The Ancient World Cluster has been a very active cluster in the past. We would like to renew ours and use an integrated "wicked problems" theme titled "Choice, Control, and the Ancient World." Our cluster is composed of Ancient World Civilizations (HIST 1017, Dr. Kevin Kaatz), Ancient Philosophy (PHIL 1201, Dr. Robert Gordon), and Ancient Theater (THEA 1013 Prof. Rhoda Kaufman). All three professors believe it is extremely important to make the ancient world relevant to our students and these wicked themes will allow us to focus on this.

The proposed theme for the cluster is *Choice, Control and the Ancient World*. Our students clearly face the question of how much control they have over their lives: Can they all, and equally, fulfill the American Dream, which tells them that their future is under their control, their success depending on their own hard work and ambition? Or are their prospects limited by circumstances beyond their control, their economic, social and ethnic backgrounds? Do the neighborhoods in which they live and grow up control the quality of their lives, or can they realistically hope to escape the crime, violence and poverty that may surround them? Does peer pressure control their identity, or can they find themselves of their own accord, reject the pressure to conform to others’ expectations?
Similarly, our students are faced with any number of important life choices: What career should they set out to pursue, and what major should they then take? Is it more important for our students to pursue a fulfilling and interesting career, regardless of its financial rewards, or to pay most consideration to prospective security and salary? Should they put off marriage and a family until they have gained some job and financial security? If they have to make the choice between pursuing their own personal ambitions, and taking care of sick or aging parents, how can they decide?

These questions of control and choice directly affect our students, but are not amenable to easy or ready solution; different students will have different answers, those answers will depend on their different backgrounds and experiences, in which case this complex of questions clearly falls under the classification of a *wicked problem*.

2. **List the three courses (prefix, number, title, units)**

   - HIST 1017 Ancient World Civilization, 4 units
   - PHIL 1201 Ancient Philosophy, 4 units
   - THEA 1013 Ancient Theater, 4 units

3. **Explain how the theme will be used to integrate course content in each course. If appropriate, please describe how students will be involved in researching the theme and when in the year that will happen. (Describe the contribution of each discipline’s perspective on the theme that will help create a coherent learning experience for the students.)** A well thought out commitment to student research in the cluster will be a **bonus for consideration.**
HIST 1017 (Ancient World Civilization): Choice and control are extremely important themes in ancient history. This course will use these wicked problems to explore two major issues: sustainability and the choice that cultures and individuals make, both in war and in peacetime, to keep their cultures alive, and the control that ancient governments had over their population by focusing on ancient laws. These issues can easily be applied to our freshmen community because as a culture today, we are dealing with problems related to sustainability—the use and abuse of natural resources and the decisions we make as a society to make to ensure we have a future. These decisions also have currency with today’s freshmen in terms of war and peace—the choice we make, as a culture, to go to war and the outcomes. Our freshmen can also relate to the control that our government has over their lives, especially in terms of laws. Learning about the ancient world and these wicked problems is a perfect way to reflect on our culture today.

HIST 1017 will be integrating the wicked problem of Choice and Control throughout the entire quarter. Many cultures in the ancient world dealt with choice and control on a daily basis, both at the individual and at the state level. One example of sustainability and control: students will focus on the Roman Empire towards the end of the quarter. By the time of the 300s AD, Rome was stretched from Britain to Mesopotamia and it found itself overstretched when northern people began to invade Roman territory. The Roman government began to use more natural resources and human resources than they had access to in order combat these “barbarians.” The Romans also reacted by trying to control their own populations. Students will be able to research choice and control by way of primary and secondary texts which focus on the fall of the Roman Empire. The students will then be asked to apply what they have learned to our modern society by asking themselves: do we, as a modern culture, overuse our natural and
human resources? How is this choice made (at the individual or the governmental level)? Can what happen in the ancient world teach us lessons for today?

