HUM 2220: ANCIENT GREEK AND ROMAN HUMANITIES

INSTRUCTOR: Professor A. N. Hill, she/her, also they/them

Important Information at A Glance

Contact Info	Course Info
EMAIL: nhill9@valenciacollege.edu	HUM 2220 Greek and Roman Humanities
TWITTER: @A_N_Hill DISCORD: ANHill#9285	CLASS TIME AND MEETING PLACE: Online
STUDENT CONTACT HOURS: I am usually working and available to talk or video conference with you M-F 10-6. However, depending on your availability, we can make an appointment to talk any time outside of those hours as well, including nights and weekends.	COURSE TEXTBOOKS: There are no textbooks to be purchased for this course. Everything you will need to complete the course, including readings, syllabus, assignments, discussions, rubrics, etc., is here in Canvas, online.
OFFICE PHONE: 407-582-2759 *Please be advised that I am NOT usually in my office to answer the telephone this semester OFFICE LOCATION: 1-346 and Online	IMPORTANT DATES: Drop Deadline – 5/16 at 11:59pm Withdrawal Deadline – 7/1 at 11:59pm

Course Overview
Welcome!

This course will study the ancient world with an emphasis on the study of Greek and Roman civilizations. It provides an integrated examination of dominant ideas in ancient Mediterranean cultures as expressed in art, literature, music, philosophy and religion. Covering the period from the Trojan War through the Roman Empire, we will explore the historical, cultural, intellectual, and artistic developments of ancient Greek and Roman culture while emphasizing the development and influence of classical ideas. We will focus on and integrate dominant ideas within the context of these developments and their relationship to various forms of expression in art, literature, music, philosophy, mythology, science, politics, and religion. We will also examine and discuss how ancient Greeks and Romans understood their world and their place in it as individuals, and how their concerns continue to influence us today.

This is a Gordon Rule class: students must demonstrate college level writing skills through multiple written assignments. Minimum grade of C required if used to satisfy the Gordon Rule requirement. Prerequisite: ENC 1101/ ENC 1101H

What are Student Contact Hours?

These are hours set aside for students. I am regularly available during this time because I am interested in your success in the course. This time is for students to get help on homework, go over material covered in class, talk about some connections between class material and your other academic work, etc., or just say hi and chat.

Based on my sense of your academic strengths and weaknesses, I can help you with study tips, reading notes, and writing. If you are struggling with an issue in class or outside of class, I hope you will reach out to see me so I can put you in touch with resources to help you succeed.

Although you are a student in my class, I prefer to think of us as working together towards a common goal of learning from this course together. I have a lot in the course I'm excited to share with you, but I always learn from my students as well. Thus, my teaching philosophy is grounded in treating you like a colleague. We will work together, we will help each other, we will be flexible with and supportive of each other. We will respect each other and the work we do. Thus, student contact hours are our chances to work one-on-one together.

How Does the Class Use Canvas, and What if I Have Problems with It?

This course uses Canvas exclusively. There is no textbook and no further materials to buy outside of class. All readings, quizzes, and assignments are fully online. If the class meets in person (in full face to face or hybrid mode), we may also have some in-class activities for credit. You can see the schedule of activities and assignments in each weekly module on Canvas.

Course content is in the form of videos, posted readings, tests, and discussion boards and everything you will need to complete the course, including syllabus, assignments, discussions, rubrics, etc., is on Canvas. If you can't find something, please contact me for help. If you have problems with Canvas, contact Canvas Help Chat (Links to an external site.) (for more options, click on the ? symbol on the main Canvas menu to the left) or Canvas tech supportLinks to an external site..

What Technology Do I Need to Succeed in this Class?

Because all course materials are online, your success in it depends on your access to reliable internet and to reliable devices like a tablet, computer, or laptop. It is possible, but not recommended, to complete this course on a smartphone. Canvas has a mobile app, but it is not reliable for taking tests, and you may not be able to access all of the course materials, especially images and videos. Please contact me as soon as possible if you do not have access to a computer or tablet and we may be able to loan you one.

Do You Have Enough Food to Eat? Do You Have a Stable Place to Live?

For most students, college brings new opportunities and experiences, as well as certain challenges and difficulties. Some students experience difficulties affording and/or accessing food and necessities for personal health and hygiene. Some students lack a safe and stable place to live. Some students may find it difficult to manage their mental/emotional health. And, some students may experience challenges balancing school with work, childcare, and other family or personal obligations. All these difficulties and challenges can create considerable anxiety for students and may affect their performance in their courses.

Please know that Valencia College and I are both concerned for your success at school. Therefore, students experiencing these difficulties and challenges are urged to visit the Health and Wellness portal in MyAtlas and contact Baycare (1-800-878-5470), or Student ServicesLinks to an external site., Student Advising, or Student SupportLinks to an external site., or Valencia East Campus Dean of Students, Joe Sarrubbo.

If you or a student you know is experiencing challenges with food, housing, work and/or family obligations, please know you may also notify me if you feel comfortable doing so. This will enable me to assist in accessing support. Please know that I care and am available to help you.

