

Department MCLL

Course Number CLST 211

AREAS OF INQUIRY

Course Name: **Democratic Ideology and
Civic Identity in Fifth Century Athens**

WESTERN TRADITIONS

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: 16 September 2005

Please answer the following questions:

Check Only One:

This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

√ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administering this course.

Dr. Danielle Cahill Velardi
Commonwealth Hall #3
594-7107
dcahill@cnu.edu

2. In any given semester, how many sections of this course is your department willing to offer?

Up to two.

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

The fifth century at Athens witnessed the birth of democracy, the turbulent rise and fall of the Athenian Empire, and a Golden Age of intellectualism, literature, art and architecture that helped to shape western civilization. In this course students explore the rich cultural context that set the stage for Athenian achievement in the fifth century, focusing specifically on the political institution of democracy, the creation of civic identity, and the ideology behind the complex relationships among different segments of the Athenian population—male and female, citizen and metic (resident alien), mass and elite, Greek and barbarian, free and slave.

4. Check the objectives below that the course will address. The first two objectives are required and every proposal must include at least one more objective from the list below.
 - ✓ Critically examine the thought processes that have evolved in Western culture (**required**)
 - ✓ Analyze primary works within the framework the course provides (**required**)
 - ✓ Situate (locate and explain) one or more of the historical, artistic, or intellectual traditions of the West in its cultural context
 - Describe how the material under study has influenced the development of Western culture
 - ✓ Connect the historical roots of phenomena with later aspects of the tradition

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.
 - a.) As indicated in the course description, students will analyze the political institution of democracy, the creation of civic identity, and the ideology driving the complex relationships among different segments of the population in fifth-century Athens.

 - b.) Students will engage with a variety of primary sources—literary, artistic/architectural, archaeological—in order to analyze the degree to which these reflect and/or seek to shape Athenian ideology.

 - c.) This course focuses to a large extent on the political institution of the democracy and the cultural, artistic, and intellectual movements that arose from it.

 - d.) The issues faced by the Athenians in the fifth century BC are, in fact, quite similar to many of the concerns of the modern American: how does a (relatively) new democratic nation create its civic identity? what is the role of public education in a democratic society? can a democracy successfully create and maintain an empire? Students will consider these important issues during class discussions and may also choose to explore the similarities/differences between Athens and America in their essays; in addition, the final examination will include essay questions based on our class discussions of ancient and modern democracy.

6. Course Assessment: **Identify how this course will accomplish the above objectives (choose at least one).**
 - ✓ Participating in class discussion and debate
 - Engaging in teamwork and other collaborative exercises
 - ✓ Writing analytical or evaluative papers, perhaps incorporating original research
 - Making oral presentations
 - Creating an artistic product or a performance
 - Participating in fieldwork

Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

Please see the attached syllabus.

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◇ Oral Communication Literacy: Students will participate in regular class discussion and debate.

◇ Information Literacy:

◇ Writing Literacy: Students will write four five-page papers during the course of the semester and will take a comprehensive essay exam during finals week. These writing assignments will require students to synthesize and analyze the information gleaned from both the reading assignments and class discussions, to formulate their own views on the issues at stake, and to support their analyses with careful argumentation.

8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan.

This course contributes to Vision 2010 by encouraging students to understand and critique the very foundations of western democracy and to contemplate the ways in which the study of the ancient world can help us understand and perhaps improve the world in which we live.

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

___√___ Area of Inquiry Course Proposal Form

___√___ Syllabus for the Course

___√___ Undergraduate Curriculum Committee Course Proposal Form

**UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM**

Does this proposal affect Liberal Learning requirements? Yes X No _____

1. Title of Course: Democratic Ideology and Civic Identity in Fifth-Century Athens

Proposed Course Number (cleared with Registrar): CLST 211

Prerequisite Courses: none

(if you require a minimum acceptable grade greater than the default of D- , please indicate the grade you require) n/a

Catalogue Description (including credits, lecture, and lab hours):

The fifth century at Athens witnessed the birth of democracy, the turbulent rise and fall of the Athenian Empire, and a Golden Age of intellectualism, literature, art and architecture that helped to shape western civilization. In this course students explore the rich cultural context that set the stage for Athenian achievement in the fifth century, focusing specifically on the political institution of democracy, the creation of civic identity, and the ideology behind the complex relationships among different segments of the Athenian population—male and female, citizen and metic (resident alien), mass and elite, Greek and barbarian, free and slave. (3-3-0)

Is the course cross-listed? If so, what is the number of the other course? No

****A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.**

NOTE: All affected department chairs must sign approval on last page.