**Philosophy 1201:** Introduction to Ancient Philosophy is one of the three classes in the proposed cluster. The course will be devoted to studying Plato’s Republic and discussion of many and varied philosophical questions that arise from reading that work. The citizens of Republic had little control over their lives; they were supposed to specialize in the line of work to which they were naturally suited, and their position in society was determined by the natural qualities with which they were born. The citizens would have neither choice over their government nor over any big decisions that might affect their lives. Even the Republic’s rulers, who would make those big decisions for the city/state, would be imposed conditions of severely restricted freedom: they would live communally, have neither money nor private property and would not even have their own families. The lives of all citizens, from top to bottom, were supposed to serve the good of the Republic as a whole, individual autonomy was of no concern to Plato. Arguably he would not even understand the idea.

The importance that we, in the modern Western world, accord to our choices and to the control we have over our lives stands out in relief by contrast with the absence of choice and control in the Republic. And so the questions arise: given that the value of choice and control are not essential to the human condition, is it a mere circumstance of history that we accord such importance to those values? Or can those values be justified? Is there something to be said for a life in which people have less choice and control over their lives? Would that not relieve the pressure of having to make difficult decisions and provide the comfort and stability of an accepted station in life? How much choice should the state allow its citizens? Should we be allowed to own weapons, use drugs, marry someone of the same sex? If our world faces
environmental degradation, should the state impose limits on our freedom to use natural resources, to consume and pollute as we choose?

**Theater 1013:** The Ancient Greeks were deeply interested in the question of fate, destiny, and human action. If the gods were in charge, what was there for human to do? Seek to understand their will? How? Through the Delphic oracle, through the utterances of prophets? Through the consequences of human action? By reading the signs? If humans were thought of as playthings of the gods, how can they understand the role of choice in their lives? What do the gods do to teach humans about control of their fates and destiny?

For the Greeks, theatre was a form of worship through which an audience glimpsed the divine. The imagination was seen as leading to self-renewal. They saw theater as a social ritual and its healing power touched the viewer as part of a community. In our secular society theatre needs to reclaim the imagination because it expands our capacity to identify with the other. The poetic language of ancient Greek drama restores the primacy of metaphor in a world choking on materialism; good art gives us an ache that makes us aware that we are conscious. The rites of humankind, rather than those of a god, were enacted in the Greek *teatron*. In this theater the human being is enlarged.

The Greeks used and created theater as a way to retell ancient myths and reinterpret them. These dramas allowed the ancient Greek audience, and we, a contemporary audience, to reflect on age old persistent and relentless questions about how free are we to shape our own personal destiny and that of the world we live in. What can we change? How are we each on a hero’s journey?
“Wonders are there many—but none more wonderful than man” wrote Sophocles. Play after play reveals each of the tragic playwright’s consideration of this subject. The Greek tragedies are unique and special in their assumptions of human dignity and conscience, and the high value they placed on the human spirit. By reading, discussion, writing, and by enacting select and key scenes from these plays, students are lead to an appreciation of the complexity of human life, human choice and human action.

Modern play adaptations, as well as modern films using ancient Greek texts, will be viewed in the course. Students will create an electronic portfolio which will include a performance of a key scene with a classmate and a monologue. Students will participate in creating an interactive online artist’s journal about their own hero’s journey. This portfolio will then be used in HIST 1017 and PHIL 1201.

Plays to be read and performed in the course include: AESCHYLUS: THE SUPPLIANTs; SOPHOCLES: ANTIGONE and OEDIPUS THE KING; EURIPIDES: MEDEA, ELECTRA, and IPHIGENIA IN AULIS.

4. **Explain how each course in the proposed learning community will support student learning of each of the cluster’s lower division general education area learning outcomes (passed by Academic Senate February 17, 2004). Please use the GE course application forms to address this question. (If the course has already been approved for GE credit, and the current application form was used, please attach a copy. If the course has not yet been approved for GE credit, the use of the application form will permit review for GE credit, even if the cluster application is not selected.**
1. *Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.*

(All three courses have been approved for GE Credit. I have attached new statements for HIST 1017 and PHIL 1201 which apply to the new proposed Wicked Themes)

**FOR HIST 1017:** Students read and evaluate primary and secondary sources that illuminate the cluster themes of Choice and Control. Students will do this by examining issues of sustainability/collapse of ancient cultures and the choices that governments and individuals made to survive as an organized group of people. Primary sources will include archaeology and reading archaeological reports. Students will also examine the way that governments and individuals controlled what was happening through ancient laws. They will do this through the writing of essays, digital tools such as blog entries and digital timelines, and team-based learning.

