

General Studies 145: Antiquity and Modernity

Professor Melissa M. Wilcox
M 10:00-10:50 / WF 11:00-11:50, Olin 343
Whitman College, Fall 2007

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Course summary:

A two-semester exploration of the formation and transformation of some western world views (ways of understanding nature, society, the self, and the transcendent). The course will focus on the World of Antiquity and the Modern World. Attention will be given not only to the continuity in the transition of dominant world views, but also to competing and alternative visions. The course will examine some of the important individuals and events which have significantly shaped, reshaped, and challenged these world views. In this process, revolutions in thought and society, encounters between peoples and cultures, and perspectives on "us" and "them" will constitute major objects of study. The study of primary sources, discussion, and writing will be emphasized. The two semesters will be taught as a single year-long course, with the first semester a prerequisite for the second. The P-D-F grade option may not be elected for this course.

Themes:

Underlying the individual texts of Antiquity and Modernity lies the opportunity to explore the construction, contestation, and common themes of the "West" as a concept (and a powerful reality) through analysis of some of the central texts of the so-called "Western intellectual canon."

West (n): "2a. The Western part of the world [*but west of what?*]. Now commonly, Europe as distinguished from Asia. b. The western portion of the Roman world after its division into two empires in A.D. 395. c. The western parts of Europe...3e. (With capital initial). The non-Communist states of Europe and America." – Oxford English Dictionary

Canon (n): "a. *Literary Criticism*. A body of literary works traditionally regarded [*but by whom?*] as the most important, significant, and worthy of study; those works of esp. Western literature considered [*but by whom? By what criteria?*] to be established as being of the highest quality and most enduring value; the classics (now freq. in *the canon*). Also (usu. with qualifying word): such a body of literature in a particular language, or from a particular culture, period, genre, etc." – Oxford English Dictionary

Antiquity and Modernity is also the only required writing course at Whitman; thus, assignments will include grammar exercises, and class sessions will occasionally be devoted to writing workshops. Our main focus, however, will be close readings of the assigned texts, with the goal of developing your abilities to "read with the grain," "read against the grain," discuss texts thoughtfully and respectfully with your peers, and write in a clear, organized, and analytical manner.

Required texts:

- Hacker, Diana. *A Pocket Style Manual*, 4th ed. Boston: Bedford/St. Martin's, 2004.
- *The Epic of Gilgamesh*. Ed. and trans. Benjamin R. Foster. New York: W. W. Norton and Company, 2001.
- Herodotus. *The Histories*. Trans. Aubrey De Sélincourt. New York: Penguin, 2003.
- *Euripides I*. Ed. David Grene and Richmond Lattimore. Chicago: University of Chicago Press, 1955.
- *Euripides V*. Ed. David Grene and Richmond Lattimore. Chicago: University of Chicago Press, 1959.
- Plato. *The Trial and Death of Socrates*, 3rd ed. Trans. G.M.A. Grube. Indianapolis: Hackett, 2000.
- Plato. *Symposium*. Trans. Alexander Nehamas and Paul Woodruff. Indianapolis: Hackett, 1989.
- *Tanakh: The Holy Scriptures*. Philadelphia: Jewish Publication Society, 1985.
- *The New Oxford Annotated Bible*, 3rd ed. New York: Oxford University Press, 2001.
- Apuleius. *The Golden Ass*. Trans. E. J. Kenney. New York: Penguin, 2004.
- *What Would You Die For? Perpetua's Passion*. Baltimore, Md.: Apprentice House, 2006.
- Augustine. *Confessions*. Trans. R. S. Pine-Coffin. New York: Penguin, 1961.

All course materials will also be on reserve in Penrose Library. Even if you're short on book funds, I do recommend that you buy the Hacker style guide, because you'll probably use it off and on for the rest of your time in college.

Course requirements:

Preparation for class: Please come to class having thoroughly read and thought about the day's assignment. If you plan to keep your books, you should engage with the text as you read by highlighting or underlining important passages, words, and phrases, and making notes in the margins. If you don't plan to keep your books, or you're using the library copies, buy a notebook especially for Core and engage with the text by making notes as you read, being sure to write down the page numbers and/or line numbers of the passages on which you're commenting. Come to class with your book and your notes (or a photocopy/notes, if you're using the library reserve copies), plenty of spare writing paper, your copy of Hacker (in case there's an in-class writing assignment), and writing utensils. *Be prepared, be alert, and be on time!*

Keeping track of assignments: Only rarely will I remind you about assignments that are due. This syllabus is your reminder: keep it in a prominent place, and check it regularly to make sure you know when each assignment is due. If you keep a calendar of any sort, it's a very good idea to put all of your major assignments on your calendar at the beginning of the semester, in order to plan ahead.

