

HUMN510

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : HUMN510 **Title :** The Ancient World

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course acquaints students with the Hebrew Scriptures and the world of the ancient Greeks. The Egyptians, Babylonians, Assyrians, and other peoples to whom the Hebrews and Greeks are indebted are also considered. Among the topics to which the course attends are the human experience of the divine, man's struggle with human and natural forces, warfare and the meaning of justice, the development of logos as human reason or cognition, and the emergence of science, technology, and artistic experience. Readings for this course include The Epic of Gilgamesh; The Bible; Homer's Odyssey; Thucydides' The Peloponnesian War; Aeschylus' The Oresteia; and Plato's The Republic.

Course Scope:

This course is divided into 8 weeks and is organized to give students a broad overview of ancient literature, religious thought, and philosophy. The course is generally concerned with evaluating the lasting value of ancient thought. The specific objective of the course is to achieve knowledge levels within the students such that they will be able to perform satisfactorily or better in the following areas: (1) essays and (2) online discussion--students will be expected to apply what they are learning to the online discussion.

Objectives

APUS policy implies that graduate courses stress development of the student's ability to research, reason and write in a scholarly way, aiming at the higher order cognitive skills of "analysis," "synthesis," "evaluation," and defense of logic and conclusions. Course learning objectives should be established accordingly, and instructional techniques should be used to achieve them.

For additional background, go to: [University Learning Outcomes Assessment](#)

Learning Objectives:

1. Apply appropriate graduate-level analytical skills to analyze texts for meaning.
2. Investigate how people thought about various issues in the ancient world (including life and death, justice, ethics, and the divine).
3. Apply topics discussed to contemporary life.

4. Develop the ability to think and write about these issues in a clear and logically consistent manner in original essays.
 5. Synthesize the concepts in this course with independent research to produce graduate level essays.
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Outline

Week 1: Introduction to the Ancient World; Gilgamesh and Ancient Egypt

Learning Outcomes

Analyze what the ancient world means to us today.

Addresses Course Objective #3.

Explain the historical and literary impact of The Epic of Gilgamesh. Addresses Course Objective #2.

Required Readings

The Epic of Gilgamesh

Assignments

Virtual Introduction, and Responses to Weekly Discussion

Week 2: The Old Testament

Learning Outcomes

Explore the early development of the Hebrew faith through biblical documents. Addresses Course Objective #1.

Required Readings

The Holy Bible: Genesis, Exodus, Leviticus

Assignments

Responses to Weekly Discussion

Paper due: Aspects of The Holy Bible.

Week 3: Homer

Learning Outcomes

Weigh the lasting impact of the Odyssey on western literature. Objective#1 and #4.

Critique the fantastic creatures in the Odyssey and propose explanations for their presence. Addresses Course Objectives #4 and #5.

Required Readings

Homer, *The Odyssey*

Assignments

Responses to Weekly Discussion

Draft your short paper on aspects of the Odyssey, to submit next week.

Week 4: Aristotle and Greek Tragedy

Learning Outcomes

Consider the theory and social relevance of Greek drama.

Addresses Course Objectives #1 and #3. Deduce how the military, social, economic and religious changes of the 5th century affected Greek dramatists. Addresses Course Objectives #2 and #4.

Required Readings

Aristotle, *Poetics*

Sophocles, *Oedipus Rex*

Assignments

Paper due:

Aspects of *The Odyssey*

Responses to Weekly Discussion

Week 5: Plato and the Philosophers

Learning Outcomes

Prioritize the factors that led to Plato's theory of the cave. Also discern its impact on subsequent philosophy.

Addresses Course Objectives #1 and #3.

Required Readings

Plato, *Apology*, Books 1-6

Assignments

Responses to Weekly Discussion

Week 6: Plato, Cont.

Learning Outcomes

Analyze the role of the philosopher-king in the text and determine how the city represents the soul of the individual. Addresses Course Objectives #1 and #2

Required Readings

Plato, *Apology*, Books 7-10

Assignments

Responses to Weekly Discussion

Paper due: Aspects of Aristotle or Plato

Week 7: Rome and Virgil

Learning Outcomes

Break down the political, religious, and economic issues involved in Virgil's account of the founding of Rome. Addresses Course Objectives #2 and #5.

Required Readings

Virgil, *The Aeneid*

Assignments

Responses to Weekly Discussion

Week 8: Rome and Ovid

Learning Outcomes

Profile the lasting impact of Ovid's poetry on literature and art. Assess the political consequences he suffered. Course Objectives #1 and #4.