2. *Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.*

Through reading and evaluation of primary source documents, students learn to compare and contrast cultural development in different societies of the ancient world. We chose these cluster themes because the topics in ancient history can be made applicable to the modern world. Team-based learning is an excellent way to do this. Team-based learning involves using
evidence (primary and secondary sources) to ‘solve’ these problems and the teams then publically defend their solutions. For example, the students will examine the collapse of the Harappans (an Indian civilization that dates between 2600-1900 BC). Their team-based assignment will be to list the possible reasons for the collapse of the Harappans and then decide, using the evidence, why the Harappans fell. We will then make comparisons (through timelines and blog entries) to other ancient cultures that collapsed (Mycenaean Greece, The Old Kingdom of Egypt, the end of the Zhou in China, the collapse of Persia, Egypt, and India with the rise of Alexander the Great, and the fall of the Western Roman Empire). Students will also be examining a number of ancient law codes; for example, the Roman Law of the Twelve Tables. We will then connect the themes of sustainability/collapse and the theme of laws/governmental control to aspects of modern society. Students will also demonstrate their understanding of these issues through Cluster presentations through the creation of videos and the use of augmented reality apps such as Aurasma.

3. **Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.**

Through reading primary (ancient texts and archaeology) and secondary sources (journal articles, books, websites, archaeological reports) students learn to approach what happened in the past as historians do—by seeing that history is dynamic and that there are seldom “right” answers for explaining what had happened, particularly in the ancient world. In this way students learn to think critically about what happened and why it happened, and to make their own conclusions, based on evidence. Team-based learning and the use of digital tools also allows them to experience the collaborative nature of doing history.
4. *Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.*

While an ancient history class, the themes allow the student to creatively compare what happened in the ancient world with what is happening today. Students’ reading and oral work help them to understand that different kinds of works—poetry, legal codes, painting and pottery and archaeology can be used to reveal the values of past society and to compare it to today. For example, the United States is just beginning to grapple with climate change and what can be done to stop it or slow it down. Will our society collapse if we do nothing? The ancient world can help illuminate what we might do, as a modern culture, in the future.

**Philosophy 1201:**

1. *Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.*

Students in PHIL 1201 will write a weekly half page essay on a series of questions based on their reading of Plato’s Republic, one of the most important works in the Western intellectual tradition. The class will emphasize both the continuity between Plato’s thought and the presumptions of the modern world, in that the question of what it means to be human has perennial interest. Yet the contrast between Plato’s views and our own will also be emphasized, which contrast can draw attention to the role of contingent circumstances in shaping values and believes that students might otherwise take to be obvious and self-evidently true.
2. *Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.*

In a modern liberal democracy, the state serves the interests of the individual; the individual is the ultimate good. Whereas in Plato’s Republic, the citizen’s life is supposed to serve the good of the city/state. The class will reflect on those opposing positions, and the change from one to the other, as codified in the Declaration of Independence.

3. *Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.*

Students’ weekly essays will require them not merely to state their beliefs, but to argue for those positions. Thus they will be encouraged to give reasons for their positions. Moreover, the values of clarity, concision and care will play an important role in the success of their written work, and will be emphasized in class lectures.

4. *Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.*

The theme of the Ancient World Cluster is Choice, Control in the Ancient World. Modern liberal democracies privilege the values of autonomy, of being in control over our lives, and having the ability to make choices. Whereas, Plato’s Republic accords no value to individual autonomy. So the course will reflect on that contrast, and ask whether the modern importance placed on the value of autonomy can be justified.
Theater 1013: Has been approved for GE Credit

5. Please note: for mixed area learning communities (a mix of science and/or humanities and/or social science), courses must meet learning outcomes in each area covered by the learning community. For example, a learning community with a course in humanities, one in social science, and one in science must demonstrate that the learning outcomes in humanities, social science, and science are addressed by the relevant courses.

***NOT APPLICABLE FOR OUR CLUSTER***

6. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses. (For example, will there be common reading(s) in the three courses? Will there be common assignments, or assignments on which students work the entire year? Will students keep a cluster portfolio? Will there be a common service learning experience for the students? etc.)