Please see the attached syllabus.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

All students may take CLST 211 to fulfill their “Western Traditions” requirement or as part of an Area of Emphasis. In addition, students pursuing a minor degree in Classical Studies may count this course toward the degree requirements.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.

This course is not required.

4. Has this course been offered previously as a special topics course? If so, when? What course number was used?

No.

5. Has this course, or one closely related to it, been offered at CNU previously?
If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

The History Department currently offers a course in Greek history: HIST 301/401 “Ancient Near East and Greece”. Whereas the HIST course is a broad survey of multiple cultures that spans several centuries, CLST 211 focuses on a single culture and a single time period. In addition, whereas HIST 301/401 is a diachronic approach to history that emphasizes political and military developments, CLST 211 offers (for the most part) a synchronic approach to history that emphasizes cultural and social history.

6. What is the anticipated enrollment per offering for the next three years? 19 students/course

During which term will this course first be offered?

Fall 2006 Spring 20____ Summer 20____

During which semesters will this course regularly be offered?

Fall 20__x__ Spring 20____ Summer 20____

Print in the 2006-2007 (academic year) Undergraduate Catalog.

7. How will the course be staffed?

The faculty in Classical Studies will teach this course.

8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain.

No.

9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)

No, this course is not repeatable for extra credit.

10. If this course is for an Area of Inquiry

a. Identify the Area of Inquiry Western Traditions

b. Demonstrate how your course will meet the objectives of this Area of Inquiry

1. Analyze primary works within the framework the course provides (**required**)

Students will engage with a variety of primary sources—literary, artistic/architectural, archaeological—in order to analyze the degree to which these reflect and/or seek to shape Athenian ideology.

2. Critically examine the thought processes that have evolved in Western culture (**required**)

As indicated in the course description, students will analyze the political institution of democracy, the creation of civic identity, and the ideology driving the complex relationships among different segments of the population in fifth-century Athens.

3. Situate (locate and explain) one or more of the historical, artistic, or intellectual traditions of the West in its cultural context

This course focuses to a large extent on the political institution of the democracy and the cultural, artistic, and intellectual movements that arose from it.

4. Connect the historical roots of phenomena with later aspects of the tradition

The issues faced by the Athenians in the fifth century BC are, in fact, quite similar to many of the concerns of the modern American, e.g. how does a (relatively) new democratic nation create its civic identity? what is the role of public education in a democratic society? Readings in Paul Woodruff's *First Democracy* and P.J. Rhodes' *Ancient Democracy and Modern Ideology* will guide students in exploring these important issues. In addition, class discussions will include analysis of the relevance of ancient Athenian democracy to the modern world, and students may choose to explore the similarities/differences between Athens and America in their essays. Finally, this topic will be covered on the final exam.

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

Concur

Do Not

*Concur***

Department(s): (1)	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
(2)	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
College Curriculum Committee:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate Curriculum Committee:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Provost	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Distribution by Provost Office following approval:

Department Chair(s), UCC Chair, Deans, Registrar

**** If "Do Not Concur" is checked, please attach a statement of explanation.**

**DEMOCRATIC IDEOLOGY AND CIVIC IDENTITY
IN FIFTH-CENTURY ATHENS**

**CLST 211: WESTERN TRADITIONS
FALL 2006**

The fifth century at Athens witnessed the birth of democracy, the turbulent rise and fall of the Athenian Empire, and a Golden Age of intellectualism, literature, art and architecture that helped to shape western civilization. In this course students explore the rich cultural context that set the stage for Athenian achievement in the fifth century, focusing specifically on the political institution of democracy, the creation of civic identity, and the ideology behind the complex relationships among different segments of the Athenian population—male and female, citizen and metic (resident alien), mass and elite, Greek and barbarian, free and slave.

LEARNER OBJECTIVES

In this course students will:

1. Critically examine the ideology of fifth-century Athenian culture;
2. Analyze the ways in which primary works of literature, art, and architecture both create and reflect fifth-century Athenian ideology;
3. Situate the ideals of Athenian culture within their appropriate socio-historical context;
4. Explore the possible connections between the ancient Athenian and modern American democratic cultures.

ASSESSMENT AND EVALUATION

Participation	20%
Essay 1	15%
Essay 2	15%
Essay 3	15%
Essay 4	15%
Final Exam	20%

Participation: Students are expected to come to class on time and prepared, and to participate fully and thoughtfully in class discussions as well as other group activities.

