

Spring 2016
GTX 2301.07 – The Intellectual Tradition of the Ancient World
Tue/Th 11:00am-12:15pm – North Village Community Center 4126

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Course Description

Throughout the semester we will read a selection of texts from the ancient classical intellectual tradition. The purpose of our time together is not to provide a complete survey of the writings of this period, but to pursue such questions as: What sort of life is best? How then ought we live? How should we respond to suffering? What is justice? What is the role of faith in human life? What is the role of reason? We will seek out these sorts of “big questions” as we connect the various themes and ideas in these texts. If we attend carefully to these texts, we should discover that we not only pose questions to them, but they challenge our ways of looking at the world and at ourselves.

The fact that this seminar is an introduction is important to remember in three respects: 1) what you will encounter in this course is only a sampling from among the many texts of this period that offer profound intellectual, moral, and imaginative insight; 2) many of these texts are translations, inevitably involving the loss of some important cognitive and artistic richness; 3) the internal structure of many of these texts is such that only through further readings of them is it possible to begin understanding how specific details contribute to the whole work. In short, by the end of this seminar, you will not be “done” with these texts, but will have begun, I hope, your own life-long conversations with them and about them.

Goals

1. To introduce you to the social, historical, rhetorical-literary, philosophical, and theological dimensions of the texts.
2. To develop your interpretive skills, developed through questions and discussion, to allow you to interpret a text well, particularly in relation to other works.
3. To encourage you to appreciate the rich diversity of the Western intellectual tradition and the different approaches to various issues and abiding questions.
4. To challenge you to apply what you learn this term to your own cultural and historical situation and identity. In short, engaging those questions posed in the texts about the Good, the True, and the Beautiful, which abide to this day.

Objectives

By the end of the semester, you will be able to:

1. Read a text closely.
2. Accurately represent the movement or progression of thought in a passage of text.
3. Speak coherently and persuasively concerning your understanding of a passage.
4. Identify and communicate connections, corollaries and ramifications arising from your understanding and the interpretations of others.
5. Write clearly along these same lines.
6. Do all of these things in a way that maintains an atmosphere of mutual respect, collaboration and shared endeavor.

The Nature of this Course

This seminar offers three counter-cultural challenges:

1) the **volume of reading**. We are in a post-literate culture in which many people do not read any more than what they are required to read. If you do not, at some level, simply enjoy the act of reading, the volume of reading here could be painful. But that is the nature of this course. Reading short excerpts is not sufficient.

2) the **kind of attention you will need to give** to your reading. One of the goals of this course is to promote “close reading”: highly attentive reading that allows you to access the most subtle kind of textual analysis. Another aspect of our post-literate culture is that even when people do read we tend to read only for information. We tend to read at a minimal level, not only with respect to volume but also with respect to the level of engagement with the text. This course will assist you to become more than passive consumers of information.

3) the **intellectually** and **morally challenging** character of the texts. This is why it is crucial both to pay detailed attention and to know the larger context for the passages upon which we focus. There are no shortcuts. If you do the intellectual work, however, you will not simply know *about* the past, you will experience ways of thinking that offer genuine alternatives to the totalizing claims of our current age. This experience cannot be described or summarized to you by someone else. These texts offer opportunities to consider how your ways of thinking, speaking, and acting in the world could be transformed, but also how your language could be something more than merely information. The development of such understanding and skill is a lifelong process to which this seminar (and others like it) is an introduction.

Textbooks

In all cases, you are required to work in this class from the translated editions provided in the following table. Electronic versions of these texts, even in the same translation, are insufficient for the work of this class. Electronic reading tends to work better for straight-through, beginning-to-end reading. I frequently have seen the type of work we do with these texts, especially during seminar discussion, force students to abandon the electronic versions. I have specifically selected the best value I could find between good translation and affordability.