Our three courses will be integrating common assignments, especially the questions that will continually ask students to question what ancient societies did and to question their own society and the decisions that individuals and governments make today.

We also will be integrating a Student Portfolio (Blackboard has a Portfolio section—but we may go with another portfolio). Students will be collecting and organizing their student research
over the three courses so that at the end of the Spring Quarter, they will have a dossier of everything they have worked on in terms of Choice, Control, and the Ancient World.

For the past three years we have incorporated three joint cluster meetings/quarter so that each course can showcase what it has been learning. For example, Robert Gorton’s course (PHIL 1202) held a debate that related to questions found in Plato’s Republic; Rhoda Kaufman’s course (THEA 1301) held reenactments of ancient Greek plays; Kevin Kaatz’s course has showcased student research on ancient cities and ancient crime scenes. Students made videos by way of Aurasma, an augmented reality app. We will continue to do this. We have also received funding for the past three years to take students to plays (Medea at the Magic Theater in San Francisco; An Iliad at the Berkeley Rep. Theater; Medea at the African American Shakespeare Theater in San Francisco). We hope to propose more in the future.

Proposed Syllabi:

HIST1017 Ancient World Civilizations: Control, Choice, and the Ancient World

Dr. Kevin Kaatz

MWF 10:40-11:50

Office Hours:

Email: kevin.kaatz@csueastbay.edu

Course Description:

In this course we will study the history from the Neolithic Period through to spread of Islam in the West. We will cover a number of civilizations and will be focusing on the “wicked problems” of Choice and Control by way of examining the forms of government, economy, daily life, and cultural contacts. We will study these wicked problems by examining issues of sustainability/collapse of ancient cultures and the way that governments and individuals controlled what was happening through ancient laws. We will be using a number of digital tools to examine history, including producing an exhibit for the joint cluster meeting at the end of the quarter. I am also expecting you to be very active in this course and to be thinking about how these wicked problems from the ancient world affects your life today.
We will be spending quite a bit of the class working in teams. In order for this to work I will be giving you “homework” in the form of online video lectures. You must listen to these before coming to class. Your quiz material will primarily be based on the lectures.

**Required Books/Materials:**


  There is a website, published by Cengage, which is very similar to the material found in our *World History* textbook by Duiker/Spielvogel. It contains key words/concepts/crossword puzzles/practice quizzes and you can use it to help you study: [http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495902270&discipline_number=21&token=](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495902270&discipline_number=21&token=)


- I will be creating the Primary Textbook you will need to download as a Word Document at our Blackboard site or read online at (using [www.issuu.com](http://www.issuu.com)).

- Also—please see and use my World History timeline I created at [http://www.dipity.com/kkaatz/World-History/](http://www.dipity.com/kkaatz/World-History/)  
  There are links to videos, blogs, and podcasts on the ancient world. Click the ‘plus’ sign at the bottom of the timeline to see more entries or use the zoom capability (the + or -). You will be creating your own for this course.

- Instructional Video website (for most of your digital history tools you will be using): [http://www.digitalancienthistory.com/instructional-videos.html](http://www.digitalancienthistory.com/instructional-videos.html)

**Grading:**

Team-Based work (15% Total) (three times during the quarter)

You will be quizzed on some of the readings that deal with our themes of choice and control. The Team-Based work involves: taking an Individual quiz (2.5%)/taking a team quiz (5%)/doing a team project afterwards (2.5%)/along with two peer assessments (5%).

Sustainability Projects:  (15%)

Three times throughout the quarter we will break up into teams and solve ancient problems that relate to choice and sustainability of natural resources/collapse of cultures. You will do this by examining primary texts, secondary texts, archaeology and web-based material that will help you to solve these problems. Your team will list the problem, list the available evidence that will help you to solve the problem, and then present your findings to the class.

Reflection Essays (5%)  

*(To be done at the same time in all three courses through the academic year)*. Four times during the quarter you will be asked to reflect on what we are learning in terms of
Choice and control. You will do this by comparing the decisions that ancient people/cultures made with what is happening in the modern world.

**Essay:** (10% Total)
1 Essay with hyperlinks/videos within the document: 1250 words—about 5 pages

Quizzes will take the place of the midterm and final exam (15% total)
We will have three, 30 minute quizzes during the quarter. These will be short-answer quizzes. The material will come from the lecture material.

