



# Course Syllabus

Spring 2017

## Class Philosophy

The Greek maxim that man is the measure of all things was not simply a philosophical explanation for the tendencies in ancient art and literature to personify the unknown elements of the cosmos. Rather it is a basic statement affirming the doctrine of a man-centered universe, the first axiom of the proof of human individuality and essential worth. This idea is at the center of the modern European and American value system. It is a basic assumption in the traditional Western concept of reality. Whether conscious of it or not, many Westerners, ourselves included, are still influenced by this essential principle.

The course will cover a wide-range of material and subjects. Beginning with the ancient myths of creation, moving through epic tales of heroes, including due emphasis on developments in drama and philosophy, and climaxing with the appearance of Christianity, Humanities 3301 will probe the evolution of Western man's self-concept. On the assumption that authors and artists are sensitive and talented individuals who are able to sense and express the meanings of experience, the material of this class will be the great writings and artifacts of the creative individuals who lived in the ancient Mediterranean world.

## Learning Objectives

To improve their vocabulary recognition and information gathering skills students will read several different writing styles in selections from the Bible, Greek and Roman epic, drama, history and philosophy. The goal will be to improve students' ability to appreciate the connections between different ideas and bits of information and to guide students to realize the connections between individual elements of a text and the text's conclusions. Students will demonstrate their proficiency through written discussions of the evolving Western European views of human kind and how these views have been shaped by such things as the classical concept of cause and effect, the concept of rational order, and the ancient view of the gods and the supernatural.

By the end of this class students will be better able to:

1. Analyze ideas in whole texts from a wide range of disciplines.
2. Contextualize historical thoughts and ideas in broad movements of history, culture and science.
3. Read critically in a wide range of genres and disciplines, including writings in philosophy, literature, politics, history, religion and science.
4. Apply past contexts to give perspectives to contemporary situations.
5. Identify the relationship between situational factors and perspectives of past authors.

6. Demonstrate a proficiency in reading and interpreting primary texts derived from various cultural contexts, historical milieus, and academic disciplines.
7. Write analytically with greater ability to:
  - Articulate complex ideas clearly and effectively.
  - Examine claims and accompanying evidence.
  - Support ideas with relevant reasons and examples.
  - Sustain a well-focused, coherent discussion.
  - Control the elements of standard written English.

## Participation Policy

This course runs 24 hours a day 7 days each week. To be successful in this course, it is essential that every student begin class work during the first week when the syllabus and the assignments will orient the class to the technical requirements of an online class, get everyone set up online, construct online groups, begin assignments, and answer any questions that may occur. Successful class functions, assignments and activities rely heavily on students understanding class expectations described in the different parts of the Course Syllabus and in each course assignment. All students are responsible for doing all the work and going over the unit outlines every week.

## Directions for Posting Weekly Assignments

For every unit students are asked to:

- **First:** Read the Syllabus with Course Overview and the Course Calendar and review the Weekly Assignments and Activities.
- **Second:** Review the study questions provided for each unit and study the Lecture Outline(s) for each unit. Study questions and outlines are designed to emphasize important points of interest and to assist students to complete written assignments.
- **Third:** Read the works assigned for each weekly unit. Weekly readings are also listed on the Course Calendar.
- **Fourth:** By the due date answer the assignment question(s) that apply to the unit readings as posted in each unit and post their answer at the assignment link.
- **Fifth:** Post assignment responses in the correct Discussion Group section of each unit before the weekly due date.
- **Sixth:** Respond in a manner informed by the readings to the discussion postings of fellow group members. Failure to post answers in the correct Discussion Group by the due date (step five) and to reply to the content of fellow group members in a manner informed by the assigned readings (step six) will result in a loss of 100% of the points available for that discussion. Students who do not complete step 4 will NOT be given credit for steps five and six.

ALL GROUP ASSIGNMENTS MUST BE COMPLETED ON THE ASSIGNED GROUP DISCUSSION BOARD ONLY. THIS IS THE ONLY WAY POINTS WILL BE GIVEN FOR PARTICIPATION. DO NOT POST ASSIGNMENTS ON E-MAIL OR ENGAGE IN THE GRADED DISCUSSIONS BY E-MAIL.

WHEN POSTING A WEEKLY ASSIGNMENT RESPONSE ON THE DISCUSSION BOARD, SIMPLY CLICK REPLY AND RESPOND TO THE THREAD CREATED BY THE PROFESSOR. DO NOT START A NEW FORUM OR THREAD.

