

**(HUM 1021-02): Humanities I: The Ancient, Classical, and Medieval Worlds: Supportive Seminar
Spring 2018**

Instructor: Dr. Kenneth Atkinson Department of History	Dates: MWF
Office: Seerley 318 Office Phone: 273-6990 Mailbox: Seerley 319	Time & Location: MWF 10:00-10:50 a.m. SRL 112
Office Hours: 10:00-10:50 p.m. Tuesday, Thursday, and by appointment. I am always happy to accommodate your schedule and meet with you in person.	E-mail: Kenneth.Atkinson@uni.edu My policy is to answer your message once I have received it. I try to check my e-mail throughout the day, so if you have not heard back from me please be patient.

Required Texts:

1.	<i>Western Civilization: Vol. A: to 1500</i> , Author: Spielvogel, Jackson, Publisher: Cengage Learning, Edition: 10th, Year Published: 2018. ISBN: 9781305952812
2.	George, Andrew. Translator, <i>The Epic of Gilgamesh</i> (Penguin, 2003). ISBN 9780140449198
3.	Plato, <i>Last Days of Socrates</i> , Christopher Rowe, Translator (Penguin, 2010). ISBN 9780140455496
4.	Augustine. <i>Confessions</i> . Henry Chadwick, Translator (Oxford University Press, 2009). ISBN 9780199537822
5.	<i>Beowulf</i> , Michael Alexander, Translator (Oxford University Press, 2008). ISBN 9780140449310

Course Description

Why does the past matter? How do events that took place centuries ago affect me today? Why do people kill in the name of God? Why has Western history been so violent? Why should I care about the humanities? If you are interested in these questions, then this is the course for you. My goal in this class is to introduce you to the study of humanities during the ancient, classical, and medieval periods, and show you why it is important. Throughout the semester, you will take a journey through the history of Western civilization from its beginnings in the Middle East to approximately 1300 C.E. I am confident you will find this exploration of the ancient, classical, and medieval periods fascinating for the light that it sheds on our modern world. This course satisfies three hours of credit for Category 2.A (Civilizations and Cultures) of the Liberal Arts Core requirements (<http://www.uni.edu/lac/lac-requirements>).

Course Goals

My basic goals in this class are:

1. To expose you to some of the major events and ideas that have shaped Western civilization.
2. To show how relations between religion, society, and the state have shaped our society.
3. To help you understand how the past continues to shape our modern world.
4. To teach you the analytical skills of writing, reading, critical inquiry, and discussion that remain the core of a liberal arts education.

My philosophy is to make this class as interesting as possible. Although most of you are taking this course to satisfy the LAC requirement, I believe this is an important class that will help you no matter what career you decide to pursue. For this reason, I try to connect the past with the present to show you how many of the world's current conflicts are based on events or disputes that began during the periods covered by this class. Because many current wars are directly related to events that began in antiquity, it is impossible to understand contemporary problems without a knowledge of the past. Since we are studying ancient societies in distant places far from Iowa, I try to make the past come alive by showing you numerous photographs and short films to help you understand the material. Some of these are from my own travels, my work supervising archaeological excavations, and my professional activities in the Middle East and Europe.

Supportive Seminar Description

Supportive Seminars offer students the opportunity to collaborate with peers and certified leaders to develop effective learning and study skills and apply them to their classes. Supportive Seminars are organized study groups that provide students additional strategies and support for their course. Supportive seminars are offered one or two times weekly outside of the class time. Seminars are led by Academic Coaches who incorporate study, reading, and note-taking strategies, as well as test preparation into their seminars. Students practice these skills while working with course material. The seminars are completely student-orientated. Academic Coaches do not re-teach material. Instead, they redirect the teaching back to the

students and the students teach one another. The Academic Coaches are responsible for the planning and facilitation of the seminars.

Course Requirements

1. Attendance/Class Participation (approximately 20% of your grade). Because attendance is critical to understand the material and texts we will study, I will deduct a several points for more than three unexcused absences when I determine your final grade. I assume you will miss a few classes due to illnesses, university activities, or other life issues. Only unexcused absences will be penalized, so if you have a good reason for missing class I will not count your absence. If you are sick you do not need to obtain a note from a doctor or nurse to prove your illness. I will trust you, so just let me know that you were ill, and I will not count your absence. You are required to keep up with the readings and lectures whether your absence is excused or not. If you miss a class, I suggest you obtain copies of the notes from a fellow student. I am always happy to sit down with you and go over any material at any time. I am pleased to have you in my class if you are involved in a university program (sports, ROTC, student government, etc.) that may occasionally prevent you from attending this course. Please provide me with a letter by January 16th about your activity or program, the name and phone number of a contact person, and the projected number of absences.

2. Quizzes (4 total; approximately 20% of your grade). There are four (4) quizzes. Each quiz covers the assigned readings and the lectures. All quizzes are worth 50 points. **There are no make-up quizzes.** The quizzes will cover major events, people, places, and vocabulary from the assigned readings and materials presented in class. Because we have much content to cover, I may not discuss each reading in depth. I like to include a few questions on topics that I did not explain in class to reward you for reading the assigned texts. You are always free to ask me questions in class about any of the assigned readings or lectures to help you prepare for the quizzes.

