



Image: The so-called “Warrior Vase” showing Mycenaean warriors marching around the body of the vase. Discovered at Mycenae. Dated: LH IIIc.

# Introduction to Greek Life and Literature

(Classics 201-002)

Fall Semester, 2017

**Instructor Name:** R. M. Calkins, Ph.D.

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**Instructor Email:** calkinsr@uwm.edu

**Instructor Office:** CRT 809

**Instructor Office Hours:** W 9-10am; Th 11am-noon

**Class Meeting Times and Location(s):** TuTh 9:30-10:45am in Curtin Hall 124

**Final Exam Date/Time and Location:** Tu 12/19, 10am-noon in Curtin Hall 124

**Mode of Delivery:** Face to face

**Special Technology Requirements:** Students will be required to use either a Turning Technologies clicker or Responseware. See information handout in the ‘Course Information’ module under the ‘Content’ tab on D2L.

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## Course Description

This class will introduce students to the early phases of ancient Greek civilization and literature from the Bronze Age through the Archaic period by examining the archaeological remains alongside the works of early Greek poets.

## Credit Hour Policy Time Allocation

Per the University credit hour policy, students are expected to devote 144 hours/semester to each 3-credit course. This amounts to approximately 10 hours/week. A weekly estimate for the allocation of these hours is as follows:

in-class participation	2.5 hours/week
reading assignments	5.5 hours/week
writing assignments	remaining 28 hours/semester (approx. 9 hours/assignment)

\*exam preparation: other assignments are suspended in appropriate weeks to provide students with approximately 10 hours to devote to exam preparation.

**Required Readings:** Texts and clickers will be available through E-Campus; a copy of each text will also be on reserve at the UWM Library. Alternate translations of texts EXCEPT GREEK LYRIC are freely available online at <http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>.

1. *Homeric Hymns*, Ruden (trans.), Hackett Publishing Co., ISBN 0-87220-725-0
2. Hesiod, *Theogony and Works and Days*, Lombardo (trans.), Hackett Publishing Co.,

ISBN 0-87220-179-1.

3. Homer, *Iliad*, Lombardo (trans.), Hackett Publishing Co., ISBN 0-87220-352-2

4. *Greek Lyric: An Anthology in Translation*, Miller (trans.), Hackett Publishing Co., ISBN 0-87220-291-7 (**Note: Students MUST use this translation for assignments.**)

### **Assessment and Descriptions of Required Assignments**

preparation assignments	20%
in-class participation / lecture clicker responses	20%
microwriting assignments (3 total)	25%
midterm exam	15%
final exam	20%

Preparation Assignments: Students will be required to complete preparation assignments in advance of each class meeting. The description of each assignment is listed in the “Weekly Materials” section under the “Content” tab on D2L by course meeting. All preparation assignments must be handwritten and turned in at the beginning of class. No assignments will be accepted for credit after class begins.

In-Class Participation / Lecture Clicker Responses: The portion of the grade for participation will be based on clicker responses during the lectures. There will be no penalty for incorrect responses. See “FAQs About Clickers” under the “Content” tab on D2L for additional information regarding use of clickers and how to troubleshoot any problems that may be encountered with clickers. If the device or app fails for some reason, it is the student’s responsibility to fix the problem promptly. Students will have a maximum of 1 week to repair the problem and must show Professor Calkins documentation of the problem/repair from the UWMHelpdesk to receive credit for missed responses.

Microwriting Assignments: The class will be divided into assignment groups through D2L. Students in each group will be responsible for turning in individual microwriting assignments three times over the course of the term. Failure to post the assignment in the appropriate assignment dropbox in an acceptable format (.doc/.docx/.pdf) by the assigned due date will result in a grade of 0 for that assignment. Plagiarized assignments will also receive a grade of 0 (see below under Academic Conduct). See “FAQs about MW Assignments” under the “Content” tab on D2L for additional details.

Midterm Exam: The midterm exam must be taken in-class on the date listed in the schedule of assignments and is intended to give students a preview of the format for the final exam, in addition to testing command of the material covered in the first segment of the course. There will be no make-up exam unless a student provides documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.).

**Grading Scale:**

A:	94-100%; A-:	90-93%	
B+:	87-89%; B:	84-86%; B-:	80-83%
C+:	77-79%; C:	74-76%; C-:	70-73%
D+:	67-69%; D:	64-66%; D-:	60-63%
F:	below 60%		

## Schedule of Topics and Assignments

Please note that the instructor reserves the right to make changes to the syllabus as needed as the course progresses.