Class in the Time of Coronavirus

Let's be honest. There's a pandemic out there, and it has thrown all of our lives into chaos. The economy is struggling, and so are we. Some of us have lost our jobs, some of us have moved back in with family, some of us wanted to take a face to face class instead of an online one this semester, and some of us are working on the front lines of this virus in stores, hospitals, and clinics. These are weird, confusing, and disturbing times.

Below are my principles for this class because of the uncertain and fluid nature of this global happening.

1. These are difficult times and nobody signed up for them. Nobody wants this virus, social distancing is hard, and we have to live with the reality that any of us might get sick, including our friends and families and ourselves, and sometimes it can all get a little scary and overwhelming. From time to time, we need to acknowledge this and deal with it. That may be messy.
2. Be kind. Let's be kind to ourselves and each other. Please be kind with me (I am dealing with the same stuff you are, after all). I will be kind with you. We will prioritize supporting each other as human beings first.
3. We will foster intellectual nourishment, social connection, and personal accommodation. This means that we will communicate clearly with each other, share resources with each other, and give each other the benefit of the doubt. Complete modules when it is convenient for you and when you are in the best frame of mind for deep thinking and reflection. You can access the materials in this class at any time, no matter where you are, and can complete assignments when it works best for your

schedule. And, if you want, we can discuss this work in real time, over the phone, by email, or in a video conference. When in doubt about something, reach out - to classmates, to me.

4. We will remain flexible and adjust to changing circumstances. Nobody knows how this current situation will continue to unfold, or how we may need to adapt to it. And, everyone will need support and understanding - you, me, all of us, each of us. If necessary, I will make changes to the course to accommodate larger developments outside of class. So, stay in touch, stay tuned to the course in Announcements and email, and reach out to me as your personal circumstances change too.

From time to time, Valencia College posts updates regarding the Coronavirus and its response. Check in for more information, including how Covid-19 may impact your access to campus, your financial aid, fall classes, etc. Please let me know if you have any questions regarding any of this.

*Adapted from "Adjusted Syllabus" by Brandon Bayne, UNC - Chapel Hill

Attendance Policies

Attendance
Attendance in class is critical to successful completion of the course but I recognize this can sometimes be a personal challenge. Therefore, while a missed class or a missed deadline for submitting an online assignment counts as an absence according to the college, I will not withdraw you from the course for repeated absences, and attendance will not count towards your final grade. In my experience however, repeated absences are associated with poor grades, so try as much as possible to plan ahead and manage your time well. If you are absent or miss a quiz or assignment, for whatever reason, you do not owe me an explanation or documentation of what happened. But, you should feel free to reach out to me so we can work out a plan to help you catch up. You may want to consider withdrawing from the course if you fall behind in multiple assignments, although ultimately, this is your decision. I do not withdraw students who fail to attend class or miss several assignments.

If you are an [international student.](#) or a [student on financial aid](#), it is your responsibility to understand how a "W" will affect your status.

If you experience a significant change in your life, I hope you will contact me so we can work out a resolution to your status in the class. If prolonged absences are due to jury duty, military service, or a severe, chronic, or unexpected medical issue, you may contact the Dean of Humanities for guidance regarding withdrawal.

"No Show" Policy

Attendance during the first week of classes is mandatory. Anyone who misses the first week of class's Orientation Attendance assignments will be withdrawn as a "No Show" — no

exceptions. For face to face classes, you must physically attend class and complete the Orientation Quiz. In online classes, students must post an introduction to the Discussion Board by 11:59 pm on the first Thursday of classes after the semester begins and complete the Orientation Module quiz by the first Sunday of classes at 11:59 pm to avoid being withdrawn from the course as a "No Show." This 'No Show Attendance' is Valencia College policy and it applies to all of your courses.

Student Withdrawal Policy/Withdrawal Deadline

July 1st at 11:59 pm is the deadline for withdrawing from a class for the full Summer C 2022 term. If you withdraw from a course prior to this date, you will automatically receive a "W," regardless of the grade you were earning at the time. You will not be withdrawn if you fail to submit work or participate in this class after the No Show period has ended.

Academic Coursework Policies

Is There Homework?

Most weeks you will complete general module readings and supplemental primary source readings that provide an eye-witness account of the historical eras we explore. In each module you will complete a reading quiz and an assignment or discussion answering questions relating to the readings. Module readings, quizzes, and assignments are due each class every week. All assignments may be revised and resubmitted to improve your learning provided you have read my feedback first. All coursework is posted and will be submitted on Canvas.

To successfully complete each assignment, your answers must reflect a thorough and informed understanding of all module readings with a clear effort at interpretation and analysis rather than simply quoting a passage. This homework is designed to get you to think deeply about the issues ancient people wrestled with and how we think about those same issues today. If you ever have any questions about how to complete an assignment, please don't hesitate to reach out and let me know. I'm happy to help.

How Many Tests?

There are weekly reading quizzes and no exams in this course; see the Course Schedule for dates.

What Other Kinds of Work Does the Course Require?

Students will complete two short writing assignments which will be incorporated into a class final project (see below). These assignments **must** include citations in body paragraphs and a Works Cited page. Use only class resources; do not use outside sources. Finally, these written assignments meet Gordon Rule requirements for this class. For more information on Gordon Rule requirements, please see below.

