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SYLLABUS ARCHIVE

Course and Instructor Information:

Ancient Greece

Shawn Dry

Oakland Community College, Department of Social Sciences

Helpful Context:

Course first designed in 2005

Average enrollment: 15-30

This is an undergraduate course primarily intended for non-majors.

It is taught completely in-person.

It is an elective course.

Reflections of the Instructor:

Q: What do you consider to be particular strengths of this course?

A: It utilizes an active learning/flipped classroom model with lots of discussion and engagement.

Q: How generally have students responded to the course? Have there been any patterns in student feedback?

A: It can be an intimidating course for new college students, but those who stick with it love it.



History 1663: Ancient Greece

Shawn Dry, Instructor
Email: sddry@oaklandcc.edu
Phone and Voicemail: (248) 232-4277

Winter 2020
W 1:00-4:30 p.m.
Section A1214, Classroom F-103

Course Description

In this seminar-style course we will explore the political, economic, social, and cultural experiences, achievements, and failures of the ancient Greeks from their origins to the rise of Macedon. We will examine their development over time, their place within wider Mediterranean and Eurasian systems, and their enduring legacies. Placement into ENG 1510 is a prerequisite for this course.

Course Objectives, Strategies, and Learning Outcomes

I have identified three objectives for you to achieve during your time in this course:

Skills Development: Hone key educational and vocational skills like reading for comprehension and retention, critical thinking and analysis, and effective written and verbal communication.

Content Comprehension: Gain a deep and broad knowledge of ancient Greek history and performance literature, especially epic poetry and tragic drama.

Personal Application: Explore connections between the ancient Greeks and your own life and world, contemplate lessons to be learned from the triumphs and catastrophes of the past, and identify opportunities to grow and improve your life and world.

To facilitate achievement of these objectives, I will strategically utilize an active learning environment in which you will read, write, and converse at a college sophomore academic level.

HIS 1663 has two General Education Outcomes:

1. Effective Verbal Communication
2. Effective Written Communication

I will provide you with opportunities to grow in these learning outcome areas and will assess your progress in them throughout the semester.

Contact Information and Consultation Hours

The most efficient means to contact me is via email at sddry@oaklandcc.edu. I usually respond to student emails within 24 hours. Please give me 48 hours to reply to your email before sending another. College policy requires you to use only your OCC student email account when you communicate with me via email.

My office is D-338, located in the Humanities department on the 3rd floor of the D building on the Auburn Hills campus. I am in my office on Tuesdays from 2:30 to 4:30 p.m. and on Wednesdays from 12:00 to 1:00 p.m. and 4:30 to 5:30 p.m. You can make an appointment to consult with me during those times to discuss your class performance or anything else you would like to address.

You may call me during my consultation hours or leave a voicemail message for me at 248-232-4277. I listen and respond to my voicemail messages only on Tuesdays, Wednesdays, and Thursdays.

Course Materials

The textbook for the course is *A Brief History of Ancient Greece* by Pomeroy, Burstein, Donlan, Roberts, Tandy, and Tsouvala (Oxford University Press, 4th edition, 2020; ISBN 978-0-19-092530-7).

In addition to the textbook, we will be reading the following works of performance literature. For each, I have indicated whose translation I recommend:

- Homer's *Iliad* and *Odyssey*; translations by Robert Fagles
- Aeschylus' *Oresteia* (*Agamemnon*, *Libation Bearers*, and *Eumenides*); translations by Robert Fagles
- Sophocles' *Antigone* and *Oedipus the King*; translations by Robert Fagles
- Euripides' *Medea* (Rex Warner's translation) and *Trojan Women* (Richard Lattimore's translation)
- Aristophanes' *Lysistrata*; Jeffrey Henderson's translation

A copy of the course textbook can be purchased from the College bookstore, Amazon, or Chegg; I have also placed a copy on reserve in the Auburn Hills library. Copies of the poems and plays can be found online.

Graded Coursework

Classroom Participation: To encourage behaviors that will help you achieve the course objectives and learning outcomes, you will be graded on your participation in the classroom environment. At the end of each class meeting you will receive a grade of up to 100 points based upon the criteria of *attendance*, *attention*, and *contribution*.

Attendance — Arrive on time, stay for the entire class period, and leave the room only during a break.

