Introduction to Greek Life and Literature
(Classics 201-002)
Spring Semester, 2018
Instructor Name: R. M. Calkins, Ph.D.
Instructor Phone: 414-229-3239
Instructor Email: calkinsr@uwm.edu
Instructor Office: CRT 809
Instructor Office Hours: TBD

Class Meeting Times and Location(s): MoWe 11am-12:15pm in Northwest Quad 1871
Final Exam Date/Time and Location: 12:30-2:30pm on Friday, May 18 in Northwest Quad 1871
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.

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)

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.
Assessment and Descriptions of Required Assignments

- preparation assignments: 15%
- in-class participation / lecture clicker responses: 15%
- essay excerpt drafts (3 total): 15%
- in-class peer review exercises: 15%
- essays (3 total): 20%
- Midterm Exam: 10%
- Final Exam: 10%

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 UWM Helpdesk to receive credit for missed responses.

Essays: The class will be divided into assignment groups through D2L. Students in each group will be responsible for turning in individual essays three times over the course of the term. The first phase of each essay project will be to submit an excerpt draft which will be the subject of an in-class peer-review exercise. Failure to post an 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 Essays” under the “Content” tab on D2L for additional details.

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.

TBD
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; students are thus 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 an 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](http://www4.uwm.edu/secu/docs/other/S31.pdf).

Differently Abled Students: Verification procedures, class standards, the policy on the use of alternate materials and test accommodations can be found at: [http://www4.uwm.edu/sac/SACltr.pdf](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](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.

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.

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.


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, and will develop students’ critical thinking and communication skills through close reading and analysis of literary sources and material remains from Archaic Greece.
**Humanities GER Rationale**
1. 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).
2. 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 essays 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).
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels</th>
<th>3-4 points</th>
<th>2-3 points</th>
<th>0-2 points</th>
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<tbody>
<tr>
<td>Thesis</td>
<td>4-5 points</td>
<td>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 the same phenomenon in the source materials. The second part of the thesis proposes a contestable interpretation regarding how the pattern reflects some specific value or concern in Archaic Greek culture.</td>
<td>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.</td>
<td>There is no clear statement of thesis in the assignment.</td>
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<td>Identification of Key Terms</td>
<td>3 points</td>
<td>All 3 key terms are clearly and accurately identified in the course of the essay.</td>
<td>Only 2 key terms are clearly and accurately identified in the course of the essay.</td>
<td>Only a single key term is clearly and accurately identified in the course of the essay.</td>
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<td>Evidence of the Pattern</td>
<td>3 points</td>
<td>There is a specific example of the phenomenon drawn from the reading assignments that is accurately summarized for each of the 3 key terms.</td>
<td>There are specific examples of the phenomenon drawn from the reading assignments that are accurately summarized for only 2 of the key terms. Or the examples are not summarized accurately.</td>
<td>There is only 1 specific example of the phenomenon drawn from the reading assignments that is accurately summarized. Or the summarized examples contain many inaccuracies.</td>
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<tr>
<td>Sources</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
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<td>An accurate parenthetical citation for each example of the phenomenon is provided.</td>
<td>An accurate parenthetical citation is only provided for 2 examples of the phenomenon. Or there are minor inaccuracies in the identification of the sources.</td>
<td>An accurate parenthetical citation is provided for only 1 example of the phenomenon. Or there are many inaccuracies in the identification of the sources.</td>
<td>No sources are provided for any examples of the phenomenon.</td>
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<tr>
<th>Analysis of the Pattern</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
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<td>For each example of the phenomenon (1/key term), there is an explanation of: 1. how the term fits into the pattern, and 2. logical analysis of the example in support of an interpretation regarding how the pattern reflects the values or concerns of ancient Greek culture in our source materials.</td>
<td>There is an explanation of: 1. how the term fits into the pattern, and 2. logical analysis of only two examples in support of an interpretation regarding how the pattern reflects the values or concerns of ancient Greek culture in our source materials. Or the interpretation is illogical to a degree.</td>
<td>There is an explanation of: 1. how the term fits into the pattern, and 2. logical analysis of only one example in support of an interpretation regarding how the pattern reflects the values or concerns of ancient Greek culture in our source materials. Or the interpretation is highly illogical.</td>
<td>No analysis is provided for any examples of the phenomenon.</td>
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<th>Grammar and Syntax</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
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<td>The assignment is well-written using standard, formal, American English with few errors in grammar and syntax.</td>
<td>Frequent errors in choice of vocabulary, grammar, and/or syntax make the assignment difficult to understand at times.</td>
<td>The assignment contains such a large number of errors in choice of vocabulary, grammar, and/or syntax as to be nearly incomprehensible.</td>
<td>The assignment is not written as an essay.</td>
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<td>Total Score</td>
<td>Strong: 18-20</td>
<td>Mediocre: 16-17</td>
<td>Competent: 14-15</td>
<td>Weak: less than 14</td>
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<td>The assignment demonstrates exceptional mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment demonstrates full mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment demonstrates minimal mastery of most learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment fails to demonstrate mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
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