Week 1:	Tu 9/5	Introduction; Barringer, p. 11-39 (D2L, 'Content') Preparation Assignment: Students are expected to have read the syllabus and to have clickers registered for the course on D2L.
	Th 9/7	Barringer, p. 39-61 (D2L, 'Content') Preparation Assignment 1.2 due at beginning of class
	F 9/8	<b>Quiz on syllabus must be completed on D2L by 11:59pm.</b>
Week 2:	Tu 9/12	Homer, <i>Iliad</i> , Books 1-2 Preparation Assignment 2.1 due at beginning of class
	Th 9/14	Homer, <i>Iliad</i> , Books 3-4 Preparation Assignment 2.2 due at beginning of class
	F 9/15	<b>End of clicker grace period.</b>
Week 3:	Tu 9/19	Homer, <i>Iliad</i> , Books 5-6 Preparation Assignment 3.1 due at beginning of class
	Th 9/21	Homer, <i>Iliad</i> , Books 7-8 Preparation Assignment 3.2 due at beginning of class
	F 9/22	<b>Group 1 microwriting assignment #1 due in dropbox on D2L by 11:59pm</b>
Week 4:	Tu 9/26	Homer, <i>Iliad</i> , Books 9-10 Preparation Assignment 4.1 due at beginning of class
	Th 9/28	Homer, <i>Iliad</i> , Books 11-12 Preparation Assignment 4.2 due at beginning of class
	F 9/29	<b>Group 2 microwriting assignment #1 due in dropbox on D2L by 11:59pm</b>
Week 5:	Tu 10/3	Homer, <i>Iliad</i> , Books 13-14 Preparation Assignment 5.1 due at beginning of class
	Th 10/5	Homer, <i>Iliad</i> , Books 15-16 Preparation Assignment 5.2 due at beginning of class
Week 6:	Tu 10/10	Homer, <i>Iliad</i> , Books 17-18 Preparation Assignment 6.1 due at beginning of class
	Th 10/12	Homer, <i>Iliad</i> , Books 19-20 Preparation Assignment 6.2 due at beginning of class
	F 10/13	<b>Group 1 microwriting assignment #2 due in dropbox on D2L by 11:59pm</b>
Week 7:	Tu 10/17	Homer, <i>Iliad</i> , Books 21-22 Preparation Assignment 7.1 due at beginning of class
	Th 10/19	Homer, <i>Iliad</i> , Books 23-24 Preparation Assignment 7.2 due at beginning of class

	F 10/20	<b>Group 2 microwriting assignment #2 due in dropbox on D2L by 11:59pm</b>
Week 8:	Tu 10/24 Th 10/26	Review <b>MIDTERM EXAM</b>
Week 9:	Tu 10/31 Th 11/2	Lefkandi and Early Iron Age Athens (D2L, "Content") Preparation Assignment 9.1 due at beginning of class Hesiod, <i>Works and Days</i> , p. 23-50 Preparation Assignment 9.2 due at beginning of class
Week 10:	Tu 11/7 Th 11/9	<i>Homeric Hymns</i> , "Hymn 2, to Demeter," p. 3-18 Preparation Assignment 10.1 due at beginning of class <i>Homeric Hymns</i> , "Hymn 3, to Apollo," p.19-37 Preparation Assignment 10.2 due at beginning of class
Week 11:	Tu 11/14 Th 11/16	<i>Homeric Hymns</i> , "Hymns 5-6, to Aphrodite," p. 57-67 Preparation Assignment 11.1 due at beginning of class <i>Homeric Hymns</i> , "Hymn 4, to Hermes," p. 38-56 Preparation Assignment 11.1 due at beginning of class
Week 12:	Tu 11/21 11/22-11/26	<i>Greek Lyric: An Anthology in Translation</i> , Miller (trans.): Pindar, "Olympian 1" and Bacchylides, Ode 5" Preparation Assignment 12.1 due at beginning of class <b>THANKSGIVING RECESS</b>
Week 13:	Tu 11/28 Th 11/30 F 12/1	<i>Greek Lyric: An Anthology in Translation</i> , Miller (trans.): all fragments of Sappho Preparation Assignment 13.1 due at beginning of class <i>Greek Lyric: An Anthology in Translation</i> , Miller (trans.): all fragments of Stesichorus, Ibycus, and Anacreon Preparation Assignment 13.2 due at beginning of class <b>Group 1 microwriting assignment #3 due in dropbox on D2L by 11:59pm</b>
Week 14:	Tu 12/5 Th 12/7 F 12/8	<i>Greek Lyric: An Anthology in Translation</i> , Miller (trans.): all fragments of Archilochus, Semonides (NOT Simonides!), and Mimnermus Preparation Assignment 14.1 due at beginning of class <i>Greek Lyric: An Anthology in Translation</i> , Miller (trans.): all fragments of Tyrtaeus, and Alcman Preparation Assignment 14.2 due at beginning of class <b>Group 2 microwriting assignment #3 due in dropbox on D2L by 11:59pm</b>

