

THE WESTERN CANON I: GREEK, ROMAN, AND MIDDLE AGES (FALL 2021)

Instructor	Brendan Shea, PhD (call me “Brendan”).	Course number	HUM 1111-71
Contact Info (email preferred)	Brendan.Shea@rctc.edu (507) 722-1146	Prerequisites	None
Class Time	Online	Class location	Online
Office Hours	Tu We Th 9 to 10:45 (please email to let me know you are coming). https://minnstate.zoom.us/j/99874991922 Passcode: 312566	Office location	M2403Q

Description. This course examines literary works of ancient authors of the Western literary canon from around 900 BCE to around 1400 CE. While the focus is primarily on masterpieces of literature, other art forms (painting, sculpture, music, etc.) may also be included. (3 cr)

Outline of major content areas:

1. Major literary works of selected authors from ancient Greece through Rome up to the Middle Ages
2. Other appropriate works of art in music, painting, sculpture, and other media
3. History, philosophy, and intellectual movements necessary to fully understand the works selected
4. Cultural, societal, religious/ethical terminology particular to each period
5. Contributions of Western Europe to our understanding of the humanities

Learning Outcomes (General):

The student will be able to:

1. Demonstrate knowledge of principal historical writers and their works.
2. Display mastery of major literary, intellectual, and historical movements.
3. Use appropriate literary terminology.
4. Recognize individual contributions to the period, including those of women, minorities, and lesser known writers.
5. Analyze, evaluate, and draw conclusions about individual works and argue those conclusions in writing.

Learning Outcomes (Mntc):

Goal 6/The Humanities-the Arts, Literature, and Philosophy: The student will be able to:

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within a historical and social context.
3. Respond critically to works in the arts and humanities.

Goal 8/Global Perspectives: The student will be able to:

1. Describe and analyze political, economic, and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of and sensitivity to cultural, social, religious, and linguistic differences.
3. Understand the role of a world citizen and the responsibility world citizens share for their common global future

RCTC Core Outcomes Addressed:

Critical Thinking. Students will think systematically and explore information thoroughly before accepting or formulating a position or conclusion.

Global Awareness and Diversity. Students will demonstrate an understanding of and respect for human diversity through their words and actions.

COURSE MATERIALS

- All of the course readings are available through <http://www.perusall.com>.
 - You can create a free account here: <https://app.perusall.com/accounts/register>.
 - To join this class, enter the following code: **SHEA-3XQBP**
 - There is no fee—all of the course texts are public domain.
- This course will require that you have reliable, regular access the course D2L site to submit work, get access to course readings, etc.

GRADING AND COURSE POLICIES

Your final grade is a weighted average of the following:

- **Perusall.com Annotations (25%).** For each of the class readings, you will have the chance to “annotate” the text together with your classmates. More details on what is required of annotations (and how they are graded) are provided in a separate document. These annotations (covering the reading we’ll be talking about the next week) will generally be due on **Tuesdays** (and very occasionally on **Thursdays**, if we have two readings).
- **Quizzes and Activities (25%).** Most weeks, there will be EITHER a short D2L quiz OR a short writing assignment OR a discussion board post. These will generally be due on **Fridays**.
- **Three Essays/Projects (25% each; drop the lowest).** There will be three essays/projects in the class, each of which will involve around 750 to 1000 words of writing. You’ll have around one week to work on each essay. I will **DROP** your lowest score.

- **Extra Credit.** There may be occasional opportunities for extra credit, which I will announce to the whole class. For reasons of fairness, I can't offer extra credit opportunities to individual students, so please don't ask.

Plagiarism and Academic Integrity. Your work should be your own—please don't use your classmates, friends, parents, or the internet to help you write your papers or answer test questions. If the preponderance of the evidence suggests that plagiarism has occurred (that is, if it seems *more likely than not*), you will lead to a failing grade for the assignment. A second violation will lead to failing grade for the course. Please consult the school's policies (search "conduct policies" on the website).

Attendance. Students in face-to-face classes are expected to attend class regularly, while online students are expected to participate in the class discussions and activities. If you miss more than two weeks consecutively, or 1/3 of the total class sessions/assignments, you may receive a failing grade of FW. This may endanger your ability to receive financial aid. With this in mind, it is *your* responsibility to withdraw from the class if you decide not to continue. I am willing to make exceptions if circumstances require, but you need to let me know about these in a timely manner.

POLICY ON LATE WORK

If you a quiz or activity due to a brief sickness, work conflict, class trip, computer malfunction, wedding, auto problem, court date, funeral, sporting event, etc., you do NOT need to email me, and it is your responsibility to determine what you missed. Here are my policies for making up missed or late work:

- You can submit Perusall annotations up to TWO DAYS (48 hours) late, with credit declining linearly. So, you'll lose about 2% (1/48) if you submit annotations an hour late, and 98% if you submit them 47 hours late (47/48).
- Writing assignments (short essays, projects, etc.) can be submitted up to a week late. If they are within 72 hours, the grade will be capped at 90%. If they are submitted within a week, the grade will be capped at 80%.
- Absent truly exceptional circumstances, I will NOT accept late work after the class has finished.
- I will make exceptions to this policy if you can demonstrate a genuine need. Please come talk to me if anything comes up that is preventing you from succeeding in class.