<i>Author</i>	<i>Title</i>	<i>ISBN</i>	<i>Publisher</i>	<i>Translator</i>
Homer	<i>The Odyssey</i>	978-0140268867	Penguin Classics, 1996	Fagles
Aeschylus	<i>The Oresteia: Agamemnon, The Libation Bearers, The Eumenides</i>	978-0140443332	Penguin Classics, 1984	Fagles
Plato	<i>Republic</i>	978-0199535767	Oxford World's Classics, 2008	Waterfield
Aristotle	<i>Aristotle's Nicomachean Ethics</i>	978-0226026756	University of Chicago, 2012	Bartlett and Collins
Cicero	<i>On Obligations: De Officiis</i>	978-0199540716	Oxford University, 2008	Walsh
Virgil	<i>The Aeneid</i>	978-0143106296	Penguin Classics, 2010	Fagles
Augustine	<i>Confessions</i> , second edition	978-0872208162	Hackett, 2006	Sheed

Grading

Category	Points
Instant Assignments	50
Participation	100
Exam One	75
Exam Two	75
Paper One	50
Paper Two	50
Final Exam	100
Total	500

Percentage		Grade	Points
97	100	A+	485
93	96	A	465
90	92	A-	450
87	89	B+	435
83	86	B	415
80	82	B-	400
77	79	C+	385
73	76	C	365
70	72	C-	350
67	69	D+	335
63	66	D	315
60	62	D-	300
0	59	F	<300

“Instant Assignments”

To promote active engagement and creative thinking, you will be occasionally given mini-projects as part of the regular class sessions. These assignments usually do not extend outside of class time. In order to promote full engagement with these projects, they will be graded. Each instant assignment will be worth 10 points. Your top 5 grades will be calculated for this part of your semester score, with all other instant assignment grades dropped. These are not intended to be onerous, but rather allow opportunity for all learning types to engage the material in various ways. Some will be completed in teams or partnerships.

Participation

The serious study of any subject demands that students be attentive to what is going on in class. Moreover, since this is a seminar that aims to provoke careful reflection on the questions these texts raise, your active participation is critical. You should plan on attending every class session. Attendance does not mean simply your body arrives and consumes a seat in the room, but you should have completed the readings and be ready to engage in substantive discussion

You will receive a grade on your class participation, in which I will reward excellent attendance and class involvement. Beginning with the second week of class (Monday, August 31) failure to bring to class the assigned text for that day will result in an absence. This includes failure to have the correct edition/translation of the text.

The following scale will be used to calculate your base participation grade, after which your engagement in the class will be considered:

<i>Absences</i>	<i>Maximum Participation Points</i>
1 “personal day”	100
2 nd absence	95
3 rd absence	90
4 th absence	80
5 th absence	70
6 th absence	60
7 th absence	50

When calculating your participation grade, I will not count absences due to illness, family emergency or authorized Baylor-sponsored events if you provide documentation (see attendance policy below). You should also be aware that, unlike my policy regarding your participation grade, the university makes no distinction between excused and unexcused absences (again, see below).

The participation grade is determined by attendance and other factors such as your attentiveness and overall behavior in class. Numerous tardies will negatively affect your participation score. Please pay special attention to the sections below covering “Etiquette” and “Attendance,” because these sections address factors that can influence your participation grade in the class.

Exams

Three exams will be administered in this course: two exams during the semester and a final exam. The dates of these exams are provided on the class schedule at the end of this syllabus. The final exam will include a comprehensive element covering material covered by the previous two exams.

Examinations give the student the opportunity to demonstrate not only basic knowledge of the content of the assigned texts, but also to show that he or she has “digested” the material. For example, in the case of imaginative or narrative works, you might be asked to show the explicit means by which a text achieves its implied effects. In the case of more expository works, the challenge might be to demonstrate a clear understanding of an argument’s assumptions or implications. Students are responsible for all assigned reading on the exam, whether or not class time permits detailed discussion of every text.

