Dear Colleagues:

The attached request from the College of Arts and Sciences to add the following courses to Area E of the existing Core Curriculum will be an agenda item for the September 29, 2006, Full University Curriculum Committee meeting:

- CLAS 2110, Reacting to the Past: Athens and China
- CLAS 2113, Reacting to the Past: Athens and Revolution in France
- HIST 2011, Reacting to the Past: Selected Topics in American History

Sincerely,

William K. Vencill, Chair
University Curriculum Committee

cc:  Dr. Arnett C. Mace, Jr.
     Dr. Delmer D. Dunn
Learning Outcomes for Area E of the existing Core Curriculum:

**Area E. Social Sciences - 12 semester hours**
The ability to understand and to address issues related to the human condition. Knowledge and application competencies in such academic disciplines as psychology, history, sociology, political science, economics, and other areas related to living in a culturally diverse world.

**CLAS 2110. Reacting to the Past: Athens and China.** 3 hours.
Oasis Title: REACT ATHENS/CHINA.
In “Athens, Greece, 403 BCE” students, as Athenians, reestablish the polis after war and tyranny, debating amnesty, citizenry, education, foreign policy. In “China, 1587” students, as Chinese scholars, apply Confucian precepts to a dynasty in peril and confront a crisis in succession raised by the Wanli Emperor’s break with tradition.
Non-traditional format: Through role-playing, students investigate large questions of historical causation. The class is constructed as a set of games that unfold unpredictably. Students run all game sessions; instructors advise factions and grade oral and written work. At the end of each game portion, in a series of post-mortem explorations, instructors set forth what did happen historically and compare “real” history to what happened in the classroom version.

**CLAS 2113. Reacting to the Past: Athens and Revolution in France.** 3 hours.
Oasis Title: REACT ATHENS/FRANCE.
In “Athens, Greece, 403 BCE” students, as Athenians, reestablish the polis after war and tyranny, debating amnesty, citizenry, education and foreign policy. In “France, 1791” students, as members of the parliament, formulate a constitution that redistributes power differently from the ancien regime, determining the direction of the revolution in progress.
Non-traditional format: Through role-playing, students investigate large questions of historical causation. The class is constructed as a set of games that unfold unpredictably. Students run all game sessions; instructors advise factions and grade oral and written work. At the end of each game portion, in a series of post-mortem explorations, instructors set forth what did happen historically and compare “real” history to what happened in the classroom version.

**HIST 2011. Reacting to the Past: Selected Topics in American History.** 3 hours.
Oasis Title: REACT AMER HISTORY.
Focuses on selected important episodes in American history from the sixteenth century to the present. The instructor introduces the historical period and pertinent texts and then, as gamemaster, assigns individual roles with victory objectives. In order to achieve their objectives, students must speak persuasively in group forums, using provided texts and independent research and their own writing. Students run sessions, with the instructor guiding and grading oral and written work.
Non-traditional format: Through role-playing, students investigate large questions of
historical causation and deepen their understanding of critical episodes and vital ideological and social currents in American history from the earliest periods of European contact to the present. The class is constructed as a set of games that unfold unpredictably. Assignments include primary and secondary sources and interpretive essays. Students run all game sessions; instructors advise factions and grade oral and written work.
Syllabus CLAS 2110

Reacting to the Past: Athens and China

Two Topics to be covered:

1. Athens, 403BCE - TR (16 classes)
2. China: Confucianism and the Succession Crisis of the Wan-Li Emperor, 1587 – TR (14 classes)

ATHENS, 403BCE

INTRODUCTION TO “REACTING TO THE PAST”
5TH CENTURY ATHENS AND GAME SET-UP (6 classes)
• Historical Context
• Cultural Contexts for Democracy
• Plato’s Republic, Aristotle’s Politics, Thucydides’ Histories
• Expectations of students in this pedagogy; role of preceptors

PUBLIC SESSIONS
Meetings of the Assembly (5 classes) to debate:
• amnesty, electorate (who should be citizens?)
• government agencies (ekklesia or additional boule)
• education of citizens, foreign policy (rebuilding the empire)
Dionysia: a day at the theater (2 classes): reading and performance of two plays
Trial of Socrates (2 classes)