WHEN RESPONDING TO THE POSTINGS OF FELLOW GROUP MEMBERS, SIMPLY CLICK REPLY TO THEIR POSTING AND RESPOND TO THE GROUP MEMBER. DO NOT START A NEW FORUM OR THREAD.

**Note:** Discussions each week will occur from Tuesday to Saturday. Students must make contributions to the discussions at several points throughout the discussion period to help the discussion progress. The professor and the Teaching Assistant will intervene in the discussion at points throughout the discussion to check the relevance of postings, provide feedback, and check the quality of postings. Students should read all of the responses by students, professor and the TA for the most complete feedback on each week's assignment.

## **Deadline Policy**

All on-line assignments are **due by the deadlines specified in the syllabus and on the Assignment Board without exception**. All late unit assignments and draft reviews will be penalized 100% of the total possible points. Final essays posted late will be penalized 25% for each day late. If the essay is more than 3 days late then there will be no points given, but the essay is still required for course credit.

**Discussion posts will not be accepted past the Saturday due date in the week assigned.**

Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Every effort is made to ensure that weekly assignments are due on the same day of the week and the same time of day for all assignments, but due to unexpected circumstances, at times posting dates may change. **It is the student's responsibility to read all instructions and students should not assume due dates or times except as printed in class instructions.**

## **Discussion Group Work**

Cooperative group discussions are significant parts of class work. To facilitate group work, at the beginning of the term the class will be divided into working groups of students. All students must read course texts, post their responses and make timely, original, constructive comments to the postings of their group members located on the Discussion Groups link. Group postings and responses are the means by which the class will examine the different elements of the readings and receive the professor's feedback. The class is built around the principal of shared inquiry. It seeks to develop students' ability to critically inquire about textual information as they increase their knowledge of the texts themselves. Each group consists of four to five people.

### **Assignment Discussions**

When assignments are due students will write at least 300 words but not more than 400 words in response to the assignment which will be provided at the Assignment link. After posting their initial responses to the weekly Assignments, students must then post their answers on the Group Discussion Board and reply to the postings of group members--at least 3 times for every

assignment to receive minimum credit--(no more than 150 words for each response). Responses are judged on their quality and frequency and graded on a scale of 1 to 7. The deadlines for postings and replies are listed in the directions to each Assignment. Remember, the professor is interested in your analysis of the readings, not a summary of the plot in each reading!

## **Academic Dishonesty Statement**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. Academic dishonesty includes, but is not limited to, not doing one's own work, plagiarism, and unacceptable collusion. Not doing one's own work may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

## **Effective Electronic Communication Guidelines**

Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful to the ideas, opinions, and beliefs of others. It is fine to disagree with someone, but please respect their right to think differently.
2. Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, you must explain why by adding a few sentences describing your response or adding to the original point.
3. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
  1. Reflection about meaning: Describes thoughtfully what something means, what new insights it provides, or what questions it raises as a seed for clarification or further discussion.
  2. Analysis: Discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Analysis identifies hidden assumptions or fallacies in reasoning.

3. Elaboration: Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
4. Application: Provides examples of how principles or concepts can be applied to actual classroom situations or discusses the implications of theory in practice.
5. Synthesis: Integrates multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
6. Evaluation: Assesses the accuracy, reasonableness or quality of ideas.

## Course Readings

- *Bible*
- *Hesiod and Theognis*, tr. Dorothea Wender
- Homer: *The Essential Iliad*, tr. Stanley Lombardo
- Virgil: *The Essential Aeneid*, tr. Stanley Lombardo
- *Euripides I: Four Tragedies*, tr. D. Grene & R. Lattimore
- *Sophocles I*, tr. by D. Grene & R. Lattimore
- *The Symposium and the Phaedo of Plato*, tr. R. Larson
- *Pocket Aristotle*, ed. J. Kaplan
- *Roots of the Western Tradition*, 8th ed., Guy M. Rogers, C. Warren Hollister

Editions of these works (excluding the *Bible*) are available at the UTEP bookstore. Other book outlets also have some copies. Check to see if electronic copies of readings are available or if it is possible to rent copies of the books. Compare prices, if you already own an edition of these works or can purchase them elsewhere for less, do so.

In the **Course Calendar and the Study Helps the link (SCM)** refers to **A Selection of Course Materials** that contain study helps, guidelines for writing papers, instructions for developing a good paper thesis, and an assortment of supplementary readings. All of the SCM are posted on Blackboard. The Course Calendar and Study Helps link is located among the links in the course introduction and in weekly unit assignments.

