

# CLAS CCX: 😞 TRAGEDY 😊 SPRING 2013

**INSTRUCTOR:** Dr. Nick Dobson  
**TIME:** T/TH 11-12:15  
**OFFICE:** WH 2, x2103



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**PLACE:** WH 114  
**OFFICE HRS:** M-F 10-11 & by appointment (or serendipity)

Aristotle declared tragedy the greatest form of literature. In this class we will trace the history of the tragic genre from 5<sup>th</sup> century Greece to Rome and on to modern times. Areas of particular interest include: defining tragedy as a genre, the social context of tragic productions, and the interactions of tragedy with other genres, especially comedy.

## Required Texts

*Oresteia*, Aeschylus (tr. P. Meineck). Hackett, 1998. ISBN 0872203905.

*Theban Plays*, Sophocles (tr. P. Woodruff & P. Meineck). Hackett, 2003. ISBN 0872205851.

*Alcestis, Medea, Hippolytus*, Euripides (tr. D. Arnson Svarlien). Hackett, 2007. ISBN 0872208222.

*Phaedra and Other Plays*, Seneca (ed. R. S. Smith). Penguin Classics, 2011. ISBN 0140455515.

*King Lear*, Shakespeare (ed. Werstine & Mowat). Folger, 1993. ISBN 0743484959.

All other required texts will be supplied by me via Moodle.

## Class Format

Classes will generally meet on Tuesdays and Thursdays from 11:00 until 12:15. Attendance is recorded, & class participation counts towards your final grade. Each student is permitted 3 unexcused absences during the semester. A student with **more than THREE** unexcused absences will drop one grade point on the final semester grade for each unexcused absence over 3.

Most course materials will be available in electronic form on the Monmouth College Moodle webpage (<https://lms.monmouthcollege.edu/moodle/course/view.php?id=16>).

Do not hesitate to ask questions in class. If you don't understand something, there are inevitably others in the class who do not understand either. You will do the entire class a favor by asking for explanations.

**Goals and Requirements**—Your final grade will be determined in the following way:

Short Papers	15%
Print Resource Summary and Review	10%
Electronic Resource Summary and Review	10%
Midterm Exam + Final	20%
Class Presentation	10%
Quizzes	35%

## **I. Short Papers**

Approximately once a week each student will submit a response to a question or topic supplied by me. These responses, at least 600 words (2 pages) in length are informal, short, non-research essays on discussion topics. Class discussions, readings, films, etc. may all be used in discussing the topics, but they are not just summaries of activities. They should go beyond mere recording of events to include personal analysis and commentary. Emphasis will be on (1) integration of the student's own ideas and thoughts with the subject matter of the course and on (2) coherent and logical expression of these ideas. In these responses you will briefly summarize the main points, offer your own opinion and thoughts about the topics raised, and support your response with specific data. These responses will be graded primarily on personal analysis and insights, but appropriate length and timeliness will also be taken into account. **ALL written assignments must be submitted via Moodle.**

### **Grading Criteria for Reponses**

- A: Content, writing style, and personal analysis are all excellent.
- B: Content, writing style, and personal analysis are good.
- C: Content, writing style, and personal analysis are adequate.
- D: Assignment is submitted on time but is otherwise inadequate.
- F: Assignment is woefully short on content or not submitted reasonably on time.

## **II. Print Resource Summary and Review**

Each student will prepare a thorough review on a print resource (book chapter or journal article) dealing with some aspect of tragedy. There will be books on reserve for this course. Available journal resources include the *American Journal of Archaeology*, *American Journal of Philology*, *Archaeology*, *Classical Journal*, *Classical Outlook*, *Classical Philology*, *Classical World*, *Helios*, *Phoenix*, and *Transactions of the American Philological Association*. I encourage you to use interlibrary loan or 1 of the online subscription databases available through the library (such as JSTOR). Each review must include in its top matter standard bibliographic information (including Hewes Library call number, where appropriate). Below this bibliographic information summarize the source in 2 or 3 sentences.

Within the body of the review the following questions must be addressed: 1) What are the main points of this resource? 2) How does the author illustrate these points? What (ancient?) sources and evidence are used to illustrate these points? 3) How is the subject of this article related to the course topic (tragedy) and, specifically, to topics and evidence discussed in class? 4) What are the author's qualifications for dealing with this material? and 5) What is your own evaluation of the author's work?

