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CLAS 120-01 From Homer to Plato

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Classics 120: From Homer to Plato

Xavier University  WF 3:00 – 4:15  Alter 205
Instructor:  Dr. Shannon LaFayette Hogue
E-mail:  hogues@xavier.edu  Phone: 513-745-1982
Office:  Schott 809
Office Hours:  M 2-3 pm, WF 4:30-5:30 pm or by appointment

Fulfills: 3 hours of Core Curriculum Historical Perspectives
“History helps us to identify the ways in which societies differ and change, as well as how the past still affects the present. You will develop historical skills through analytical reading and writing, and you will situate and interpret a variety of texts, images, and/or artifacts within their historical context. By analyzing the complicated process of change over time and grappling with historical questions and arguments, you will be better able to navigate the diverse, complex and interdependent modern world.”

Historical Perspectives Core Curriculum Student Learning Outcome:
Students examine the diverse, complex, and interdependent nature of people in the world.

To achieve this outcome, in addition to course-specific requirements, each student in Historical Perspectives courses will successfully complete the following fundamental requirements:
-Engage the past on its own terms.
-Read and compare secondary literature.
- Produce at least eight pages of formal writing.

Course Description: This course provides an understanding of the development of ancient Greek history and culture by examining the major historical events, values, customs, and institutions that shaped the Greek world from the Late Bronze Age to the Classical Period. You will develop historical thinking skills through analytical reading and writing as you interpret a variety of primary (ancient) texts, images, and artifacts within their historical context. This course will help you understand the Greek past on its own terms and how a society can change over time. An important goal is to gain insight into the Greek origins of key social, political, and cultural ideas and concepts that have contributed to the formation of Western civilization.

Course Student Learning Outcomes:
After the successful completion of this course, students will be able to:
* distinguish among primary and secondary sources
* identify and analyze primary sources from Bronze Age, Archaic, and Classical Greece within their respective historic contexts
* identify and analyze important works of art and architecture from these periods
* articulate the argument presented in a secondary source regarding a major question or event in ancient Greek history
* discuss significant questions and arguments about ancient Greek history
* use appropriate evidence to build a logical argument about ancient Greek history
*identify the major events, movements, and personages of Bronze Age, Archaic, and Classical Greece

*Explain the intersection of individuals, society, and environment in creating change over time in ancient Greece

**Required Texts**

*Some required readings will be posted on Canvas.*

**Recommended Text**

**Course Policies**
1. The format of this course will be primarily lecture with PowerPoint slides and discussion of primary source reading assignments. It will occasionally include in-class group activities.

2. Attendance Policy: Attend class regularly. In the case that you are absent, please do not contact me regarding what you have missed in class. Instead, contact a classmate. Attendance will not constitute a part of your grade, but occasional in-class activities will be given during class time. You cannot make these up.

3. Please respect each other and the instructor in the classroom. Silence (not vibrate) all cell phones during class. Laptops are permitted for the purpose of taking notes; do not distract the instructor or classmates behind you by having open additional items. I reserve the right to dismiss anyone texting or using a laptop for any purpose other than note taking from that day's class and issue an F for any grading not completed that day.

4. **Contacting Your Instructor**
I encourage you to contact me with any questions or comments at any time throughout the semester, either during office hours, by appointment or by email. Exercise judgment and polite etiquette when emailing your classmates or me. Do not email me about your grade (see below). Keep in mind that while I do encourage you to communicate with me via email, I am not available for correspondence 24/7. I will read and reply to your emails in a timely manner, but an email sent to me at 2 a.m. before a test will go unanswered until the next day. I also restrict email activity during the weekends, so it is always better to conduct your business with me during the week.

*I ask you to follow a few simple guidelines when you email me:*

**Use a Xavier email address.**
Please address me by name: “Hi Dr. Hogue,” “Dear Dr. Hogue,” or “Hi Professor Hogue,” are all fine.

If you have a question, be precise.
If you are making a request, be polite. “Please” and “thank you” go a long way.
Proofread what you have written. It is important to realize that electronic communication is quickly becoming the most important way that we communicate, whether the message is business-related or personal. What you send out on the internet is a representation of your competence and maturity. Abbreviations can confuse, and poor spelling or punctuation can frustrate.

Sign your name. I reserve the right not to respond if you do not include a greeting and sign your name. For example, if you send an email that says, “Is there a reading guide for tomorrow’s assignment?” you are not likely to hear back from me.

5. Canvas: This course will utilize the “Canvas” site. Canvas can be accessed through your XU portal. I will post assignments, handouts and lecture slides, send you e-mails through the site, and you will be able to access your course grades at any time. NOTE: Your name@xavier.edu e-mail account is linked to the Canvas e-mail function. You are responsible for receiving all e-mails I send to you.

**Grading and Assignments:**
The following is a breakdown of the calculation of your final grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>60%</td>
</tr>
<tr>
<td>1 Wiki Group Project</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes &amp; In-Class Activities</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Departmental Grade Scale:**

- 92-91: B+
- 84-83: C+
- 76-75: D+
- 100-95: A
- 90-87: B
- 82-79: C
- 74-70: D
- 94-93: A-
- 86-85: B-
- 78-77: C-
- 69-0: F

**PLEASE NOTE:** A grade of “C” (satisfactory completion) is what students can expect who meet the requirements stated in this syllabus. To earn above a “C”, students must demonstrate above average (“B”) or outstanding (“A”) performance. It is my policy not to discuss grades without an appointment. If you have a question about your grade, you must make an appointment or come see me during office hours. No Incompletes will be given.