Week 15: Tu 12/12 *Greek Lyric: An Anthology in Translation*, Miller (trans.): all fragments of Solon  
Preparation Assignment 15.1 due at beginning of class  
Th 12/14 Review

**Final Exam: Tu 12/19** 10am-noon in Curtin Hall 124

**Course Policies:**

Attendance: Attendance in lecture is mandatory. Students are expected to attend all scheduled class meetings and will be held accountable for all information presented in class. If a student is unable to attend a class meeting due to illness or some other personal emergency, the student is responsible for obtaining notes on the missed class meeting from a classmate and is expected to contact the instructor as soon as possible for any additional clarification that s/he requires.

Email: Details regarding assignments and course announcements will regularly be communicated to students through their official UWM email account; thus students are required to check their UWM email account regularly (several times/week) while in this course.

Classics Program Administrative Drop Policy: Students must show evidence of participation during the first week of enrollment in the course or be subject to administrative drop. Throughout the subsequent withdrawal period, any student for whom there is no evidence of participation in the course for a period of 4 consecutive class meetings will be issued a warning of pending administrative drop from the course via email. If the student fails to respond with documentation that his/her lack of participation is due to excusable circumstances recognized by the University (hospitalization, active military service, etc.) within one week, s/he will be subject to administrative drop from the course.

Late Assignments: If a student fails to submit a microwriting assignment to the appropriate dropbox on the Friday that the assignment is due, s/he may submit the assignment to the dropbox up until 5pm on Sunday of that weekend. Late submission will incur, however, a 2-point deduction from the student's overall score. No assignments will be accepted after 5pm Sunday without documentation of hospitalization, military service, or other circumstance recognized by the University as a valid excuse for failing to submit coursework on-time.

Safety Policies: Students are expected to refrain from all behaviors that may put themselves or others at risk and follow all posted safety procedures.

Make-up Policies: A make-up assignment or exam will only be permitted if the student provides documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.).

Incomplete Policies: A grade of "incomplete" will only be permitted under the circumstances recognized by the University. The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at: <http://www4.uwm.edu/secu/docs/other/S31.pdf>.

Students with disabilities: Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at: <http://www4.uwm.edu/sac/SACltr.pdf>. VISA

students are expected to contact Professor Calkins within the first week that they are enrolled in the course in order to discuss arrangements for any accommodations to which s/he is entitled. Special accommodations for exams will generally need to be administered through ARC.

Religious observances: Policies regarding accommodations for absences due to religious observance may be found at the following: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>.

Students called to active military duty: University policies regarding accommodations for absences due to call-up of reserves to active military duty may be found at: [http://www4.uwm.edu/current\\_students/military\\_call\\_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm).

Discriminatory conduct (such as sexual harassment): Definitions of discrimination, harassment, abuse of power, and the reporting requirements of discriminatory conduct may be found at: <http://www4.uwm.edu/secu/docs/other/S47.pdf>.

Academic misconduct: Students are responsible for completing assignments and exams in an ethical manner and must not copy materials produced by others in print or electronically without giving due credit to the author(s). *This policy also applies to writing assignments by fellow students and internet sources.* Plagiarized assignments will receive a grade of 0. Plagiarism is a serious offence, and students are responsible for understanding university policies regarding academic misconduct, including plagiarism and cheating on exams, which may be found at: [http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm).

Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <http://www4.uwm.edu/secu/docs/other/S49.7.htm>.

Grade appeal procedures: Procedures for student grade appeal appear at the following: <http://www4.uwm.edu/secu/docs/other/S28.htm>.

