This course will use Greek literature—specifically epic poetry, drama, and historical narrative—to primarily explore the experiences of soldiers and civilians in time of war. We will start with Homer’s epic *Iliad* and gain an understanding of the psychology of the heroes before discussing how Jonathan Shay’s *Achilles in Vietnam* uses the work to understand the experience of combatants both in Vietnam and back home. Following that, Thucydides will allow us to consider the actions of politicians and civilians during the Peloponnesian War. Euripides’ *Trojan Women* will allow us examine his views on the effect of war on civilians, while works by Aeschylus and Sophocles will set us up to examine the efforts of Bryan Doerries who founded “Theater of War” and “Outside the Wire.” The former is a project that presents readings of ancient Greek plays to service members, veterans, and their families to help them initiate conversations about the visible and invisible wounds of war, while the latter is a “social-impact company” that uses theater (and other media) to address pressing public health and social issues.
Please read this syllabus carefully. By attending class you attest that you have read and understood this syllabus and all associated documents available online. I, for my part, will not change any of the major policies or deadlines without sufficient due notice.

**Course Outcomes:**

- Increased familiarity with ancient texts and exposure to works of all three major tragedians
- Familiarity with how these texts have been used to explore contemporary issues related to – not only – warfare and its consequences, but also public health and social issues, such as combat-related psychological injury, end-of-life care, prison reform, and domestic & political violence.
- Continued development of seminar discussion skills

**Expectations:**

You can expect me to challenge you to think about and understand the material in this course. In return, I expect you to keep up with assignments and to accept responsibility for your learning.

Note that, according to Arizona Board of Regents policy, a one-credit course requires on average three hours of out-of-class preparation each week. That said, the Shay & Doerries readings (four weeks) will require more time than that.

**Required Texts:**

The following texts are required for purchase and are available at the ASU Bookstore or online vendors. *Only purchase these editions* - it is your duty to ensure you have the correct edition, so double check your purchase. Do not leave purchasing books too late in the semester; if the Bookstore runs out of copies, the onus is on you to obtain the correct edition before class.

Bryan Doerries, *All That You’ve Seen Here is God*, Vintage, 2015

Other readings will be made available on the BlackBoard site (http://my.asu.edu) as needed. You do not need to print these out - though it is highly recommended - and you can bring them to class in electronic form (other than on your phone).

All readings are to be completed for the class in which they are to be discussed. *Failure to bring a text counts as an absence.*

**REQUIRED WORK:**

- Participation – 70%
- Weekly reflective Reading Journal – 20% (submitted at the end of the semester)
- Weekly discussion questions – 10% (submitted weekly by 10:00am on Tuesday)

**Participation:** This class is a seminar; you are thus expected both to have carefully read the assigned reading, formulated ideas, thoughts & questions before class, 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. *Coming to class and having read the assigned reading does 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.

You will be graded on the following aspects of your performance: *frequency, content, textual use, synthesis, and collegiality.*

A student exhibits *excellent* (“A-grade”) 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.

On the other hand, actions that will harm your participation grade include, but are not
limited to:

- looking intently but silently at the table/your book/your hands during
discussions
- holding independent private conversations during a class discussion
- dominating discussions to the exclusion of others
- lack of civility toward others, including dismissive or hostile remarks or gestures,
sleeping, allowing cell phones or other devices to disrupt the class, etc.

Students are entitled to receive instruction free from interference by other members of
the class. Disruptive behavior is anything that interferes with our class and includes
(but is not limited to) having private conversations during class, 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 an
automatic zero for participation - and thus failure - for the course.

**CONTACTING ME OUTSIDE CLASS (OFFICE HOURS & E-MAIL):**

I’m always happy to discuss our readings with you outside of class time! I am available
to meet with you in my office at the times listed on the first page of this syllabus. My
office hours are “open-door”, i.e. you can come on in if I am not otherwise engaged
with a student. If I am engaged with a student, please do not wait in the corridor but
use the designated waiting area. I will come get you once I finish.

If you cannot make these hours, I encourage you to e-mail me to seek an appointment.
That said, I teach other classes and have other duties, so it may not be possible for us to
schedule a time. E-mail me with three potential times (Tuesday through Friday, 10am to
4:00pm) that you can meet.
OTHER ISSUES:

“Adult” Material: Some of the works (those of Dorries & Shay) we will be reading will be concerned with “adult” themes and use language that is colloquial and often vulgar. Although some students may consider such content offensive, such materials are deemed important for the learning process. You are not excused from interacting with such materials, but are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

Attendance: In accordance with Barrett policy, you are allowed one absence without penalty. Each subsequent absence will result in a loss of 5% from your final grade. Your running total of absences will be given on the back of your name plate. Please follow the appropriate University policies to request accommodation for religious practices or university sanctioned activities. Arriving late for class (i.e. after we have begun discussion), not bringing your printed text to class, or bringing the wrong edition, all count as an absence.