In the face to face version of this course, there will also be some in-class activities where you will earn credit towards completing a module. We may reenact an ancient Greek Symposium, perform a scene from an ancient Greek play, recreate an ancient Roman family, devise some Roman political propaganda, or play a game related to ancient Greek and Roman society and values. You must attend to receive full credit for these activities.

What is the Final Project – Historical Landmark Grant?

The final project will involve you choosing, studying closely, and learning how to help conserve one ancient Greek or Roman site. The purpose of this project is to introduce you to the practice of public history and ongoing global efforts to preserve, study, and interpret the ancient past in archaeological sites around the world.

Working alone or in groups, students will complete a mock historic preservation grant application form to protect an endangered ancient landmark of their choice – i.e. tomb, temple, battlefield, lighthouse, house, etc.. Your chosen site must be representative of a civilization covered in this course: ancient Greece or Rome (including their ancient colonies).

This final project will be completed in stages. First you will be introduced to UNESCO's World Heritage List, an organization that works to save the world's natural and human-built historic heritage. A little later, you will type up and present a brief proposal for the site you have chosen from the UNESCO List. By Module 13 in the semester, you will have written two short papers, one a defense for why you think this site has historical and cultural value, and another detailing your specific plan to conserve your chosen site if you had $10,000. The grant form and all instructions for every stage of this project are posted online in Canvas.

Technical Problems During Quizzes or Exams

Occasionally it happens that your server, device, or Canvas has an error when submitting an assignment or while you are taking a quiz and you need to have the submission reset. If that happens, you should do the following:

- Document the nature of your problem, if possible, by taking a screenshot
- Alert me as soon as possible, providing a full description of the problem and attaching your documentation. I may be able to help if the deadline for the quiz has not passed.
- Contact Canvas Help or Valencia OIT if you believe it is a Canvas/Server error.
- Keep in mind that you always have two quiz attempts, with unlimited time.

Policies Concerning Test/Quiz and Assignment Deadlines

The due dates for all work are posted in the Course Schedule. When possible, you should try to submit your work on time by the due date. I will accept late work up to two weeks after the assigned due date. You may also revise and resubmit your work within this two week period. After this two week grace period, the assignment will close. If you are unable to meet that late

deadline for any reason, contact me as soon as possible during the grace period so we can make alternative arrangements.

*NOTE: If you are taking this class in either Summer A or B, each module will consist of the equivalent of two modules' materials from a traditional semester in order to accommodate the short six week schedule. In each of the six modules, some work is due on Thursdays and some work is due on Sundays. For Summer A or B courses, the late policy deadline for all work in class is one week beyond the original due date. Because the course is only six weeks long, it is not possible to accommodate accepting late work beyond a week. All work due during the final sixth week of class must be submitted by the last Sunday night of the course, at 11:59pm.

Please keep in mind that most missed work cannot be left to the end of the semester and some missed work cannot be made up at all. While I will accept some late missed work, (i.e. work not submitted at all or work submitted in an inaccessible, corrupted, or empty file), you may not make up more than two modules of missing work by the end of the semester, so plan your time accordingly, please. All work submitted in inaccessible, corrupted, or empty files cannot be resubmitted after the late grace period. No late work can be accepted after the last day of classes, even if it is less than a week late. Additionally, Discussions cannot be accepted after the late grace period because the class conversation has already moved on to new topics; students will not benefit from your late comments, nor will you benefit from theirs. This policy is to encourage you to keep up with the course work and to prevent me from being overwhelmed at the end of the course with too much grading.

Final Project Deadline

The Final Project must be completed by the assigned day and time. If a student has an unexpected last-minute personal or medical emergency that prevents them from submitting the project by the deadline, they should contact me as soon as possible so we can make alternate arrangements, such as taking an Incomplete for the semester, or an 'Incomplete' solely on the project.

Grading Policy and Basis of Evaluation

All work in this course will be assessed as Complete/Incomplete, with the specifications required for Complete detailed in the directions for each assignment. A 'Complete' should not be viewed as "minimally competent" (as is typical for a C grade). Instead, it marks achievement of an assignment's learning goals and is equivalent to a B grade or higher. Thus, an assignment meets the goals, or it does not—there is no gradation of evaluation.

To earn a 'Complete' on all quizzes, you must answer at least 88% of the questions correctly.

To earn a 'Complete' on all other assignments, your work must include the following:

- Work is submitted on time (including 2-week grace period) in a readable (or watchable) format

- Work clearly and thoroughly addresses each question prompt fully, in complete and understandable sentences with no more than two minor factual errors and no major factual errors.
- Each response is expressed clearly, fluently, and coherently in your own words
- Each response includes at least two examples from the module readings that supports answers where this is relevant in a written assignment
- Each response makes relevant connections to course materials and uses appropriate course terminology
- Each response demonstrates understanding of module/course concepts (i.e. 'arete,' 'xenia,' Classical style, balance and moderation, Mos Maiorum, Gravitas, etc.)
- Work uses only class sources – all information must only come from course module readings and UNESCO. Additional sources are not required and are not permitted in this class. Use of outside sources is prohibited, and use of such sources without citations constitutes plagiarism. A plagiarized assignment cannot be revised and will remain 'Incomplete.'
- Cites any paraphrased information or direct quotations from course readings, videos, and class meetings (in a face-to-face class).

