



CLAS 160 D3 – Critical Concepts in Culture

Gen Ed Tier One Traditions and Cultures

Harvill 211, MoTuWeTh 9:20-10:45am

Description of Course

This course examines different concepts critical to the shaping of primarily "Western" culture(s), with a glance at similar concepts in "non-Western" cultures. The course addresses the complex relationships between material, literary, and cultural remains. Topics may include crime and punishment in the ancient world; healers and holy men in antiquity; city and country life; the place of religion in ancient societies; the ancient city; food and feasts in antiquity; warfare and migrations; Greeks, Romans, and barbarians.

Within the topic of religion in ancient societies, our section's specific focus is: Greco-Roman views on Christianity. We start with some introductory reading on the Greco-Roman world as a whole (Aune), on the figure of Jesus (Woodhead), and on early Christianity (McGrath). Then in Unit One, we explore what Greeks and Romans had to say about Christians – from the Roman provincial governor Pliny to the Roman emperor Julian, a span of some 300 years. Then in Unit Two, we get into the details of one of Julian's works, the *Caesars* (trans. Wright), and that means reading a much older work that inspired Julian, Plato's dialogue the *Phaedrus* (tans. Rowe). Along the way, we also do some introductory reading on aspects of writing (Booth et al., Graff & Birkenstein, Trimble).

Instructor and Contact Information

Dr. Grant Adamson, Learning Services Building 215, office phone (520) 621-7869,
gwa1@email.arizona.edu

Office Hours MoWe 2:00-3:00pm or by appointment

D2L site: <https://d2l.arizona.edu/d2l/home/621412>

Course Format and Teaching Methods

As part of the General Education Curriculum, the design of this course is based on principles of active learning. And our class size is small, allowing for seminar-style format and discussion.

What this means, for example, is that I won't show slides of the main points from the reading, while you copy them down. Instead, you will be responsible for noting the main points yourselves as you read, and then in class you'll discuss them in groups, while I move around the room and help where needed. After that, we'll establish some consensus, do some review and recall of important concepts and information. My role, in other words, is more of a coach and coordinator than lecturer, though I will lecture briefly as appropriate.

The amount you learn and your role in the learning process both depend on preparation before class and participation in the classroom. You will be required to prepare a notebook in connection with the reading and the written assignments, so that you're ready to discuss in class. To do so, you should take notes by hand, using a pen or pencil.

You should not use a computer or tablet to take notes, unless you need to do so for purposes of physical accessibility and accommodation. The old-fashioned way of note-taking has more advantages than typing; see e.g. http://www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html#.WHbEI_krKUK. That said, laptops and tablets are allowed in the classroom, though for course-related use only, such as viewing files on the course website.

Course Objectives and Expected Learning Outcomes

Students will:

Think critically about Greco-Roman tradition and culture, including the place of religion and the rise of Christianity, and how this tradition and culture developed and changed over time.

Effectively communicate their ideas and arguments in writing and discussion.

Reflect on their writing process and respond to feedback.

Understand and value informed opinions about ancient Greeks, Romans, and Christians that are different from their own.

Use information ethically and responsibly.

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>.

Attendance and participation in class are vital to the learning process. This is especially true in our course, since the learning is done more actively than passively. As such, attendance is required and a large portion of the course grade.

Late work: You can turn in one and only one assignment late up to 24hrs, with no explanation needed. After that, late work may only be accepted under the following conditions.

Condition 1: you missed the deadline because of an unpredictable event (such as illness, injury, emergency, car accident/trouble, computer failure/loss/theft).

Condition 2: you provide documentation (such as from a health-care provider).

Be aware that this does not apply in the case of the Final Project.

Required Texts or Readings

Robert Louis Wilken
The Christians as the Romans Saw Them
Second Edition, Yale, 2003
ISBN: 9780300098396

Plato, trans. Christopher Rowe
Phaedrus (Penguin Classics)
Penguin, 2005
ISBN: 9780140449747

Other required readings will be posted/linked on D2L.

Assignments and Examinations: Schedule/Due Dates

Diagnostic	upload to D2L by midnight on 8/21
Agreement or Disagreement	upload to D2L before class 9/12
Relevance Essay	upload to D2L before class 9/26
Oral Presentation	in class, TBD, 10/2 or 10/3
Textual Analysis	
Complete Draft	upload to D2L before class 10/10 and bring hard copy to class
Final Revised Draft	upload to D2L before class 10/12

Assignment sheets with descriptions and instructions will be posted on D2L, and we will go over them in class.

Writing Requirement

All Tier one and Tier Two General Education Courses are writing intensive; see <http://gened.arizona.edu/content/writing-component>. Students will write approximately 8 pages throughout the semester, and those 8 pages will be broken up into different types of writing assignments, one of which will be revised based on peer review.

