GREK 202-01H Attic Tragedy: Honors

Shannon Hogue

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GREK 202: ATTIC TRAGEDY – HONORS
MWF 11-11:50 A.M. Schott 1001

INSTRUCTOR INFORMATION

Dr. Shannon Hogue                  Schott 809
email: hogues@xavier.edu
phone: (513) 745-1982

Office Hours: MWF 4:30-5 p.m. and by appointment

ABOUT THE COURSE

Fulfills three (3) credit hours of HAB Greek, three (3) credit hours of Core Curriculum Literature, three (3) credit hours in Theatre minor.

Catalogue Description: “Selected readings from various authors and genres.”

Instructor Description: Greek 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 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; dramaturgy, or the act of putting on a play; and reception, or the way these plays by Greek tragedians influenced later dramatists.

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 Blackboard
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 and rubrics 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 *Oedipus* and 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 and annotation of the text as preparatory guides. Students may expect to translate about 60-80 lines a week. Each class meeting will also include either instructor lecture, student-led discussion, or 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 17, March 28, and May 9.

**Research paper**: Each student will write a 6-8 page research paper on an interdisciplinary topic (i.e. using ancient texts together with historical and/or archaeological information) relating to Attic tragedy. The research paper grade is broken down into three separate components: the topic/bibliography (20% - due February 10), the first submission (50% - due March 21) and the final submission (30% - due April 16). 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. On the date the first submission is due, the class will participate in a peer-review workshop.

**Discussion Fridays**: Each student 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, a bibliography, and discussion questions. Each student will then lead a discussion of the play in class the day the play is to be read. On discussion Fridays we will dedicate ca. half of the class time to discussion of the play.

**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**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-95</td>
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<tr>
<td>B</td>
<td>86-85</td>
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<tr>
<td>C</td>
<td>82-77</td>
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<tr>
<td>D</td>
<td>74-70</td>
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<tr>
<td>F</td>
<td>69-0</td>
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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.

GOALS AND OBJECTIVES

Department-Determined Course Goals
By the end of this course students will be able to:
1. read selections of Attic tragedy
2. understand scansion of tragic dialogue and some choral elements of Attic tragedy
3. demonstrate mastery of the more complex rules of ancient Greek grammar and syntax
4. increase Greek vocabulary
5. apply the rules of Greek grammar and syntax to the rules of English grammar, which in many instances are similar
6. evaluate the values, customs, institutions, and major historical events of ancient Greece
7. analyze Greek origins of social, political, and cultural ideas and concepts that have influenced the formation of Western civilization
8. utilize research tools for Classical research in hard copy and electronic formats
9. present ideas orally for peer and instructor review using technology
10. improve college-level writing skills by writing a 6-8 page research paper in collaboration with the instructor on an original idea
11. collaborate with a group to research a topic, acquire group-oriented problem solving skills
12. fairly and accurately evaluate the work of others
13. apply knowledge gained in the areas of critical thinking and effective communication to other classes

Pertinent HAB Program Goals and Student Learning Outcomes
1. To provide intense, upper-level Latin and Greek courses in which substantial readings of significant Roman and Greek authors are engaged in the original
2. To provide students with an understanding of the development of ideas about human concerns (e.g. justice, freedom, virtue, faith, allegiance) as they were first expressed to foster a deeper understanding of the values and ideals they embrace
3. To provide a range of courses in philosophy for an appreciation of the evolution of ideas about what it means to be human

The Department of Classics and HAB program are dedicated to contributing the following skills, experience, and attitudes that can be applied to the content and technique of courses in other departments and colleges so that students may derive maximum benefit from their education:
1. Courses of depth that foster articulate expression in writing, orally, and with technology
2. Courses with multiple and stimulating intellectual challenges to promote the ability to think and to solve problems critically, analytically and creatively
3. Historical and philological methodologies by which material and themes from Classics courses and courses from other disciplines can be analyzed and understood
4. The instillation of the determination to preserve all that is noble in the human spirit
5. Synchronic and diachronic studies of the best exempla of human experience across cultural and chronological boundaries
6. The ability to define good and evil and to weigh good and evil in both past and present perspectives
7. The commitment through courage born from the observation of exempla to strive to transcend artificial limitations
8. The ability to work for and achieve tangible, objective goals amidst shifting subjectivities and transient methodologies of contemporary scholarship and society
9. Appropriate and adequate pedagogy to understand and take an active and constructive part in the intellectual debates of contemporary society
University Core Curriculum Overarching Goals
1. Students will be effective communicators in writing and orally
2. Students will be critical thinkers
3. Students will be creators of new knowledge and expression
4. Students will understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies
5. Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it
6. Students will be aware global citizens
7. (ER/S) Students will be intellectually, morally and spiritually educated individuals capable of critical reflection on ethical and/or religious questions of social significance from the perspective of multiple disciplines with unique methods

University Core Curriculum (Literature)
Core Component Goals established by Task Force:
1: Students will be competent and engaged readers of literature
2: Students will be competent writers about literature.
3: Students will be competent interpreters of texts within larger contexts.

Core Component Learning Objectives established by Task Force:
1a: Students will be able to recognize and analyze literary and rhetorical techniques and aesthetic effects.
1b: Students will be able to recognize and analyze literary genres and themes.
1c: Students will be able to identify the unique discursive qualities of literature as distinct from other humanistic disciplines
2a: Students will demonstrate the ability to write clear, well-organized and well-developed essays about literature.
2b: Students will demonstrate the ability to incorporate thoughtful understanding of course materials into their writing.
3a: Students will demonstrate the ability to integrate contextually appropriate historical, social, and cultural approaches into their analysis of literature.
3b: Students will demonstrate the ability to identify the function of literature within social contexts.
3c: Students will recognize multiple perspectives in the interpretation of literature.
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 17, 2014.