

Classical Archaeology, Rome and Italy: CLCV 132

Dr. James Kruck

MWF, 11.00 -11.50

Gregory Hall 317

Contact Details:

Office: 4101 FLB

Email: Jkruck@illinois.edu

Office Hours: Monday 2:00 - 4:00, Thursday 12:00 - 2:00 (or by appointment)

Course Description:

In this course we will consider the archaeological remains from the entire span of Roman history beginning with its life as a small monarchy (ca. 753-509 BC), to its long run as a hierarchical Republic (509-31 BC), to its transition into a vast empire ruled by a single imperial figure (31 BC onward). We will view all evidence, from small grave markers to colossal monuments, with an eye towards the meaning imbued within. Our class begins with an examination of the material remains of some of the original cultural groups in Italy and how they influenced the growth of Rome. As we move into the era of Rome's Republic, we will view the monuments in Rome as part of a competition among the Roman aristocracy. Our investigation on the reign of Augustus will focus on how art and architecture can be used to demonstrate and legitimize power.

After a look at Augustus' successors, we will examine city life in more detail as we view the remains of Pompeii. Here we will study Roman homes, markings for the deceased, and smaller objects that were part of Roman daily life. Our class will end with a continuation of the imperial period in Rome as we watch the Empire expand and incorporate many cultural groups. Throughout the class we will become familiar with not only the art and architecture of Rome and Italy, but what lessons we learn from these remains.

Learning Objectives:

Upon completion of this course, students will be able to:

- Understand basic archaeological terms relating to the architecture, art and artifacts of the Roman world.
- Understand the basic historical timeline, geographical layout and the physical components of the Roman world.
- Identify characteristics of specific Roman sites by reading an archaeological plan or with images of a site's specific features (e.g. temples, houses, defenses, sculpture).
- Appreciate how buildings, city plans, and monuments reflect social and political organization and how these features were used to push political agendas and make broader statements to their audience.

- Understand how artifacts and other material culture played a role in the creation and maintenance of one's identity such as ethnicity, sex/gender, religion, class.

Students will progress their skills in:

- historical perspective
- appreciation of the physical environment
- the ability to analyze primary evidence (archaeological, documentary, artistic, etc.) to investigate archaeological material closely and to reach conclusions independently.
- communication skills

Required Texts:

Berry, J. 2007. *The Complete Pompeii*. London ("Pompeii in Readings")

Claridge, A. 2010. *Rome: An Oxford Archaeological Guide*. Oxford ("Rome" in readings)

Assessment:

- Participation: 10%
 - You will earn this grade by regular, informed participation in class discussion.
- Identification Quizzes: 20% (4x5%)
 - We will have four short identification or map quizzes throughout the term.
- Written Assignment: 10%
 - You will write a brief analysis on a topic of your choice. Your paper should provide a detailed identification of your item, as well as some insight into the meaning we might derive from it. Please see me if you have any questions.
- Test 1: 15%
 - The test will be made up of multiple-choice, short answer, and identification questions.
- Test 2: 20%
 - Same format as above. **Will not** be cumulative (will only contain material covered since first test)
- Final: 25%
 - Same format as above. **Will** be cumulative.

Course Schedule:

Please note that this schedule is subject to change

Week 1: Introduction

| | Subject | Reading |
|-----------------|--|----------------|
| Wed 1/21 | Course Introduction | |
| Fri 1/23 | Italian Landscape, Greeks, Villanovans | Rome: 4-38 |

Week 2: Etruscans and Early Rome

| Date | Subject | Reading |
|-----------------|---|--|
| Mon 1/26 | Etruscans | |
| Wed 1/28 | Architectural Orders and Dimensions Building-Types Quiz #1 | Rome: 52-54 Rome: 55-60 |
| Fri 1/30 | Hut of Romulus Capitoline Hill Archaic and Republican Temples Temple of Vesta & House of the Vestal Virgins Regia | Rome: 131-134 Rome: 259-262, 268-270 Rome: 282-285 Rome: 105-109 Rome: 109-111 |

Week 3: Republican Works

| Date | Subject | Reading |
|----------------|---|---|
| Mon 2/2 | Senate House and Comitium Rostra | Rome: 71-77 Rome: 85-86 |
| Wed 2/4 | Republican Victory Temples (Largo Argentina) Republican Victory Temples (in the market) Temple of Portunus and Round Temple | Rome: 241-246 Rome: 279-282 Rome: 285-288 |
| Fri 2/6 | Tabularium Temple of Concordia Augusta Temple of Castor | Rome: 271-272 Rome: 80-81 Rome: 94-95 |