The first two exams will take place during regularly scheduled class sessions. If you miss one of these exams, you will be afforded the opportunity to take a make-up exam only with proper documentation. Proper documentation consists of an original, signed doctor’s notice that specifically verifies an illness; OR notification from the appropriate Baylor University official regarding an approved absence for a university-sanctioned event; OR notification I receive from the university’s Office of Spiritual Life regarding crisis, emergencies or other circumstances. It is your responsibility to contact me to schedule a make-up exam. The university sets the time for the final exam. Institutional procedures through the office of the Dean of the Honors College must be followed in order to make any adjustments in the scheduling of the final exam.

Papers

You will complete two papers during the course. All essays must be in 12pt Times New Roman font, double spaced, and numbered pages. Each essay must have a title. The essays will be submitted in hard copy and also submitted electronically on Canvas for processing by TurnItIn.com. The printed copy must be submitted at the beginning of class on the due date. Late papers will be penalized.

You will submit a topic proposal prior to writing each paper. Class time has been scheduled for further explanation of the paper writing process. The due dates for topic proposals and the two papers can be found in the class schedule at the end of this syllabus.

Please be aware of the following: Students agree that by taking a course, all required papers, exams, class projects or other assignments submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of turnitin.com is available on its web site: <http://www.turnitin.com>. Understand that work submitted to turnitin.com may be added to its database of papers. Further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.

First Paper: This paper will be a 3-5 page essay. It will consist of a close analysis of a passage from one of our texts. Each of you will choose a passage to analyze and have it approved by me. An instruction sheet for writing textual analysis will be provided to assist you in your writing. You are not required to use any secondary sources for this essay.

Second Paper: This essay will be 5-7 pages of close analysis of a passage of text or a carefully defined topic. Preferably, this essay will analyze only one text and not incorporate several primary sources. The topic for this essay also must be approved by me. You must use at least one secondary source, but secondary sources should not dominate your essay. Wikipedia, Spark Notes, Dictionary.com, and so forth do not count as scholarly sources. A Works Cited block will be required for this essay, but it need not be on a separate page (save a sheet of paper).

Attendance

You are expected to attend class regularly. University policy requires attendance at 75% of all class meetings. According to this policy, a student will fail the course if he or she does not attend the required number of scheduled class periods (22 of 29). I will take attendance at the beginning of class. Please note that excused absences are still absences under this policy. The distinction between an excused and unexcused absence only applies in the case of missed exams and the participation grade, described above. Students who miss more than 7 classes will be subject to the university policy: the student will fail the course. You are responsible for staying aware of how many absences and tardies you have. I will regularly update Canvas so that you can access this information.

If a student enters after attendance is recorded, the student is tardy but is at risk of being recorded as absent unless I acknowledge the student's arrival or the student confirms with me after class that he or she was present, but tardy. Being tardy twice will be equivalent to one absence.

Students who leave class before dismissal may be counted as absent, but rarely are if they have attended and participated in most of the session and have discussed with me their reason for early departure. I understand that situations arise in our complex lives when you do not want to miss a whole class session, but it is necessary to be late to class or depart early. Keep me informed of these rare situations.

Etiquette and Honor

Classroom Environment

An environment conducive to learning is important for all participants in this course, including me. While in class, you are expected to be attentive and engaged in the class session.

I will disallow the use of any device that I deem is being used inappropriately during class period. Music players, earphones, headsets and other entertainment technology of this kind are not allowed in class. Refrain from texting or conducting phone calls during class. Computers, tablets,

phablets, and occasionally smart phones are to be used for class purposes only – such as note-taking and accessing documents discussed in class – otherwise, students may be prohibited from using such technology during all subsequent class sessions. For most class sessions, a laptop is a hindrance to fully engaging in the discussion. You may find that you are best served by a pattern of laptop note taking during times when I am lecturing (explaining historical context and important concepts), after which the laptop can be put away for the discussion.

I consider sleeping during class, doing outside work or reading, and private conversations during class time to be disrespectful and distracting. Thus, you need to note that in my class these behaviors will be considered counter-productive to the learning environment and will be assessed accordingly in a student's participation grades. Additionally, students who engage in counter-productive behavior regarding the classroom learning environment may be marked absent for the period. Continued disruptions to the learning environment can result in a quantity of absences sufficient to violate the attendance policy described above.