Attention — Stay focused on the work we are doing together by taking notes, being engaged, and avoiding distractions.

Contribution — Ask and answer questions and be involved in both full class and small group activities.

NOTE ON DEVICE USAGE: Electronic devices like smartphones, tablets, and laptops have been quantitatively proven to be more of a distraction than an aid to active learning classroom environments. Thus in this course you may only use a device during class time to access an electronic copy of a book or when I specifically call for devices to be used during a classroom activity. You may not use a device to take notes or to record class sessions unless you have special permission from the ACCESS office to do so.

PARTICIPATION GRADE EXAMPLES: A student who is on time, stays for the entire class, pays attention and takes notes, but asks or answers no questions will earn a participation grade of 75. Missing a portion of class will cause you to lose points equal to the percentage of class you miss. Leaving the room when we are not on break is a 10 point deduction, as is a ringing phone. Misusing an electronic device will result in a loss of half of the participation points you would have earned that day. To earn 100 points, be present for the entire class, avoid distractions and device mishaps, and contribute meaningfully to each class discussion and activity.

The average of your weekly participation grades will be worth 30% of your course grade.

If you miss a class, you will receive a zero for participation. To account for life circumstances that cause you to miss class or perform below your potential, I will drop your lowest participation grade (including a zero earned for an absence) before I calculate your final average.

Discussion Board: As part of the active learning environment in which you achieve course objectives and outcomes by engaging with content before you come to class, you will have weekly conversations with me and your fellow students on the D2L discussion board. You will receive a grade of up to 25 points for each week's efforts. This activity is described in detail on page 5 of this syllabus.

The average of your weekly discussion board grades will be worth 30% of your course grade.

If you do not post during the week, you will receive a zero grade. To account for life circumstances that prevent you from posting to the discussion board or performing to your full potential, I will drop your lowest weekly discussion board grade (including a zero earned for no activity) before I calculate your final average.

Activities: To achieve the course objectives and learning outcomes, you will complete four activity assignments during the semester. You will receive a grade of up to 100 points for each activity.

Each activity grade will be worth 10% of your course grade (40% total).

Detailed information about the activities will be provided during the semester; what follows is a brief description of each:

1. You will write an analysis of one of the obstacles Odysseus encountered on his journey home from Troy. The analysis will be due on February 26 and will be used during our class discussion that day.
2. You will write a legal brief prosecuting or defending Orestes for the murder of his mother Clytemnestra. The brief will be due on March 18 and will be used during our class roleplaying activity that day.
3. You will prepare discussion questions for the class conversation about one of the plays we will read this semester. The questions will be due on the day before we discuss the play you choose.
4. You will be member of a group of students who will rewrite and perform a scene from one of the plays we will read this semester. The scene will be performed on April 29.

Non-Grade Marks

More information on these marks is at the [grading policy page](#) on the college's website.

N: If you miss the first three class meetings of the course, you will receive an N (Non-Attendant) mark for the semester, which will reduce your ability to receive financial aid in future semesters.

WS: If a documented, unavoidable, emergency situation prevents you from completing the course after the withdrawal date has passed, you can petition me to receive a WS (Withdrawal – Stopped Attending) mark.

I: Because there is no final project in this course, it will rarely be appropriate for me to issue an I mark to a student.

Grade Scale

The following scale will be used for all grades given in this course:

Percentage of Work Completed	Equivalent Letter Grade
100-93%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-0%	F

Student Assistance

If you require special assistance for a physical or learning disability (e.g., if you are covered by the Americans with Disabilities Act), the Accessibility Compliance Center and Educational Support Services office, called ACCESS, can provide the necessary accommodations. For more information, visit an ACCESS office on any OCC campus or consult the [ACCESS website](#). ACCESS will inform me of any special conditions pertaining to your learning.

Tutoring, workshops, and other forms of academic assistance are available for free to all students in the Academic Support Center, called the ASC. For more information, visit an ASC office on any campus or consult the [ASC website](#).

Many forms of assistance are available through the [OCC Foundation](#) (emergency funds and scholarships), the [Counseling office](#) (academic, career, and personal counseling), and the [Veterans Affairs Office](#) (financial aid and other support).

