

Humanities 2—Introduction to Classical Culture
Summer 2010—Second Session
Irvine Valley College

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Office Hours: 4:30-5:30 p.m. Tuesday/Thursday and by appointment.

Overview:

This course introduces students to representative examples of Greek and Roman art, literature and architecture that were instrumental in the development of what is known as the "Classical Tradition." Students examine works that defined and reflected Greek and Roman cultural values and subsequently influenced later artistic and literary developments in the West. (Catalog Description)

This is a transfer course that fulfills part of your General Education Requirements. To succeed in this course, you will need to have college-level reading, writing, speaking and thinking skills. You will need to be able to write analytically, coherently and clearly and read (sometimes challenging) texts and images critically. You may also enroll in Writing 180, a half-unit C/NC writing conference open to all IVC students who want to write better.

Course Requirements:

- “For each hour of lecture, the course should require two hours of outside of class study (homework) and/or assigned outside of class activity.” (from *California Community Colleges Guidelines for Title 5 Regulations*, Chapter 6, Part 1)
Therefore you will be required to spend, on average, sixteen hours per week doing homework.
- Attendance at lecture eight hours per week, taking notes.
- On average 250-300 pages of reading/week. (This is the equivalent of about 100 pages of reading per week in a 16-week semester.)
- Two college-level essays (3-5 pages each, typed, double-spaced).
- Two essay examinations, including a final exam with a cumulative essay question.

Required Texts:

The following texts are on sale at the IVC Bookstore:

Winks, Robin and Susan P. Mattern-Parkes, *The Ancient Mediterranean World*.

Homer	<i>The Essential Homer</i> (Trans. Lombardo)
Virgil	<i>The Aeneid</i> (Trans. Lombardo)
Herodotus	<i>The Histories</i> (Trans. Waterfield)
Dutta (ed.)	<i>Greek Tragedy</i> (Published by Penguin)
Aristophanes	<i>Lysistrata and Other Plays</i> (Published by Penguin)
Plato	<i>The Republic</i> .
Cicero	<i>The Republic & The Laws</i> (Translated Rudd)
Aristotle	<i>The Nicomachean Ethics</i> (Trans. Ross)

Evaluation:

150 points	Essay #1
150 points	Essay #2
200 points	Midterm Exam
300 points	Final Exam

Final Grades will be calculated according to the following scale, and are not negotiable:

A	720-800 points
B	640-719 points
C	560-639 points
D	480-559 points
F	000-479 points

Late Work

Essays. I do not accept late work, except in extraordinary and documented cases. Traffic, non-critical illnesses, etc. do not constitute extraordinary circumstances. I do not accept essays via email.

Exams must be taken during the date and time assigned unless, in extenuating circumstance, PRIOR arrangements have been made with the instructor.

Study Guides

To stay consistent with the practices of most of my humanities colleagues at UC campuses, I will NOT be distributing study guides for each exam. Here are some tips on preparing for the exam.

- Everything I say in class is important and may be on the exam.
- Read, re-read, and read again every passage that I read in class.
- Think about the themes of the class and ask how those themes are reflected in the assigned works.
- Take good notes . . . don't just copy meaningless phrases . . . and review those notes. See: <http://www.dartmouth.edu/~acskills/success/notes.html>

Classroom Conduct

Disruptive students will be asked to leave the class. I invite your comments and questions, but ask that you raise your hand or otherwise wait to be acknowledged before offering your comments or questions. Talking, texting, or writing notes to other students in the class is considered disruptive behavior and you will be asked to leave the class. After being asked to leave the class for the second time, you will be referred to the college administration for disciplinary action.

PLEASE SILENCE YOUR CELL PHONES.

Talking on your cell phone during class time is absolutely prohibited.

Texting is also prohibited except in the case of personal emergencies or urgent messages from employers. If such a situation arises, you should quickly and unobtrusively deal with the message. If such a situation requires extended and immediate interaction on your part, please quietly leave the classroom to conduct your urgent business. Extensive texting during lecture will lead to my asking you to leave the class for the rest of the day.

I permit the use of laptop computers for the purpose of taking notes. All other uses are prohibited during class time.

I will make every effort to begin and end class on time and I expect you to do the same. I understand that any of us may, on occasion have to arrive late or leave early, but for the sake of the other students in the class I ask you to remain seated during the class period (unless it is an emergency).

If you must leave class early, please sit near an exit and do so quietly.

On Plagiarism

plagiarize /'pledʒz/ (also **plagiarise**)

→ **verb**

[with obj.] take (the work or an idea of someone else) and pass it off as one's own.

• take the work or an idea of (someone) and pass it off as one's own.

- DERIVATIVES **plagiarizer** *noun* .