The Complete/Incomplete marks are not the same as Right/Wrong, or Pass/Fail. Incomplete just means "not done yet." With an 'Incomplete,' I will provide you with feedback to direct you how to improve your work, how to engage with the materials and ideas more deeply, and ultimately how to demonstrate you have learned something from the readings and videos in a module. In turn, each assignment and quiz is tied to that module's learning goals, which are themselves tied to the course's learning goals as outlined in the College's course catalog.

Once the two-week late deadline for assigned work has passed, that assignment will close and cannot be reopened without making prior special arrangements with me beforehand. Revised work, that is, work turned in on time that has received feedback, can always be resubmitted - although I strongly encourage you to resubmit within the two-week grace period to avoid having too much work at the end of the semester. All work not submitted or submitted in inaccessible, corrupted, or empty files will be marked 'Incomplete' and must be corrected by the student within the two week grace period. Students who repeatedly miss course work will have to accept 'Incomplete' for that work, and the course grade they will earn accordingly.

For their final course grade, students will be evaluated based only on how many modules are marked as 'Complete.' Each module includes a quiz and an assignment or discussion. Thus, you will earn an A by completing at least 14 modules, a B by completing at least thirteen, a C by completing at least eleven, and a D by completing at least 9 modules in the course.

*NOTE: In Summer A, B, and C classes, there are fewer numbers of modules, but the final course grade will be assessed in comparable ways. In six week courses, with two modules per week, or twelve week courses, an A = at least eleven complete modules, a B = at least ten complete modules, a C = at least 9 complete modules, and a D = at least 8 complete modules.

Conduct Policies

Class Participation and Conduct

This class depends on active, thoughtful, prepared discussion. I will also engage us in class activities that require a little courage, a lot of enthusiasm, a good sense of humor, and thorough familiarity with **all** the assigned readings. Discussions will be both in small groups and with the class at large. I hope you will ask questions of me, of your fellow students, and of the material we cover.

We will always respect each other's courage sharing opinions, participating in discussions and group projects, and presenting work that is thoughtful and thought provoking. Please use constructive criticism. All students are entitled to a positive learning experience, regardless of sex, race, religion, sexual orientation, social class, or any other feature of personal identification. Therefore, sexist, racist, prejudicial, homophobic, transphobic or other derogatory remarks will not be tolerated.

Academic Honesty

As scholars, we study and respect the artistic and intellectual works of others. Plagiarism and cheating – using unauthorized material, taking someone else's ideas or work and passing them off as your own, or using sources without properly citing them - contradict the educational value of scholarship and violate its integrity. They also violate the Valencia [Student Code of ConductLinks to an external site.](). For more information refer to this [Plagiarism (Links to an external site.)]() website.

To me, plagiarism is morally and academically indefensible. All work for this class must be your own **and** written exclusively for this class. You may not reuse material from another course in this class. However, if you'd like to expand on an idea you worked with in another class, **you must discuss it with me first**.

You must also cite all sources used in all of your work for this class, wherever you use them - both after each instance, and in a Works Cited list.

Plagiarism and cheating on an exam or assignment will result in an "Incomplete" for that grade. An assignment found to be plagiarized cannot be revised and resubmitted. A second incident of plagiarism will result in failure in the course, and referrals to the Dean of Humanities and the Dean of Students Office. A plagiarized assignment that I didn't catch does not mean you're in the clear. If I suspect plagiarism, I often review previously-submitted assignments. If I've found that you plagiarized in the past, but didn't catch it before issuing a grade, I reserve the right to reassess the assignment as 'Incomplete.' If this new, post-dated assignment is your second strike, you will fail the course and be reported to the Dean of Humanities and the Dean of Students Office.

I assume you will adhere to Valencia's Student Code of Conduct and will maintain the highest standards of academic integrity. I adhere to the highest standards of academic integrity as well and will not change your grade illegitimately, or violate syllabus policies or Valencia's Code of Conduct.

Visual or Audio Recordings of Face to Face Classes and Sharing of Course Materials Outside of Class

As your professor, I'm committed to giving you as many opportunities and resources to support your learning as possible. Therefore, you may find it beneficial to record in-class lectures to review later. A class lecture is defined as a planned presentation by a college faculty member or instructor, during a scheduled class, delivered for the purpose of transmitting knowledge or information that is reasonably related to the pedagogical objective of the course in which the student is enrolled.

It is important to be respectful of your peers' legal rights to privacy; images or voices of your peers cannot be in your recordings. You may not record class discussions, student presentations, labs, group work, and private conversations. These recordings are permitted for your own personal use only; they may not be published or shared without my written consent. Failure to adhere to these requirements may constitute a violation of the College's Student Code of Conduct.

Note that while these recordings are useful for review, I want you to attend class for your insights and questions and for your benefit and the benefit of your peers. As such, these recordings are not substitutes for class participation and attendance. Should you have any concerns or questions, please feel free to contact me by email.

Zoom meetings are used for student conferences and class purposes only. I do not record these meetings and students may not record them either without my prior written permission. Unauthorized recordings of all class and individual Zoom meetings are prohibited and failure to abide by this rule will result in a referral to the Dean of Humanities as well as the Dean of Students Office.