In addition, a convenient [collection of resources](#) is available on the College's website to provide assistance with many basic needs: food, clothing, transportation, housing, a free copy of Microsoft Office, and more.

College and Classroom Policies

Per the Family Educational Rights and Privacy Act (FERPA), college personnel are not allowed to release a student's personal information and details of class performance to anyone, including other students. Access the [college policies page](#) of the college website for information on FERPA and other important policies and procedures, including how to report concerns and violations of your rights.

You are expected to adhere to the standards of student conduct and responsibility outlined in the [Student Handbook](#). In general, please act in a mature, considerate, tolerant, and collaborative manner at all times. Juvenile, bigoted, or disruptive behavior will be addressed according to established College policies.

In addition to the participation guidelines presented on page 2 of this syllabus, please do not eat food in the classroom. Please use a cap or a lid for beverages that you consume during class time. Thank you for helping to keep our shared space clean and pest-free!

D2L Course Site

The course will be augmented by use of the D2L learning management system. Consult the [D2L Knowledge Base](#) for a wide variety of help and information on the D2L system. Use the [D2L login page](#) to access the course site.

Use the college's [MyOCC site](#) to find your D2L user name and password, change your password, and access your OCC student email account.

The D2L system is compliant with all federal [accessibility standards](#), as are all materials utilized in this course.

If you are experiencing technical difficulties with the D2L system and wish to speak directly with a D2L Support Technician, call 855-772-1235. The D2L Student Helpdesk is available 24 hours a day, 7 days a week. You will be required to provide your Student ID number, your OCC email address, and a phone number to the D2L Helpdesk when asking for assistance.

Late Instructor Policy

If I will be late for class, I will have a college employee inform you of my approximate time of arrival. If you have not heard from a college employee before 30 minutes have passed since the scheduled beginning of class, you can leave for the day without suffering grade penalties. Check your OCC student email account for instructions from me after I have been absent.

Extra Credit

You will have opportunities to earn extra credit points toward the grades you receive for course work. All students will have equal access to the same extra credit opportunities; I will not craft special assignments for individual students. Examples of extra credit opportunities will include:

- Attending lectures or presentations
- Visiting museum exhibits
- Enrolling in Academic Support Center courses
- Participating in Academic Support Center workshops

Information about extra credit opportunities will be announced during class and published to the course D2L site as they become available.

THE DISCUSSION BOARD

DISCUSSION BOARD GRADED TOPICS

- Each week will have its own graded topic on the D2L course site's discussion board. Each topic will be used to discuss that week's assigned textbook reading.
- You can earn up to 25 points posting to each graded topic.
- You start earning points by making an initial post in response to one or more of my questions about the assigned textbook reading. Once you have made that initial post, you will then be able to see and respond to the posts made by your fellow students.

THE POSTING WEEK

- The posting week begins every Thursday morning at 6:00 a.m.; posts made before this will contribute to your Thursday point total.
- The posting week ends every Wednesday at 6:00 a.m.; posts made after 6:00 a.m. on Wednesday will not earn points.
- Posts on an earlier week's material will not earn points toward a later week's score.
- The later in a week that you begin posting, the lower your maximum score for the week will be:
 - If your first post of the week is after 11 p.m. on Friday, your maximum score for the week will be 20.
 - If your first post of the week is after 11 p.m. on Saturday, your maximum score for the week will be 15.
 - If your first post of the week is after 11 p.m. on Sunday, your maximum score for the week will be 10.
 - If your first post of the week is after 11 p.m. on Monday, your maximum score for the week will be 5.

THE POSTING DAY

- Each posting day of the posting week begins and ends at 6:00 a.m. (e.g., Friday's posting day starts at 6:00 a.m. on Friday and ends at 6:00 a.m. on Saturday).
- Any posts that you make on Wednesday after class will contribute to Thursday's point totals.
- You can earn a maximum of 10 points on each posting day. You will therefore need to post on at least three separate days in a posting week in order to have a shot at earning 25 points for that week.