POST MORTEM: what happened in history? (1 class)

CHINA: CONFUCIANISM AND THE SUCCESSION CRISIS OF THE WAN-LI EMPEROR, 1587

Discussion of the roots of Chinese political philosophy: Confucianism, Daoism, Legalism (3 classes)
• community structure and the constraints of social roles
• the role of the head of state in creating social and cosmic order
• practical application of rewards and punishments
• Chinese imperial bureaucratic structure
• the uses of art and ritual in establishing political authority
Discussion of The Analects of Confucius and Ray Huang’s 1587, A Year of No Significance
Selection of the first Grand Secretary; distribution of roles; memorial assignments
Discussion/Faction meetings: Moral philosophy (largely Confucianism) vs. Realpolitik (largely Legalism)
The First Audience with Wan-Li; first memorials (1 classes)
The Second Audience with Wan-Li: first memorials, continued (1 class)
Responses by the Emperor and First Grand Secretary to the first memorials; general discussion (1 class)

2nd and 3rd Memorials on various topics (6 classes):

- family structure and family roles as a model for good government: Daxue, The Great Learning
- flooding and irrigation; examples from the ancients
- imperial policy for foreign visitors, foreign traders and Jesuits
- Confucianism and the empire: the Ming founders as exemplars
- government bureaucracy in the Qin and Han
- what is the role of the eunuchs?
- the imperial exams and the structure of Ming bureaucracy
- the Mandate of Heaven, imperial legitimacy and dynastic rule

Post Mortem: what happened in history? (2 classes)

**BOOKS FOR ATHENS, 403 AND CHINA, 1587**

Mabel Lang, *The Athenian Citizen*, new ed. (ASCSA)
Ray Huang, *1957, A Year of No Significance: The Ming Dynasty in Decline* (Yale 2000)

**GRADING:** Class participation in Reacting tends to be higher, most faculty report, than in other courses. No student wants to miss out on the exciting events of the day! Class participation includes attendance and level of participation.

- 2/3 of grade: written papers
- 1/3 of grade: class participation and public speeches/memorials

*The UGA Code of Academic Honesty is to be followed in your research and in your written essays. That means that you need to give all credit due to your sources and put everything in your own words, unless using quotes. There are no tests or final examination; we may have a quiz on reading materials, as needed.*
Two Topics to be covered:
1. Athens, 403BCE – MWF (15 classes)
2. Revolution in France – MWF (15 classes)

ATHENS, 403BCE

INTRODUCTION TO “REACTING TO THE PAST”
5TH CENTURY ATHENS AND GAME SET-UP (5 classes)
• Historical Context
• Cultural Contexts for Democracy
• Plato’s Republic, Aristotle’s Politics, Thucydides’ Histories
• Expectations of students in this pedagogy; role of preceptors

PUBLIC SESSIONS
Meetings of the Assembly (5 classes) to debate:
• amnesty, electorate (who should be citizens?)
• government agencies (ekklesia or additional boulê)
• education of citizens, foreign policy (rebuilding the empire)
Dionysia: a day at the theater (2 classes): reading and performance of two plays
Trial of Socrates (2 classes)

POST MORTEM: what happened in history? (1 class)

REVOLUTION IN FRANCE, 1791

INTRODUCTION TO ENLIGHTENMENT AND REVOLUTION: historical context (4 classes)
• Voltaire, “On the Church of England”
• Rousseau, “Discourse on the Sciences and Arts”
• Rousseau, Social Contract, Books I-IV
• Burke, Reflections on the Revolution in France

GAME SET-UP (1 class)
• Roles assigned
• Assembly President and Newspaper Editors chosen
• Indeterminates meet individually with GameMaster

GENERAL ASSEMBLY SESSIONS (run by students, who set all agenda after the first) (8 classes)
• Issues of the Catholic Church
o Civil Constitution of the Clergy
o Riots in the Vendee

• The Monarchy
  o Flight to Varennes
  o Royal Sanctions
  o King’s relations with émigrés

• Constitutional Issues
  o Ancient regime
  o Constitution of 1791
  o Suffrage
  o Organization of Legislature
  o Membership in and function of National Guard