**Digital History Projects (45%)**
- 1 ThingLink page (2%) ([www.thinklink.com](http://www.thinklink.com))
- 1 Scoop.it page (5%): Two topics and ten scooped entries per week. You will need to add “insights” for five of these scoops ([www.scoop.it](http://www.scoop.it))
- Blog: (15%) Two substantial entries (2 paragraphs, 150 words) every other week on something related to either sustainability or laws in the ancient world. You must also comment on two other blogs. I will sometimes give you specific topics to work on for your blog post. ([www.wordpress.com](http://www.wordpress.com))
- (1) 2 minute Video (5% total) This video will be tagged (made interactive)
- We will tag the videos (using TheMadVideo studio [www.themadvideo.com](http://www.themadvideo.com)) (3%). This will be your final project (which takes the place of your final exam).
- Final Team video projects (2 2-minute videos) (5% total) using the Aurasma app.
- You will need to start and upkeep a Student Portfolio throughout the next three quarters (5%). The contents will contain many of your assignments and projects.

**Student Portfolio**
Each student will have an ePortfolio where all student research will be kept. You will also be using this portfolio in PHIL 1202 and THEA 1301.

**Late Policy:**
All assignments (ALL Digital History assignments) are due by the due date. I will not be accepting any late work for these. They will be due at 11:59 pm on the due date. If you are late in turning in your research essay, I will take off 10% of your grade for each day it is late. This includes the weekends. If you miss the quizzes do not contact me before we take them, I will not be allowing a makeup. If you are having difficulties (illness, death in the family) please contact me as soon as possible and we can alter this policy.

**Attendance**
Attendance is mandatory. Please see the syllabus, ask your classmates, or post your question on the Coffee Shop discussion section on Blackboard if you have any questions about what you missed.
**The Course Outcomes are:**

- To obtain a good understanding of what history is and the general outline of some of the world’s first civilizations through Charlemagne.
- To critically analyze history through literature, art, digital media, and secondary sources and to understand how the ancient world impacts the modern.
- To investigate issues of choice and control in the ancient world through primary and secondary literature and archaeology.
- To create, use, and understand digital history.
- Improve Communication skills
- Improve Research skills
- Improve Problem-solving skills
- To think creatively about these issues and to form your own opinions

**Weekly Schedule and Readings:**

***The readings should be finished by the date they are listed on the syllabus. You are responsible for knowing the content even if we don’t go over the material in class. You will also be responsible to your team members since you must do the reading before coming to class. Remember that you will also be graded by your peers.***

(NOT INCLUDED IN THIS PROPOSAL)

**Academic Dishonesty**

Academic Dishonesty, in any form, **will not be tolerated in this class.** CSU East Bay has an excellent site devoted to plagiarism and the consequences if you are caught (http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html). The penalties are serious. If you are found to be guilty of plagiarizing or cheating, you WILL PROBABLY FAIL the ENTIRE class. I will also be turning in an official report to the university and you will be required to take a course on plagiarism. I will attach your original paper to this report. If it is found that you have plagiarized in two courses, you will be required to attend a hearing. If you have any questions on this matter, please do not hesitate to ask.

**Use of Electronics in Class**

I am actively encouraging you to bring and use your smartphones and your computers during class. I will ask you to look up material, take instant polls, and work on your projects during the lecture period. However, please do not surf the net or chat/text during this period.

**Alternative Testing**

Students who need to arrange alternative testing through the Student Disability Resource Center (SDRC) should talk to me at the start of the course to make plans.
**Student Center for Academic Achievement (SCAA)**

The SCAA is as a useful resource for students seeking further assistance with writing. They can provide free tutoring, workshops, and other programs. They are located at **University Library UM** (Upper Mall). Tel: (510) 885-3674

Email: scaa@csueastbay.edu

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**Philosophy 1201.1 Introduction to Ancient Philosophy**

**Time:** MWF 10.40-11.50

**Instructor:** Robert Gorton

**E-mail:** robert.gorton@csueastbay.edu

**Office:** MI 4007

**Office hours.** MWF 10.10-10.40

**Office phone:** 5-2246

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**Syllabus**

In this class we are going to study Plato’s Republic (and nothing else!). Plato lived from 427-347 BC, and the Republic is one of the central works of what is considered Ancient Philosophy. It is also one of the most important and influential works of the entire Western intellectual tradition. Plato, in the Republic, is concerned to answer the question, “what is justice?” In the course of addressing that question he deals with a variety of issues, covering what philosophers think of as ethics (moral philosophy), political philosophy, metaphysics (what there is), epistemology (the theory of knowledge) and philosophy of mind. So the class will also serve as a (very brief) introduction to some of those areas of philosophy.

