

ACADEMIC STANDARDS COMMITTEE
Request For Foundations Credit Form
(10-22-09)

Please type your answers directly on this form. All of the information noted below must be included in the request form. Failure to show how the request for foundations credit directly addresses each of the three ECU Foundations Goals for the course area may result in the request being denied. ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

- A. Basics (for items 1-16, for cross-listed courses provide two or more sets of information, as appropriate, under each category)
1. Foundations Course Area (Arts, Humanities, Basic Sciences, Basic Social Sciences, Health Promotion and Physical Activity, Writing Competence, Mathematics Competence).

[Humanities](#)
 2. Unit in which the course will be taught.

[Classical Studies, HCAS interdisciplinary program](#)
 3. Unit Administrator's title, name and email.

[John Given, Director of the Classical Studies Program, givenj@ecu.edu](#)
 4. Course Prefix, Number and Name.

[CLAS 3300: Ancient Greek Culture and Civilization](#)
 5. Number of credit hours.

[Three \(3\)](#)
 6. Prerequisites (if applicable).

[None](#)
 7. Course description as it will appear in the catalog and a detailed course syllabus with a weekly schedule of topics to be discussed which should reflect explicit coverage of each of the foundation goals.

[a\) CLAS 3300. Ancient Greek Culture and Civilization \(3\) \(FC:HU\)](#)
[Ancient Greek temples, sculpture and pottery, as related to literature of the period.](#)

b) Textbooks.

- Herodotus. *The Histories*. Tr. de Sélincourt (Penguin Classics rev. ed. 2003) ISBN: 0140449086
- *Great Dialogues of Plato*. Tr. Rouse. (Signet Classics 2008) ISBN: 0457530853
- Aeschylus I. *The Oresteia*. Tr. Greene & Lattimore (U. Chicago 1969) ISBN: 0226307786
- Sophocles. *Oedipus Tyrannus*. Tr. Affleck, McAuslan (Cambridge UP 2004) ISBN: 0521010721

Additional Reading:

- Website links to images, articles, and primary texts pertaining to each monument
- Coursepack containing: The Homeric Hymn to Demeter; Pindar, Olympian I; Thucydides Bk. 2 “The Funeral Oration of Pericles”

c) Course Objectives:

Foundations Goals:

- 1) Humanities knowledge of the Classics. Students will be able to demonstrate foundational knowledge of Greek culture and civilization through study of literature, myth, and philosophical literature as a means of understanding Greek monuments in Athens, Delphi and Olympia. Students will be able to: identify monuments and demonstrate knowledge of their meaning and function as discovered in original literary sources; demonstrate knowledge of the main events in the development of Athenian civilization through original literary and mythical sources; analyze literary and philosophical sources for evidence of self-conception by Athenians and other Greeks; synthesize this information to formulate ideas of the role of iconography and literature in the formulation of identity in Athens and other Greek city-states.
- 2) Research methodology in the Classics. Students will be able to demonstrate the ability to differentiate primary and secondary sources, and be able to articulate how scholars use primary sources to create knowledge. They will also demonstrate an ability to use primary sources; specifically, they will demonstrate an ability to engage in close reading and analytical critique of literary, mytho-historical and philosophical sources, as well as evidence from material culture. Students will also, via consultation of modern scholarship on Greek monuments and the most important databases by which to conduct further research, be able to demonstrate knowledge of the salient secondary sources.
- 3) Contribution of Classics to general knowledge. Students will be able to discuss the classical origins of modern institutions and buildings, and how national identity is constructed by iconographic and literary programs.

d) Course Content Outline

Wk 1. Introduction. On days where “Website” is indicated, the homework is to consult the companion website to view images, read articles, or original source information linked from other websites.

The House of Atreus. Read Pindar Olympian 1 (Coursepack). (Goal 1)

Wk. 2. The Greek ideal of *arête*. Olympia and the temple of Olympian Zeus. Website. (Goals 1,2,3)

Read Aeschylus, *Agamemnon*. (Goals 1,2)

Wk. 3. Read Aeschylus, *Libation Bearers* (Goals 1,2)

The Greek conception of theatre as a drama of democracy. Website. (Goals 1,2,3)

Wk. 4. Read Aeschylus, *Eumenides* (Goals 1,2,3)

The Athenian supreme court, the Areopagus. Website. (Goals 1,2,3)

Wk. 5. The oracle of Delphi and Apollo as god of prophecy. Website. (Goals 1,2,3)

The fall of the good king: questions of religion and man’s limited knowledge. Read Sophocles, *Oedipus Tyrannos*. (Goals 1,2,3)

Wk. 6. Midterm

Read the *Homeric Hymn to Demeter* (Coursepack). (Goals 1,2)

Wk. 7. The origins of mystery religions and ideas of the underworld. The cult of Demeter and Persephone at Eleusis (and the origin of modern rites of initiation). Website. (Goals 1,2,3)

The first history, blending myth, fact, religion and drama. Read Herodotus Bk. 1. (Goals 1,2,3)

Wk. 8. The rise of the rational empire. Athenian reaction to the Persian war (480-78 BC). Read Herodotus Bks. 7-9. (Goals 1,2,3)

The cultural construction of ethos and pathos in Greek Sculpture. Website. (Goals 1,2,3)

Wk. 9. Rationalism and the age of Pericles. Read Thucydides’ “Funeral Oration of Pericles” (Coursepack). (Goals 1,2,3)

Triumph over the forces of barbarism, without and within: The cultural ideals of the Parthenon. Website. (Goals 1,2,3)

Wk. 10. The definition of empire through iconic architecture. The Athenian Acropolis: Propylaia, Temple of Athena Nike and Erechtheion. Website. (Goals 1,2,3)

Midterm Exam.