All other online course materials may be downloaded for personal use only. They are not intended for sharing with or uploading to third party websites, including but not limited to Chegg or Course Hero, for example. Students who post materials to third party websites may have violated the terms of the Creative Commons licenses applied to course resources and will be referred to the Dean of Humanities as well as the Dean of Students Office. Furthermore, please understand that some of these course materials were authored by me. To share my work without my permission is not only a violation of my trust it may constitute facilitating academic dishonesty and will result in a referral to the Dean of Humanities as well as the Dean of Students Office for further investigation.

Valencia Policy Concerning Classroom Behavior

Valencia Community College is dedicated to promoting honorable personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules articulated in the Student Code of Conduct (6Hx28:10-03). In addition to dismissing a student from a class session, we may also refer students who engage in disruptive behaviors to the Deans of Students and Humanities for disciplinary action.

Disability Accommodation

Students with disabilities who need accommodations in this course must first register with OSD. No accommodations can be provided until the student meets with the professor and registers with OSD.

Valencia Photo ID

Every student must have a new Valencia photo ID in order to check out library books or take tests in the Testing Center. You can get an ID card in the Security Office on the second floor of building 5.

Gordon Rule Requirements

This class complies with Gordon Rule Requirements. A Gordon Rule course includes assignments of college-level writing with the following criteria: the writing will have a clearly defined central idea or thesis; it will provide adequate support for that idea; it will be organized clearly and logically; it will show awareness of the conventions of standard written English, and will be formatted/ presented appropriately. A student must earn a final course grade of C or higher to earn Gordon Rule credit in a Gordon Rule course.

Copyright Policy

To avoid copyright infringement, any materials produced specifically for this class can ONLY be used during this term for this class.

Third Party Software and FERPA Policy

Valencia College has a firm commitment to protecting the privacy rights of its students. In making this commitment, the College wants to ensure that all faculty and staff are familiar with state and federal laws pertaining to student privacy, as well as College policies and procedures that have been implemented to help guarantee student privacy. Third party software privacy policies will be provided at the point of use within the course.

Do You Have to Attend the First Week of Classes?

Students must attend the first week of classes and post an introduction to the Discussion Board by 11:59 pm on the first Wednesday of classes after the semester begins and complete the Orientation Module quiz by the first Sunday of classes at 11:59 pm to avoid being withdrawn from the course as a "No Show." If you cannot make these due dates, PLEASE contact me ASAP to let me know, so I don't withdraw you from the course.

Online attendance during the first week of classes is mandatory. Anyone who misses the mandatory Orientation Attendance assignments will be withdrawn as a "No Show"— no exceptions. This is Valencia College policy and it applies to attendance in all of your courses.

What Is the Attendance Policy?

Attendance in an online class is critical to successful completion of the course but I recognize it may be more of a challenge thanks to the Coronavirus. Therefore, while a missed deadline for submitting an assignment counts as an absence according to the college, I will not withdraw you from the course for repeated absences, and attendance will not count towards your final grade.

In my experience, repeated absences are associated with poor grades, so try as much as possible to plan ahead and manage your time well. If you are absent, for whatever reason, you do not owe me an explanation or documentation for why you have missed an assignment or fallen behind. But, you should feel free to reach out to me so we can work out a plan to help you catch up.

While there is a two-week late deadline for most work in this class, you should avoid falling too far behind because it is very difficult to make up a lot of missing assignments. You may want to consider withdrawing from the course if you fall behind in multiple assignments, although ultimately, this is your decision. I do not withdraw students who fail to attend class or miss several assignments.

If you are an [international studentLinks to an external site.](#) or a [student on financial aid.Links to an external site.](#), it is your responsibility to understand how a "W" will affect your status.

If you are unable to participate in the course due to illness, family emergency, unexpected military deployment, etc., please communicate with me as soon as possible in order to create a plan to complete any missed assignments so that your learning can progress in your course. In the case of a prolonged online absence, please communicate with me as soon as possible in order to create a plan for the best course of action.

What is the Student Withdrawal Deadline/Withdrawal Policy?

The deadline for withdrawing from a class in the Summer 2022 term is July 1, at 11:59 pm. If you withdraw from a course prior to this date, you will automatically receive a "W," regardless of the grade you earned at the time. You will not be withdrawn if you fail to submit work or participate in this class after the No Show period has ended. Students who repeatedly miss the two-week deadlines (one week deadline for Summer A or B terms) for assignments, quizzes, and exams will have to accept '0' for that work, and the low grade they have earned accordingly.

HUM 2220 Greek and Roman Humanities, Summer C Course Schedule

This course schedule includes what we will read, discuss, and what you will be expected to complete during this course. Please note, because this is a Summer C course, some of the module materials have been rearranged in order to condense fifteen weeks of work into a twelve-week semester schedule. Thus, you may see some readings and assignments from both multiple modules in one week's module schedule. Please be advised, this weekly schedule is subject to change. If changes become necessary, you will be notified in class and through Canvas.

Summer Module 1 Early Greek Civilization and Greek Values in the Homeric Epics 5/9-15

What's Happening:

Before beginning work on Module 1, please complete a review of the Orientation Module and the two assigned Orientation Attendance Activities to assure your enrollment in the class for this semester. Failure to complete these two activities may result in your being withdrawn from the course - a state requirement for No-Show attendance in the first week of classes.