3. Exams (4 exams; approximately 40% of your grade). There are four (4) exams in this class. Each is worth 100 points. The exams may include identifications of events, terms, names, quotations, multiple-choice, and sentences for you to complete with the appropriate word. **You must be present for the exams: no make-up exams will be given unless you have an excused absence in advance or some legitimate emergency!** The exams are not cumulative. Please note the date for the last examination. Under no circumstances will excused absences be accepted for this date unless you meet the conditions for rescheduling described in the Spring 2018 Schedule of Classes (<https://registrar.uni.edu/calendars/final-exam-schedule-spring>).

4. Essay (1 total; approximately 20% of grade). You will write one short essay in this class. **The essay will be no shorter than THREE and no longer than FIVE double-spaced pages (standard 12 point font, 1 inch margins all around).** You will not receive full credit for a short essay. Rewrites are allowed only after consulting with me in advance. You are responsible for keeping a copy (photocopy or computer disk) of your essay for reference in case the original should become lost. I am happy to read a draft of your essay. **The essay is due April 20.** The essays will be based on the primary texts and the course textbook. **Do not summarize the book!** Give me no more than one to one paragraph telling me what the book is about. Do not give me long quotations from the book! If you do so, I will deduct a letter grade from your final score. Try to avoid quotations from the book. Instead, summarize the material and include a page number indicating where you found the information. You can do this in a footnote or in the text (For example: Augustine, *Confessions*, p. 83). Think of the essay as a reaction paper. I am interested in your thoughts on the book. If you focus on answering the question, it will be obvious to me that you have read the book. I am happy to answer any questions about the assignment. I will reduce your final score one letter grade if there are excessive grammatical errors. If you have any concerns about writing, please consider visiting the Academic Learning Center.

Procedure: First, choose one book. Second, choose only one question. If you answer more than one question, you will not receive full credit.

Epic of Gilgamesh

1. How do women contribute to Gilgamesh's development as a character throughout the Epic?
2. Is Gilgamesh a heroic figure? In your essay, define the concept of a hero.
3. How does the concept of death contribute to Gilgamesh's development as a character in the story?

Augustine, Confessions.

1. What does Augustine want readers to learn from his life?
2. Discuss the Manichean influences upon Augustine's life.
3. Augustine opens the *Confessions* with a passage from Psalm 145. Read this psalm in the Bible and explain why you believe Augustine chose this passage as the first sentence of his book. Here is a link to Psalm 145:

<https://www.biblegateway.com/passage/?search=Psalm+145>

Beowulf

1. What does the author's focus on men tell us about his society's treatment of women?
2. What does the story say about the type of Christianity practiced by the author and/or the audience of this book?
3. What is the role of Unferth in the story?

•**Quizzes and Exams:** No electronic devices (phones, computers, etc.) or books (dictionaries, textbooks, etc.) are allowed during quizzes and exams. Anyone caught using these prohibited items will receive an "F" for the quiz and/or exam and be reported to the university administration for disciplinary action. You must complete all quizzes and exams within the 50 minute class time. No additional time will be allowed: you will have the entire class session for all quizzes and exams. I am available to answer questions during all exams and quizzes if you do not understand a word or a question. If you believe you need help with the material to complete the quizzes and exams in the allotted time, you need to attend the supportive seminars.

•**Grading:** When I calculate your final grade, I will look at how you have improved during the class. I like to see evidence of intellectual development over the course of the semester. I will consider your contributions to the class discussions and your attendance when I determine your final grade. If you simply show up for each class, do the readings, participate in class discussions, and study the assignments, you should have no trouble receiving a passing grade for this course.

•**Personal Electronic Devices in the Classroom:** You may use personal electronic devices to take notes or to do work that is related to this class. The following are prohibited when class is in session: use of cell phones and/or texting, internet "surfing," and the recording or transmission (audio or visual) of the class lectures. You can find out more information about UNI's policies at: <http://www.uni.edu/policies/317>

•**Americans with Disabilities Act:** It is the policy of the University of Northern Iowa to fully comply with the stated provisions of the Americans with Disabilities Act, 42 U.S.C.A., Section 12101. The ADA states that "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity." If you have any questions, please contact the Office of Student Disability Services at (319) 273-2677 or <https://www.uni.edu/sds/>

•**UNI Equal Opportunity Policy:** The university has established its equal opportunity policy as follows: "No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, any educational program, or any activity of the University, on the basis of age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or on any other basis protected by federal and/or state law." For additional information, contact the Office of Compliance and Equity Management, 117 Gilchrist. Phone: (319) 273-2846 (<http://www.uni.edu/equity>).