Week 4: Landscape of Aristocratic Competition

| Date | Subject | Reading |
|-----------------|--|---|
| Mon 2/9 | Forum of Caesar Theatre and Porticus of Pompey | Rome: 163-169 Rome: 239-241 |
| Wed 2/11 | Theatre of Marcellus Pyramid of Cestius Tomb of Caecilia Metella | Rome: 275-277 Rome: 397-401 Rome: 430-432 |
| Fri 2/13 | Basilica Julia | Rome: 92-93 |

Week 5: Augustus and the City of Rome

| Date | Subject | Reading |
|-----------------|---|--------------------------------|
| Mon 2/16 | Temple of Divus Julius Forum of Augustus | Rome: 100-101 Rome: 177-180 |
| Wed 2/18 | Field of Mars | Rome: 197-216 |
| Fri 2/20 | Houses of Livia and Augustus- Temple of Apollo | Rome: 135-144 |

Week 6: Julio-Claudians

| Date | Subject | Reading |
|-----------------|--|--------------------------------|
| Mon 2/23 | Temple of Deified Claudius Porta Maggiore | Rome: 349-350 Rome: 383-385 |
| Wed 2/25 | Nero's Golden House Nero's Nymphaeum and Nero's Aqueduct | Rome: 326-328 Rome: 343-344 |
| Fri 2/27 | Exam Review | |

Week 7: Pompeii

| Date | Subject | Reading |
|----------------|----------------------------|------------------------------|
| Mon 3/2 | Exam 1 | |
| Wed 3/4 | The Destruction of Pompeii | Pompeii: 6, 12-31 |
| Fri 3/6 | The Rediscovery of Pompeii | Pompeii: 34-41, 46-57, 60-63 |

Week 8: City Life

| Date | Subject | Reading |
|-----------------|---|--|
| Mon 3/9 | Geography of the City Civic Buildings in the Forum | Pompeii: 7-11 Pompeii: 126-130 |
| Wed 3/11 | Baths and Bathing Craft and Commerce at Pompeii Shops and Markets | Pompeii: 150-153 Pompeii: 219-227 Pompeii: 228-233 |
| Fri 3/13 | Theatres Gladiatorial Games The Amphitheatre | Pompeii: 134-139 Pompeii: 140-145 Pompeii: 146-149 |

Week 9: The Home

| Date | Subject | Reading |
|-----------------|---------------------------|----------------------------------|
| Mon 3/16 | Houses Rental Property | Pompeii: 154-161 Pompeii: 233 |
| Wed 3/18 | Wall Painting | Pompeii: 168-177 |
| Fri 3/20 | Erotic Pompeii | Pompeii: 106-111 |

Week 10: Spring Break

Week 11: The Afterlife

| Date | Subject | Reading |
|-----------------|-------------------------|------------------------|
| Mon 3/30 | Gods, Temples and Cults | Pompeii: 186-209 |
| Wed 4/1 | Death and Burial | Pompeii: 92-101 |
| Fri 4/3 | Epigraphy Introduction | Handout/ Class Webpage |

Week 12: Monument Marking

| Date | Subject | Reading |
|-----------------|----------------------|---------|
| Mon 4/6 | Gravemarkers | |
| Wed 4/8 | Building Dedications | |
| Fri 4/10 | Exam Review | |

Week 13: The First Imperial Transition

| Date | Subject | Reading |
|-----------------|---|---|
| Mon 4/13 | Exam 2 | |
| Wed 4/15 | Forum of Nerva and Temple of Peace | Rome: 169-176 |
| Fri 4/17 | Piazza Navona-Stadium of Domitian Colosseum Arch of Titus Domitian's Palace Temple of Vespasian | Rome: 234-239 Rome: 312-319 Rome: 121-123 Rome: 145-158 Rome: 82-83 |

Week 14: Trajan and Hadrian

| Date | Subject | Reading |
|-----------------|--|--------------------------------|
| Mon 4/20 | Forum of Trajan Baths of Trajan | Rome: 180-196 Rome: 324-326 |
| Wed 4/22 | Temple of Deified Hadrian and the Pantheon Temple of Roma and Venus | Rome: 223-234 Rome: 118-121 |
| Fri 4/24 | Mausoleum of Hadrian | Rome: 410-415 |

