2015

GREK 202-01H Attic Tragedy

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GREK 202: ATTIC TRAGEDY – HONORS
TR 10-11:15 A.M. Schott 1001

INSTRUCTOR INFORMATION

Dr. Shannon Hogue Schott 809 email: hogues@xavier.edu
Office Hours: TR 1:00-2:00 p.m. and by appointment
phone: (513) 745-1982

ABOUT THE COURSE

Fulfills three (3) credit hours of HAB Greek, three (3) credit hours of Core Curriculum Second Language, three (3) credit hours of Old/Transition Core Curriculum Literature, three (3) credit hours in Theatre minor.

Instructor Course Description: Attic tragedy is a performative and literary genre that is central to our understanding of the ancient Greek world and the many ways that it shaped our Western cultural heritage. This class serves as an introduction to Attic tragedy through translation of Euripides’ Medea from the ancient Greek. Students will continue to develop their translation skills and vocabulary, and become familiar with the syntax and meter of Attic tragedy. Through additional readings of Attic tragedies in translation, this class will explore the formal aspects of the genre, or the structure of the plays, the typical characters, themes, and motifs; contextual aspects, or the social, political, and cultural dynamics that fostered the performance of Greek tragedy; and dramaturgy, or the act of putting on a play. It was a genre in which the authors explored complex social issues regarding kinship, faith, duty, gender roles, human nature, and justice. Through our translations and readings this class aims to understand ancient Greek ideas about human concerns as they were first expressed in Attic tragedy.

Core Curriculum 200-level Second Language Course Description:
“As a student attending a Jesuit Institution whose motto includes ‘men and women for others,’ you should strive to become a responsible global citizen. Language and culture are inextricably connected, and therefore the geography, history and language of a society shape its culture. At some point during your first two or three years at Xavier, you will immerse yourself in a culture and language other than your own through intermediate-level study of a language, which will lead to greater cross-cultural competency, language proficiency, sensitivity, appreciation, and engagement.”

Core Curriculum Student Learning Outcomes Addressed in this Course:
This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objective(s) at the introductory level:

2a: Students find, evaluate, and logically convey information and ideas in written and oral presentations.
3a: Students identify and critically assess multiple dimensions of an ethical issue in an attempt to reach a conclusion.
5a: Students examine the diverse, complex, and interdependent nature of people in the world.
6a: Students investigate the root causes of injustice with compassion and academic rigor.

Pertinent HAB Program Goals and Student Learning Outcomes
Goal 1: advanced translators of ancient Greek and Latin texts.
SLOs Addressed:

a. master grammar, syntax, and vocabulary
b. analyze texts for grammatical and stylistic features
c. become familiar with available resources to hone translation skills
Goal 2: sensitive and insightful interpreters of thoughts and ideas.
  SLO Addressed:
  a. articulate ideas about human concerns (e.g. justice, freedom, virtue, faith, allegiance, citizenship, gender, sexuality, power) as they were first expressed in classical antiquity
Goal 4: outstanding communicators orally and in writing.
  a. write reflective and research papers with a view to sense, style, and flow
  b. conduct research using books, journal articles, and reference material, both hard copy and online sources like the DCB, TOCS-IN and related databases and search engines
  c. use the latest technology and software for individual and group work (written and oral)
  d. collaborate on topics and acquire group-oriented problem solving skills
Goal 5: responsible global citizens ready to live lives of solidarity and service, with a view to issues of social and environmental justice.
  SLOs Addressed:
  a. apply knowledge of classics and philosophy to differing opinions and recognize the value of the beliefs of others
  b. create and maintain learning communities with fellow HABs

TEXTS AND MATERIALS

Required Texts

Recommended Texts
Chase and Phillips A New Introduction to Greek Harvard University Press.
A Greek Dictionary – Liddell, Scott, and Jones’ Intermediate Greek-English Lexicon (aka The Middle Liddell) is an excellent hardbound option.

Available on Canvas
Aeschylus Eumenides
Sophocles Electra
Euripides Medea (English) and Bacchae

EXPECTATIONS

*Students and instructor will abide by the policies and described in this syllabus.
*Students with question about office hours, assignments, or evaluations will check the syllabus before asking the instructor.
*Students and instructor will come prepared for each class period. Translations will be complete and ready to share (without the aid of written translations), readings will be completed, and questions will be prepared in advance.
*The instructor will provide clear instructions for each assignment and evaluation.
*Students will be responsible for handing in work on time and for tracking their own progress in this class.
*Students will contact instructor with questions or concerns about an assignment well before the due date.

ASSIGNMENTS AND EVALUATIONS

Daily Assignments: There will be translation assignments from the Medea for each class meeting. Students are expected to prepare their translations before class and are not allowed to use written translations in class to aid in oral translation. Students may use running vocabulary with parsing identification as preparatory guides. Students should consult the commentary in the back of their text as they translate. Students may expect to translate about 30 lines a
week initially and build to 60+ lines a week. Most class meetings will also include either instructor lecture or student-led discussion of an outside reading.