Wk. 11. The long life of the “doctrine of forms”. Read Plato’s *Symposium*; its afterlife inspiring the second sophistic in Rome, the later Italian Renaissance and modern theories of education. (Goals 1,2,3)

The Greeks at play: pottery and *symposia* (dinner/drinking parties). Website. (Goals 1,2)

Wk. 12. From Homeric and Draconian systems of justice to a philosophical conception. Read Plato’s *Euthyphro*, (Goals 1,2,3)

The center of Athenian justice and commerce, the agora. Read Plato’s *Apology*. (Goals 1,2,3)

Wk. 13. The founding father and a patron god of the crafts. Theseus and the temple to Hephaistos (Hephaisteion) overlooking the Athenian agora. Theseus and the minotaur on the Athenian Treasury at Delphi. Website. (Goals 1,2)

Philosophy’s triumph over the Minotaur of death. Read Plato’s *Phaedo*. (Goals 1,2,3)

Wks. 14-15. Epilogue. The re-construction of democratic ideals after the fall of Athens to tyranny, Read Plato’s *Republic*. (Goals 1,2,3)

Final Exam.

8. College in which the course will be taught.

HCAS

9. College dean’s name and email.

Alan White, whiteal@ecu.edu

10. Date approved by unit’s curriculum committee and chair’s initials.

26 January 2012

11. Date approved by unit's voting faculty.
N/A
12. Date reviewed by the unit's chair and chair's initials.
N/A
13. Date approved by the college curriculum committee and chair's initials.
14. Date forwarded to Academic Standards.

The purpose of the information provided below is to enable Academic Standards Committee members to determine whether or not it is reasonable to believe that the course named above will satisfy the three or four specific goals for all courses in its area that are stated in ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

- B. Using the Foundations Goals listed under the course's area:
1. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal One for its area. List examples of required course textbooks or other required materials that address the content described above.

Foundations Goal 1: Humanities knowledge of the Classics. Students will be able to demonstrate foundational knowledge of Greek culture and civilization through study of literature, myth, and philosophical literature as a means of understanding Greek monuments in Athens, Delphi and Olympia. Students will be able to: identify monuments and demonstrate knowledge of their meaning and function as discovered in original literary sources; demonstrate knowledge of the main events in the development of Athenian civilization through original literary and mythical sources; analyze literary and philosophical sources for evidence of self-conception by Athenians and other Greeks; synthesize this information to formulate ideas of the role of iconography and literature in the formulation of identity in Athens and other Greek city-states.

Textbooks.

- Herodotus. *The Histories*. Tr. de Sélincourt (Penguin Classics rev. ed. 2003) ISBN: 0140449086
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Additional Reading:

- Website links to images, articles, and primary texts pertaining to each monument
- Coursepack containing: The Homeric Hymn to Demeter; Pindar, Olympian I; Thucydides Bk. 2 “The Funeral Oration of Pericles”

Explanation: In each class, students will be introduced to the cultural remains of Ancient Greece (temples, theatres, sculpture, pottery) in connection with the literature, myth and philosophy of the period, with an overall goal of revealing the ideals and self-conception of the Greeks and especially the Athenians of the 5th c. BC. That is, we want the students to leave with an understanding of e.g. how the complex decoration scheme of the Parthenon, with its pediments depicting the birth of Athena from the head of Zeus (and suggesting the birth of rationalism) and the contest of Athena and Poseidon for dominion over Athens (indicating the superiority of the peace of the olive tree and agriculture over the bitter salt sea of naval warfare); its metopes showing the *ethos* of civilized victors over the *pathos* of barbarians in four separate contexts with historical significance; its Ionic frieze showing a procession of Athenians toward a celebration with the gods, moving from a state of agitated excitement to rational calm; and its chryselephantine statue of Athena within, decorated with scenes of Pandora at her feet, and the birth of her son, Erichthonius beneath her shield (showing her role both as author of Athens, and of the cost of ignoring rationality) – how this entire scheme relates to literary models such as Herodotus’ celebration of Athens’ victory over the tyranny of the Persians in his *Histories*, to the limits of rationalism and man’s relation to the gods in Sophocles’ *Oedipus Tyrannus*, and to Thucydides’ portrayal of the ideal of a rational civilization in Pericles’ funeral oration (where we see how easily mortal rationality may slip and fail). These ideas will be brought out each day through selected passages from literary, mytho-religious and biographical readings accompanying the day’s assignments. The desired result is that as students encounter a work of art or architecture, they can connect what they are seeing to what they are reading about the cultural beliefs of the Greeks and achieve a fuller humanities appreciation of the material cultural remains, even as those remains bring the literature, myth and history to life.

