Course Outline

Classics 209-A “Early World History”
Fall 2018
Dr Jeff Wigelsworth

Class Time: Tues/Thurs 9:30 - 10:50am  
Class Location: 2304

Office Phone: 403.343.4094  
Office Hours: 12:30 – 1:30pm

E-mail: jeffrey.wigelsworth@rdc.ab.ca  
Preferred Contact: email is best and I will reply the same day, if not sooner.

Credit Hours: 3  
Prerequisite: None

Academic Calendar Entry:
The beginnings of civilization to circa A.D. 600. Special emphasis is placed on Ancient Greek and Roman culture, mythology, religion and history. Students will be introduced to the daily life and historical importance of these two cultures.

Required Textbooks:
Robin W. Winks and Susam P. Mattern-Parkes, The Ancient Mediterranean World
Mary Beard, Women and Power: A Manifesto
Emily Katz Anhalt, Enraged: Why Violent Times Need Ancient Greek Myths
Mary Lynn Rampolla, A Pocket Guide to Writing in History 9th Edition. (Highly recommended)

Course Topics:
See “Class Topics and Textbook Reading Schedule”

Learning Outcomes:
- Identify key figures and events in ancient history
- Relate key figures and events to their historical context
- Synthesize primary and secondary sources into written assignments
- Interpret the connections between ideas, beliefs, and actions in the past.
- Appraise their assumptions about past places and people
Learning Activities:
Lecture, in-class discussion of readings, some videos, question and answer reviews.

Assessments:
(For due dates see the schedule of topics at the end of the outline)
Reading Reports: 5% [5 x 1% each]
Anhalt and Beard Essay: 20%
Quizzes: 40% [3 x 13.33% each]
Essay Proposal: 5%
Research Essay: 30%

Assignments, Quizzes, and Expectations:

Students should expect their graded work returned within approximately two weeks.

Assignments will be penalized 1/3 letter grade (i.e. B+ to B) for every day past the due date (weekends count as two days). No assignment will be accepted after 7 days past the original due date. Having said that I know that life intervenes sometimes. Should that happen, please contact me ASAP.

*Please Note: This course paperless, meaning all assignments will be handed in via Blackboard. Assignments must be uploaded in PDF format. Instructions on file conversion will be made available. Should technological glitches prove insurmountable, it may become necessary that some assignments will be handed in on paper.

The Chicago Manual of Style is the format of citation used for all assignments in this class. Consult Rampola, A Pocket Guide to Writing in History, the guides on Blackboard and the RDC Library webpage: http://rdc.libguides.com/chicago
*There will be a Chicago Citation information package and quiz on Blackboard that must be completed before the midterm essay submission portal will open.

Reading Reports:
Beginning the second week and continuing five times during the term students will submit a one page (double spaced) commentary on the week’s readings: what did it discuss, was it helpful to your understanding of the period, did you learn anything new. Alternatively, students may also choose to comment on their progress in the class, the class in general, or on their assignments. These Reading Reports will be submitted through Blackboard

Quizzes:
During the term, there will be three quizzes to assess students’ retention and understanding of the course material (lecture and textbook reading) and their ability to form short historical accounts based on evidence and examples. The quizzes, which should be conceived as mini-essays of roughly two paragraphs in length, will query your understanding of the material and your ability to answer both general and broad questions about it. Quizzes will be available for a specific period of time. This will be announced in class. These will be conducted on Blackboard.
See the exam rubric at the end of the outline.
There is no final exam in this course.
Essay on Beard, Women and Power and Anhalt, Enraged:
After reading these two books, students will write a short 4 page essay (double spaced, 12pt black font) that addresses the following questions: what can classics tell us about the present, do ancient myths offer insight into contemporaries concerns, what can learning about ancient women tell us about women on the public stage today? In short, do classics help modern readers better understand the age in which they live? This essay is submitted through Blackboard, before class on the day it is due, unless otherwise stated in class.

See the rubric for written work at the end of the outline.

*Remember, you must complete the Chicago Quiz before this submission portal will open.