Final examination policy: The final exam will take place in the regular classroom as scheduled by the University ([http://www4.uwm.edu/schedule/pdf\\_archive/exams/exams\\_2139.pdf](http://www4.uwm.edu/schedule/pdf_archive/exams/exams_2139.pdf)). University Policy prohibits instructors from changing the examination date and/or time for an individual without prior approval of the dean or director except in cases of documented medical emergencies, active military service, etc. No student may take the exam earlier than its scheduled date/time. Details regarding this policy are available at: <http://www4.uwm.edu/secu/docs/other/S22.htm>.

### **Humanities Distribution General Education Requirement**

*Humanities are the academic disciplines that investigate human constructs and values. The humanistic disciplines - such as art history, history, language and literature, philosophy, religious studies, film and media studies - are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise*

*of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.*

**Explanation of how this course fits with the above definition of the humanities.**

By definition, UWM GER courses in the humanities "investigate human constructs and values (and) are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context." The artistic, literary, and philosophical products of ancient Greek culture meet this definition through their foundational role in the humanistic disciplines of subsequent Western Civilization. This course will introduce students to ancient Greek culture of the Archaic period, the point of transition from oral to written transmission of cultural knowledge. Alongside the investigation of this period, the course will develop critical thinking and communication skills through close reading and analysis of literary sources and material remains from Archaic Greece.

**Humanities GER Rationale**

Students will perform close readings of canonical texts and attend lectures that contextualize the narratives and genres within the broader Archaic Greek culture. Class meetings will be focused on identifying how dominant customs and cultural values are reflected in Archaic Greek poetry and art (Humanities Criterion 1).

Students will be able to respond coherently and persuasively to the materials of humanities study through logical, textual, and historical analysis, argument and interpretation. (Humanities Criterion 2)

**Learning Outcomes**

By the end of this course students should be able to:

1. identify the most prominent figures, customs, and places that pertain to the production of early Greek literature and art that influenced subsequent artistic, literary, and philosophical traditions in Western Civilization.
2. explain how originally oral works of early Greek poetry became canonical within a written literary tradition.
3. analyze cultural values transmitted through Archaic Greek art and literature.
4. present their analysis through structured essays that construct logical arguments based on the evidence provided by Archaic Greek poetry and art.

**Explanation of how this course will allow students to achieve the learning outcomes identified above.**

Students will be responsible for reading canonical works of Archaic Greek poetry and attending lectures focused on the cultural and historical context in which the poetry was produced. Class discussion will be aimed at drawing connections between cultural context and the values and ideas transmitted through Archaic Greek poetry.

**Description of the assignments through which students will achieve each of the learning outcomes described above.**

Students will demonstrate critical thinking skills and ability to communicate a logical analysis of evidence based on the acquired knowledge of Archaic Greek culture through formal thesis-driven essays and essay exams. The essays will meet these objectives by requiring students to perform close reading

and analysis in order to illustrate and interpret patterns relating to the cultural values represented in the assigned texts.

***UW System Shared Learning Goals*** that will be met in this course are:

1. critical and creative thinking skills including inquiry (analysis of poetry), and higher order qualitative and quantitative reasoning (drawing connections between cultural context and values communicated through poetry).
2. effective communication skills including listening (lecture presentations and class discussions), reading (Archaic Greek poetry in translation), and writing (Micro-Writing assignments).

### **Explanation**

The development of critical and creative thinking skills, as well as written communication skills, will be evaluated through the sequence of short essays (Micro-Writing Assignments), which require students to recognize patterns, make logical deductions through textual analysis, and follow specific written guidelines.

### **Explanation of how the assignments will be used to determine if students achieved each of the learning outcomes; identification of the standards according to which the assessment will be measured.**

A sequence of short thesis-driven essays (Micro-Writing Assignments) over the course of the semester will demonstrate whether or not students have mastered basic features of the history and culture of Archaic Greece, as well as the dominant cultural values and ideas represented in Archaic Greek poetry. Students will communicate their analysis of patterns in the source materials that reflect the values and ideas of Archaic Greek culture through logical presentation and analysis of the evidence in these essays.