Grading: Final grades in the course will be determined as follows:

In-class writing.....	15 %
Grammar exercises.....	10 %
Paper #1.....	15 %
Rewrite of Paper #1.....	10 %
Paper #2.....	20 %
Final project.....	20 %
Class participation	10 %

Remember to keep all papers I return to you so that you can track your own grade in the course. With a little math, you can figure out how you're doing at any point in the semester.

In-class writing: At least once a week there will be an in-class writing assignment that will help you to practice your writing skills *and* will give us material from which to begin our class discussion. Each time I will ask you a different question about the text we're studying for that day, and ask you to answer it with evidence from the text. The best way to prepare for the in-class writing is to read closely and thoughtfully each day, since I will not warn you in advance about these assignments. In-class writing will be graded for content and style.

Grammar exercises: Part of the task of this course is to help you advance your writing from high school level to college level. No matter how stellar a writer you were in high school, you have new work to do now. To that end, throughout the first half of the semester you will have daily (short) reading assignments in the Hacker style manual, accompanied by brief grammar exercises online. To get to the grammar exercises, go to www.dianahacker.com/pocket, click on "Electronic Grammar Exercises," and then select the exercise(s) listed in your syllabus. The web page will give you a chance to enter your name and my e-mail address – be sure to do this (and use your real name) so that I receive your score and you get credit for each assignment. Type carefully! If you make any typos, your score won't get recorded properly.

Papers: In addition to the in-class writing, two five-page papers will be required for this class. I will make paper topics available well in advance, and several writing workshops will focus on developing and refining your ideas and your argument. You are required to rewrite the first paper in order to improve your writing overall; there are no rewrites for the second paper. All papers must use Chicago style as presented in the Hacker style manual.

Final project: The final exam session will involve group presentations on topics I will assign toward the end of November.

Class participation: Since this course relies heavily on discussion, it is extremely important that you be in class, on time and prepared, each day. **Students who miss more than four class sessions without informing me in advance will lose 50% of this portion of their grade.**

General policies for Core:

1. Writing assignments are to be set by each instructor, but there will be a minimum of four written assignments and fifteen pages of writing each semester, as well as a final evaluative exercise at the end of each semester.
2. Students who wish to change Core section may do so only at the semester break, prior to the beginning of second semester, by making a request to the Registrar. Students are not allowed to choose which section they would like to enter. Those students who seek to change sections will be assigned to other sections by the Registrar.
3. All assignments must be completed for a student to receive a passing grade. If a student fails to turn in a paper or to take an examination, that student must receive an F or an Incomplete for the semester.
4. The penalties for academic dishonesty are described in the Statement on Academic Honesty and Plagiarism that all students accept as proper rules for academic behavior when they arrive on campus. Any substantially plagiarized written assignment will not be considered a completion of the assignment, and will result in failing the course.
5. The grading criteria in the various sections are determined by each instructor. Some sections may place a greater emphasis upon some aspect of the students' work (papers, oral reports, participation in discussion, examinations, etc.) in the determination of a course grade. This course has a common set of readings, but the process of evaluation is unique to each section.
6. Attendance, itself, is necessary but not sufficient. Students must participate in the conversation.

Policies for this section:

Students with disabilities: If you have a disability and need my help in making this course fully accessible to you, please feel free to contact me, either in person or through the Academic Resource Center (527-5213). I'll be happy to help in whatever way I can.

Inclusive language: Inclusive language is the use of accurate and unbiased gender terminology (see Hacker pp. 20-21), and it is required in this course. It's important for a number of reasons. For one thing, language shapes how people think. When religious studies was considered to be the study of the beliefs of *man*, for instance, people (usually male scholars) tended to study male writers, male believers, male religious leaders, and so on simply because it didn't occur to them to study women as well. As a result, they had a less accurate understanding of religion than we have today. "Humanity" and "humans" are gender-inclusive terms; "man" and "men" are not.

