All students in Western Heritage in a Global Context read the same books, attend the same lectures, and take the same exams. However some aspects vary from section to section. The information here is to clarify the procedures for our section.

Grading and Evaluation
The three elements in determining your final grade in the course will be participation in the course, written assignments, and examinations.

- Participation: 35%
- Writing Assignments: 30%
- Midterm and Final: 35%

**Participation:** This is a discussion-based class; if you are not present you cannot participate. All required reading must be completed before coming to class.

- Attendance: 9%
  - Attendance at ALL classes –lectures and discussions- is mandatory.
  - Attendance will be taken at the beginning of class. I expect you to arrive on time. I will start counting you absent as of the third late arrival. Having three unexcused absences will negatively impact your grade. Five unexcused absences are grounds for failure in the course. You may be excused from a class if you have a documented medical or family emergency. If you are ill and need to miss a class, it is your responsibility to provide a slip showing a visit to the health service in order for me to excuse the absence. If illness forces you to miss two or more classes, please contact me to inform me of the situation. In the case of a verifiable, prolonged illness, I will give you as much leeway as possible to make up the work, but a long series of even excused absences can jeopardize your ability to pass.

- * I have borrowed extensively from Profs Hastings, Meltzer, and Felice who have previously taught this course.
This 10% includes your attendance at plenary lectures. At the end of each plenary lecture, hand me a 3.5 card (not a piece of paper) with your name, title of the lecture, name of the lecturer, and responses to the following three items:

1. What did you find most interesting in the lecture?
2. What were you confused or uncertain about or what would you like to learn more about?
3. What point or question about the lecture would you most like to discuss the next class?

If you do not turn in a card or if the required information is not on the card, I will mark you as absent.

Participation in discussions 10%
You will be evaluated on the basis of your ACTIVE and INFORMED participation in all class discussions and activities. Thus you should come to class having read all materials assigned for that day.

Quizzes 5%
You will usually take short quizzes at the beginning of class which cover material from the readings and from the previous lecture.

Creative Project 5%
This project will represent your personal response to one or more of the major themes of the course: art bridging time/culture; the heroic quest, the nature of justice; the place of the sacred; the advances of early science and philosophy, and the many forms of truth. The project may take any form you wish: art work, pottery, sculpture, video, short story, poem, and essay. You may work in small groups with my permission. Each project should clearly address a theme from the course and should be accompanied by a one-page description that makes clear how it responds to the course material.

Projects will be presented on two section days: Nov. 21 or Dec. 9.

Discussion Leaders 6%
In addition to your being prepared to contribute to class discussions, I will ask all of you (in pairs) to choose two different days on which you want to lead a discussion. On your two chosen days each of you will take a turn playing the two roles outlined below:

1. One of you will first give a brief (5-10 minutes) presentation on the historical background of the author and work chosen. In researching the topic you will use several sources (a minimum of three sources with one from a reliable internet source). Please provide a one-page hand-out for everyone in the class with an outline of your presentation and a bibliography of works cited.
2. The other of you will give a brief summary of the work’s important points or key issues (5-10 minutes). Then you will raise 3-4 questions that would be good starting points for a discussion. Please provide a one-page hand-out for
everyone in the class with an outline of your presentation and a list of the questions you are raising.

You are welcome to work together preparing your presentations and devising questions, but please keep your roles distinct in actual presentations. The teams of two leaders should meet in advance to plan a strategy for all-inclusive discussion and learning activity. Be certain to determine the course material to emphasize from the current theme and its associated lectures and readings for the day. Also, the leaders are to make certain that at least 45 minutes of the period are used for developing deeper understanding of the day’s texts and concepts.

I strongly encourage:
1. Your innovations
2. Consider breaking the class into two groups, each led by one of you, or into groups of three to four students for in depth discussion of the material
3. Readings (aloud) of key passages
4. Using email to direct our class preparation in advance. Emails should be sent out no later than 24 hours prior to your presentation to provide classmates time to prepare.
5. Change of venue if 1) the site contributes to the learning, 2) you have received my approval and 3) everyone knows 24 hours in advance so we don’t lose time.

Oral Proficiency Assessment: You will receive a formative assessment of your success in giving an individual presentation and in leading a group discussion. A copy of this assessment, both individual presentation and group discussion leadership, will be placed in your mentor file.

Examinations: There are two examinations, a mid-term (Oct. 14) worth 15% and a final (Dec. 14) worth 20% of your final grade. These exams cover the lectures, reading, and other common, required elements of the course. Students in all sections take the same exam. These dates are not flexible.

Writing Assignments: The general expectation/requirement for writing in the fall semester of WHGC is roughly 35 hours.

Papers are to be typewritten and double spaced. Please remember that any use of someone else’s words or ideas, even if paraphrased, must be properly acknowledged (see guidelines on plagiarism in your WHGC syllabus). I strongly recommend that you see a consultant at the Writing Center for help with your papers. I am available for suggestions and guidance. Late papers will be penalized one grade for every day late for two days. Papers that are more than two days late will NOT be accepted without a serious, verifiable excuse. Papers are due at the BEGINNING of class on the day for which they are assigned. Style and mechanics (punctuation, grammar, etc.) count. It is your responsibility to consult Hacker and correct recurrent problems such as run-on sentences, sentence fragments, and poor spelling.

The writing assignments in our section are as follows:
Due Date | Topic
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Paper # 1 | Sept. 21
Characteristics of a hero

Write a 4 page paper that describes the characteristics of Gilgamesh, Odysseus, and Moses that make them heroes. Pick a person from today and describe the characteristics that make him/her a hero. Are these characteristics different or similar to those mentioned for the three ancient heroes? Be prepared to discuss your paper in class.

Paper # 2 | Oct. 22
Leaders and Followers

What is the ideal relationship between a leader and his/her people? What is the ideal leader? How should s/he lead? Use specific examples and/or passages from Plato’s Republic, Mencius, and the Tao Te Ching to support your argument. You may, if you wish, relate your concept of an ideal leader to recent leaders, living or dead. How does a real leader follow – or not follow – these ideals that you have described. Please limit your paper to 5 pages.

Paper # 3 | Nov. 7
Truth

What is truth? Is there one Truth with a capital T or many different forms of truth? Write a 5-6 page essay in which you draw from the readings on Science, The Republic, and the Tao Te Ching to compare and contrast how humans may come to know what truth is. Is one method necessarily better than another?

Your audience for each of these papers is the entire class. You will be asked to present your thesis and writing to the class in the discussion of the topic.

**Honor Code**
The Eckerd College Honor Code reads as follows:

> “On my honor, as am Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others.”

Students are required to write “pledged” and then sign on every written assignment turned in thus indicating that their work is consistent with the Eckerd College Honor Code.

Please note: I may make revisions to the syllabus during the semester.