DISCUSSION POST GRADING CRITERIA

- You can earn up to 5 points for each post. You will therefore need to post at least five times in a week in order to have a chance to earn the maximum score of 25 for that week.
- Each post can earn up to 4 points for **including quality commentary**. To earn these points:
 - Compose one or more full paragraphs of complete sentences.
 - Include both factual information and your personal perspective and opinion about the facts or situation.
 - Add something new to the discussion: ask questions that build on the conversation in progress, share a website or document that gives us more to think about and respond to, etc.
- Each post can earn up to 1 point for **citing the sources of your commentary**. To earn these points:
 - Name the location of your information: the textbook, a website you have found, a document you share, etc.
 - Name the author of your information.
 - If the source is something new that you are adding to the conversation, provide a way for others to access it: hyperlink the URL of a website, attach the file to your post, add the image to your post, etc.
- Consult the Sample Post document on the D2L site for examples of posts and the points each would earn.
- Avoid simple agreement posts to pad your post count for the week. Explain why you agree, add additional information to the conversation, or focus on a specific aspect of someone else's post and address it in more detail.
- Keep your comments as relevant to the conversation as possible. Distracting or irrelevant posts will not contribute to your grade for the week.
- Use correct spelling and grammar in your posts. Well-written posts will be rewarded with higher scores than poorly communicated ones.

EXTRA CREDIT TOPIC

- Each week will have a voluntary extra credit topic in addition to the required graded topic.
- You can earn up to 5 extra credit points by posting to this topic. The extra credit points will allow you to exceed your maximum score for the week and the usual maximum number of points that can be earned each day. Extra credit points can also be earned on the Wednesday at the end of a posting week.
- You will earn 1 point for each post containing good and relevant content that you make to the extra credit topic.
- The subject or subjects to be discussed in the extra credit topic could include:
 - current events and/or news stories that are connected to course material
 - discussions about the performance literature work held in a previous class session
 - the performance literature work that will be discussed in an upcoming class session

COURSE SUCCESS SUGGESTIONS

Suggested Weekly Schedule

- **Set aside plenty of uninterrupted and undistracted time to prepare for class.** A good rule of thumb is that you need to spend double the length of class time doing work outside of the classroom (i.e., 7 hours a week of outside-of-classroom work for a course that meets 3 and a half hours a week). Because this is a sophomore-level, seminar-style course, you will likely need more than this average amount of time to do the work of this class each week, especially when you factor in the time to read each work of performance literature.
- **Start your textbook reading Wednesday night or Thursday.** Plan to read it in small chunks to aid digestion and comprehension. You will likely need to read through it at least twice because the writing is dense.
- **Make your first discussion board post by Friday night at the very latest.** The earlier you enter the discussions, the higher your grade for the week will be.
- **Check the discussion board once a day and contribute regularly.** Engage with your fellow students and me consistently as the week progresses, addressing different questions and issues as you move through the assigned textbook reading for the week.
- **Check the discussion board one last time Wednesday morning** and catch up on any comments you've missed. Now you're all ready for class!
- **Do a little work on your activity assignments each week.** Outline your papers, brainstorm your scene, read the introductions to your plays, etc. The activities have many moving parts. Staying on top of them by doing a little work each week will not only improve the quality of your assignments and the grades you earn, it will also significantly reduce your stress and panic levels.

Good Classroom Participation Habits

- **Be prepared.** Come to class having read all of the assigned textbook material and performance literature. Come with questions or topics you would like to discuss.
- **Be active.** Answer my questions and ask questions of your own. Ask for clarification if you are confused. Engage other students directly.
- **Be respectful.** Make a comment or two and then be silent for a while and give other students a chance to respond or contribute (the "Me-Then Three-Then Me" rule). Treat others as you would want to be treated. Listen to what others are saying.

Good Discussion Board Habits

- **Be active.** Be an active participant in the conversations rather than just a passive responder. Ask new questions to take the discussions in new directions or expand their scope. Augment the conversations with additional materials that you find on the web.
- **Be respectful.** Follow standard [netiquette](#) ground rules and be considerate when posting. You are welcome to disagree with what someone else says, but you do not have the freedom to insult someone personally.
- **Be clear.** Give your messages subjects. This makes it easier to keep track of message threads.
- **Be organized.** I recommend the Grid View, Threaded Style, and Preview Pane discussion board options.

