Please attach/submit additional documents as needed to fully complete each section of the form.

COURSE INFORMATION

Department: MCCL (Classics)                                   Course Number: CLAS 365E

Course Title: The Roots of Western Ethics

Type of Request: New  One-time Only  Renew*  Change  Remove

Rationale:

The course remains the ethics course it was designed to be from the outset: foundational in getting to the roots of ethics, and presenting ethical classics in the Western tradition in a way with application to life here and now.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

Both are true of this course.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

The course is introductory in character. It has traditionally been listed as a General Education course under the 'ethics' rubric. It is upper division, because it was designed when there was an upper division ethics requirement, and because it continues serves as an upper division elective in Classics and as credit in upper division writing.

II. ENDORSEMENT / APPROVALS

* Instructor: Hayden Ausland  Signature ________________________  Date Feb. 19, 2016
  Phone / Email: x 2125 hayden.ausland@umontana.edu

Program Chair: Elizabeth Ametsbichler  Signature ________________________  Date 2-19-16

Dean: Christopher Comer  Signature ________________________  Date ______

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives.

(skipped, per instructions supra)

IV. CRITERIA
VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

Tests and prepared papers, as detailed on the syllabus (q.v.)

1. Sample paper assignments:

(a) Write a short fable modeled on the Fables of Aesop, bearing in mind the guidance given for this kind of composition on the handout including excerpts from the Progymnasmata ("Preliminary Exercises") by Hermogenes and Aphantius.

(b) Not long after the beginning of the Works and Days, Hesiod tells three stories: one about Prometheus (47-105), another about five ages of men (106-201), and lastly a fable about a hawk and a nightingale (202-212). The first of these is about a legendary figure that he told of in another way in the Theogony. The second mentions a race of men clearly the same as the one we find in Homer's Iliad. The third is evidently Aesopian in kind.

Assignment: read all three stories carefully, bearing in mind their context right after Hesiod's opening address to his brother Perses and before his two further admonitions to Perses (which themselves sandwich an address to kings) at 213-285. Then choose one of the three stories, writing an analytical essay (2 pages maximum) explaining how this story contributes to his giving his brother moral advice. It may be useful to consider how Hesiod's use of materials here modifies the use of the same kind of material in the other works mentioned above.

2. Sample test questions:

A Greek Lyric poet can put forward a “personal” statement to the effect that a single, favored mortal value is primary in contrast with lesser, competing values. Write a well-organized essay in which you identify and discuss statements of this kind made by at least two such poets.

Ordinary moral conduct is often understood as consisting in the observance of definite rules or regulations. But several of the works we have read during this term reveal a different understanding of moral conduct, as living in accordance with what may be called "likelihood", i.e. living in accordance with the same kinds of principles we observe in fashioning a work of art or literature. In a discursive but carefully planned essay, discuss the usefulness or truth of this view in the light of the readings, discussions, or other elements of this course.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B-D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

(omitted as optional)

D. ASSESSMENT FEEDBACK

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

(omitted as optional)

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Ethics Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.

(syllabus attached)
CHOOSING THE GOOD LIFE: A CLASSICAL INTRODUCTION
aka "The Roots of Western Ethics"
CLAS 365E (Fall 2014) (CRN 74721)
Class meetings: MWF 2:10-3 PM, LA 342
Instructor: Hayden W. Ausland (Classics/FLL; office: LA 424 Phone: 243-2125)
Office Hours: TBA

The nature of this course. We shall be reading, discussing, and writing about a selection of classical works bearing on the moral formation of character as the basis for a good life. I shall devote some class time to introducing factual material; other times will feature discussions for which members of the class will bear some responsibility. In either case, the real teachers for this class will be our primary texts, and we thus have the obligation to get to know them and discuss them with one another in a responsible manner. I may often take the lead, but the "first" students in the class will characteristically spur conversation with questions and in this way encourage all other students to participate. Evaluation will be according to definite criteria (set forth in detail overleaf).

(Ethics and Human Values) This course familiarizes students with the Western tradition of ethical thought. It rigorously presents the basic concepts and forms of reasoning that define and distinguish this tradition. Its focus is on both the Greek and the Roman origins of this tradition, and it examines these by tracing several concepts (e.g. justice and the good life) as conceptualized within these phases in our tradition.

Anticipated schedule of readings, topics for consideration, and writing deadlines

Week 1  Introduction; Aesop, The Complete Fables (Penguin ed.)
         Our tradition of moral understanding; its reflection in fable

Weeks 2-3  Homer, Iliad
         Mythological moral exempla on an epic scale  [paper #1]

Week 4  Sophocles, Oedipus the Tyrant; Euripides, Orestes
         Tragic problems of moral responsibility

Week 5  Plato, Alcibiades I and II; Apology of Socrates
         Socratic moral precept and example

Weeks 6-7  Plato, Gorgias & Protagoras

Week 8  Hesiod, Works and Days

Week 9  Xenophon, Memorabilia

Weeks 10-11  Aristotle, Eudeman Ethics
          Ethics as a philosophical discipline  [paper #3]

Weeks 12-13  Cicero, De Finibus Bonorum et Malorum
             (trans. as On Ends, On Moral Ends, al.)
             Fundamental principles of morality

Weeks 14-15  Cicero, De Officis (trans. as On Obligations, On Duties, al.)
             Application to life via practical precepts
Course standards and requirements

Performance will be evaluated and graded based on a number of factors to which it would be unduly rigid to assign "percentage" values, but which can be arranged and explained as follows:

A. Evidence of preparation of the work for class, including careful study of the assigned readings, & attendance and participation in the class-meetings.

B. Individual written work, including:
   1. Four (two-page maximum) written assignments;
   2. A one-hour midterm (in class during week 7) and a regular final exam.

Explanation of (B):

(1) The written assignments (due in class during weeks 2, 5, 10, and 15) will concern the readings then under consideration; they are not to exceed two pages in length, and should (except in the first case) aim more toward explaining than illustrating or summarizing. Topics will be announced the week previous to the deadlines indicated. At least one may undergo revision. Mechanical as well as substantive elements will be considered in grading.

(2) Examinations will have three parts: (i) a brief section on the identification of persons or themes; (ii) a quoted passage or two for close discussion; (iii) a more general problem posed for essay treatment.

NB: Students should acquaint themselves with the principles and rules governing enrollment, performance, and evaluation in university course work set out in the University Catalogue, Schedule of Classes, and Student Conduct Code. Note that grading is the traditional option only and that grades of incomplete are not recorded in this course.

The University's bookstore has been asked to make the following available:

Aesop, The Complete Fables (Viking-Penguin)
Euripides IV (Rhesus, Suppl. Women, Orestes, Iph. Aul.) (U. Chicago Pr.)
Socrates and Alcibiades (Focus Classical Library)
Plato, Protagoras (Hackett)
Aristotle, The Nicomachean Ethics (Oxford World Classics)
Cicero, On Obligations: De Officiis (Oxford World Classics)

But any other editions will do fine as well.

The selections from Plato's Republic, Cicero's De Finibus, and Seneca's Moral Letters and Essays will be supplied electronically.