In module 1, we will begin our examination of ancient Greece with a look at early Archaic Greek culture and values, as well as the most fundamental expressions of those values, Homer's epic poems. First, we'll discuss the rise of ancient Greek city-states during the Iron and Archaic Ages of Greek civilization. Then, we will examine the ancient Greek ideals of Arete, Xenia, and the Homeric Hero. There are some passages from Homer's "Iliad" and "Odyssey" that reflect these Greek ideals, and we will explore how they do so, and what is significant about them. We will also begin to look at your final projects and learn about public history and historic preservation.

To Do By Thursday 11:59pm:

- Read through the Orientation module to familiarize yourself with the technology requirements, course policies, course navigation, textbook information, and resources for academic, emotional, and financial support as a Valencia student.
- Read through the Final Project Module for an overview of what you will do with the material we learn this semester.
- Complete the Orientation Quiz and the Introduction Assignment. Note: these are mandatory assignments required for the course. If you complete this by the due date, you will be considered a student in full standing in this course, and will receive credit for the assignment. If you miss the deadline, you will be withdrawn from the course as a No-Show for lack of

attendance. Please see Valencia College Class Attendance for more information regarding attendance and No-Show reporting.

- Go to UNESCO and familiarize yourself with this organization, what it does, and some of the ancient Greek and Roman sites it features.
- Complete Module 1 Homework Introduction to Preservation Project - type up your UNESCO notes and facts and submit on Canvas.

To Do By Sunday 11:59pm:

Read:

- Module 1 Reading - The Iron Age, the Rise of the Greek Polis, and Early Greek Geometric Art
- Module 2 Overview - Archaic and Heroic Greece - READ FIRST,
- Module 2 Reading - Greek Values in Archaic Age Society,
- Module 2 Reading - Homer's Epics and the Homeric Hero,
- Module 2 Reading The Polis, Politics, and the Place of Women in Archaic Society
- "Iliad" & "Odyssey" (these are passages, not the complete works)

Complete Quiz on Module Readings

Complete homework based on the "Iliad/Odyssey"

Summer Module 2 The Greek Poleis and Colonization 5/16-22

What's Happening:

In this module we will move further into the Archaic age of ancient Greece and learn about the Greek colonies, especially on the Ionian coast. We will also take a closer look at two of the more powerful ancient Greek poleis, Athens and Sparta. You will read some passages from Xenophon's account of Spartan Life, and we will discuss its surprising revelations as well as how reliable an author Xenophon might be. We will discuss and compare how Athens and Sparta were similar and different.

To Do:

- Read:
  - The Greek City-States and Colonization
  - Athens, Sparta, and Miletus
  - The Persian Wars
- Complete Module Reading Quiz on Module Readings
- Read Xenophon's The Laws and Customs of the Spartans
- Complete homework based on the Spartans reading
- Complete Module 3 Quiz

Summer Module 3 Greek Art, Poetry, and Drama in the Archaic Age - 5/23-29

What's Happening:

In this module we will continue our examination of Archaic Greek culture with a look at some developments known as the Ionian intellectual revolution. We will explore lyric poetry and look at the works of Archilochus and Sappho. Sappho is particularly important because it will be the first time we

hear from an ancient Greek woman, so we'll discuss the implications of that, and of how lyric poetry challenged the older worldviews of the Homeric Heroic perspective. We will also learn about a group of thinkers known as the Pre-Socratic philosophers, although today we might call them mathematicians and scientists. You will read the ancient Greek myth written by the poet Hesiod, of the origins of the Greek cosmos and we will discuss how these works are similar and how they are different, and what that might reveal about the intellectual developments of the later Archaic period. We will look further at some of the history and major concepts of historic preservation and you will submit your proposal for your final project.

To Do:

- Read:
  - Module 4 Overview - Greek Art, Poetry, and Mythology in the Archaic Age
  - Module 4 Reading - Ionian Revolution and Pre-Socratic Thought
  - Module 4 Reading - Archaic Culture and Lyric Poetry
  - Module 4 Lecture - Archaic Greece.pdf
  - Module 4 Reading Hesiod's Theogony
  - Module 4 Reading Sappho Poems
- Complete Module 4 Assignment - Archaic Mythology, Philosophy, and Poetry by Thursday 11:59pm
- To prepare for proposal for the final project, read Final Project - Suggested Sites
- Complete Proposal for the Final Project due by Sunday 11:59pm.

Summer Module 4 The Rise of Classical Greece – The Persian Wars, the Real '300,' Pericles and the Acropolis 5/30-6/5

What's Happening:

In this module we will look at the Classical Age of Greece, and especially of Athens. We will discuss the Persian Wars and our most important account of them by the historian Herodotus, and connect the consequences of those wars to the rise of Athens and democracy in the Greek world. We will also look at some documents that will tell us how the ancient Athenians saw themselves, what they valued, and what other people, notably the Spartans and Corinthians, thought of them. We will examine Pericles's Funeral Oration as recounted in Thucydides's History of the Peloponnesian Wars, and you will apply what you've learned about Classical values like balance and moderation to your own modern version of an oration to see if and how we preserve these values today. We will also look briefly at some historic preservation success stories, like the Athenian Acropolis, for possible preservation ideas you can use for your final projects.