(From: "plagiarize verb" *The Oxford Dictionary of English* (revised edition). Ed. Catherine Soanes and Angus Stevenson. Oxford University Press, 2005. Oxford Reference Online. Oxford University Press. Irvine Valley College. Accessed: 8 January 2008 <http://www.oxfordreference.com/views/ENTRY.html?subview=Main&entry=t140.e59317>)

From the IVC Academic Dishonesty Policy:

Plagiarism is any conduct in academic work or programs involving misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following.

1. intentionally representing as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, evidence of another.
2. taking sole credit for ideas and/or written work that resulted from a collaboration with others.
3. paraphrasing or quoting material without citing the source in the text.
4. submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., term-paper mill or internet derived products).
5. sharing computer files and programs or written papers and then submit individual copies of the results as one's own individual work.
6. submitting substantially the same material in more than one course without prior authorization from each instructor involved.
7. modifying another's work and representing it as one's own work.

Students caught plagiarizing will receive an "F" for the assignment and may be reported to the college administration for disciplinary action.

Essay Grading Criteria—150 Point Essay

145-150 pts.	Excellent.	This is truly <i>brilliant, insightful, and sophisticated</i> . You have an <i>exceptionally complex thesis, rigorously argued</i> , and supported with quotations that are unusually apt. Your essay is among the very best to ever be presented in an undergraduate course.
135-144 pts.	Extremely Good.	Your paper was <i>original, insightful, going beyond ideas discussed in class</i> . You have a <i>clear, complex thesis</i> . Your essay demonstrates your <i>thorough understanding</i> of the material covered by the assignment. You choose appropriate quotations and integrate them into your own argument. There are no awkward sentences, no unnecessary sentences, or extraneous information.
127-134 pts.	Very good.	You have a <i>solid analysis</i> . You demonstrate a superior understanding of the course material. Your essay is <i>well organized</i> , and you present a <i>clear, specific, argumentative thesis that controls the essay</i> . There are <i>distinct units of thought in paragraphs controlled by detailed topic sentences</i> . There are <i>clear transitions between paragraphs</i> . Your language is clear and articulate. You choose appropriate quotations and integrate them into your own argument.
119-126 pts.	Good.	While you <i>may have some conceptual or factual difficulties</i> , you are <i>doing real analysis and argumentation</i> . You <i>go beyond the ideas discussed in class</i> and you present your argument in a clear, concise manner. You "get it," i.e., you understanding the concepts and ideas covered by the assignment. I had no difficulty following your argument or understand the reasoning behind it.

111-118 pts	High Average	You have a <i>clear command of the ideas presented in class</i> , though your own <i>reading of the text(s) still seems deficient</i> . You don't seem as plagued by clichés and generalities as the average student, but your analysis doesn't go much deeper. Still, I can read your essay with relative ease, and understand your main point(s). You have a sufficient number of quotations to support your claims, but you don't always seem to choose the best quote(s) to make your point(s), or perhaps you even use "drop quotes" from time to time. (A "drop quote" is a quotation that is not integrated into your own sentences but is an entire sentence [or more] "dropped" into your essay. Often students writing at this level [and below] tend to drop these sentences in as the first sentence of a paragraph.)
102-110 pts	Average College Essay	Okay, you get <i>the basic idea(s) covered by the assignment</i> , but you tend to just repeat what I said in class, often giving me the impression that <i>you don't quite "get it."</i> You tend to think in <i>generalities</i> and write in <i>clichés</i> . Still, I can read your essay with relative ease, and understand your main point(s). You have a sufficient number of quotations to support your claims, but you don't always seem to choose the best quote(s) to make your point(s), or you use "drop quotes" (see above).
95-101 pts	Obviously Below Average	You <i>don't really know what you are talking about</i> . You tend to <i>jump from idea to idea</i> without explaining the relationship between ideas. Your <i>use of textual evidence is awkward and/or inadequate</i> . Usually this kind of essay is also characterized by awkward prose plagued by grammatical and syntactical errors, but not always. Sometimes a competent writer has an inadequate command of the course material.
88-94 pts	Seriously Flawed	You <i>fail to respond directly to the topic</i> and/or you <i>fail to demonstrate an adequate understanding</i> of the course material. Usually this kind of essay is also characterized by awkward prose plagued by grammatical and syntactical errors, but not always. Sometimes a competent writer has an inadequate command of the course material.
10-87 pts	Completely Unacceptable	<i>You do not seem to understand any of the material covered by the assignment</i> . This essay may be excessively brief, disorganized, or a collection of random thoughts without any over all sense of organization. Usually this kind of essay is also characterized by awkward prose plagued by grammatical and syntactical errors, but not always. Sometimes a competent writer has an inadequate command of the course material.
000 pts.	Plagiarism	See plagiarism policy in the syllabus.