Assessment of Goal 1 will take place through targeted questions on the midterm and final exams.

2. Describe in enough detail that it is clear to the members of the AS committee how the course’s content will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

Goal 2. Students will be able to demonstrate the ability to differentiate primary and secondary sources, and be able to articulate how scholars use primary sources to create knowledge. They will also demonstrate an ability to use primary sources; specifically, they will demonstrate an ability to engage in close reading and analytical critique of literary, mytho-historical and philosophical sources, as well as evidence from material culture. Students will also, via consultation of modern scholarship on Greek

monuments and the most important databases by which to conduct further research, be able to demonstrate knowledge of the salient secondary sources.

Explanation: Each day students will be asked to complete a companion reading, either an original literary, mythical or biographical source, or read a scholarly article on the monument, or consult the companion website which will feature links to other authoritative online sources such as Perseus and original descriptions of Greek monuments in the travelogues of Pausanias. The website will also help train students as to which are the most authoritative online sources, and how to access further scholarly knowledge on their subject in the Classics through sources such as *L'Année Philologique* and *JSTOR*.

Assessment of Goal 2 will take place through targeted questions on the midterm and final exams and/or ungraded surveys about how students accessed secondary sources.

3. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

Goal 3. Contribution of Classics to general knowledge. Students will be able to discuss the classical origins of modern institutions and buildings, and learn how national identity is constructed by iconographic and literary programs.

Explanation: One of the prominent features of the class will be to point out how many of our modern institutions derive from ancient models, both through the material culture and through the literary, mytho-historical and biographical models. So for instance in studying the Funeral Oration of Pericles, students will be made aware of the debt of the Gettysburg Address to it, and how religion and politics are intertwined in both. The legacy of Pericles to the Athenians, in turn, both the triumphant sculptural program on the Acropolis, and the war with Sparta which was to bring about its fall to tyranny, will give rise to questions of the rise and fall of empires, including the American era, as the twentieth century brought some of the greatest triumphs of architecture (the Washington mall) and civic improvements (rise of the skyscraper, interstate highways and the computer age), but led ultimately from its zenith after WWII to its near demise by overextension in existential wars such as in Korea, Vietnam, Iraq and Afghanistan. In this way both ancient material culture and its literary counterparts will contribute to the generalization of knowledge about the Classics, and allow students to apply it to modern contexts in a thoughtful and critical manner. (Is the current malaise from 9/11 and the wars in Iraq and Afghanistan the beginning of the end of the American century, or have we misunderstood the lesson? Are the similarities or differences more telling?)

Goal 3 will be assessed through targeted questions on the midterm and final exams that require students to synthesize their reading assignments with the occasional in-class discussions of modern parallels.

4. If the course area is Health Promotion and Physical Activity or Writing Competency, describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above.
- C. The sample course syllabus should contain a schedule outlining what will be taught when during the semester. Be sure that the syllabus reflects coverage of areas included in Foundations Goals 1-3/4. Readings and assignments that meet the goals should be included in the syllabus. If there is something not covered that provides evidence that the course satisfies the foundations goals in its area (course pedagogy, etc.), describe it here.
- [See A.7 above.](#)
- D. If it may not be clear to committee members how your course materials address the foundations goals then bring samples of course materials that will be used in the course that explicitly address all of the foundation goals for the course's area.
- E. If the course is an upper-division course (3xxx or 4xxx), briefly explain why students should get foundations credit for taking the course.

Classical Studies has been moving toward a clearer delineation of its courses by level. 1000-level courses are what we might call pre-literary courses. That is, they deal with the classical world and its languages in a way that does not entail careful consideration of classical literature. The 2009 reclassification of Classical Mythology from CLAS 3460 to CLAS 1500 fits into this scheme. While this course utilizes literary texts as sources for mythology, students are not expected to perform literary close reading. 2000-level classes deal primarily with classical literature as literature. Here there are classes such as CLAS 2230, Great Works of Roman Literature, and CLAS 2500, Greek Tragedy in Translation, which do require close reading and analysis. 3000-level classes combine literary studies with other cultural artifacts and institutions. The current proposals before the FCIE Committee, CLAS 3300, 3400 and 3405, combine the study of literature and material culture. Also at the 3000-level is CLAS 3600, Ancient Religions, which relies on literary as well as non-literary texts as sources for its content. While the content of each level does grow somewhat more difficult as the course numbers increase, they all remain foundational knowledge for studying the ancient world insofar as each course covers a basic aspect of ancient Greece and Rome and each course provides a suitable entry point for students' inquiries. None of the courses presupposes any prior knowledge of the classical world nor any prior expertise in the discipline of Classical Studies.