Fifth century Athens has been formative to Western culture. It was here that drama and philosophy flourished and democracy was born. Yet it was a period marked by strife. At one end of the century was a war with Persia that culminated in the battles at Thermopylae, Salamis & Platea. At the other was the Peloponnesian War that saw the defeat of the Athenian empire at the hands of Sparta and her allies. In this seminar we will study Athens and, in particular the last thirty years of the century, through the writings of four of the most famous dramatists (Aeschylus, Sophocles, Euripides, & Aristophanes) and two of the earliest historians (Herodotus and Thucydides). We are going to be particularly interested on how dramatic productions perhaps reflect the socio-political concerns of the people of Athens but other themes will emerge. You will read primary sources and further develop skills of close reading and critical discussion that they developed in "The Human Event."

**Learning Outcomes:**

- Broadening of your cultural background and historical awareness, particularly with relation to Ancient Greek life and culture
- Further development of frameworks for self-directed learning and working within a pluralist society
- Further improvement of skills in close reading and critical discussion.
REQUIRED TEXTS: These are available at the ASU Bookstore or online. Only purchase these print editions. Failure to bring a text – or use of the wrong edition – counts as an absence. (See below for the policy regarding absences).

We will be using the following volumes of “The Complete Greek Tragedies” originally edited by David Grene & Richmond Lattimore. Make sure you purchase the third edition, edited by Mark Griffith & Glenn W. Most (University of Chicago Press, 2013).

- Aeschylus I
- Sophocles II
- Euripides I, II, III & V

Other readings will be made available on Blackboard as PDF files. It is highly recommended that you print these out so as to maximize your participation. Additional background material will also be available on Blackboard.

Readings are to be completed for the class in which they are to be discussed.

REQUIRED WORK:

This is a reading-intensive discussion seminar. In line with requirements set out by the Arizona Board of Regents (ABOR), you are expected to be spending on average six and a half hours in preparation for the two and a half hours we spend together.

Participation (70%): This class is a seminar; you are thus expected both to have carefully read the assigned reading and to engage in discussion during class-time. As participation is worth 70% of your final grade, it is obvious that failure to participate will result in failure of the course. Remember, coming to class and having read the assigned reading do not count as participation; you must contribute to the discussions. You should aim for a balance between active contribution and active listening – the classroom should not be dominated by single voices. Please see the “Guide to Seminar Participation” that is available on Blackboard.

A student exhibits excellent participation by arriving on time, thoroughly prepared with comments and questions on the assigned reading which demonstrate that she has analyzed the text and thought about her conclusions. Her text is open and meaningfully annotated. She is fully engaged and attentive, which includes turning to and examining textual citations made by her colleagues. She cites the text and reads specific passages to support her claims and questions. Often she initiates the discussion on an important topic, question, or passage from the text without waiting for others to do so. Her remarks do not summarize or give broad, superficial glosses of the text; they do not consist of trivial observations or subjective expressions of taste. She poses significant questions and points that demonstrate close analysis of the text, attention to details and specific features in the text. When pertinent, she also discusses how she has synthesized her ideas with other texts we’ve read. Her contributions, however, do not digress, go off on tangents, or otherwise monopolize discussion time. She listens carefully to the remarks made by fellow discussants, and responds as readily to these as she does to questions from the instructor. Importantly, she does not dominate the discussion by
talking too much or being too eager to answer questions. Indeed, she makes explicit efforts to involve less talkative peers into the conversation. Her participation aims for, and if well met by her colleagues, achieves genuine dialogue on the matters at hand; thus, she contributes to our understanding of the text and challenging, thought-provoking, and insightful conversation.

Disruptive behavior is anything that interferes with our class and includes (but is not limited to) having side conversations during class, lack of civility (including dismissive or hostile remarks or gestures, sleeping, allowing cell phones or other devices to disrupt the class, etc), sleeping, doing work for other classes, reading non-course-related materials, or texting. If you engage in such behavior, you will get a verbal warning and receive an automatic absence for that day. If I have to interrupt class a second time during the semester because of your behavior, you will receive a zero for participation and thus an ‘E’ for the course.