To Do:

- Read
  - Module 5 Reading The Rise of Classical Greece
  - Module 5 Reading The Persian Wars
  - Module 5 Reading Classical Athens
  - Module 5 Reading-Herodotus's "The Persian Wars" - the Battle of Thermopylae
  - Module 5 Reading-Thucydides's "Peloponnesian Wars"-Pericles's Funeral Oration

- o   Module 5 Reading Ancient Greek Values in the Classical Age
- Complete Module 5 Assignment - The Rise of Classical Greece: Herodotus and Thucydides by Sunday 11:59pm

Summer Module 5 Classical Greek Sculpture, Painting, Architecture 6/6-12

What's Happening:

In this module, we will examine the art and architecture of Classical Greece. We will examine works like the Parthenon and the Temple of Nike on the Acropolis in Athens, the Riace Warriors, Doryphoros, and Dying Niobid statues, among others. We will examine how these works of sculpture and architecture reflected older Archaic values as well as the Classical values of balance and moderation. You will complete the first short essay in this class from a choice of prompts on Canvas.

To Do:

- Read
  - o   Module 6 Reading Classical Values in Ancient Greek Art and Architecture
  - o   Module 6 Classical Greek Art and Architecture.pdf
  - o   Classical Greek Sanctuaries and Accessibility
  - o   Sanctuaries in Classical Greece
  - o   Historic Preservation in Action
  - o   Cultural Heritage Preservation.pdf
  - o   Should All Historical Landmarks Be Saved - The Controversy Over Confederate Monuments
- Complete Quiz on Module Reading
- Complete Module 6 Ancient Greek Culture and Values and Your Project by Sunday 11:59pm

Summer Module 6 Classical Greek Drama: The Wounds of War Must Be Carried by Everyone 6/13-19

What's Happening:

In this module we will examine Ancient Greek theater in Classical Athens. We will explore the political and therapeutic purposes of ancient Greek tragedies like Aeschylus's trio of plays known as "The Oresteia," and the tragedy "Herakles," and we will explore how Classical values of balance, moderation, democracy, and civic virtue were represented in and reflected by these works.

To Do:

- Read
  - o   Module 7 Overview of Classical Drama
  - o   View Module 7 Classical Greek Drama PowerPoint
  - o   Module 7 Reading Aristotle's Poetics
  - o   Module 7 Reading Ajax, by Sophocles
  - o   Module 7 Reading Antigone (in Ferguson)
  - o   Module 7 Reading Philoctetes, by Sophocles
  - o   Module 7 Reading The Madness of Hercules
- Complete Quiz based on the Module Reading

- Complete homework assignment based on the plays. Note: You may complete this assignment in writing or in the form of a video with your responses to the prompts and your dramatic interpretation of any of the scenes from the reading. Note: These can be difficult scenes to read, so make sure you have completed the module reading first in order to understand the context in which these plays were performed.

Summer Module 7 Classical Philosophy 6/20-26

What's Happening:

In this module we will explore Classical Greek philosophy, and particularly the ideas of Socrates, and the works of Plato and Aristotle. We will discuss the nature of Truth and whether it is possible to know something absolutely. We will also discuss whether or not knowing better means doing better, if Megan Thee Stallion or Henry Cavill are Truly Beautiful, and how we know if something exists if we can't see it or touch it. We will talk about why the chair you are sitting on is not a True Chair.

To Do:

- Read
  - Module 8 Overview - Classical Greek Philosophy
  - Module 8 Reading Philosophy: Sophists, Socrates, Plato, and Aristotle
  - Module 8 Classical Philosophy.pdf
  - Video-Allegory of the Cave
  - Video 2-Allegory of the Cave
  - Module 8 Reading - Plato's "The Republic"
  - Module 8 Reading-Plato's "Apology"
  - Module 8 Reading-Plato's Phaedo
  - Module 8 Reading-Aristotle's "Nicomachean Ethics"
- Complete by Module 8 Quiz Classical Greek Philosophy by Thursday 11:59pm
- Complete Module 8 Reading Homework - Plato and Aristotle by Sunday 11:59pm.

Summer Module 8 What was Rome and Who Were the Romans? 6/27-7/3

What's Happening:

In this module we will look at the end of Athenian dominance with its loss in the Persian Wars, examine the consequences of Alexander the Great's empire, and explore the rise of ancient Rome. This is called the Hellenistic Age, and in terms of art and architecture in particular, it marks a dramatic departure from the Classical values and aesthetic that characterized Athens before the wars.

We will begin our examination of ancient Roman culture by looking at some pop-culture representations of the Romans in Star Trek, 70's Blaxploitation films, Bugs Bunny, South Park, "Spartacus," Monty Python, and "A Funny Thing Happened on the Way to the Forum," among others. You will have video clips to look at and comment on, and we will discuss why we stereotype the Romans as we do. We will also look at some central Roman values like Paterfamilias and Patria Potestas, Mos Maiorum, Pietas, and others and ask ourselves, "What is up with the patriarchy, anyways?" We will explore the quirkiness and convention of Roman names and you will pick your Roman avatar from a digital exhibition of Roman mummy portraits from Fayum. We will also return to our conversations about historic preservation and the final project.