## Course Grading

Because this class seeks to stimulate students to examine personal and social attitudes and because students will be examined upon how well they learn to apply concepts, a free exchange of ideas is essential. Students are required to PARTICIPATE in all individual and group work connected with the class. Each assignment that is not completed lessens the student's grade. To complete the class with a high grade, all postings, discussions and assignments must be completed and be of a consistently high quality.

Written, graded assignments will be of four kinds:

1. Two focused essays discussing the implications of a concept formulated by the professor from the assigned readings. Each essay must be from 4 to 6 typewritten pages in length (1500 - 1800 words): 1 typewritten page must equal 300 words. With each essay students are required to submit a preliminary draft and to evaluate the draft of a classmate. Draft evaluations are worth 50 points each. The completed and revised essays will be done according to the schedule on the Course Calendar. Both essay questions will be posted as

- individual weekly assignments on Blackboard. The first essay is worth 120 points, and the second essay is worth 180 points.
2. A final exam consisting of a series of analytical essays will be due according to the Course Calendar. The final exam questions will be posted as a separate module on Blackboard. The final exam is worth 130 points.
  3. Weekly units containing assignments and discussions covering the required readings. The weekly assignments and discussions for the first 3 weeks are worth a combined 40 points. For the remaining 10 weeks assignments and discussions are worth a combined 60 points.
  4. There are a total of 1250 points available for the semester.

## **Grading Criteria**

The professor and teaching assistant will grade postings according to the following criteria:

- Did the student discuss the topic in a thoughtful way?
- Is the argument discussed relevant and applicable to the question that was asked and to the discussions and readings?
- Does the student provide relevant evidence from the readings and power point presentations to support the argument?
- Does the student show that she/he has read the text and understands the purpose of the author?
- Does the student appreciate the significance of the original context of the work?
- Does the student recognize the underlying theme of the work?
- Does the student see how the text relates to other course texts?
- Does the student see how the readings relate to other texts that she/he has encountered in her/his education?
- Does the student see where the text is relevant to her/his knowledge and experience?

Weekly assignment grades, discussion grades, and essay grades will be determined by the percentage of the points earned from the total number of points made available for the assignment. Typically 99-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; below 60% = F. In a similar fashion final grades will be based on the sum of all points students accumulate from the written graded assignments throughout the semester. Letter grades will be determined by the percentage of the total number of points made available throughout the semester. Typically 99-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; below 60% = F.

To receive a minimum grade of D for the course each student must complete both of the written essays, take the final exam, and obtain at least 60% of the total points. Failure to complete any of these requirements will result in a failing grade.

The greatest single reason why students achieve grades lower than they would like is the failure to complete assignments on time and to participate in discussions at the required times.

## **Posting Assignments and Discussions**

All weekly assignments are available to students when the course begins. Student responses must be posted on the Assignments Board by 10:55 PM Mountain Time on the date stated in the assignment. Except for the first assignment, the due date is usually on Tuesday. After posting

their responses on the Assignment Board students must then make their responses available to all of their group members by posting their responses on the Discussion Groups Board at the same time. Students must then respond in a manner informed by the readings to the Group Discussion postings of fellow group members. Responses to group members must be made between 12:00 AM Tuesday and 10:55 PM Mountain Time on Saturday of the week the assignment designates. The professor will comment upon student postings and responses. All weekly assignments can be found at the Weekly Assignments and Activities link.

For optimal results from the group discussions, students should respond to their group early in the discussion period on either Wednesday or Thursday and then after rereading parts of the material return to the discussions for short periods to respond to group members in an informed manner. A final discussion wrap-up should complete the week's discussion on Saturday of each week. Discussions expose students to different approaches to the material and help to develop the ability of students to critically evaluate literary texts.

To best prepare for completing the unit assignments, unit discussions, and writing the essays, students should have read ALL of the assigned readings. Students should study the lesson outlines, which explain central issues and ideas in every unit. The study questions are designed to direct students to the facts and concepts relevant to the readings, which will be covered in the graded activities.

*This course syllabus is subject to changes as circumstances warrant. Any such changes will be announced in advance to the class and will be updated on the Calendar.*

## **Time Management**

The rule of thumb for time planning for a course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3 credit course, you should expect to spend:

3 hours of class time + 9 hours of study and prep time = 12 hours per week.

## **Disabled Student Statement**

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the [Americans with Disabilities Act \(ADA\) of 1990](#), if a student needs an accommodation then the Office of Disabled Student Services located at UTEP must be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and [The Center for Accommodations and Support Services](#) at The University of Texas at El Paso <http://sa.utep.edu/cass>.