If at any stage you want to know how your participation is progressing, ask me. As per the Family Educational Rights and Privacy Act (FERPA), I cannot discuss participation grades over email or on the phone. If you would like to discuss your grades, please arrange to meet with me in person or check the on-line information available on Blackboard.

Journal & Discussion Questions (24%): On twelve occasions you will be required to submit a short (250 - 300 word) reflective journal entry on each reading by 9:00pm the night before we discuss the reading. In addition, you need to offer two thoughtful, non-superficial, questions for discussion during class. (The questions do not count towards the word count.) You will receive the full 2% if you demonstrate critical engagement with the text and provide two questions. Failure to do so will result in 0%. No late submissions will be accepted so plan accordingly.

All students should read and consider the journals and questions before attending class as they will provide a starting point for our discussions.

Theme Working Document (6%): Towards the end of the semester we will identify a number of themes for further discussion. You will be required to write a 600 word analysis of your assigned theme and this will be made available to all by 9:00pm the night before the theme is to be discussed. Further details will be provided later in the semester.

Other Issues:

Attendance: In accordance with Barrett policy, you are allowed two absence (excused or otherwise) without penalty. Each absence beyond these will result in 7% being deducted from your final grade. Note that arriving late for class, or not bringing your text to class, counts as an absence.

Office Hours: I am available to meet with you in my office at the times listed on the first page of this syllabus and other times by appointment. This is an opportunity for you to discuss any concerns & issues you have about the course and/or your performance or interpretive issues with the texts we read. I welcome you to come see me either singularly or in small groups of three or less. Given the available time and the number of students I have, it is strongly suggested that you e-mail me at least 24 hours beforehand to make an appointment even if you
are coming to these regularly scheduled hours. If you do so, please let me know what it is you wish to discuss.

If you cannot make these hours, I encourage you to e-mail me to seek an appointment. That said, I teach eight classes a week and have other duties which include meeting with thesis students and service assignments, so it may not be possible for us to schedule a time.

**Grades:** Final numeric grades will be converted to standard letter grades (A = 90+, B = 80 to 90, etc). No extra credit will be offered, so don’t ask. Final grades will be available on *myASU* during finals week.

**Food:** In accordance with ASU policy, eating will not be allowed in the classroom as it distracts others. Coffee, however, is welcomed.

**E-mail:** Please ensure your ASU mailbox (or wherever your ASU e-mail is being forwarded to) is not full. If an email gets returned to me, I will not attempt to resend the message. It is your responsibility to ensure that communication is possible.

If you have not received a reply to an email within two working days (i.e., excluding weekends), please resend the message. I do not deal with email outside of normal workday hours (i.e. outside M-F, 9am to 5pm).

**Respect for Diversity:** Barrett is committed to creating a diverse learning environment, which is broadly defined as a place where cultural diversity is valued and respected. I hope that you will contribute your unique perspectives to this effort by respecting others’ identities and personal life histories and by considering and raising issues as appropriate to course content.

**Americans with Disabilities Act:** As per the Americans with Disabilities Act, I am happy to provide reasonable accommodations for students with disabilities. You need to meet with staff from ASU’s Disability Resource Center, as they will explain the process for contacting me about your specific needs. If you have a disability and wish to discuss your specific needs, please make an appointment to do so as soon as possible.

**“Adult” Material:** The plays of Aristophanes are often concerned with “adult” themes and use language that is colloquial and often vulgar. The translations we will use includes frank discussions of religion, politics and sex, areas of fundamental importance to any society. One of Aristophanes’ aims was to create humor within these areas, while encouraging his audience to think about them in ways that were discouraged or even forbidden outside the theatre. For those made uncomfortable by such provocative theatre, our engagement offers an opportunity to ask why you reacts in this way. Please inform me if you expect to have problems with this material so that we can come to a mutual agreement regarding any alternatives.