Final Examination or Project

The Final Project will be the Final Revised Draft of the Textual Analysis. It should be uploaded to D2L before class on the last day, 10/12.

Final Exam Regulations:

<https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>

Grading Scale and Policies

Scale:

- A 90-100% excellent
- B 80-89% good
- C 70-79% satisfactory
- D 60-69% poor
- E 0-59% failure

The final grade will be rounded up to the nearest percentage point (e.g. 89.5% to 90%).

University policy regarding grades and grading systems is available at

<http://catalog.arizona.edu/policy/grades-and-grading-system>

Calculation of the final grade:

- Attendance 40%
- Diagnostic 5%
- Agreement or Disagreement with the Author 15%
- Relevance Essay 15%
- Oral Presentation 10%
- Textual Analysis 15%
- Complete Draft (5%)
- Final Revised Draft as Final Project (10%)

Along with assignment sheets, grading rubrics will be posted on D2L, and we will go over them in class.

General Education courses must follow the "40% rule" which means that students must complete and be graded on at least 40% of the course grade by the end of the 8th week of classes (or equivalent for uniquely dated courses). By then, i.e., the end of the 4th week in this course, we

will be done with the Diagnostic (5%), the Agreement or Disagreement (15%), and half of the Attendance (20%), for a total of 40%.

Dispute of Grade Policy: any disputation of a grade on an assignment must be done within one week of the release of the grade.

Schedule

COURSE INTRO

1st week

Mo 8/21 First day of class

in class ...

course highlights and overview

assignment intro: Diagnostic

rubric check: Diagnostic

after class ...

finish and upload Diagnostic to D2L by midnight

Tu 8/22:

before class ...

read Booth et al. pp.188-199 §§13.3-8 (D2L)

read Graff & Birkenstein pp.55-67 (D2L)

read Aune pp.xlix-lvi (D2L)

in class ...

discussion of reading

assignment wrap-up: Diagnostic

We 8/23

before class ...

read Woodhead pp.3-20 (D2L)

read McGrath pp.16-35 (D2L)

in class ...

discussion of reading

assignment intro: Agreement or Disagreement with the Author

UNIT ONE: FROM PLINY TO JULIAN

Th 8/24

before class ...

read Wilken pp.xv-xxi, 1-30

prepare notebook (see assignment sheet for Agreement or Disagreement)

in class ...

discussion of reading and assignment

2nd week

Mo 8/28

before class ...

read Wilken pp.31-47

prepare notebook (see assignment sheet for Agreement or Disagreement)

in class ...

discussion of reading and assignment

Tu 8/29

before class ...

read Wilken pp.48-67

prepare notebook (see assignment sheet for Agreement or Disagreement)

in class ...

discussion of reading and assignment

We 8/30

before class ...

read Wilken pp.68-93

prepare notebook (see assignment sheet for Agreement or Disagreement)

in class ...

discussion of reading and assignment

Th 8/31

before class ...

read Wilken pp.94-125

prepare notebook (see assignment sheet for Agreement or Disagreement)

in class ...

discussion of reading and assignment

3rd week

Mo 9/4 No Class ... Labor Day

Tu 9/5

before class ...

read Wilken pp.126-163

prepare notebook (see assignment sheet for Agreement or Disagreement)

in class ...

discussion of reading and assignment

We 9/6

before class ...

read Wilken pp.164-196

prepare notebook (see assignment sheet for Agreement or Disagreement)

in class ...

discussion of reading and assignment

Th 9/7

before class ...

read Wilken pp.197-205, ix-xii

prepare notebook (see assignment sheet for Agreement or Disagreement)

in class ...

discussion of reading and assignment

rubric check: Agreement or Disagreement

4th week

Mo 9/11

before class ...

keep working on Agreement or Disagreement

make note of one more thing from Wilken you want to discuss

in class ...

discussion of reading and assignment

Tu 9/12

before class ...

finish and upload Agreement or Disagreement to D2L

in class ...

assignment wrap-up: Agreement or Disagreement

assignment intro: Relevance Essay

UNIT TWO: JULIAN IN MORE DETAIL

We 9/13

before class ...
 read Rowe pp.i, ix-xi, 69, xiii-xxix
in class ...
 discussion of reading and assignment

Th 9/14

before class ...
 read Rowe pp.3-11 = *Phaedrus* 227a-234c
 prepare notebook (see assignment sheet for Relevance Essay)
in class ...
 discussion of reading and assignment

5th week

Mo 9/18

before class ...
 read Rowe pp.11-20 = *Phaedrus* 234c-241d
 prepare notebook (see assignment sheet for Relevance Essay)
in class ...
 discussion of reading and assignment

Tu 9/19

before class ...
 read Rowe pp.20-30 = *Phaedrus* 241d-249d
 prepare notebook (see assignment sheet for Relevance Essay)
in class ...
 discussion of reading and assignment