Research Essay:
The research essay, of 7 pages in length (double spaced, 12pt black font), may address any person or topic of interest in Ancient history to AD 600. You must read some primary sources relating to your subject and incorporate these into the essay’s evidence. This means you cannot rely solely on what historians have said on the topic. (See below “Essay Proposal” for details about secondary source expectations.) I am very willing to help in this regard. Consult the external link for the Internet History Sourcebook on Blackboard for primary sources, (found under the “Start Here” Learning Module). The paper must have an argument. Papers that are purely narrative will receive a grade no higher than C. *The page count includes all text and citations, but not the bibliography. This essay is submitted through Blackboard, before class on the day it is due, unless otherwise stated in class.

See the rubric for written work at the end of the outline.

Essay Proposal:
About three weeks prior to the due date of the research essay students will submit a proposal. This will contain a paragraph description of the paper and its research question (i.e. what will you be exploring about your topic). In addition, the proposal must contain a properly formatted bibliography (Chicago Style) of at least four secondary sources, one of which must be an article, journal or otherwise, and one must be a book, print or electronic. This is in addition to the primary source associated with your topic. *You may use websites only to find primary sources.

This Proposal will be submitted through Blackboard.

Attendance Policy:
While I will not be taking attendance in this course, a lack of attendance will impact a students' final grade. A great deal of course material and explanations takes during class time. The textbook is intended to supplement this class material, not to replace it.

approved: Associate Dean
Grading Scheme:
Please note that a passing grade of D/D+ may not transfer to all receiving institutions; check with the receiving institution for clarification.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>4.0</td>
<td>4.0</td>
<td>3.7</td>
<td>3.3</td>
<td>3.0</td>
<td>2.7</td>
<td>2.3</td>
<td>2.0</td>
<td>1.7</td>
<td>1.3</td>
<td>1.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Mid-Term Feedback:
Students may see their standing in the course at any time on the Blackboard grade book.

The RDC Final Examination Policy:
In courses with Final Examinations, the RDC Final Examination Policy will apply. Please review this document to ensure that you understand the contents and implications of the policy.

Academic Misconduct:
Academic misconduct in all its forms is a serious offence. Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

Plagiarism:
The use or close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are copying or paraphrasing another author’s work without proper acknowledgement, using the ideas or lines of reasoning of another author’s work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval.

Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.
Cheating:

Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination). Some examples of cheating are unauthorized cheat sheets in a test or exams, the unauthorized use of electronic devices during an exam, and copying from an adjacent student.

- Student Misconduct: Academic and Non-Academic Policy
- Appeal: Formal Policy
- Appeals: Informal Resolution Policy

Student Rights and Responsibilities Policy:

Red Deer College (RDC) is a learning community dedicated to the pursuit of knowledge and to ensuring that the adult learners it serves have the knowledge, skills, and competencies to develop to their full potential. The essential conditions for a learning community are an atmosphere of freedom, respect, and appreciation for the basic rights and responsibilities of all members of the community. Students should familiarize themselves with the RDC Students Rights and Responsibilities Policy and follow the guidelines defined within the policy.

Audio-Visual Recording:

Audio or video recording, digital or otherwise, of lectures, labs, seminars, or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Important Red Deer College Dates – 2018 Fall