Week 15: The Severan period; the 3rd century; the Tetrarchy

| Date | Subject | Reading |
|-----------------|--|---|
| Mon 4/27 | Temple of Divus Antoninus Pius and Diva Faustina Column of Marcus Aurelius and Faustina Marcus Aurelius on horseback | Rome: 111-112 Rome: 219-221 Rome: 226 |
| Wed 4/29 | Arch of Septimius Severus Arch of the Argentarii Baths of Caracalla | Rome: 78-79 Rome: 292-293 Rome: 357-365 |
| Fri 5/01 | Baths of Diocletian New Basilica of Constantine Arch of Constantine | Rome: 391-395 Rome: 115-117 Rome: 308-312 |

Week 16

| Date | Subject | Reading |
|---------|-----------------|---------------------------------|
| Mon 5/4 | Thematic Review | *Written Assignment Due* |
| Wed 5/6 | Closing | |
| | | |

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- I encourage you to contact me should any questions arise. When contacting me, please do so by email. The best times for a quick reply are between 9 A.M. and 5 P.M.

Readings in Latin Literature: LAT 491 - G

Dr. James Kruck

Tuesdays and Thursdays, 9.30 - 10.50

David Kinley Hall 212

Contact Details:

Office: 4101 FLB

Email: Jkruck@illinois.edu

Office Hours: Monday 2:00 - 4:00, Thursday 12:00 - 2:00 (or by appointment)

Course Description:

In this course we will consider the poetic achievements of Catullus and Horace. Selected poems will be read closely with a view to language and style. We will place emphasis on Catullus and Horace's engagement with both Archaic lyric and Alexandrian poetry, as well as on their place in Roman literary history.

Required Texts:

Garrison, D.H. (ed). Horace: Epodes and Odes.

Garrison, D.H. (ed). Catullus.

Critical Editions:

If you choose, you may use any of the critical editions listed below. Be aware that if you do so, differences in our texts may occur since I will read from Garrison in class.

Catullus:

Bardon, H. (Teubner)

Eisenhunt, W. (Teubner)

Mynors, R.A.B. (Oxford Classical Text)

Horace:

Borzsák, S. (Teubner)

Klingner, F. (Teubner)

Mynors, R.A.B. (Oxford Classical Text)

Shackelton Bailey, D. R. (Teubner)

Important Commentaries

Catullus:

Fordyce, C.J. (1961)
Thomson, D.F.S. (1997)
Quinn, K. 1970. *Catullus: the poems*.

Horace:

Kiessling, A., and Heinze, R. (Odes& Epodes, 1930) [in German]
Mankin, D. (Epodes, 1995)
Nisbet, R. G., and Hubbard, M. (I: 1970; II: 1978)
Nisbet, R. G., and Rudd, N. (III: 2004)
Syndikus, H. P., Die Lyrik des Horaz(2001) [in German]
Watson, L. C., (Epodes: 2003)
West, D. A. (I: 1995; II:1998; III: 2002)
Williams, G. (III: 1969)

Bibliography:

The bibliography for each of our authors is rich and extensive. Thomson's commentary on each poem concludes with a thorough (though now somewhat dated) bibliography for that specific poem. You may also wish to consult Skinner, M.B.(ed.). 2007. *A Companion to Catullus*. For Horace, I suggest S. Harrison (ed.). 2007. *The Cambridge Companion to Horace* or Lowrie, M. (ed.) 2009. *Horace: Odes and Epodes* as useful places for bibliography collection.

Course Schedule

| Date | Reading |
|------------------|---------------|
| Week 1 | |
| Tuesday, Jan 20 | Catullus: C.1 |
| Thursday, Jan 22 | C.2, C.3, C.4 |
| Week 2 | |

| | |
|-----------------|--|
| Tues, Jan 27 | C.50, C.51 |
| Thurs, Jan 29 | C.65, C.68a(1-40) |
| Week 3 | |
| Tues, Feb 3 | C. 12, C. 13, C.16 |
| Thurs, Feb 5 | C.40, C.42 |
| Week 4 | |
| Tues, Feb 10 | C.35, C.36 |
| Thurs, Feb 12 | C.70, C.72 |
| Week 5 | |
| Tues, Feb 17 | Test 1 |
| Thurs, Feb 19 | C.79, C.80, C.83 |
| Week 6 | |
| Tues, Feb 24 | C.8, C.11 |
| Thurs, Feb 26 | C.101, C.116 |
| Week 7 | |
| Tues, March 3 | Horace: <i>Epistles</i> 1.19, <i>Ars Poetica</i> 130-135 |
| Thurs, March 5 | <i>Odes</i> 1.1, 3.30 |
| Week 8 | |
| Tues, March 10 | <i>Epodes</i> 16, <i>Odes</i> 1.3 |
| Thurs, March 12 | <i>Odes</i> 1.14, <i>Odes</i> 1.15 |
| Week 9 | |
| Tues, March 17 | <i>Epode</i> 11, <i>Epode</i> 12 |
| Thurs, March 19 | <i>Odes</i> 1.32, 1.9, 1.11, 1.37 |
| Week 10 | |
| Tues, March 24 | Spring Break |
| Thurs, March 26 | Spring Break |