The class is designed exclusively for freshman and is intended to give you a taste of what it is like to seriously, and in some depth, study a single work. It is also intended as an introduction to the expectations and discipline of a college education. You will read passages from the book before each class and the instructor will lecture on those passages, but importantly we will also have a class discussion on the reading. You will be expected to do all the reading and complete a short weekly writing assignment on that reading. Those assignments are intended to prepare you for the class discussion.

The class forms part of the Ancient World cluster. The theme of the cluster is Choice, Control and the Ancient World. The citizens of Republic had little control over their lives; they were supposed to specialize in the line of work to which they were naturally suited, and their position in society was determined by the natural qualities with which they were born. The citizens would have neither choice over their government nor over any big decisions that might affect their lives. Even the Republic’s rulers, who would make those big decisions for the city/state, would be imposed conditions of severely restricted freedom: they would live communally, they would have neither money nor private property and would not even have their own families. The lives of all citizens, from top to bottom, were supposed to serve the good of
the Republic as a whole, individual autonomy was of no concern to Plato. Arguably he would not even understand the idea.

The importance that we, in the modern Western world, accord to our choices and to the control we have over our lives stands out in relief by contrast with the absence of choice and control in the Republic. And so the questions arise: given that the value of choice and control are not essential to the human condition, is it a mere circumstance of history that we accord such importance to those values? Or can those values be justified? Is there something to be said for a life in which people have less choice and control over their lives? Would that not relieve the pressure of having to make difficult decisions and provide the comfort and stability of an accepted station in life? How much choice should the state allow its citizens? Should we be allowed to own weapons, use drugs, marry someone of the same sex? If our world faces environmental degradation, should the state impose limits on our freedom to use natural resources, to consume and pollute as we choose?

We will be having occasional joint meetings with other classes in the cluster. Those meetings will address, by debate, theater performance, or students videos, the theme of the cluster. Ancient Philosophy students will form teams and debate a number of contemporary issues, inspired by the Republic and the theme of the cluster. Cluster students will keep a portfolio of their work over the course of the year. In the spring quarter, student will partake in community service projects, which projects will be organized by their General Studies instructor. At some point during the academic year the cluster program will organize a weekend or evening visit to a theater, or a museum.

Required text: Plato: The Republic (2nd edition), Penguin Books. ISBN 0-140-45511-6 (available in the book store). It is a condition on taking the class that you have a copy of the book in your possession. Students should bring their text to every class. At some point in the quarter, the instructor will check to see that all students have purchased the text.

Course assignments: Weekly writing assignments (of roughly half a page) and a final exam.
Grading policy. The weekly assignments will count for roughly 2/3 of the course grade and the exam for the remaining 1/3. Attendance and class participation may also factor into the grade.

Class participation: You will be expected to do all the reading and participate in the discussion. Helpful participation will boost your grade, whereas inability or unwillingness to participate may detract from that grade.

Attendance: Attendance is mandatory. Unsatisfactory attendance will affect the class grade.

Academic dishonesty: You are expected to know what plagiarism is, and to avoid it! If you are not sure, then you should ask the instructor. Although you will not be asked to submit your work to plagiarism detection system, you are expected to keep an electronic copy of all your work on file, and submit it to the system if need be. Violations of this policy will result in an F at least for that particular piece of work.

Disabilities: If you have a documented disability and would like to discuss academic Accommodations, or if you would need assistance in the event of an emergency, please contact the instructor as soon as possible.
**Electronic devices.** The instructor permits the use of laptops for taking notes and will allow students to access the textbook electronically. However, smart phones and other devices cannot be used for texting or other non-academic purposes in class.