• Slave ownership and riots in Saint-Domingue
• War and peace; dangers from Austria and Prussia (their ties to the Queen)

UNCOVERING THE GAME: what really happened? (2 classes, including a film)
  o Danton, Lafayette, Robespierre, King Louis XVI (all characters in the Game) –
    their aftermath

BOOKS FOR ATHENS, 403 AND FRANCE, 1791

Mark C. Carnes, Josiah Ober, The Threshold of Democracy: Athens in
403 B.C., 3rd ed. (Pearson 2005)
Robin Osborne, History of Europe: Classical Greece 500-323 BC (Oxford 2000)
Mabel Lang, The Athenian Citizen, new ed. (ASCSA)
GRF Ferrari, ed Plato: The Republic (Cambridge 2001)
Mark Carnes & Gary Kates, Rousseau, Burke, and Revolution in France, 1791 (Pearson
2005)
Jean-Jacques Rousseau, The Basic Political Writings (Hackett 1987)
Jack Censer & Lynn Hunt, Liberty, Equality, Fraternity: Exploring the French Revolution
(Pennsylvania State 2001)
Burke, Reflections on the Revolution in France (Oxford 1993)

GRADING: Class participation in Reacting tends to be higher, most faculty report, than in
other courses. No student wants to miss out on the exciting events of the day! Class
participation includes attendance and level of participation.
  2/3 of grade: written assignments
  1/3 of grade: class participation: public speeches at assembly

The UGA Code of Academic Honesty is to be followed in your research and in your
written essays. That means that you need to give all credit due to your sources and put
everything in your own words, unless using quotes. There are no tests or final
examination; we may have a quiz on reading materials, as needed.
Two topics to be covered:

1. The Trial of Ann Hutchinson: Massachusetts, 1637 – MWF (22 classes)

2. Revolutionary New York, 1775-1776 – MWF (22 classes)

The Trial of Ann Hutchinson: Massachusetts, 1637

I. Introduction to "Reacting to the Past" and to Puritan Massachusetts – 1 class
   Expectations of students in this pedagogy

II. Set-up of Ann Hutchinson Game – 5 classes
   • Puritanism and English background
   • The Massachusetts social order and religious tolerance
   • Assignment of roles
   • Meetings of factions

III. Meeting of Boston Church - 7 classes
   • Introduction to Massachusetts Congregationalism
   • Ministers’ sermons
   • Role of lay people
   • Massachusetts standards for church membership
   • Petitions for church membership
     (these church meetings happen intermittently throughout game)

IV. Meeting of General Court, John Winthrop presiding –  7 classes
   • Structure of General Court
   • Appeals to General Court: Petitions from friends of Ann Hutchinson
   • Trial begins
     • Topics: theology, religious tolerance, economics, government and liberty,
       form of government, role of women in church

V. Post-mortem: real outcome versus outcome in class – 2 classes

Revolutionary New York, 1775-1776

I. Revolutionary New York: Historical and Ideological Background  (6 classes)
   • The crisis in the British/American relationship
   • Liberalism and Republicanism
   • Social structure and tensions in New York
   • The coming of the Revolution
• Assignment of roles

II. Meeting of the provincial congress (14 classes)
• Arguments of loyalists and patriots
• Petitions from women and slaves
• Mob activities and reactions
• Response to Lexington and Concord
• Debate on Paine’s Common Sense
• Vote on independence

III. Post-mortem: real outcome versus outcome in class (2 classes)

BOOKS FOR THE TRIAL OF ANN HUTCHINSON AND REVOLUTIONARY NEW YORK

Edmund S Morgan, Puritan Political Ideas, 1558-1794 (New York, 2003)
Mark C. Carnes and Bill Buffet, New York City, 1775-1776 (New York, 2005)

GRADING:
Speeches and class participation: 1/3
Written assignments based on research: 2/3

The UGA Code of Academic Honesty is to be followed in your research and in your written essays. That means that you need to give all credit due to your sources and put everything in your own words, unless using quotes. There are no tests or final examination; we may have a quiz on reading materials, as needed.