Grades: Final numeric grades will be converted to plus/minus grades in accordance with Barrett policy. During the semester, grades for individual assignments will be posted on Blackboard. Final grades will be available on myASU after finals week.

Incomplete: The grade of “I” (Incomplete) can only be given when a student, who while doing otherwise acceptable work, is unable to complete a course after the withdrawal date because of illness or another condition beyond their control. Documentation of this need is required before the final assignment is due.

E-mail: Please ensure your ASU mailbox (or wherever it is being forwarded to) is not full. If an email announcement gets returned to me, I will not attempt to resend the message. It is your responsibility to ensure that communication is possible. Blackboard announcements will be our primary method of communication.

Cell Phones: I silence my phone when I come to class; you should do so as well. A phone ringing is an automatic absence for the day.

Food: In accordance with ASU policy, eating is not allowed in the classroom as it distracts others.

Americans with Disabilities Act: As per the Americans with Disabilities Act, I am happy to provide reasonable accommodations for students with physical, sensory, cognitive, systemic, learning or psychiatric disabilities. You need to meet with staff from ASU’s Disability Resource Center early in the semester as I alone cannot make
accommodations for you and will not do so after your performance may have suffered. Contact the DRC by going to https://eoss.asu.edu/drc, calling (480) 965-1234 or emailing DRC@asu.edu.

**Seeking Help:** If you feel that you are falling behind or under-performing in this course, please come talk to me. It’s better to deal with such issues early than to have them affect your grades. For other issues, I recommend you contact Dr. Dawn Rendell, Assistant Dean of Students here at Barrett (dawn.rendell@asu.edu, 480-965-2836) who can assist you and help you find resources.

**THE BARRETT COMMUNITY**

**Statement of Ethics:** We are committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

**Respect for Diversity:** We are 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 related to multiculturalism and diversity as appropriate to course content.

**Discrimination:** Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Barrett is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students in addressing issues involving sex discrimination, including sexual violence.

Sexual violence, sexual harassment, stalking and relationship violence have a profound impact on a victim’s academic, social, working, and personal life, and negatively affects victims’ friends and families, other students, co-workers, and members of the university community. Barrett strongly encourages victims of sexual violence, sexual harassment, stalking and relationship violence to seek support and report the incident. An excellent resource is https://sexualviolenceprevention.asu.edu/
## Schedule of Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan 10</td>
<td>Introduction to the course</td>
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<tr>
<td>Jan 24</td>
<td><em>Homer, Iliad</em>&lt;br&gt;Read Books 9, 12, 16, 18, 19</td>
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<tr>
<td>Jan 31</td>
<td>Homer, <em>Iliad</em>&lt;br&gt;Read Books 20, 21, 22, 23, 24</td>
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<tr>
<td>Feb 21</td>
<td>Thucydides: Pericles’ funeral oration, Mytilenean debate, civil war at Corcyra, Melian dialogue (available on Blackboard)</td>
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<tr>
<td>Feb 28</td>
<td>Aeschylus, <em>Persians</em> (available on Blackboard)</td>
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<td>Mar 7</td>
<td>No class, Spring Break</td>
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<tr>
<td>Mar 14</td>
<td>Euripides, <em>Trojan Women</em> (pp 38 - 75 in Euripides)</td>
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<td>Mar 21</td>
<td>Aeschylus, <em>Prometheus Bound</em> (in Doerries)</td>
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<td>Mar 28</td>
<td>Sophocles, <em>Women of Trachis</em> (in Doerries)</td>
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<td>Date</td>
<td>Reading</td>
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<td>Apr 4</td>
<td>Sophocles, <em>Ajax</em> (in Doerries)</td>
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<td>Apr 11</td>
<td>Sophocles, <em>Philoctetes</em> (in Doerries)</td>
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<td>Apr 18</td>
<td>Doerries, <em>Theatre of War</em></td>
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<tr>
<td>Apr 25</td>
<td>Doerries, <em>Theatre of War</em></td>
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<td></td>
<td><strong>Final Class</strong></td>
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