**Lower Division Humanities/ Letters Learning Outcomes (C2/ C3)**

Courses in Letters examine significant written and/or oral texts of the creative intellect. The major goals are: (a) to teach the critical examination of ideas and theories through the use of historical, linguistic, literary, philosophical, and/or rhetorical approaches and methods; and (b) to encourage understanding of enduring human concerns and the intellectual and cultural traditions within which they arise.

1. Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.

2. Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.

3. Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.

4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

**Schedule of reading.** To allow for flexibility, there is no advance set schedule of reading assignments or topics. However, the instructor will announce the forthcoming assignments every class.

**Theatre Arts 1013: Ancient World CLUSTER: The Theater of The Ancient World**

Professor :Dr. Rhoda Helfman Kaufman

REQUIRED TEXTS:

Each Student must have his/her own copy of each required text and should bring the required text to class. All texts are available in the CSUEB bookstore. If you do not have the text you will not be able to do the in class coursework, and may be asked to leave the classroom. You are expected to read the assigned reading for class. If you do not do so, you will not be able to participate in the in-class work.

- **Aeschylus:** *THE SUPPLIANTS, translated by Robert Fagles*, Penguin Classic.
- **Euripides MEDEA, Nicholas Rudell Translation.**
- **Euripides IPHIGENIA IN AULIS; ELECTRA**
GRADING:
Midterm Exam: 30 points (15 points for the in class exam and 15 points for the online exam)
Final exam: 30 points
Papers and pop quizzes: 25 points Performance participation: 15 points

FINAL GRADES:
A = 93 +; A- = 90- 92, B+ = 88 – 89; B = 83 – 88; B- = 80 – 82; C+ = 78 – 79; C = 73 – 77; C- = 70 – 72; D = 60-69; F = 59 and below)

ATTENDANCE, CLASSROOM COURTESY, and VITAL TIPS for PASSING THIS CLASS:
Class begins at 10:40AM. You are expected to be in your seat, quiet and ready at that time. You are responsible for all the material presented in class, whether you come to class or not. Emails asking me “What did I miss?” will not be answered. If you have to miss class, get the notes from another student.

I do not take roll; however please note that it is very difficult to pass this class without regular attendance.
Unless you email me in advance and/or provide a doctor’s note (or other documentation of a valid reason for your absence) you will not be allowed to make up missed quizzes or online paper assignments.
Vital Tip: DO THE READING. If you don’t do the reading, you will miss earning points on quizzes and online papers and will also miss participating in the in-class discussion work of the course. You may be asked to leave class if you cannot participate in our group work because you have not brought the text to class or you have not done the reading for the day.
If for some reason you must arrive late (traffic, etc.), come in quietly and sit by the door. Students are expected to be seated when class begins and to remain seated until the class is dismissed. If you must leave before class ends because of a medical appointment or other commitment, please notify me before class begins and sit by the door.
All cell phones and IPhones and whatnot must be on silent and out of sight. If you are in a position where you may need to be reached immediately (if you are a parent, for example) you may keep your phone on vibrate after speaking with me first. Otherwise, if your cell phone rings in class, I will expect you to leave the class and not return.
Do not text during class. You will be asked to leave and not return.
Special needs: If you have any special needs or problems, please don’t hesitate to tell me so we can address them. Please bring your disability accommodation forms to me as soon as possible, if applicable. I will make every effort to accommodate you.

Papers are expected to be proofread, spell checked, double-spaced, and in a reasonable 12 point font, such as Times New Roman or Century Schoolbook or Geneva. Please do not use cute or decorative fonts in the body of your paper. Writing counts in your answers to exam and study questions. Be sure to proofread your written work before submitting it.
Vital Tip: The University provides free services to help you with your writing. Please take advantage of this service.
SCAA provides tutoring and learning support for CSUEB students. All services are FREE to CSUEB students. They are located on the second floor (Upper Mall) of the University Library.
Vital Tip: Reading is required for this class. It looks like more than it is because plays are relatively short. However, please start early and leave enough time to do all the required reading. ALWAYS bring the text of the play we are studying to class. If you do not have your own copy of the play text you may be asked to leave the class because you will not be able to participate in our class work for that session. All the plays we study in this course are available in the CSUEB library and Bookstore. There is no excuse for being unprepared for class.