We 9/20

before class ...
 read Rowe pp.30-39 = *Phaedrus* 249d-257b
 prepare notebook (see assignment sheet for Relevance Essay)
in class ...
 discussion of reading and assignment

Th 9/21

before class ...
 read Rowe pp.39-68 = *Phaedrus* 257b-279c
 prepare notebook (see assignment sheet for Relevance Essay)
in class ...
 discussion of reading and assignment
 rubric check: Relevance Essay

6th week

Mo 9/25

before class ...
 keep working on Relevance Essay
 make note of one more thing from the *Phaedrus* you want to discuss
in class ...
 discussion

Tu 9/26

before class ...
 finish and upload Relevance Essay to D2L
in class ...
 assignment wrap-up: Relevance Essay
 assignment intro: Textual Analysis

assignment intro: Oral Presentation

We 9/27

before class ...

read Wright pp.345-415 (despite appearances, actually only 35 pages) = *Caesars* 306a-336c
prepare notebook (see assignment sheet for Textual Analysis)

in class ...

discussion of reading and assignments
lottery to determine order of up-coming Oral Presentations

Th 9/28

before class ...

keep working on Textual Analysis and Oral Presentation

in class ...

workshop on presentation skills
rubric-check: Oral Presentation

7th week

Mo 10/2

before class ...

keep working on Textual Analysis
finish preparing and rehearsing Oral Presentation, if your turn

in class ...

delivery of Oral Presentations

Tu 10/3

before class ...

keep working on Textual Analysis
finish preparing and rehearsing Oral Presentation, if your turn

in class ...

delivery of Oral Presentations

We 10/4

before class ...

keep working on Textual Analysis
prepare notebook (see assignment sheet for Textual Analysis)

in class ...

discussion of prompts i and ii

Th 10/5

before class ...

keep working on Textual Analysis
prepare notebook (see assignment sheet for Textual Analysis)

in class ...

discussion of prompts iii and iv

8th week

Mo 10/9

before class ...

keep working on Complete Draft of Textual Analysis
make note of one more thing from the *Caesars* you want to discuss

in class ...

discussion of reading and assignment
rubric check: Complete Draft of Textual Analysis

Tu 10/10

before class ...

finish and upload Complete Draft of Textual Analysis to D2L
print out hard cop of Complete Draft and bring it with you

in class ...

peer review of Complete Draft
revision write-in
rubric check: Final Revised Draft of Textual Analysis

We 10/11

before class ...

read Trimble pp.64-81 (D2L)
make note of a few of Trimble's writing tips you want to try in your revision

in class ...

discussion of reading and assignment
revision write-in

COURSE WRAP-UP

Th 10/12

before class ...

finish and upload Final Revised Draft to D2L

in class ...

assignment wrap-up: Final Revised Draft
final discussion, reflection

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other, where we can challenge ourselves to succeed, and where there are no distractions (e.g. texting, electronics use that is not course-related, doing homework for another class, etc.).

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Elective Name and Pronoun Usage

This course supports elective gender pronoun use and self-identification. As the course includes in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Additional Resources for Students

Complete List of UA Academic Policies and Procedures:

Website: <http://catalog.arizona.edu/policies>

Dean of Students Office

Student assistance and advocacy.

Website: <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

The Think Tank

Drop-in or by appointment tutoring and writing help.

Website: <http://thinktank.arizona.edu/>

The Writing Skills Improvement Program

Website: <http://wsip.web.arizona.edu/>

Center for English as a Second Language

Website: <http://www.cesl.arizona.edu>

Veteran Services

The University of Arizona has a Veterans Education and Transition Services program. For more information, see: <http://www.vets.arizona.edu/>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

The Classics Major and Minor

The University of Arizona's interdisciplinary Department of Religious Studies and Classics offers a major (B.A.) and a minor in Classics, with options in Classical Civilization, Greek, or Latin. For more information on the Classics major and minor, see <http://classics.arizona.edu>.

Classics majors have pursued careers in a wide variety of fields, including business, government, law, medicine, education, and social services. Many students have paired the Classics major with

majors in a wide range of fields, earning a double major or dual degree. This provides a comprehensive undergraduate education and gives graduates a competitive edge when applying for jobs or graduate studies.

For questions about the Classics major or minors and/or to declare a major/minor, contact the Classics undergraduate faculty advisor, Dr. Robert Stephan, at classics-advising@email.arizona.edu or visit <https://classics.arizona.edu/declare>. You also can contact the College of Humanities Advising Office for any advising needs, at <http://advising.humanities.arizona.edu>.

The Department also offers a major (B.A.) and a minor in Religious Studies, as well as a minor in New Testament Language and Literature. For more information on these degree options, see religion.arizona.edu and religion.arizona.edu/students/new-testament.