**Exams:** The two exams during the semester will not be designed to be cumulative, however, knowledge gained previously is assumed. Material for the exams comes from both the required reading and from in-class lecture and discussion. Exam format will vary, including multiple choice, short answer, and essay questions. Multiple choice questions are designed to assess your identification of major events, movements, and personages of ancient Greece. Short answer and essay questions will assess your ability to identify and analyze primary sources from ancient Greece, and to discuss significant questions and developments in ancient Greek history. The Final Exam is cumulative and consists of two, two-page typed formal essays.
Wiki Group Project: In small groups you will create a Wiki page on the class Canvas site illuminating a special topic in ancient Greek history and culture. In groups of 3-5, select a topic and write an introduction to your page that provides basic historical background on the topic and places it within the broad context of Greek history.

Then, each student will provide a summary and an in depth analysis of a secondary source on the topic. The analysis must: 1) identify the question addressed by the scholar, 2) explain the evidence used, 3) explain the implications of the scholar’s conclusions in the broader context of the topic. You are required to use both primary and secondary sources as support. Each student’s analysis paper must be 4 pages (+bibliography), typed in Times New Roman 12pt. font with 1-inch margins.

To submit the final project: On the due date, 1) Wiki pages must be complete with all group member contributions and images posted. 2) In-class, submit a hard copy of your individual 3-4 page analysis to Dr. Hogue.

Hyperlinks and Review: When the pages are all complete, read through the other pages to find intersections between the topics and create hyperlinks for cross-referencing. Sample topics include “Socrates,” “The Battle of Marathon,” “Mathematical Developments in 5th – 4th Century Greece.” This is a collaborative effort, but each student is responsible for his or her own research section that goes into the group page. Along the way to the final project you must submit a group topic request and an individual update. Wiki pages will be assessed by me, as well as your classmates.

Reading Guides and Quizzes: The majority of your reading assignments are primary sources from ancient Greece. For these assignments, I will post a reading guide on Canvas beforehand, which is designed to help you learn how to read and interpret primary sources for historical inquiry. These guides will also help you prepare for class discussion on content and analysis. Reading guides will not be collected or graded. Each time a guide is given, however, there will be an in-class quiz based on the reading. These may be multiple choice, short answer or extended writing exercises. Quizzes cannot be made up. If you arrive to class after the quiz has been given, you may not make it up.

In-Class Activities: This class will include a variety of in-class activities including short writing assignments, small group discussions, and hands-on artifact analysis. These activities will occasionally come as a surprise and they cannot be made up.

Makeup Policy: There are no make-up exams or assignments without an authoritative excuse and written documentation such as a physician’s note, an obituary notice, or a police report. If you have legitimate scheduling conflicts (e.g. athletic engagements) you must present evidence to confirm your participation and take the exam AHEAD of time, not after. You must provide the professor with at least 72 hours notice. Please note the dates of the exams on the class schedule and plan accordingly.
Policies on submitting assignments:

**Late Assignments:** Assignments turned in after the end of class on the due date are automatically deducted 10% unless the tardiness is excused. Assignments are deducted an additional 5% per day past the due date. No assignment will be accepted one week past the due date.

**No Emailed Assignments:** No assignments will be accepted by email. All assignments will have instructions to be submitted either in hard copy or on Canvas/Turnitin. If you are late turning in a hard copy assignment, you must bring it to my office, Schott 809, and leave it in the box outside door if I am not there.

**Missed in-class assignments:** Quizzes are given at the start of class each time that you have a primary reading assignment with a reading guide. If you arrive late to class after the quiz is finished, you have missed it. No in-class assignments, including quizzes, can be made-up, unless you have a note from a doctor, dean, coach, or faculty member documenting an excused absence.

**One “Freebee”:** Let’s face it, sometimes life happens. During the semester each student gets one “freebee” on a late assignment or missed quiz.

**Specifics:** if you forget to print an assignment, miss an in-class quiz or assignment (other than artifact days), or are late on an assignment, you get one free pass to turn it in without a late penalty or to make it up.

**Firm requirements to claim your freebee:** You must contact me by email within 24 hours of the missed due date and clearly state that you wish to claim your one freebee on a specific assignment or quiz.

**Mondays:** Claimed freebees must be turned in or made-up by the following Monday at 5:00 pm.

**Note:** The freebee is not applicable to exams, artifact days, or your final Wiki project.

**Academic Misconduct: Plagiarism and Cheating.** You commit plagiarism if you copy someone else’s assignment, take information from a source and do not cite the source, copy a report from the internet, or dishonestly use any source of information. Any of these actions will result in an F for the course grade, your advisor will be notified, and a record of your misconduct will be placed on file with the university. A second offense may result in expulsion from the university. If you have any questions about what might constitute plagiarism, please consult me or the Student Code of Conduct before you jeopardize your course grade and your academic career. Cheating on in-class exams will also result in an automatic F for the course and a report to the dean’s office. To learn what constitutes plagiarism and academic dishonesty, and to learn how to avoid it, please see this helpful tutorial from the library: http://www.xavier.edu/library/xututor/plagiarism/index.cfm. Careful and clear citation will be discussed before the first paper is due.

**Students with Disabilities:** Please inform the Learning Assistance Center and present me with documentation from that office as soon as possible so that we can accommodate your learning needs.
**Student Athletes:** Please inform me as soon as possible if you are a student athlete and will be required to miss class. I must be notified in advance of each team-related absence, in order for it to be considered an excused absence.