A NOTE ON EXAMS

Purpose: The primary purpose of the exam is to evaluate your mastery of the texts, concepts, and methods developed in the course. The purpose of the exam is not to see if you are “naturally smart” or a “good test-taker,” neither is it to evaluate what you may have learned in high school, other classes, or on Wikipedia.

Format: You can expect the exam questions to be challenging, requiring you to demonstrate a combination of knowledge, insight, and skill in responding to the questions. You will write a paragraph or two in response to questions that focus on material and ideas covered in class.

Evaluation (M-Midterm; F-Final): I will grade your exams holistically, meaning I will not assign specific points to specific questions, but will read the entire exam to measure your overall grasp of the material. The best exams do more than “regurgitate” key terms and phrases, but demonstrate a sophisticated understanding of the complexities of the arguments presented in class and in the assigned texts. In assigning points my goal is to make appropriate distinctions between the levels of performance demonstrated by the students in the class. I will use the following rubric as a guide:

<p>M: 180-200 pts. F: 270-300 pts.</p>	<ul style="list-style-type: none"> • Sophisticated in statement and insight • Comprehensive; every question is answered completely • Numerous relevant details demonstrating mastery of material • Represents the best responses given to this exam
<p>M: 160-179 pts. F: 240-269 pts.</p>	<ul style="list-style-type: none"> • Competent, college-level response • Complete; every question is answered competently • Answers supported by details from assigned texts • Represents superior understanding of course material
<p>M: 140-159 pts. F: 210-239 pts.</p>	<ul style="list-style-type: none"> • College-level response • Relatively complete. Responded to every question, but some questions are incomplete, misguided, or incorrect. • Answers tend to be vague with relatively few supporting details. • Represents minimally satisfactory understanding of course material
<p>M: 120-139 pts. F: 180-211 pts.</p>	<ul style="list-style-type: none"> • Not college-level discourse • Incomplete. Failed to answer some of the questions or answers are clearly incorrect, vague, or even misleading • Virtually no supporting details; mostly broad generalities • Demonstrates unsatisfactory level of understanding of course material
<p>M: 000-119 pts. F: 000-179 pts.</p>	<ul style="list-style-type: none"> • Not college-level discourse; incoherent, rambling, etc. • Fails to respond to several questions or response are largely wrong • Contains very few details • Represents a serious deficiency in understanding of course material • or . . . STUDENT CAUGHT CHEATING ON EXAM: <ul style="list-style-type: none"> ○ copying from another student ○ exchanging information with another student ○ using electronic devices ○ using notes, books, etc. that have not been approved for that exam

Class Plan for Humanities 2 Summer Session II 2010 (Subject to Change)

Month	Date	Day	Assignment Due & Topics Covered
July	5	Mon	Holiday—NO CLASS Read: Winks and Mattern-Parks, <i>The Ancient Mediterranean World</i> , pp. 36-46, 54-117.
	7	Wed	Read: <i>The Iliad</i> in <i>The Essential Homer</i> , pp. 1-153
	12	Mon	Read: <i>The Odyssey</i> in <i>The Essential Homer</i> , pp. 241-377, 423-482.
	14	Wed	Read: <i>Aeneid</i> , books I-II, IV, VI-VII, X-XII Read: Winks and Mattern-Parks, <i>The Ancient Mediterranean World</i> , pp. 118-177, 182-183.
	19	Mon	Read: Herodotus pp. 3-5, 13-16, 49-64, 95-96, 108-129, 137-141, 195-208, 211-216, 313-363, 368-395, 417-428, 448-454, 475-488, 501-531, 558-584, 589-590. Or, if you prefer the book and “chapter” numbers for the Herodotus reading: I.1-5, 29-33, 108-40 II.1-4, 35-91, 112-120 III.61-87, 98-116 V.28-VI.33, VI.48-120 VII.26-56, 132-144, 201-238 VIII.40-125 IX.41-107, 22 Essay #1 Due
	21	Wed	Midterm Exam
	26	Mon	Read: <i>Agamemnon</i> , <i>Oedipus Rex</i> , and <i>Medea</i> (in <i>Greek Tragedy</i>)
	28	Wed	Read: <i>The Clouds</i> , and <i>Lysistrata</i> (in <i>Aristophanes: Lysistrata and Other Plays.</i>) Read: Plato, <i>The Republic</i> , pp. 3-56.
	August	2	Mon
4		Wed	Read: Plato, <i>The Republic</i> , pp. 277-362. Read: Cicero. <i>The Republic and The Laws</i> , pp. 17-33, 97-135.
9		Mon	Read: Aristotle, <i>Nicomachean Ethics</i> , pp. 3-203. Essay #2 Due
11		Wed	Final Exam 6:00-8:00 p.m.