Essays: Students will write four short (4-5 page) papers during the semester in which they analyze critically topics under consideration in the course. Students are expected to demonstrate independent thought in these papers, i.e. not to repeat the points made in the readings/lectures/discussions but to reflect further on them. Suggestions for paper topics will be provided, but students are strongly encouraged to write on topics of their own choosing, provided that the topic is approved in advance by the instructor.

Due Dates:

Essay 1: beginning of week 4

Essay 2: beginning of week 8

Essay 3: beginning of week 12

Essay 4: beginning of week 15

The essays will be assessed according to the following criteria:

- Does the paper have a clear, well-articulated thesis that demonstrates independent thought?
- Does the paper's analysis progress logically? Does the paper have a clear and coherent structure that relates all of its ideas in support of its thesis?
- Does the paper provide sufficient evidence and logically compelling reasons for all assertions?
- Does the paper take into account the cultural context in which a work was composed or produced?
- Do the paper's introduction and conclusion accord with the argument(s) made in the body of the paper?
- Is the factual information (names, dates, places, citations, etc.) correct?
- Is the paper well written from the standpoint of its style, diction, vocabulary, spelling, and punctuation?

Final Exam: All students will take a comprehensive exam during finals week. This exam will be essay-format and will ask students both to synthesize and to analyze the material presented throughout the semester.

BIBLIOGRAPHY

(all secondary texts are on reserve at Smith Library; ancient sources are available through WebCT as well as hardcopy at Smith Library)

Primary Sources

Aristotle, *The Athenian Constitution*

Euripides, *Medea*

Herodotus, *Histories*

Plato, *Republic*

Thucydides, *The Peloponnesian War*

Secondary Sources

- Cartledge, P.A. 1993. *The Greeks: A Portrait of Self and Others*. Oxford.
Freeman, C. 1999. *The Greek Achievement*. London and New York.
Ober, J. 1989. *Mass and Elite in Democratic Athens: Rhetoric, Ideology, and the Power of the People*. Princeton.
Rhodes, P.J. 2003. *Ancient Democracy and Modern Ideology*. London.
Stockton, D. 1990. *The Classical Athenian Democracy*. Oxford.
Whitley, J. 2001. *The Archaeology of Ancient Greece*. Cambridge.
Woodruff, P. 2004. *First Democracy*. Oxford.

SCHEDULE OF TOPICS

NB: The readings in Rhodes and Woodruff concern the relationship between ancient democracy and the American democracy.

Week 1: The Idea of a Democracy

- Rhodes, Chapter 2 “Democracy” and Chapter 3 “Democracy: Good or Bad?”
Woodruff, Chapter 1 “Introduction: Democracy and Its Doubles”,
Chapter 2 “The Life and Death of Democracy

Week 2: Athens in the Fifth Century: A Historical and Cultural Overview

- Freeman, Chapter 1 “Recreating the World of Ancient Greece”; Chapter 9
“Creating the Barbarian: The Persian Wars”; Chapter 10 “The Fifth
Century: The Politics of Power 479-404 BC”

Weeks 3-4: Democratic Ideology in Theory and Practice

- Aristotle, *The Athenian Constitution*
Woodruff, Chapter 3 “Freedom from Tyranny”, Chapter 4 “Harmony”,
Chapter 5 “The Rule of Law (Nomos)”
Selections from Ober and Stockton

Weeks 5-7: Constructing an Athenian Identity: Self and “Other”

Athenian vs Barbarian • Citizen vs Metic • Male vs Female • Free vs Slave

- Herodotus, *Histories* (selections)
Euripides, *Medea*
Cartledge, *The Greeks: A Portrait of Self and Others*

Weeks 8-9: Constructing Athens: Civic and Domestic Art and Architecture

- Whitley, Ch. 13 “The Archaeology of a Democracy: Classical Athens”

Weeks 10-11: *Paideia*: Education, Intellectualism, and Elitism under the Democracy

- Plato, *Republic* (selections)
Woodruff, Chapter 7 “Citizen Wisdom”, Chapter 8 “Reasoning without
Knowledge”, Chapter 9 “Education (Paideia)”

Weeks 12-13: Athenian Imperialism and the Tragedy of War
Thucydides, *The Peloponnesian War* (selections)

Weeks 14-15: Athens and America
Rhodes, Chapter 5 “Athenian Democracy and Us”
Woodruff, Chapter 10 “Are Americans Ready for Democracy?”