| | |
|-----------------|----------------------------|
| Week 11 | |
| Tues, March 31 | <i>Epode 5</i> |
| Thurs, April 2 | <i>Odes 4.2, Odes 4.8</i> |
| Week 12 | |
| Tues, April 7 | Test 2 |
| Thurs, April 9 | <i>Odes 1.12</i> |
| Week 13 | |
| Tues, April 14 | <i>Epode 10, Odes 1.22</i> |
| Thurs, April 16 | <i>Odes 2.3, 2.14</i> |
| Week 14 | |
| Tues, April 21 | <i>Odes 2.16</i> |
| Thurs, April 23 | <i>Odes 4.2, Odes 4.8</i> |
| Week 15 | |
| Tues, April 28 | Roman Odes (3.1-6) |
| Thurs, April 30 | Roman Odes Continued |
| Week 16 | |
| Tues, May 5 | Closing |

Evaluation:

- Participation: 10%
- Test 1: 20%
- Test 2: 20%
- Final: 25%
- Paper: 25%

Participation:

Please arrive each day prepared to translate and participate in our commentary on the poems. Some days will feature more of a lecture style class than usual, but even on these

days I expect that you will be active in the class. On occasion I will ask you to read a journal article prior to class. I will assess both the quantity and quality of your participation.

Tests and Final:

The tests and finals will ask you to translate passages from Catullus and Horace, to identify forms and explain syntax, and to comment on particular (short) passages. There will also be a short passage for sight translation. The second test will **NOT** be cumulative and will only cover material from after the first test. The final exam will be cumulative.

Paper:

You will write one research paper to be handed in prior to the final exam. You should aim to write a paper that is 12-15 pages long, though you will not be punished for writing a paper that is shorter or longer. If you wish to write about a poem that is not on our syllabus, please let me know in advance.

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- I encourage you to contact me should any questions arise. When contacting me, please do so by email. The best times for a quick reply are between 9 A.M. and 5 P.M.

The Tragic Spirit: CLCV 222

Dr. James Kruck

MWF, 1.00 -1.50

Armory 370

Contact Details:

Office: 4101 FLB

Email: Jkruck@illinois.edu

Office Hours: Monday 2:00 - 4:00, Thursday 12:00 - 2:00 (or by appointment)

Course Description:

Two hundred years ago the English poet Percy Shelley declared that “We are all Greeks” in recognition that much of what constituted his world was founded on Greek principles and ideas. The Romans were the cultural inheritors of Greek thought, and sought to stake out their own intellectual territory. This course examines Greek and Roman thought about their places in the world that surrounded them through the lens of the tragic genre.

The readings will not only consider how Greeks and Romans saw themselves as agents in their world, but will also cause us to question our own lives and how we fit into our society around us. Every literate culture that has come into contact with these texts has recognized the universality in them. These works serve a dual purpose: they are indicators of Greek and Roman life, but they also provide a sense of familiarity that can help the reader answer their own questions about the world around them. This course will thus depend on the reactions of the students to these readings. Every text speaks to its reader in a different way, and each student will develop their own relationship with these authors. Students will hone their ability to speak, write, and argue about literature.

Required Texts (*All texts have Kindle versions if you prefer electronic versions*):

- Aeschylus (trans. Meineck, P.). *Oresteia*. Hackett Publishing Company
- Sophocles (trans. Woodruff and Meineck). *Theban Plays*. Hackett Publishing Company
- Euripides (trans. Svarlien). *Medea*. Hackett Publishing Company
- Euripides (trans. Luschign and Woodruff). *Electra, Phoenician Women, Bacchae, and Iphigenia at Aulis*. Hackett Publishing Company.
- Seneca (trans. Watson). *Six Tragedies*. Oxford University Press

Course Objectives

Students will develop their skills in analyzing a text and identifying themes and will practice and display these skills in both written assignments and classroom discussion.