<table>
<thead>
<tr>
<th>~ Fall 2018</th>
<th>Labour Day – College closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 3rd</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>September 4th</td>
<td>First day of classes for Fall Term 2018 and Full Year 2018-2019 courses</td>
</tr>
<tr>
<td>September 5th</td>
<td>Last day to register late or add/drop Fall term 2018 or Full year 2018-2019 courses</td>
</tr>
<tr>
<td>September 14th</td>
<td>Last day for tuition refund for Fall term 2018 and Full year 2018-19 courses</td>
</tr>
<tr>
<td>October 1st</td>
<td>First day to apply for Fall term 2019</td>
</tr>
<tr>
<td>October 2nd</td>
<td>Emergency Response Day</td>
</tr>
<tr>
<td>October 8th</td>
<td>Thanksgiving Day – College closed</td>
</tr>
<tr>
<td>October 26th</td>
<td>Mid-term feedback for Fall term 2018</td>
</tr>
<tr>
<td>November 9th</td>
<td>Final Exam schedule posted for Fall term 2018</td>
</tr>
<tr>
<td>November 9th</td>
<td>College open – No Credit Classes</td>
</tr>
<tr>
<td>November 11th</td>
<td>Remembrance Day – College closed</td>
</tr>
<tr>
<td>November 12th</td>
<td>Statutory Day – College closed</td>
</tr>
<tr>
<td>November 13th</td>
<td>Credit classes resume Fall term 2018</td>
</tr>
<tr>
<td>December 5th</td>
<td>Last day to withdraw from Fall term 2018 and receive a WD</td>
</tr>
<tr>
<td>December 10th – 15th</td>
<td>Last day of classes for Fall term 2018</td>
</tr>
<tr>
<td>December 17th</td>
<td>Final Exams written</td>
</tr>
<tr>
<td>December 21st</td>
<td>Deferred Exams written for Fall term 2018</td>
</tr>
<tr>
<td>December 22nd</td>
<td>Last day for submission of final grades for Fall term 2018 courses</td>
</tr>
<tr>
<td>January 12th 2019</td>
<td>Final grades available for Fall term 2018</td>
</tr>
<tr>
<td></td>
<td>Supplemental Exams written for Fall term 2018</td>
</tr>
</tbody>
</table>
Prior Learning Assessment

This course may be eligible for Prior Learning Assessment and Recognition. Students should refer to the RDC Academic Calendar for a list of excluded courses.

Student Services on Campus

Students should be aware that Personal Counselling, Career, Learning and Disability Resources are provided by RDC. Students may inquire about locations at the Information Desk. It is the responsibility of students to discuss their specific learning needs with the appropriate service provider.

Learning Support (Library: 403-342-3264, help_learn@rdc.ab.ca)
- Writing Skills Centre (writingskills@rdc.ab.ca)
- Math Learning Centre (math concepts and advanced theoretical math)
- Learning Strategies (note-taking, studying, and exam-writing strategies)
- Peer-Assisted Study / Tutoring (one-on-one tutoring by students)

Disability Resources (Library: 403-357-3629, disabilityservices@rdc.ab.ca)
- Coordination of services (tutoring, alternate format text, note-taking, and so on)
- Academic accommodations, including exam accommodations

Counselling and Career Centre (Room 1402: 403-343-4064, counselling@rdc.ab.ca)

Changes to the Course Outline

It is the student’s responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

Students should refer to the Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy should questions or concerns about the Course Outline not be resolved directly with the instructor.

No changes will be made to this course outline without the consent of the class and the approval of the Associate Dean of the School of Arts and Sciences.

Class Topics and Textbook Reading Schedule:
(subject to adjustments as required or in consultation with the class.)

6 September: Introduction to the course
Winks and Mattern-Parkes, Ancient Mediterranean, pp. 1-13

11 – 13 September: the Ancient World, Early Greeks, and a little Mythology
Winks and Mattern-Parkes, Ancient Mediterranean, pp. 13-62
13 September: Reading Report #1
18 – 20 September: Rise of Athens and Sparta  
Winks and Mattern-Parkes, *Ancient Mediterranean*, pp. 62-72

25 – 27 September: The Persian Wars & Greek Daily Life  
27 September: Reading Report # 2

2 – 4 October: Greek philosophy & The Peloponnesian War  
2 October: Quiz #1

9 – 11 October: Alexander the Great  
11 October: Reading Report #3 Due

16 – 18 October: Introduction to Rome & Punic Wars  
Winks and Mattern-Parkes, *Ancient Mediterranean*, pp. 118-133  
18 October: Anhalt and Beard, Essay Due

23 – 25 October: The First Triumvirate & Julius Caesar  
Winks and Mattern-Parkes, *Ancient Mediterranean*, pp. 133-142  
25 October: Essay Proposal Due

30 October – 1 November: Caesar as Dictator, Octavian, Antony and Cleopatra  
Winks and Mattern-Parkes, *Ancient Mediterranean*, pp. 142-149  
1 November: Quiz # 2

