Booth 232-248	Workshop on Intros and Conclusions		
1-May	Booth 249-269	Revising for Style		
3-May		Elevator Speeches		
12-May	No Exam		Final Paper Due, 6 pm	

The course syllabus is subject to change based on weather or other factors.