Assessment of Micro-Writing Assignments is based on the following criteria (see assessment rubric below):

1. Thesis: student identifies prominent figures, places, and customs that pertain to Archaic Greek culture and introduces his/her interpretation of the evidence (Humanities Criterion 1 and 2; Learning Outcomes 1 and 4; UW-System Goals 1 and 2).
2. Identification of key terms: student demonstrates acquired knowledge of prominent figures, places, and customs that pertain to Archaic Greek culture (Humanities Criterion 1; Learning Outcome 1).
3. Evidence of the pattern: student demonstrates close reading of textual sources (Humanities Criterion 1 and 2; Learning Outcomes 3 and 4; UW-System Goals 1 and 2).
4. Sources: student demonstrates knowledge of sources of evidence (Humanities Criterion 1 and 2; Learning Outcomes 1 and 4).
5. Analysis of the pattern: student demonstrates ability to analyze evidence and construct a logical argument based on the evidence of literary and artistic sources (Humanities Criterion 1 and 2; Learning Outcomes 3 and 4; UW-System Goals 1 and 2).
6. Grammar and syntax: student demonstrates the ability to communicate his/her ideas clearly (Learning Outcome 4; UW-System Goal 2).



<b>Micro-Writing Assignment Assessment Rubric</b>				
<b>Criteria</b>	<b>Levels</b>			
<b>Thesis</b>	<b>4-5 points</b>	<b>3-4 points</b>	<b>2-3 points</b>	<b>0-2 points</b>
	There is a clear, 2-part statement of thesis at the beginning of the assignment. The first part specifies 3 parallel key terms that illustrate a pattern in the source materials. The second part of the thesis proposes an interpretation of why and how the pattern reflects some specific values or concerns in Archaic Greek culture.	There is a clear statement of thesis at the beginning of the assignment. But the 3 key terms are not parallel, or the second part of the thesis is absent.	There is a statement of thesis, but it lacks multiple required components.	There is no clear statement of thesis in the assignment.
<b>Identification of Key Terms</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
	All 3 key terms are clearly and accurately identified in the course of the assignment.	Only 2 key terms are clearly and accurately identified in the course of the assignment.	Only a single key term is clearly and accurately identified in the course of the assignment.	None of the key terms are identified in the course of the assignment.
<b>Evidence of the Pattern</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
	There is a specific example of the pattern drawn from the reading assignments that is accurately summarized for each of the 3 key terms.	There are specific examples of the pattern drawn from the reading assignments that are accurately summarized for only 2 of the key terms. Or the summarized examples contain a few inaccuracies.	There is only 1 specific example of the pattern drawn from the reading assignments that is accurately summarized. Or the summarized examples contain many inaccuracies.	No specific supporting examples drawn from the reading assignments are included in the assignment.

<b>Sources</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
	The source of each example of the pattern is accurately identified by author (when known), poem, and, in the case of the <i>Iliad</i> , book number.	The sources of only 2 examples of the pattern are accurately identified. Or there are minor inaccuracies in the identification of the sources.	The source of only 1 example of the pattern is accurately identified. Or there are many inaccuracies in the identification of the sources.	No sources are provided for any examples of the pattern.
<b>Analysis of the Pattern</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
	For each example of the pattern (1/key term), there is an explanation of: 1. <u>how</u> the term fits into the pattern, and 2. <u>how</u> the example reflects the values or concerns of ancient Greek culture that produced the pattern in our source materials.	There is an explanation of: 1. <u>how</u> the term fits into the pattern, and 2. <u>how</u> the example reflects the values or concerns of ancient Greek culture that produced the pattern in our source materials for only 2 examples of the pattern. Or the interpretation is illogical to a degree.	There is an explanation of: 1. <u>how</u> the term fits into the pattern, and 2. <u>how</u> the example reflects the values or concerns of ancient Greek culture that produced the pattern in our source materials for only 1 example of the pattern. Or the interpretation is highly illogical.	No interpretation is provided for any examples of the pattern.
<b>Grammar and Syntax</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
	The assignment is well-written using standard, formal, American English with few errors in grammar and syntax.	Frequent errors in choice of vocabulary, grammar, and/or syntax make the assignment difficult to understand at times.	The assignment contains such a large number of errors in choice of vocabulary, grammar, and/or syntax as to be nearly incomprehensible.	The assignment is not written as an essay.

<b>Total Score</b>	<b>Strong: 18-20</b>	<b>Mediocre: 16-17</b>	<b>Competent: 14-15</b>	<b>Weak: less than 14</b>
	The assignment demonstrates exceptional mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.	The assignment demonstrates full mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.	The assignment demonstrates minimal mastery of most learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.	The assignment fails to demonstrate mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.