Non-inclusive language also can be misleading, inaccurate, or vague. Traditional formal English, for example, requires that you use the singular pronoun "he" as a generic pronoun. Thus, you might say that "when a new member is initiated into the secret society, he must undergo several hours of ordeals." People who read that sentence are left wondering whether "he" includes women or whether this secret society is for men only. The solution? When you use singular generic terms (like "one," "anyone," "a person," etc.), use the combined pronoun

“she or he.” Or, for a less awkward sentence, simply use a plural noun (“people,” “initiates,” “members,” etc.), because English has a non-gendered plural pronoun (“they”).

“Late fees”: Late grammar exercises will not be accepted unless you have made arrangements with me in advance (the Hacker web site reports date and time as well as scores). There will be no make-ups for in-class writing assignments; however, if you have contacted me in advance about your absence that day, your missing score will be dropped. Papers and rewrites will lose 5 percentage points for each day (including weekends) they are late. There will be no make-ups for final projects.

Academic dishonesty: Honesty is an integral part of academic learning; any form of cheating expresses gross disrespect for the efforts of your teacher, the hard work of your classmates, and your own privilege in having access to a quality education. I will not hesitate to report and pursue incidents of suspected academic dishonesty, including plagiarism and copying others’ assignments. **The maximum penalty for academic dishonesty is permanent expulsion from Whitman.**

This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, and abilities. All members of this learning community are expected to treat each other with respect and dignity, and to listen especially carefully to the voices (in text and in person) of cultural and social minorities.

Course Schedule

→ Watch for the arrows! They tell you when a major assignment is due.

Week 1: *Epic of Gilgamesh*

Wednesday, 8/29: *Gilgamesh*, Tablets I-III

Friday, 8/31: *Gilgamesh*, Tablets IV-VIII

Plus: Read the syllabus! This is your “contract” for the semester.

Writing workshop: Thesis, argument, and evidence

Week 2: *Epic of Gilgamesh* and Herodotus

Monday, 9/3: *Gilgamesh*, Tablets IX-XI

Hacker: Read part 1 (pp. 1-2); do online exercises 1-1, 1-2, 1-3

Wednesday, 9/5: Herodotus, I.1-95 (pp. 3-45)

Hacker: Read part 2; do online exercises 2-1, 2-2, 2-3

Friday, 9/7: Herodotus, I.106-30 (pp. 49-61), II.1-10 (pp. 95-98), II.35-57 (pp. 109-119), III.1-43 (pp. 170-89)

Hacker: Read pp. 184-204

I will be out of town attending a meeting, so our section will not meet. You may, if you wish, earn extra credit by attending another Core section today. Please contact me in advance if you plan to do this, so that I can inform the other instructors.

Week 3: Herodotus, cont.

Monday, 9/10: Herodotus, III.61-86 (pp. 197-210), VII.1-60 (pp. 413-439)

Hacker: Read part 3; do online exercises 3-1, 3-2, 3-3

Wednesday, 9/12: Herodotus, VII.101-107 (pp. 448-51), VII.128-45 (pp. 456-64), VII.175-239 (pp. 477-500)

Hacker: Read part 4; do online exercises 4-1 and 4-2

Friday, 9/14: Herodotus, VIII.1-120 (pp. 501-43), IX.114-22 (pp. 600-603)

Hacker: Read part 5; do online exercises 5-1, 5-2, 5-3

Week 4: Greek tragedy

Monday, 9/17: *Medea* (in *Euripides I*; read all of *The Medea*)

Hacker: Read part 6; do online exercises 6-1, 6-2

Wednesday, 9/19: Further discussion of *Medea*

Hacker: Read part 7; do online exercises 7-1, 7-2, 7-3, 7-4

Friday, 9/21: *The Bacchae* (in *Euripides V*; read all of *The Bacchae*)

Hacker: Read part 8; do online exercises 8-1, 8-2, 8-3

Topic for paper #1 available in class

Week 5: Greek tragedy and Plato

Monday, 9/24: Writing day – prepare by choosing and thinking about a topic.

Hacker: Read part 9; do online exercises 9-1, 9-2, 9-3

Writing workshop: Pre-writing. Bring to class the assignment and the books you plan to use for writing paper #1.

Wednesday, 9/26: Discussion of *Medea* and *Bacchae* – prepare by thinking about connections and dissonances between these two plays.

→ **Outline of paper #1 due**

Friday, 9/28: Plato, *Euthyphro* (in *The Trial and Death of Socrates*, pp. 1-19)
Hacker: Read part 10, do online exercises 10-1, 10-2, 10-3
Outline of paper #1 returned

Week 6: Plato, cont.