ONLINE WRITING ASSIGNMENTS: Expect to take at least as long as one class period to complete the Friday online assignment. Take your work to SCAA for writing help if you have writing problems, before you submit it. This may mean you need to get started on it on Wednesday, make an appointment for Thursday, and submit it on Friday before 5:00PM.

Your first Friday paper will advise you as to the level of your written work. Act accordingly.

In class performances of scenes from the play texts. Students will be asked to perform brief scenes and monologues from the plays we read. There will be in class preparation for these performances and final performances will be graded, and videotaped, and become part of an electronic portfolio. To demonstrate your preparation you need to show that you understand what you are saying and why you are saying it. Absence from a scheduled performance date will result in a 5 point loss from the overall performance grade.

Criteria:
Can you be heard and understood and seen by the viewers? You need to speak slowly and clearly and enunciate your words. The viewers need to see your face. You need to use vocal variety in your speech and use your body, facial expression and gestures. Each final performance will be valued at 5 points.

Theatre Department Learning Outcomes: Students in this course will learn to:
- communicate in writing, orally, and non-verbally.
- conduct research, evaluate texts, and learn basic performance skills
- think critically

Schedule of Course assignments:

WEEK ONE
Monday: Introduction to the course: What do you know about the ancient world?
Wednesday: In preparation for class:
1) Read: pages 13-23 in the opening essay, "The Serpent and the Eagle" in the text, Aeschylus: The Oresteia
2) Learn about the physical theater of Greece: Here is a good reference to view: Greek Theater - The Physical Layout of the Ancient Greek Theater VIEW: ancienthistory.about.com/od/greektheater/.../120109GreekTheater.ht... Also look in Course Materials for views of the theaters of ancient Greece.
3) Bring to class a printout of research you have done online about the theater of ancient Greece

Friday: Bring the text of THE SUPPILIANTS to class

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WEEK TWO

Monday READ: FAGLES Introduction: “Greece and the Theater” pages 13-30 in the text, THE THREE THEBAN PLAYS. This introduction can also be found in Course Materials if you have not yet purchased this text. You will need the text for course work to come.

Bring a copy of the study questions for this reading. These questions can be found in Course Materials. There will be a quiz on this reading. Bring a copy of the questions to class. Bring the text THE SUPPLIANTS to class.

Wednesday: Further Discussion of THE SUPPLIANTS BRING YOUR TEXT TO CLASS. View a video of a modern production performed at UCB’s GREEK THEATER

Friday:

Bring your text to class. Be prepared to read a five line section of the play text aloud to the class. Practice your reading before and be prepared to speak clearly and with enough volume and pronunciation so that every word can be understood.

THE SUPPLIANTS. These questions are in Course Materials. Bring your typed answers to the questions to class today.

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WEEK THREE

Monday: read ANTIGONE by Sophocles before class Bring the text of the play and study questions to class

Wednesday: more on ANTIGONE, bring a copy of the text and the study questions to class. Assignment of scenes and practice for performance of scenes. Bring the study questions on ANTIGONE and a copy of the play to class. View excerpts from NTB FILM of ANTIGONE

Friday: Performance of scenes from ANTIGONE

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WEEK FOUR

Monday: Read OEDIPUS The King, by Sophocles

Also read the introduction to the play by Fagles. There are study questions about the play in Course Materials. Answer the study questions and bring them typed and proofread to class. WRITING COUNTS in these papers.

Wednesday: OEDIPUS The KING, by Sophocles. Bring your text to class as usual. Discussion of OEDIPUS study questions.
Friday: Perform a monologue from Oedipus

WEEK FIVE

Monday: In class portion of the MIDTERM EXAM
Wednesday: Review of the MIDTERM EXAM in class

READ MEDEA for class today and bring a copy of the text to class

Assignment of scenes from MEDEA Friday: Performances from MEDEA

WEEK SIX

MONDAY & WEDNESDAY & Friday: View FILM: ELECTRA

WEEK SEVEN

Monday & Wednesday & Friday view film: IPHIGENIA IN AULIS

Week Eight

Lysistrata by Aristophanes

Week 9

Roman Comedies

Week 10

Joint Cluster Meeting