

CLAS/HIST 130-03: GREEKS AND BARBARIANS: GREEK SELF-DEFINITION AGAINST THE ANCIENT MIDDLE EAST (.5 CREDIT)

... ὡς μήτε τὰ γενόμενα ἐξ ἀνθρώπων τῷ χρόνῳ ἐξίτηλα γένηται, μήτε ἔργα μεγάλα τε καὶ θωμαστά, τὰ μὲν Ἕλλησι, τὰ δὲ βαρβάροισι ἀποδεχθέντα, ἀκλέα γένηται ...

... so that the products of human action are not erased by time, and so that the great and admirable accomplishments produced by both Greeks and barbarians do not pass without note ...

Herodotus, *Histories* 1.p

MEETING DAYS, TIMES, AND PLACE: TTh, 12:30-1:45, Wallace 114, for the second half of the semester.

INSTRUCTOR INFORMATION:

Dr. Robert Holschuh Simmons

21 Wallace Hall

Office Phone: 309-457-2378

E-mail: rsimmons@monmouthcollege.edu

Office Hours: Monday-Friday 9-10 AM, and by appointment.

PREREQUISITES: None

FOR WHOM PLANNED:

This course is designed for anyone interested in the world of the ancient Mediterranean, and ways in which international conflicts and biases inflated then deflated. It will be particularly well-suited for students who are willing to be intellectually active in their analysis of the sources under study, and who can recognize the implications of those analyses for our contemporary world. This class can also fulfill partial requirements for a major in Classics, Latin, or Greek.

COURSE DESCRIPTION:

This course explores classical Greeks' definition of themselves against a construction of Persians as "barbarians." We will be attentive, though, to the dynamism of this construction over time: Greeks' conceptions of themselves were not uniform or static, and neither were their conceptions of the "barbarians." Based on this model of inquiry, we will also examine contemporary Americans' conceptions of themselves against any number of "others," including those in the modern Middle East (the same location as the ancient Persians).

EVALUATION AND GRADING:

PREPARATION, PARTICIPATION, AND DISCUSSION LEADERSHIP:

This will be a tremendously intellectually active and interactive class. We will delve deeply into the texts that we are reading, and I will expect you to prepare carefully every day to discuss knowledgeably and take part in any class activities planned, and to lead discussion and present summaries/analyses of sources you have read, when it is your turn to do so. To do the best job in carrying out class activities, it will be important for you to be well prepared for each class. Thus a significant part of your grade will come from your participation in class and your preparation for it. Either I will assign you a grade in this category based on my observations and notes, or I will give you the opportunity to justify a grade for yourself.

ATTENDANCE:

Because attendance is crucial to your success, and because our class meetings are where a great deal of the course's value comes, I will hold you to a high standard of attendance. You may occasionally, however, need to miss a class for illness or other reasons. **Thus you will not be penalized for your first two absences, whatever the reason for them. If you miss more than two classes, however, your grade or status in the class will be affected according to the following parameters:**

- For your third absence, your attendance grade for the semester will drop by 5%.
- For absences four and above, your attendance grade will drop another five percent for each absence (to 90%, then 85%, etc.).

Normally, the two-absence cushion should account for matters outside of your control that would keep you from attending class, so the third one, even if it could be excusable on its own, serves as the consequence for classes missed previously that were within your control, and it underscores the importance of your being present: any absence, for whatever the reason, detracts from your learning in the class. However, I recognize that a person can, at times, run into circumstances that can keep her or him out of class on several occasions without any fault on the student's part. If your first two absences were all due to debilitating or contagious illness, family emergency, mandatory religious obligation, or participation in an authorized College activity (for any of which I may require documentation), I would be willing to consider not penalizing you for a third absence either, if that also was precipitated by one of those circumstances. For absences beyond the first two that you believe should be excused, you should contact me beforehand if you are in position to know about the absences in advance (such as if you have a mandatory religious or College obligation); if the absence is the result of an emergency, you should notify me within three days of the missed class. Please speak with me if you have a different reason for your absence that you think may be excusable. I will be the sole arbiter as to whether an absence will be considered excused. Further details:

- Missing 25 or more minutes of class (whether at the beginning, middle, or end) counts as an absence.
- Three times arriving late counts as an absence.
- If you walk in after I have taken attendance, it is your responsibility to make sure I have marked you present for the time that you were in class.

QUIZZES AND IN-CLASS WRITING:

Because it is critical that people are well-prepared for class in order for the events we will do in class to work out, I will regularly have you either take a short quiz and/or write for a few minutes in response to the reading you were assigned, and sometimes in response to questions that I have assigned along with your reading. **MISSED QUIZZES AND WRITING ASSIGNMENTS MAY NOT BE MADE UP**, unless you have missed such an assessment for reasons that were fully justifiable and over which you had no control. (I will be the one who determines whether your circumstance justifies any mercy.) However, I will drop one or two of students' lowest scores, including missed assignments, in tabulating their final grade.

EXAM:

There will be one exam, given during our final exam time, that covers assigned readings and the content of class activities, discussions, and lectures, including visual images. **MISSED EXAMS MAY BE MADE UP ONLY IF MISSED FOR ONE OF THE FOLLOWING REASONS**, and only with appropriate documentation: debilitating illness, family emergency, mandatory religious obligation, or participation in authorized College activities. Please speak with me if you have a different reason for your absence that you think may be excusable. You must make every effort to contact me *before* the

exam if a make-up is necessary, and you must take the make-up exam within five class days of the scheduled date. Our final exam will be offered on Friday, Dec. 11, at 3:00 PM in our regular classroom.