Monday, 10/1: *Symposium*, pp. 1-47
Hacker: Read part 11; do online exercises 11-1, 11-2, 11-3
Wednesday, 10/3: *Symposium*, pp. 48-60
Writing workshop: Peer editing of paper #1
→ Rough draft of paper #1 due
Friday, 10/5: *Symposium* pp. 61-77
→ Paper #1 due

Week 7: Tanakh

Monday, 10/8: Fall break – no class
Wednesday, 10/10: *Tanakh*, Book of Genesis, Chs. 1-11
Hacker: Read part 12; do online exercises 12-3, 12-6, 12-9, 12-10
Friday, 10/12: *Tanakh*, Genesis, Chs. 12-22
Hacker: Read part 13, do online exercises 13-1, 13-2

Week 8: Tanakh, cont.

Monday, 10/15: *Tanakh*, Book of Exodus, Chs. 1-15
Hacker: Read part 14; do online exercises 14-1, 14-2, 14-3
Writing workshop: Revising a paper
Wednesday, 10/17: *Tanakh*, Exodus, Chs 6-24 and 32-34
Hacker: Read part 15; do online exercises 15-1, 15-2, 15-3
Friday, 10/19: *Tanakh*, Book of Job, Chs. 1-27, 29-31
Hacker: Read part 16; do online exercises 16-1, 16-2, 16-3

Week 9: Tanakh and New Testament

Monday, 10/22: *Tanakh*, Job, Chs. 38-42
→ Rewrite of paper #1 due
Wednesday, 10/24: *New Oxford Annotated Bible*, Book of Luke, Chs. 1-11 (starts on
New Testament p. 95 – toward the back of the book).
Hacker: Read part 17; do online exercises 17-1, 17-2, 17-3, 17-4
Friday, 10/26: *New Oxford Annotated Bible*, Luke, Chs. 12-21
Hacker: Read part 18; do online exercises 18-1, 18-2, 18-3

Week 10: New Testament, cont.

Monday, 10/29: *New Oxford Annotated Bible*, Luke, Chs. 22-24
Hacker: Read part 19; do online exercise 19-1
Wednesday, 10/31: *New Oxford Annotated Bible*, Romans, Chs. 1-8
Hacker: Read part 20; do online exercise 20-1
Friday, 11/2: *New Oxford Annotated Bible*, Romans, Chs. 9-end
Hacker: Read part 21; do online exercise 21-1
I will be out of town attending a training, so our section will not meet. You
may, if you wish, earn extra credit by attending another Core section today.
Please contact me in advance if you plan to do this, so that I can inform the
other instructors.

Week 11: Apuleius

Monday, 11/5: Apuleius, Books 1-3

Hacker: Read part 22; do online exercise 22-1

Monday at 7:00 p.m. in Maxey Auditorium: Professor Keith Bradley of Notre Dame will speak on Apuleius. Attendance is mandatory – plan ahead!

Wednesday, 11/7: Apuleius, Books 4-6

Hacker: Read part 23; do online exercises 23-1, 23-2, 23-3

Friday, 11/9: Apuleius, Books 7-10

Hacker: Review parts 1-23 and write down any questions you have.

Writing workshop: Grammar review

Week 12: Apuleius and Perpetua

Monday, 11/12: Apuleius, Book 11

Wednesday, 11/14: Perpetua's Passion (in *What Would You Die For?*) – read all.

Topics for paper #2 available in class

Friday, 11/16: Further discussion of Perpetua

I will be out of town attending the annual meeting of the American Academy of Religion, so our section will not meet. You may, if you wish, earn extra credit by attending another Core section today. Please contact me in advance if you plan to do this, so that I can inform the other instructors.

11/17 – 11/25: THANKSGIVING BREAK**Week 13: Augustine**

Monday, 11/26: Augustine, Books 1-3

Wednesday, 11/28: Augustine, Books 4-6

Friday, 11/30: Augustine, Book 7

Writing workshop: Peer editing of paper #2

→ Pre-writing and rough draft for paper #2 due

Week 14: Confessions and conclusions

Monday, 12/3: Augustine, Books 8-9

Final project topics available; sign up for final project groups

→ Paper #2 due

Wednesday, 12/5: Augustine, Book 10

Friday, 12/7: Final discussion

Finals week

Wednesday, 12/12, 2:00-4:00 Final project presentations

See you in January!