To Do:

- Read by Thursday 11:59pm:
  - Module 9 The Hellenistic Age.pdf
  - Module 9 Reading The Hellenistic Age
  - Cultural Heritage Preservation.pdf
  - Historic Preservation in Action
- Complete Discussion Historic Preservation Problems and Projects
- Take the Module 9 Quiz The Hellenistic Age by Thursday 11:59pm
- Read "Who Were the Romans?" and "The History of Early Rome from Etruscan Monarchy to a Latin Republic" by Sunday 11:59pm
- Complete Module Quiz by Sunday 11:59pm
- Complete Which Roman Are You? Discussion by Sunday 11:59pm
- Read the "Twelve Tables" by Sunday 11:59pm
- Complete homework based on the Twelve Tables reading by Sunday 11:59pm

Summer Module 9 Rome's Early Republic – Plebeians, SPQR, and Philosophy 7/4-10

What's Happening

Now that you've been introduced to some essential elements of Roman culture, we'll turn to the history of the early Roman Republic, and take a deeper dive into the significance of Roman ideals and how they were represented in Roman art. We will look at Roman veristic portrait sculpture and explore two strands of Hellenistic philosophy that were adapted by the Romans: Epicureanism and Stoicism. You will have some art and architecture to look at and some philosophical passages to read.

To Do:

- Read "Early Roman Republic Culture: Art, Philosophy, Architecture"
- Complete Module Quiz
- Read passages from Epicurus "Principal Doctrines" and Epictetus "The Manual" on Stoicism
- Complete homework based on the Stoic and Epicurean readings

Summer Module 10 The Late Republic: Law, Religion, Art, Architecture, the Punic Wars and the Civil Wars 7/11-17

What's Happening:

In this module we will return to the history of Rome and its transition from Republic to Empire. We will look at the causes and consequences of the Punic and Civil Wars and discuss Rome's increasing reliance and widespread practice of slavery. You will read an interesting account by a Roman historian of a slave revolt (one he did not actually witness himself) and we will examine the ways in which enslaving people transformed Roman culture and society, and in particular its impact on women. You will also write your second essay in the course. Like the Greek essay, you will have a few topics to choose from, including an essay you can incorporate into your final project.

To Do:

- Read "From Republic to Empire: Expansion and Roman Identity"

- Complete Module Quiz or Discussion
- Read passages from Catullus's poems and Diodorus Siculus's "Sources for the Three Slave Revolts"
- Complete homework based on the Siculus reading
- Review "Historic Preservation Resources" and choose one project for your Essay - Part B Executive Summary of Grant Project
- Write Essay - Part B of Final Project, the Executive Summary

Module 11 Imperial Augustan Rome: Making Rome Great Again? 7/18-24

What's Happening:

In this module we will examine the continuing evolution of Roman culture under the Imperium. We will examine Rome's first emperor Augustus and consider how his reign created a template for Roman Imperial art and architecture as a form of propaganda. We will also examine one of the most famous works of literature from the Roman Empire, and another example of imperial propaganda, Virgil's "Aeneid." We will also talk some more about the practice of historic preservation and weigh the many options you have as you consider what you would do to help preserve your chosen ancient historical site. Will you apply for a grant to create a 3D model of your site, install interpretative signs, make your site handicap accessible, or will you consider flood, landslide, or wildfire mitigation? Is there marble or concrete that needs to be cleaned, mosaics to preserve, landscaping to do, or does your site need a management plan? You will review a list of possible projects, pick one which you feel is most suitable for your site, and write it up as a plan, in a one-page essay.

To Do:

- Read:
    - Module 13 Reading The Early Roman Empire Under Augustus
    - Module 13 Reading The Roman Empire-Online.pdf
    - Module 13 Reading The Roman Empire After Augustus
- View:
    - Video of Rome Recreated
    - Virtual Rome Recreated

Module 12 Pompeii and Final Projects 7/25-8/1

What's Happening:

In this module we will take a closer look at one of the more well-known historical events in the history of ancient Rome: the eruption of Mt. Vesuvius and the destruction of Pompeii and Herculaneum, Stabiae, and other communities. We will examine one of the most comprehensive eye-witness accounts of the eruption and discuss to what degree we find its author, Pliny the Younger, entirely reliable. We will delve a bit into Pliny the Younger's life and see it as an example of a Roman official in the Imperium. We will discuss some of the challenges Rome faced managing its vast empire, both internally, and externally in its relations with the pagan world. We will also finish working on the final projects, and I will have some further feedback and resources available for you. I will also schedule regular meetings for the class via Zoom for you to ask general questions about these projects. Please feel free to request a personal phone call or video conference if you have specific questions about your project. Finally, please be

aware that the Final Project is due Sunday night and an optional Discussion of your final projects is due Monday night by 11:59pm. The course will close at midnight and you will not have access to it shortly after that. These are therefore hard deadlines. No projects can be accepted after Sunday, and no discussions can be accepted after Monday night.

To Do:

- Watch The Destruction of Pompeii
- Read:
    o The Tragic Example of Pompeii and Herculaneum.pdf
    o Reading - Correspondence of Pliny the Younger: to Tacitus and Trajan
- Complete optional extra credit Module 14 Homework - Pliny (Optional for Extra Credit) based on the Pliny reading
- Complete and submit Final Project by Monday 8/1 11:59pm