GRADE BREAKDOWN:	Preparation, participation, and discussion leadership	30%
	Attendance	10%
	In-class writing and quizzes	20%
	Final exam	40%

PERCENTAGE/GRADE EQUIVALENTS:

93+ = A	87-89 = B+	77-79 = C+	67-69 = D+	59 and below = F
90-92 = A-	83-86 = B	73-76 = C	63-66 = D	
	80-82 = B-	70-72 = C-	60-62 = D-	

REQUIRED TEXTS AND OTHER MATERIALS:

We will read a range of documents from the classical Mediterranean, all of which I will either post on Moodle or copy for you.

COURSE ENGAGEMENT EXPECTATIONS:

This course is scheduled to meet 2 days per week for 75 minutes each for the second half of the semester. You should expect to spend on course reading, preparation of discussion questions, etc. approximately two hours outside of class for every hour in class. Assigned activities may take each student a different amount of time to finish; however, the weekly average for all students in the course for those matters should be 7.5 hours. Intensive preparation for your exam and discussion leadership will be in addition to the standard weekly preparation, but will likely average out to an extra two hours per week. The time estimates for the course thus break down as follows:

In class activities	2.5 hours
Class preparation	5.0 hours
Intensive studying and preparing for discussion leadership (averaged out)	<u>2.0 hours</u>
Average per week:	9.5 hours

CLASS BEHAVIOR EXPECTATIONS:

To maintain a classroom environment in which everyone can learn, please show the respect and courtesy to others that you would expect in turn. Here are a few of the ways in which you can show respect and courtesy:

- Be in your seat on time for class, and remain for the duration of each class.
- Have a notebook, pen, and relevant materials out and ready to use throughout class.
- Be ready to answer questions about the day's homework and other relevant subjects, to work on in-class assignments individually and with peers, and to share your work in small groups with the whole class.
- Remain quiet while I or others in class are speaking.
- Show support for those who speak in class by your demeanor and body language.
- Focus on the content of the class, not on personal electronic devices; all such items should be turned off and packed away during class, unless they are being used for class matters, in a way that is not distracting to your classmates or me.
- You may eat and drink in class, but only if it is not distracting to other students or me.

E-MAIL COURTESIES:

When sending me e-mail, please observe the following courtesies:

- Begin the message with a salutation of some sort (Dr. Simmons, Prof. Simmons, Mr. Simmons, etc.).
- Include a reasonably accurate subject line.
- Capitalize and punctuate where appropriate, and proofread to make sure that you are communicating clearly.
- At the end of the message, please identify yourself by the name by which I know you (first name or nickname).

I will get back to you as soon as I can. Sometimes a response will be immediate; on other occasions it may take me several hours, and quite possibly a full day if you write late in the day, at night, or on a weekend, if I need to give some thought to a response before providing one, or if I simply have other things I need to get done before I can get to e-mails.

SPECIAL NEEDS:

Anyone who has a special need that may require some modification of seating, testing, or other class requirements should see me as soon as possible. I will be pleased to make the appropriate arrangements in consultation with you. Depending on the modification, you may need to be registered with Disability Services.

ACADEMIC HONESTY:

From the Monmouth College Academic Honesty Policy: “We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally – will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student’s responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor’s syllabus.

“The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one’s own work on outside assignments specified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

“Please note that this list is not intended to be exhaustive.”

The complete Monmouth College Academic Honesty Policy can be found on the College web page by clicking on “Student Life” then on “Student Handbook” in the navigation bar on the top of the page, then “Academic Regulations” in the navigation bar at the left. Or you can visit the web page directly by typing in this URL: <http://www.monmouthcollege.edu/life/residence-life/scots-guide/academic.aspx>.

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction as judged by the instructor. Minimally, a violation will result in an “F” or 0 points on the assignment in question. Additionally, the student’s course grade may be lowered by

one letter grade. In severe cases, the student will be assigned a course grade of “F” and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean, who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so excuses or claims of ignorance will not mitigate the consequences of any violations.

HELP OUTSIDE OF CLASS:

You should not hesitate to talk with me about any difficulties you are having—any topic in the ancient world is challenging, and I want to help you do the best you can at it. Speak with me as soon as you are having trouble; letting a problem fester is likely to make it worse.

Teaching & Learning Center:

The Teaching and Learning Center offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, drop-in and appointment tutoring, and individual academic coaching. The TLC is here to help students excel academically. TLC services are not just for struggling students, but can assist all students to get better grades, practice stronger study skills, and manage time.

Visit Dana and Rita at the TLC on 2nd floor Poling Hall from 8am-4:30pm or online at <http://ou.monmouthcollege.edu/academics/teaching-learning-center/>

We can also be reached at: tlc@monmouthcollege.edu or 309-457-2257

Like the TLC on Facebook: https://www.facebook.com/pages/Monmouth-College-Teaching-and-Learning-Center/203117166403210?ref=aymt_homepage_panel

Writing Center:

The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at Monmouth College. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. We are located on the 3rd floor of the Mellinger Teaching and Learning Center, and we are open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Learn more about the Writing Center at our website: <http://blogs.monm.edu/writingatmc/writing-center/>

Speech Tutors:

Speech Tutors are available on a limited basis in the Writing Center to work with students who are preparing for a presentation in any course. Speech Tutors can help fine-tune thesis statements, review outlines, suggest organizational strategies, provide feedback about visual aids, help students develop ways to manage speech anxiety, and watch speech practice sessions. For information about tutor availability, visit the Writing Center’s website at <http://blogs.monm.edu/writingatmc/writing-center/>.