Required Readings

Ovid, *Metamorphoses*

Assignments

Responses to Weekly Discussion

Research Paper Due

Evaluation

Students are expected to complete all reading and written assignments within the specified time. Unless specified otherwise, the due date is always Sunday midnight for each week. Exceptions will be made at the discretion of the instructor in certain circumstances. If you are unable to complete an assignment on time it is your responsibility to notify the instructor as soon as possible and explain why the work will not be completed in a timely manner. Documentation may be required.

Discussion Board questions have been posted for each week, and the expectation is that you will post an original answer by **Thursday** 11:55 p.m. ET and responses to at least two other students by **Sunday 11:55 p.m. ET** each week; the more you interact the better the class will be for everyone. **Note that discussions are graded on the calendar week--that means you should not be working ahead.**

Please see individual forum descriptions for requirements each week.

Students will complete three reflection papers and one research paper. Please see individual assignment descriptions for details.

Grading:

Name	Grade %
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Forums	40.00 %
Week 1 Forum: Introductions	4.44 %
Week 1 Forum: Epic of Gilgamesh	4.44 %
Week 2 Forum: Genesis, Exodus, and Leviticus	4.44 %
Week 3 Forum: The Odyssey	4.44 %
Week 4 Forum: Aristotle and Sophocles	4.44 %
Week 5 Forum: Plato	4.44 %
Week 6 Forum: Plato (continued)	4.44 %
Week 7 Forum: The Aeneid	4.44 %
Week 8 Forum: Ovid	4.44 %
Essays	30.00 %
Week 2 Essay: Aspects of the Bible	10.00 %
Week 4 Essay: Aspects of the Odyssey	10.00 %
Week 6 Essay: Aristotle or Plato	10.00 %
Research Essay	30.00 %
Week 8 Research Essay	30.00 %

Materials

Book Title: There are no required books for this course.

Author: N/A

Publication Info: N/A

ISBN: N/A

All students majoring in the humanities should have a mastery of online research methods; these include researching appropriate primary resources through the Web, belonging to relevant professional discussion forums, and understanding the relevant literature for this course so that they can do required assignments involving research. Faculty must actively encourage students to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through [The Online Library](#).
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the “Invisible College, primary resources, historical research sites, and such advanced web applications as:

- *Web 2.0:* H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

Graduate students should explore the research holdings of [The Online Library](#) and their ability to support research needs. Each student will be required to write on particular research issues, with specific attention afforded to:

- *Online Scholarly Journals*: Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters*: Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.
- University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of

government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research.

REQUIRED TEXTS

All required texts are available online, as listed below. You may also find links to the required texts in the Resources folder. If you prefer printed versions, there are many available translations.

Aristotle. *Poetics*

<http://classics.mit.edu/Aristotle/poetics.html>

Foster, Benjamin R., editor. *The Epic of Gilgamesh.*

Online text: <http://www.gutenberg.org/files/11000/11000-8.txt>

Homer. *The Odyssey.*

Online text: <http://classics.mit.edu/Homer/odyssey.html>

The Holy Bible.

Online text: <http://www.biblegateway.com/cgi-bin/bible>

Ovid. *Metamorphoses.*

Online text: <http://etext.virginia.edu/latin/ovid/trans/Ovhome.htm>

Plato. *The Republic.*

Online text: <http://classics.mit.edu/Plato/republic.html>

Sophocles. *Oedipus Rex.*

Online text: <http://www.enotes.com/oedipus-rex-text/oedipus-rex>

Virgil. *The Aeneid.*

Online text: <http://www.poetryintranslation.com/PITBR/Latin/Virgilhome.htm>

Other readings as assigned.

RECOMMENDED REFERENCES (For All Humanities Majors)

- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. NY: The Modern Language Association of America, 2003.

Accessible through [The Online Library](#).

IMPORTANT NOTE: The Department of Humanities requires conformity with the traditional *MLA Handbook*.

WEB-BASED READINGS: Plan to make extensive use of these in your research. The expectation will be that you will include images from ancient artifacts to illustrate concepts in your papers.

Art History Resources on the Web: <http://witcombe.sbc.edu/ARTHLinks.html> Perseus Project: <http://www.perseus.tufts.edu/hopper/>

SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Adobe Acrobat Reader (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
 - Real Audio – <http://www.real.com>
 - Windows Media Player – <http://www.microsoft.com>
 - Quick Time – <http://www.apple.com/quicktime>

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.
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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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