Things that Tend to Trip Up Students

- **Blowing off the discussion board.** It is very easy to get distracted by life and fail to set aside adequate time each week to contribute to discussion board conversations. Remember – around a third of your course grade comes from discussion board activity; F grades and zeroes earned from little to no posting will quickly add up to destroy your semester average.
- **Skipping class.** Missing all or part of too many class meetings is a bad idea. Not only does it hurt your grade performance – around a third of your course grade comes from classroom participation -- but you also fall out of the rhythm of the semester and lose track of conversational threads. A big part of college success is maintaining a consistent momentum of activity, and missing class significantly disrupts that momentum.
- **Procrastinating on the activity assignments.** Waiting until the last minute to throw together something of poor quality is a habit that it is time to put behind you. If you do a little bit of work on the activity assignments each week, your grades for them will be much better.

SEMESTER SCHEDULE

{This schedule may be modified as the semester progresses.}

WEEK 1 (2/5): COURSE INTRODUCTION

Textbook Material to be Discussed in Class: Pages 1-9 and 51-53 (sections on sources of information and Homer)

Performance Literature Material to be Discussed in Class: *Iliad*, Book 1

WEEK 2 (2/5 - 2/12): EARLY GREECE

Textbook Reading for Discussion Board: Pages 9-30 (sections on the Land of Greece, the Minoans, and the Early Mycenaeans)

Performance Literature to be Discussed in 2/12 Class: *Iliad*, Books 2-17

WEEK 3 (2/12- 2/19): THE MYCENAEANS AND DARK AGE GREECE

Textbook Reading for Discussion Board: Pages 30-51 (sections on the Later Mycenaeans and the Early Iron Age)

Performance Literature to be Discussed in 2/19 Class: *Iliad*, Books 18-24; *Odyssey*, Books 1-4

WEEK 4 (2/19 - 2/26): EMERGING FROM THE DARK AGE

Textbook Reading for Discussion Board: Pages 53-70 (sections on Homeric Society and the End of the Early Iron Age)

Performance Literature to be Discussed in 2/26 Class: *Odyssey*, Books 5-24

ODYSSEUS OBSTACLE ANALYSIS DUE

WEEK 5 (2/26 - 3/11): ARCHAIC GREECE

Textbook Reading for Discussion Board: Pages 71-104 and 213-216 (chapter 3 and sections on tragedy and Aeschylus)

MIDWINTER BREAK -- NO CLASS ON 3/4

Performance Literature to be Discussed in 3/11 Class: *Agamemnon* and *Libation Bearers*

WEEK 6 (3/11 - 3/18): SPARTA

Textbook Reading for Discussion Board: Pages 105-126 (chapter 4)

Performance Literature to be Discussed in 3/18 Class: *Libation Bearers* and *Eumenides*

ORESTES TRIAL BRIEF DUE

WEEK 7 (3/18 - 3/25): ATHENS AND THE PERSIAN WARS

Textbook Reading for Discussion Board: Pages 127-160 and 216-218 (chapter 5 and section on Sophocles)

Performance Literature to be Discussed in 3/25 Class: *Antigone*

WEEK 8 (3/25 - 4/1): GREEK RIVALRY AND THE RISE OF ATHENS

Textbook Reading for Discussion Board: Pages 161-193 and 218-219 (chapter 6 and section on Euripides)

Performance Literature to be Discussed in 4/1 Class: *Medea*

WEEK 9 (4/1 - 4/8): EARLY CLASSICAL GREECE

Textbook Reading for Discussion Board: Pages 194-213 and 220-230 (chapter 7 excluding the tragedy sections)

Performance Literature to be Discussed in 4/8 Class: *Oedipus the King*

WEEK 10 (4/8 - 4/15): THE PELOPONNESIAN WAR

Textbook Reading for Discussion Board: Pages 231-260 (chapter 8)

LAST DATE TO DROP -- FRIDAY, 4/10

Performance Literature to be Discussed in 4/15 Class: *Trojan Women*

WEEK 11 (4/15 - 4/22): FOURTH CENTURY GREECE

Textbook Reading for Discussion Board: Pages 261-296 (chapter 9)

Performance Literature to be Discussed in 4/22 Class: *Lysistrata*

WEEK 12 (4/22 - 4/29): THE RISE OF MACEDON

Textbook Reading for Discussion Board: Pages 297-317 (chapter 10)

SCENE PERFORMANCES