## **III. Electronic Resource Summary and Review**

Each student will prepare a thorough review on a webpage dealing with some aspect of tragedy. **Wikipedia doe NOT count.** You should confirm your choice with me as soon as possible. Each review must include in its top matter standard bibliographic information (including web address and date accessed). A print copy of the first page (or table of contents) of this website also be submitted to the instructor along with the review. Within the body of the review you must address the following questions: 1) What are the main features of this resource? 2) What is the point of view or main purpose of the author(s)? 3) How does the author illustrate and develop this point of view or purpose? What (ancient) sources and evidence are used to illustrate these points? 4) How is the material related to the course topic (tragedy) and, specifically to topics and evidence discussed in class? 5) What are the author's qualifications for dealing with this material? and 6) What is your own evaluation of the author's work? The grade for this review will be based upon at least the following criteria: the quality (and length) of the material chosen; its appropriateness for the assignment; writing style; and completion of assignment instructions.

#### IV. Exams

There will be 2 exams in this class, a midterm and a final. I will give you more information about their formats and expectations as appropriate.

#### V. Class Presentation

I will divide the class into groups of 3 or 4, and each group will present a topic (provided by me or of your choosing with my approval) to the class. The grade for this presentation will be based upon 1) the appropriateness of the presentation to the topic; 2) the group's ability to explain the topic to the class; 3) the quality and appropriateness of the visual features accompanying the presentation.

#### VI. Quizzes

There will be 1 quiz every week covering material from assigned texts (primary and secondary), class discussions, and group presentations.

#### Grading scale:

Letter grades will be assigned according to the following pattern:

A 93-100	A- 90-92		
B+ 87-89	B 83-86	B- 80-82	
C+ 77-79	C 73-76	C- 70-72	
D+ 67-69	D 63-66	D- 60-62	F below 60

#### WEEKLY WORK EXPECTATIONS:

I expect each student in this class to spend approximately **2-3** hours working outside of class for **each** hour spent in the classroom. Outside work includes (but is not limited to) reading and analyzing texts, reviewing class notes, preparing written assignments, and doing research, as necessary. **Including class attendance, students should anticipate spending an average of 10-14 hours per week on this class.**

#### Academic Honesty:

Students in this course are encouraged to study together and discuss course materials. All written work (essays, reviews, quizzes, and exams) must be each student's own work. Plagiarism, i.e., copying someone else's work without giving credit, is to be avoided. Such copying--from a book, another classmate's paper, or any other source--is dishonest.

At Monmouth College we view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined in the Scots Guide (<http://department.monm.edu/stuserv/student-handbook/academic.htm>) and to the specific guidelines for each course, as elaborated on the professor's syllabus.

The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one's own work on outside assignments unspecified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

(This list is not intended to be exhaustive.)

**Teaching & Learning Center (TLC):**

The Teaching and Learning Center offers various resources to assist Monmouth students with their academic success. All programs are FREE to Monmouth students and are here to help you excel academically. Our services are not just for struggling students, but designed to assist all students to get better grades, learn stronger study skills, and be able to academically manage your time here. Visit them at the 2<sup>nd</sup> floor of Poling Hall from 8am-4:30pm or online at <http://www.monmouthcollege.edu/academics/support/tlc>. They can also be reached at: [tlc@monmouthcollege.edu](mailto:tlc@monmouthcollege.edu) or 309-457-2257. They want to help you – it's COOL to get the help early!

**Writing Center:** The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. We are located on the 3rd floor of the Mellinger Teaching and Learning Center, and we are open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Learn more about the Writing Center at our website: <http://writingatmc.wordpress.com/writing-center/>

The Writing Center will open on Sunday, January 20th.

**Disability Support Services:**

Monmouth College wants to help all students be as academically successful as possible. It is the goal of Monmouth College to accommodate students with disabilities pursuant to federal law, state law, and the college's commitment to equal educational opportunity. Any student with a disability who needs an accommodation should speak with the Teaching and Learning Center. The Teaching and Learning Center is located on the 2<sup>nd</sup> floor of Poling Hall, 309-457-2257, or <http://www.monmouthcollege.edu/life/disability-services>.

**Caveat:** This syllabus is subject to revision by me, provided that written or verbal notice is given in class.