•**Academic Learning Center:** I encourage you to use the Academic Learning Center for assistance with writing, math, science, and college reading and learning strategies. Visit the website at <http://www.uni.edu/unialc/> or phone 319-273-2361 for more information. **Services Available at No Charge for Currently-Enrolled UNI Students:**

- One-on-one **writing feedback** for all UNI undergraduate and graduate students. Certified Writing Coaches work with students to help them successfully manage all phases of the writing process, from getting started, to citing and documenting, to editing and proofreading. Schedule appointments at 008 ITTC or 319-273-6023.
- Individual and small-group tutoring for math and science courses. Walk-in and appointment tutoring times vary each semester.
- Assistance for students in transitioning to college-level reading and learning expectations at UNI. Students may work with trained and certified Academic Coaches by scheduling appointments at 008 ITTC or by calling 319-273-602
- **Workshops** to help students retain and understand course material, become more effective learners and test-takers, or more effective readers. Register for workshops at uni.edu/unialc by clicking the ALC Workshops and Registration tab.
- **Fee-Based GRE Courses:** GRE Review Courses are offered to help students prepare for the Analytical Writing, Quantitative Reasoning and Verbal Reasoning sections of the GRE. To learn about fees, schedules, and registration, go to distance.uni.edu/gre-prep/enroll

•**Plagiarism:** Any attempt to present someone else's work as your own is plagiarism, and may result in an "F" for the course. Please see Statement on Plagiarism (<https://policies.uni.edu/301>). I am happy to answer any questions you may have about this topic.

•**Weather Policy:** In case of inclement weather, please check the UNI homepage for information. Please stay home if you feel it is not safe for you to travel to campus. I will trust your judgment and allow you to make up any assignments you have missed without penalty. For UNI's weather policy, <https://www.uni.edu/resources/weather>. Please check your e-mail if class is cancelled for instructions regarding any missed sessions.

CLASS SCHEDULE AND READING ASSIGNMENTS

DATE	CLASS TOPIC	ASSIGNMENT
Week 1—Introduction to the Humanities. The Prehistoric Period		
January 8	Class Introduction	
January 10	Class Introduction; The Beginnings of Western Civilization	
January 12	How Do We Know What Actually Happened in the Past?	
Week 2—The Epic of Gilgamesh and Mesopotamian Civilizations		
January 15	Martin Luther King Jr. Observance Day; No Classes	
January 17	The World of Gilgamesh	<i>Epic of Gilgamesh</i>
January 19	Gilgamesh: The Hero's Journey	
Week 3—Epic Tradition and Egyptian Civilization		
January 22	Beginning of Egyptian Civilization	<i>Spielvogel</i> , Chapter 1
January 24	Pre-dynastic Egypt and the Old Kingdom	
January 26	Quiz # 1	
Week 4—Ancient Near East Civilizations		
January 29	The New Kingdom of Egypt	
January 31	Religion in the Ancient World	
February 2	Assyrians, Babylonians, and Persians	<i>Spielvogel</i> , Chapter 2
Week 5—Civilizations of the Mediterranean		
February 5	The Homeric Age	<i>Spielvogel</i> , Chapter 3
February 7	The Greek Dark Ages	
February 9	Exam One	
Week 6—Classical Greek Civilizations: Culture and Conflict		
February 12	The Persian Wars	
February 14	The Peloponnesian War	
February 16	Trial of Socrates	<i>Apology of Socrates</i>
Week 7—The Hellenistic Age and the Emergence of Rome		
February 19	Macedonia and Alexander the Great	<i>Spielvogel</i> , Chapter 4
February 21	Hellenistic Society and Culture	
February 23	Quiz # 2	
Week 8—The Roman Republic		
February 26	The Early Roman Republic	<i>Spielvogel</i> , Chapter 5
February 28	Carthage vs. Rome	
March 2	Julius Caesar and the End of the Roman Republic	
Week 9—The Roman Empire		
March 5	The Age of Augustus	<i>Spielvogel</i> , Chapter 6
March 7	The Birth of Christianity	
March 9	Exam Two	
Week 10— Spring Break March 12-16		
Week 11—Roman Empire		
March 19	The Early Roman Empire	
March 21	Religion in the Roman Empire	
March 23	The Late Roman Empire	

Week 12—Augustine

March 26	Augustine's World	Augustine, <i>Confessions</i>
March 28	Augustine and Christian Intellectual Life	
March 30	Quiz # 3	

Week 13—The Byzantine Empire and Islam

April 2	The Byzantine Empire	<i>Spielvogel</i> , Chapter 7
April 4	Life of Muhammad & Early Islam	
April 6	Exam Three	

Week 14— The Early Middle Ages (750-1000 C.E.)

April 9	The Holy Roman Empire	<i>Spielvogel</i> , Chapters 8-9 <i>Beowulf</i>
April 11	Charlemagne and the Carolingian Renaissance	
April 13	The Expansion of Islam	

Week 15—The Growth and Emergence of European Kingdoms (1000-1300 C.E.)

April 16	Life in the Middle Ages	<i>Spielvogel</i> , Chapter 10
April 18	Crusaders in the Middle East	
April 20	Quiz # 4 Essay Due	

Week 16—Medieval Culture and Literature

April 23	Black Death	<i>Spielvogel</i> , Chapter 11
April 25	The Hundred Years' War	
April 27	Empires in the East	

Week 17—Final Exam Week: Exam Four

April 30	(Monday)	Exam Time: 10:00-11:50 p.m.
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