**Exams:** There will be two midterm exams and one final exam. All are already scheduled. Each exam will ask you to translate two of three passages and answer grammatical questions about words in the passage. Exams will also include short answer or short essay sections. Exams will be on February 10, March 24, and May 7 (final).

**Research paper:** Each student will write a 6-8 page research paper on a topic relating to one or more of the Attic tragedies read for class. You are encouraged to make an appointment to consult Dr. Hogue in mid-February regarding your interests for this topic. The research paper grade is broken down into three separate components: the topic/bibliography (20% - due March 10), the first submission (50% - due April 7) and the final submission (30% - due April 21). Your grade will be the average of all three parts. Each component will have its own assignment sheet and grading rubric. Expectations will be discussed well before each due date. In the class after the first submission is due, the class will participate in a peer-review workshop.

**Discussion Tuesdays:** Each pair of students will lead a discussion on one play by Aeschylus, Sophocles, or Euripides read in English by the class. As part of the presentation, students will be required to create a handout with an informational section including author and/or production information, a brief bullet list of major plot points, discussion questions, and a bibliography. Each pair of students will then lead a discussion of the play in class the day the play is to be read. On discussion Tuesdays we will translate Greek for the first half of class and dedicate the second half of the class time to discussion of the week’s play. Keep in mind that you will have only ca. 35 minutes to discuss. The focus should not be upon basic plot points, but rather upon themes, sociocultural values and conflicts, character development, differing styles between tragedians, etc. Within these discussions our aim is to understand ancient Greek ideas about human concerns (e.g. justice, freedom, virtue, faith, allegiance) as they were first expressed in Attic tragedy.

**Response Papers:** Students will write short response papers (no less than 1 page, no more than 1 1/2) on plays read in English for class. Papers will be collected at the beginning of class before the student-led discussion begins.

**GRADE BREAKDOWN**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Three exams</td>
<td>60%</td>
</tr>
<tr>
<td>Research paper</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Response Papers</td>
<td>10%</td>
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</tbody>
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**GRADE SCALE**

部 Departmental Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-95</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
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**COURSE POLICIES**

**Attendance**

Attendance is not a part of your final grade, but it is tracked every day. More than three (3) absences during the semester will result in a drop of the final grade by one full letter. In the event of an excused absence:

- read/translate the material assigned for the class on the previous meeting
- contact a classmate to determine what was covered (do not contact me)
• borrow a classmate’s notes for the date

Late Assignments
Assignments may only be turned in late with the approval of the instructor, and will be deducted 5% for each late day. Assignments will not be accepted one week after the due date.

Personal Electronics Policy
Please turn off all cell phones and other personal electronics before you come into the classroom. Please do not answer a call or text-message during class. I will have no reservations calling the class’s attention to your rudeness if I catch you messaging during class. I do not approve of the use of laptops in this particular class.

Contacting Your Instructor
I look forward to continuing the discussions we begin in class outside the classroom. I encourage you to contact me with any questions or comments at any time throughout the semester, either during office hours or by appointment. Exercise judgment and polite etiquette when emailing your classmates or me. Do not email me about your grade. Keep in mind that while I do encourage you to communicate with me via email, I am not available for correspondence 24/7. I will read and reply to your emails in a timely manner, but an email sent to me at 2 a.m. before a test will go unanswered until the next day. I also restrict email activity during the weekends, so it is always better to conduct your business with me during the week.

* I ask you to follow a few simple guidelines when you email me:
  
  Use a Xavier email address.
  Please address me by name: “Hi Dr. Hogue,” “Dear Dr. Hogue,” or even “Hi Professor Hogue” are all fine.
  If you have a question, be precise.
  If you are making a request, be polite. “Please” and “thank you” go a long way.
  Proofread what you’ve written. It’s important to realize that electronic communication is quickly becoming the most important way that we communicate, whether the message is business-related or personal. What you send out on the internet is a representation of your competence and maturity. Abbreviations can confuse, and poor spelling or punctuation can frustrate.
  Sign your name.

Special Accommodation Policy
Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

Academic Integrity Policy
From the Policy on Undergraduate Academic Integrity:

  The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

  Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.
Plagiarism is a serious concern in undergraduate academic writing, especially since students often plagiarize without intending to do so. The instructor will review writing strategies to avoid plagiarizing when students begin to prepare for writing their research papers.
SYLLABUS AGREEMENT
GREK 202 Attic Tragedy

I, __________________________________________________, have read and understand all the policies stated in this syllabus. I hereby confirm that I will consult my syllabus before contacting my instructor with course procedure questions. I further confirm that I will contact my instructor well in advance of the end of the semester with any questions I may have about the syllabus or its policies. I understand that by signing my name below, I am agreeing to abide by the policies stated in the syllabus and I understand what penalties I may face should I fail to comply.

Signature_________________________________________________________

Date_____________________

Please detach this form and hand it in to your instructor on January 15, 2015.