Communication

All electronic messages that I send out (for example, announcements and emails) will be sent to your Baylor-assigned email address or posted through Canvas. Your emails are welcome, and I will answer them either by return email or with a suggestion that you schedule an appointment for further discussion. Please minimize the use email chat or texting lingo; consider our electronic communications as an extension of class.

Please note that I do not respond to emails asking “What did I miss today?” or “What is our assignment for tomorrow?” If you miss class, consult your syllabus and ask a classmate for the notes from class. Whether in person or in email, if you have done your work, I am happy to help clarify something from class session or in the texts. That is, if you have made a respectable effort to understand the material through the resources of class notes, texts, and collaboration, you are welcome to contact me for assistance.

I will not answer “Do we need to know...” types of questions regarding exams.

University Honor Code

I assume that all students are aware of Baylor University's honor code addressing irresponsible academic conduct in exams, quizzes, and projects submitted for academic credit. Please read the honor code (www.baylor.edu/honorcode/) and understand that it expresses the expectations for this class regarding academic integrity.

Learning Accommodations

Students seeking accommodations must do so through Baylor University's Office of Access and Learning Accommodations (OALA). OALA is located in the Paul L. Foster Success Center on the first floor of the Sid Richardson building. I am not at liberty to make special accommodations for students unless the request comes through OALA.

Miscellaneous

1. The course will be administered through Canvas.
2. The deadline for submitting any coursework for consideration is 5:00pm on the last day of classes, April 29.
3. You have many opportunities to improve your grade in this class during the course of the semester. At the end of the semester, however, most of these opportunities will have passed by. The end of the semester is too late to start seeking opportunities to improve your grade.

Initial Course Schedule

The schedule is subject to revision as the semester progresses.

Class	Date		Reading / Activity
1	Tue	1/12	<i>Course Introduction; Introduction to the Odyssey</i>
2	Thu	1/14	Odyssey 1-5
3	Tue	1/19	Odyssey 6-10
4	Thu	1/21	Odyssey 11-15
5	Tue	1/26	Odyssey 16-20
6	Thu	1/28	Odyssey 21-24
7	Tue	2/2	Oresteia: Agamemnon Oresteia: The Libation Bearers
8	Thu	2/4	Oresteia: The Eumenides
9	Tue	2/9	Republic 1-3*
10	Thu	2/11	Republic 4-6
11	Tue	2/16	Republic 8-10 (skip 7)
12	Thu	2/18	Republic 11-12, 14 (skip 13)
13	Tue	2/23	<i>Continued discussion and exam preparation</i>
14	Thu	2/25	EXAM ONE
15	Tue	3/1	Nicomachean Ethics I.1-13
16	Thu	3/3	Nicomachean Ethics II.1-10; III.1-5
	Tue	3/8	<i>Spring Break</i>
	Thu	3/10	<i>Spring Break</i>
17	Tue	3/15	Nicomachean Ethics VI.1-4; VII.1-8, 12-13
18	Thu	3/17	Nicomachean Ethics VIII.1-3; IX.8-9; X.6-9
19	Tue	3/22	On Obligations Book 1, §1-33, 41-73, 92-120, 141-161
20	Thu	3/24	On Obligations Book 2, §1-23, 33-40, 64-89; Book 3, §12-64
21	Tue	3/29	<i>Continued discussion and exam preparation</i>
22	Thu	3/31	EXAM TWO
23	Tue	4/5	Aeneid 1-4
24	Thu	4/7	Aeneid 5-8
	Tue	4/12	<i>Diadeloso</i>
25	Thu	4/14	Aeneid 9-12
26	Tue	4/19	Confessions 1-4
27	Thu	4/21	Confessions 5-8
28	Tue	4/26	Confessions 9-11
29	Thu	4/28	<i>Continued discussion and exam preparation</i>
Final Exam	Thu	5/5	EXAM THREE - 9:00-11:00am

* Note that the Waterfield translation assigned in this class is divided according to **chapters** that are not the same as the traditional division of Plato's *Republic* into books.