6 – 8 November: Augustus and the start of the Roman Empire & the Julio-Claudians  
Winks and Mattern-Parkes, *Ancient Mediterranean*, pp. 150-156  
8 November: Reading Report # 4

13 – 22 November: Roman Society & Roman Empire  
22 November: Research Essay Due

27 – 29 November: Rise of Christianity & End of Rome  
Winks and Mattern-Parkes, *Ancient Mediterranean*, pp. 184-218  
29 November: Reading Report # 5

4 December: Review  
4 December: Quiz # 3
Rubric for written work

Essays with no citation will automatically receive an F and will not be graded

<table>
<thead>
<tr>
<th>Elements:</th>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Statement of Thesis (10%)</td>
<td>Introduces the essay very clearly. The thesis and focus of the analysis and argument are plainly presented. Main points of thesis are well laid out.</td>
<td>Introduces the essay less clearly. Focus of the analysis is evident but additional information would be helpful. Main points of the thesis are indistinct.</td>
<td>Imprecise introduction of the essay. Focus of analysis is poorly presented. Main points of the thesis are difficult to understand.</td>
<td>Introduction is unclear. The thesis and focus of the analysis cannot be determined.</td>
<td>Topic and Focus of essay are uncertain. No statement of thesis.</td>
</tr>
<tr>
<td>Analysis of Argument (50%)</td>
<td>The argument follows strongly from the stated thesis and evidence is clearly presented with well-crafted examples.</td>
<td>The argument is linked to the thesis but the reader needs to make some connections. Evidence supports the thesis but the analysis could be stronger.</td>
<td>The argument is less clearly linked to the stated thesis. The evidence and analysis are less convincing: weak examples given as evidence.</td>
<td>Analysis of the thesis is indistinctly supported with examples. The argument and evidence are vaguely presently. Mostly a narrative summary of the topic.</td>
<td>No argument is present, mostly opinion. Narrative summary of the topic only.</td>
</tr>
<tr>
<td>Citations, Bibliography and sources (10%)</td>
<td>This assignment follows proper documentation. The correct number and type of sources are used.</td>
<td>This assignment has minor errors in documentation. The correct number and type of sources are used.</td>
<td>This assignment’s documentation has major errors. The correct number and type of sources are not used.</td>
<td>Citations are present but do not follow Chicago Style. The correct number and type of sources are not used.</td>
<td>No or insufficient documentation. The correct number and type of sources are not used.</td>
</tr>
<tr>
<td>Writing and Literary Style (30%)</td>
<td>Very well written. No errors in grammar, sentence structure, or spelling. Writing is easy to follow and shows good style in word choice and usage.</td>
<td>Mostly well written. Some errors in grammar, structure, or spelling found throughout the essay but they do not detract from the overall understanding. Writing shows less style in word choice and usage.</td>
<td>Greater number of errors in spelling, grammar or structure on individual pages. A lack of proofreading is evident. Writing is awkward in spots and detracts from presentation.</td>
<td>Frequent and reoccurring errors combined with awkward constructions make the writing difficult to understand.</td>
<td>Writing is very difficult to follow and contains many errors.</td>
</tr>
</tbody>
</table>

Comments and Grade
### Quiz Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Excellent performance. The student demonstrates superior knowledge of the subject matter that goes beyond mere repetition of the material and outstanding critical and communication skills. The answer is clearly articulated and well supported with good examples. Both class material and textbook material is evident. Quizzes at the bottom of this range may display weaknesses in one or two areas, but are excellent overall.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Above average performance. The student demonstrates strong knowledge of the subject matter, but less original thought, and developing critical and communication skills. Quizzes at the bottom of this range display weaknesses in two or more areas, and are missing some of the “A” elements, but are good overall.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Average to below average performance. The student demonstrates decent understanding of the subject matter and limited critical and communication skills. Quizzes at the bottom of this range display weaknesses in most areas, and are missing several elements of an “A” answer, but are satisfactory overall.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Minimal performance. The student demonstrates little understanding of the subject matter and/or virtually no critical and communication skills. Quizzes in this range are deficient in all areas and only marginally meet the expectations for the level of the course.</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance. The student does not meet minimum expectations for the level of the course.</td>
</tr>
</tbody>
</table>