By the end of this course students will be able to:

- Understand what constituted proper action in a world subject to fate.
- Recognize similarities and differences between themselves and the Ancient Greeks and Romans in their understanding of the world around them.
- Appreciate the impact that these works had on Western society.

Students will progress their skills:

- Critical Thinking
- Communication
- International Perspectives
- Research

Assignments and Evaluation

- | | |
|-------------------------|-----|
| • Essays (2) | 40% |
| ◦ 1 (15%); 2 (25%) | |
| • Reaction Paper | 20% |
| • Participation | 20% |
| • Reaction presentation | 20% |

Essays: You will complete two essays during the term. Note that you will be marked on writing style in your argument presentation, and you must be consistent in your citations. Essays must be typewritten. One of your two papers must be a traditional research paper. We will discuss further how to best format your paper and organize your arguments in class. If you have any questions about how to approach your paper, please let me know as soon as possible.

Reaction Paper: For each of our four authors, you will compose a short, informal paper that address a particular question that arises in our readings. These papers are due on the day on which we complete the readings from the author.

Participation: Your participation is essential to your success in this class and you will have ample opportunity to earn your grade in class. Your voice can influence the shape and quality of the discussion for the day. In order to ensure your success, please ensure that you arrive to each class prepared to voice your thoughts.

Reaction presentations: For each of the authors I will either A) present you with a new reading from an ancient source that makes you question your analysis of our authors or B) present you a subject that goes deeper into one our readings. You will then compose a short response to

this new information in class. Each reaction will be worked on in groups and presented to the class at the subsequent meeting.

Course Schedule

Please note that this schedule is subject to change

| Date | Reading | Assignment Due |
|----------|---|----------------|
| Jan. 21 | Introduction | |
| Jan. 23 | Introduction to Topic | |
| Jan. 26. | <i>Aeschylus Agamemnon</i> 1-475 | |
| Jan. 28 | <i>Agamemnon</i> 476-781 | |
| Jan. 30 | <i>Agamemnon</i> 782-1330 | |
| Feb. 2 | <i>Agamemnon</i> 1331-1672 | |
| Feb. 4 | <i>Aeschylus Libation Bearers</i> 1-478 | |
| Feb. 6 | <i>Libation Bearers</i> 479-1075 | |
| Feb. 9 | <i>The Furies</i> 1-489 | |
| Feb. 11 | <i>The Furies</i> 490-1047 | |
| Feb. 13 | Reaction Project | |
| Feb. 16 | Reaction Presentation | Paper |
| Feb. 18 | Sophocles <i>Oedipus</i> 1-275 | |
| Feb. 20 | <i>Oedipus</i> 276-678 | |
| Feb. 23 | <i>Oedipus</i> 679-1085 | |
| Feb. 25 | <i>Oedipus</i> 1086-1530 | |
| Feb. 27 | <i>Antigone</i> 1-385 | |
| Mar. 2 | <i>Antigone</i> 386-943 | |
| Mar. 4 | <i>Antigone</i> 944-1353 | |
| Mar. 6 | <i>Oedipus at Colonus</i> 1-323 | |

| | | |
|----------|-------------------------------------|---------------------------|
| Mar. 9 | <i>Oedipus at Colonus</i> 324-847 | |
| Mar. 11. | <i>Oedipus at Colonus</i> 848-1461 | |
| Mar. 13 | <i>Oedipus at Colonus</i> 1462-1779 | |
| Mar. 16 | Reaction Project | |
| Mar. 18 | Presentation | Paper |
| Mar. 20 | (catch up time) | Term Paper Due |
| Mar. 30 | Euripides <i>Medea</i> 1-365 | |
| April 1 | <i>Medea</i> 366-880 | |
| April 3 | <i>Medea</i> 881-1275 | |
| April 6 | <i>Medea</i> 1276-1469 | |
| April 8 | <i>Bacchae</i> 1-432 | |
| April 10 | <i>Bacchae</i> 433-911 | |
| April 13 | <i>Bacchae</i> 912-1392 | |
| April 15 | Reaction Project | |
| April 17 | Presentation | Paper |
| April 20 | Seneca <i>Phaedra</i> 1-358 | |
| April 22 | <i>Phaedra</i> 359-823 | |
| April 24 | <i>Phaedra</i> 824-1280 | |
| April 27 | <i>Oedipus</i> 1-201 | |
| April 29 | <i>Oedipus</i> 202-763 | |
| May 1 | <i>Oedipus</i> 764-1061 | |
| May 4 | Reaction Project | |
| May 6 | Presentation | Paper, Final Paper |

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