## **Technical Assistance**

For technical assistance, please refer to the Technical Support links located on your Home Page in Blackboard.

## Copyright Notice

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

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## CALENDER: SPRING 2017

**Students are responsible for all readings at the beginning of each week.**

Dates	Topics	Readings & Assignments
<b>Jan 17 to 21</b>	<b>UNIT ONE:</b> Introduction: Learn Policies & Procedures	Read Entire <u>Syllabus</u> Pay attention to all Course Procedures and Policies  <b>Do Assignment One</b>
<b>Jan 24 to 28</b>	<b>UNIT TWO:</b> Mythology: The Basis of Primitive Thought	<u>Myth and Reality</u>  <u>The Creation Epic</u>  Rogers 16-67  <b>Do Assignment Two</b>
<b>Jan 31 to Feb 4</b>	<b>UNIT THREE</b> Myths of Creation (Middle East & Greece)	Hesiod, <u>Theogony</u>  Bible, <u>Genesis</u> 1:1 to 22.24  Rogers, 71-96  <b>Do Assignment Three</b>
<b>Feb 7 to 11</b>	<b>UNIT FOUR</b> Age of Heroes (1)	Homer, <u>Iliad</u> , all if possible but at least Lombardo, vi-xliv, 1-165  <b>Do Assignment Four</b>
<b>Feb 14 to 18</b>	<b>UNIT FIVE</b> Age of Heroes (2)	Same as Unit Four  <b>Do Assignment Five</b>
<b>Feb 21 to 25</b>	<b>UNIT SIX</b> Greece from the Archaic to the Classical	Sophocles, <u>Oedipus the King</u>  Euripides, <u>Medea</u> or Video of play.



		Rogers, 96-114 Hesiod, <u>Works and Days</u> (if possible) <b>Do Assignment Six</b>
<b>Feb 27</b>	First Essay Draft	1st Essay Rough Draft Due
<b>Mar 1</b>	Draft Evaluation	1st Rough Draft Evaluation Due
<b>Mar 4</b>	Final Essay	1st Revised Essay Due
<b>Mar 7 to 11</b>	<b>UNIT SEVEN</b> History and Art	View Art Video Selections <b>SCR:</b> Herodotus <u>The Persian War</u> Thucydides, <u>Peloponnesian War</u> Rogers, 131-146 <b>Do Assignment Seven</b>
<b>Mar 13 to 17</b>	<b>Spring Break</b>	
<b>Mar 21 to 25</b>	<b>UNIT EIGHT</b> Plato	Plato, <u>Symposium</u> Plato, <u>Phaedo</u> (if possible) Rogers, 115-129 <b>Do Assignment Eight</b>
<b>Mar 28 to Apr 1</b>	<b>UNIT NINE</b> Aristotle	Pocket Aristotle, p. 26-46; 106-136; 158-233; 276-312; 334-338 Rogers, 129-130 <b>Do Assignment Nine</b>
<b>Apr 4 to 8</b>	<b>UNIT TEN</b> From Greece to Roman Duty	<b>SCR:</b> Cicero, <u>On Duty</u> ; <b>SCR:</b> Cicero, <u>Scipio's Dream</u> Rogers, 147-195 <b>Do Assignment Ten</b>
<b>Apr 10</b>	Second Essay Draft	2nd Essay Rough Draft Due
<b>Apr 12</b>	Draft Evaluation	2nd Draft Evaluation Due
<b>Apr 15</b>	Final Essay	2nd Revised Essay Due
<b>Apr 18 to 22</b>	<b>UNIT ELEVEN</b> Ideals of the Roman Empire (1)	Virgil, <u>Aeneid</u> , all if possible but at least Lombardo, vi-xxii, 1-209. Rogers, 196-215

		<b>Do Assignment Eleven</b>
<b>Apr 25 to 29</b>	<b>UNIT TWELVE</b> Ideals of the Roman Empire (2)	Same as Unit Eleven <b>Do Assignment Twelve</b>
<b>Mar 2 to 6</b>	<b>UNIT THIRTEEN</b> Rome and Christianity	Bible, <u>Gospel of Mark</u>  Bible, <u>Gospel of Matthew</u> 5:1-26  Bible, <u>Gospel of John</u> 1:1-18  Rogers, 216-225  <b>Do Assignment Thirteen</b>
<b>May 9</b>	<b>Final Exam</b>	<b>Answers To Final Exam Questions Can Be Posted Only From 12 am To 10:55 pm Mountain Time.</b>