RCTC COMMON POLICIES

This course will be taught in accordance with the following policies, which apply to ALL RCTC courses. If you have any questions about these, please let me know!

Academic Integrity Statement

The primary academic mission of Rochester Community and Technical College (RCTC) is the exploration and dissemination of knowledge, and academic honesty and integrity are integral to the academic process. Academic dishonesty - cheating, plagiarism, and collusion - is a serious offense which undermines the educational process and the learning experience for the entire college community. RCTC students are expected to understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by the College's [Academic Integrity Policy](#). Any act of academic dishonesty attempted by a student at Rochester Community and Technical College is unacceptable and will not be tolerated.

Americans with Disability Act

Rochester Community and Technical College is committed to ensuring its programs, services and activities are accessible to individuals with disabilities, through its compliance with state and federal laws, and [System Policy](#). Appropriate accommodations are provided to those qualified students with disabilities. If you believe you qualify for an academic accommodation, please contact the Director of Disability Support Services, Travis Kromminga at 507-280-2968 or through the Minnesota relay TTY 1-800-627-3529. The office can also be reached via e-mail at DisabilityServices@rctc.edu

Military Friendly Statement

Rochester Community and Technical College (RCTC) is a military friendly campus, pledging to do all we can to help military veterans transition into college to complete their educational goals. RCTC is proud to be a Beyond the Yellow Ribbon campus, serving and honoring our veterans, military service members and their families. Through the Veterans Resource Center, RCTC offers student veterans an on-campus point of contact with other veterans, and program information to assist them in making a successful transition into college. For assistance, students are encouraged to contact the Veterans Assistant Coordinator, Mark Larsen, at 507-779-9375 or e-mail at mark.larsen@state.mn.us, or Othelmo da Silva, RCTC's VA certifying official at 507-280-7566 or email at VeteranServices@rctc.edu.

Title IX Statement

Sexual violence and other forms of sexual misconduct is prohibited at Minnesota State colleges and universities (Minnesota State). Any individual who has been, or is being, subjected to conduct prohibited by the Sexual Violence Policy is encouraged to report the incident. Individuals may choose to file a complaint anonymously using the online reporting tool (<https://www.rctc.edu/services/student-affairs/sexual-violence/>). Individuals who choose to file anonymous reports are advised that it may be difficult for the college to follow up or take specific action, where information is limited. For additional information please see the RCTC Sexual Violence Policy,

<http://www.rctc.edu/policies/system/sexual-violence> or contact Rebecca Peine, Title IX Coordinator, at 507-285- 7195 or email at TitleIX@rctc.edu.

GETTING IN TOUCH WITH ME (AND WHAT TO INCLUDE IN AN EMAIL)

The best way to get ahold of me is by e-mail, which I will aim to respond to within ONE working day (for simple questions) or TWO working days (for more complex ones). I don't generally check email on the weekends or holidays. If you don't hear from me by then, please try emailing me again. In order to help me provide you with quick, effective feedback, here's a general template for what I expect in an email.

Dear Brendan (or Professor Shea):

My name is [full name], and I'm a student in [this section] of [this class]. I had a question regarding [identify quiz, textbook chapter, etc. Be specific, and include a copy of anything I might need to answer your question, including the full problem text, if applicable]. Here's everything I've tried so far to figure out the answer for myself [looked at the syllabus, notes, textbook, etc.], and here's my best guess as to the answer. Could you help me by doing the following? [Be specific in what you are asking me to do.] [Feel free to include anything else you'd like here. I'm always happy when students send along ideas/links/whatever vaguely relating to ethics and philosophy 😊]/

As I rule, I will not respond to requests that you be exempted from class policies without very good reason (e.g., for late-work extensions outside the conditions outlined above), or to emails that lack basic identifying information (your full name, class, etc.). For long or complex questions, I highly encourage you to schedule an appointment so that we can talk (either in person or by phone). Oh, and please don't call me Mr. Shea (That's my dad!).

RESOURCES FOR STUDENT SUCCESS

Some helpful resources at RCTC (all of which are included with your course tuition) include the following:

- **Student Support Services/TRIO (SS 159)** provides academic support for first-generation and low-income college students, as well as those with documented disabilities.
- **Drop-in Tutoring (AT 306)** is available free of charge to *all* RCTC students. Please take advantage of it!
- **Online Tutoring** is available at www.tutor.com, accessible via D2L (so, don't go directly to the website—instead, log on to the main RCTC D2L page, and look for the link). This online tutoring option also includes a form where you can submit a paper for review (there is something like a 12-hour turn around).

COURSE CALENDAR

The topics are indicated below. Each topic will have both an associated Perusall assignment, a quiz/activity, as well as lecture notes.

Week Starting	Topics
8/22	Syllabus and "Why Read the Classics?"
8/29	Torah (Genesis and Exodus)
9/5	Gilgamesh
9/12	Iliad (bk 22) and Odyssey (bk 11).
9/19	Plato-Cave and Symposium
9/26	Essay-Project 1 Work Week
10/3	Euripides-Medea
10/10	Ovid, Metamorphoses
10/17	Christian Gospels (Matthew)
10/24	Marcus Aurelius, Meditations
10/31	Essay-Project 2 Work Week
11/7	The Quran
11/14	Lyric Poetry
11/21	Divine Comedy
11/28	Canterbury Tales
12/5	Essay-Project 3 Work Week
12/12	End of Class