**Last Word:** Please read this syllabus carefully. By attending the class you declare that you have read and understood all the above. I, for my part, will attempt not to change any of the major policies or deadlines without sufficient due notice and discussion with the class as a whole.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Notes</th>
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<tbody>
<tr>
<td>M Jan 13</td>
<td>Introduction to the class and expectations</td>
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</table>
| W Jan 15 | Aeschylus, *Prometheus Bound* (date unknown)  
Also pp. 1 - 10 of *Aeschylus I* |
| M Jan 20 | No class, Martin Luther King Day. However, read …  
Aristotle, extracts from *Poetics*  
Background to Drama  
Background to the Trojan War |
| W Jan 22 | Aeschylus, *Suppliant Maidens* (460’s)  
Journal and questions from all |
| M Jan 27 | Herodotus, extract from *The Histories* |
| W Jan 29 | Aeschylus, *Persians* (472)  
Journal and questions from all  
Participation (10%) allocated |
| M Feb 3 | Euripides, *Electra* (420’s)  
Also pp. 1 - 5 of *Euripides I*  
Journal and questions from group A |
| W Feb 5 | Sophocles, *Electra* (420’s)  
Journal and questions from group B |
| M Feb 10 | Sophocles, *Ajax* (440)  
Journal and questions from all |
| W Feb 12 | No class, instructor at faculty retreat |
| M Feb 17 | Euripides, *Alcestis* (438)  
Journal and questions from group A |
| W Feb 19 | Euripides, *Medea* (431)  
Journal and questions from group B |
| M Feb 24 | Thucydides, extracts from *The Peloponnesian War* (431 - 427) |
| W Feb 26 | Euripides, *Hippolytus* (428)  
Journal and questions from all  
Participation (15%) allocated |
| M Mar 3 | Sophocles, *Women of Trachis* (425)  
Journal and questions from group A |
| W Mar 5 | Aristophanes, *Acharnians* (425)  
Journal and questions from group B |

By Spring Break, 39% of your grade will have been distributed
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Author</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>M</td>
<td>Mar 17</td>
<td>Euripides</td>
<td><em>Andromache</em> (425)</td>
<td>Journal and questions from group A</td>
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<tr>
<td>W</td>
<td>Mar 19</td>
<td>Euripides</td>
<td><em>Hecuba</em> (424)</td>
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<tr>
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<td>Mar 24</td>
<td>Euripides</td>
<td><em>Heracles</em> (417)</td>
<td>Journal and questions from all</td>
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<td>W</td>
<td>Mar 26</td>
<td>Thucydides</td>
<td>Extracts from <em>The Peloponnesian War</em> (427 - 415)</td>
<td>Participation (20%) allocated</td>
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<td>Mar 31</td>
<td>Euripides</td>
<td><em>Ion</em> (414)</td>
<td>Journal and questions from group A</td>
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<td>W</td>
<td>Apr 2</td>
<td>Euripides</td>
<td><em>Iphigenia among the Taurians</em> (414)</td>
<td>Journal and questions from group B</td>
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<td>M</td>
<td>Apr 7</td>
<td>Aristophanes</td>
<td><em>Women at the Thezmophoria</em> (411)</td>
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<td>Apr 9</td>
<td>Sophocles</td>
<td><em>Philoctetes</em> (409)</td>
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<td>Euripides</td>
<td><em>Ephigenia at Aulis</em> (408)</td>
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<td>W</td>
<td>Apr 16</td>
<td>Aristophanes</td>
<td>Extracts from <em>The Frogs</em> (405)</td>
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<td>Determination of themes for future discussion</td>
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<tr>
<td>w/o</td>
<td>Apr 21</td>
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<td></td>
<td>Exploration of themes</td>
</tr>
<tr>
<td>w/o</td>
<td>Apr 28</td>
<td></td>
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<td>Viewing of Euripides, <em>Trojan Women</em>, dir. by Michael Cacoyannis, 1971 Participation (25%) allocated</td>
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