

**University of Waterloo**  
**ARTS 140 Information and Analysis**  
**Belonging and Isolation in Classical Myth, Art, and Literature**  
**Arts 140 Section 10 Class #7991**

Winter 2019

MWF 9:30-10:20

SJ1 3015

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The earliest work of Western literature, Homer's *Iliad*, broaches the theme of belonging and isolation: Achilles, hailed as 'best of the Achaeans', withdraws from his company of warriors in order to question the core values of the heroic society to which he belongs. From that time on writers, artists, philosophers and historians have articulated the basic elements of the social construct, and have done so by means of several polarities: integration and exclusion, community and individual, faith and unbelief, centres and margins, and self-identity and the other. These polarities continue to inform social discourses today, and the purpose of this course is to explore how treatments of them in the past may inform and be informed by current perspectives. With a special focus on the expression of these tensions in ancient Greek society - when the threads of the social fabric were first woven together - this course challenges the student to examine some fundamental tensions inherent in all societies.

The course is divided into six units, each of which addresses some aspect of belonging and isolation in Classical myth, art, and literature. These include:

- Civilized or Barbarian: Two Epic Myths
- Portraying the Other: Greeks vs. Persians
- Slavery and Slaves in Athens
- The Role Women in Greek Society
- Religion and Culture: Becoming an Initiate
- Familial Belonging: Self-Identity in Personal Relations

A variety of different media will be discussed: literature, art, myth, history-writing, and drama; throughout the course we shall examine both the inter-relations between and the unique contributions of each form of cultural expression.

This course will stress a range of methodological approaches which include individual and group inquiry, analysis and evaluation, and critical assessment and self-reflection. Highlighting also the value of interdisciplinary approaches to scholarly problems, the classes will introduce students to diverse ways of accessing and analyzing types of evidence (literary, artistic, historical etc.). Interaction through presentations and group discussions will form part of the course requirements, but at the same time individual investigation into topics of personal interest will be encouraged. Students will be introduced to the methods of research and critical thinking particular to each module, and they will become familiar with the resources available in the library and online (esp. bibliographic databases, databanks of artistic and architectural materials, etc.). Most importantly, perhaps, students will be encouraged to employ their investigations into ancient social values as a means to reflect upon their own presuppositions, and thus to sharpen their skills of critical thinking and cogent argumentation.

## **Objectives:**

The Objective of this Arts 140 (Information and Analysis) course is to introduce students to diverse ways of finding, examining, and using data and information in the social sciences and humanities. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to understand quantitative and qualitative methods of data gathering and build competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. Students will be expected to investigate, use, and assess the presentation of information in their own work and the work of others so that they can better understand the range of social, ethical, and political challenges of our world. Thus the course will challenge your own sense of social belonging and isolation by seeing how characters of classical antiquity dealt with integration and exclusion, self-identity and the other.

## **Learning Outcomes for this Course:**

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

- Access information and practice navigating library resources, including indexes and databases.
- Recognize, define, and reflect on the meaning of quantitative and qualitative data.
- Practice writing and speaking through communication assignments that will build your skills and confidence.
- Collaborate with your classmates and provide, incorporate, and reflect on feedback.
- Demonstrate an ability to reflect on how information, analysis, and communication lead to knowledge.
- Assess, examine, and evaluate the uses of information, including distinguishing between facts and values.
- Ability to use the skills developed in the course to better understand the range of social, ethical, and political challenges of our world.

## **Required Texts and Readings**

There is no required text for this course. Relevant reading materials will be distributed in class and posted on LEARN; other resources will be made available through Porter Library Reserves, including e-Reserves. As a key objective in this course is the development of skills in accessing library and other resources, students will be encouraged (and assisted) in finding relevant materials for the subjects they are exploring.

For each Unit several texts have been placed on 3-hour reserve at the Porter Library, and students are encouraged to consult them as appropriate to their subjects of interest (other items may be added throughout the course). These can be accessed via your Student Portal or LEARN. See also: <https://uwaterloo.ca/library/services/course-reserves-students>

## Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Class Participation	Throughout Term	10%
“Prep Talk” Summary Presentation	Throughout Term	5%
Background Reading/ ‘Backstory’ Report	Throughout Term	10%
Library Resource Discoveries Assignment	Throughout Term	10%
Expert Group Involvement/ Topic Summary Presentation	Throughout Term	20%
Secondary Reading Reflection	Throughout Term	10%
Art-Find Summary	Throughout Term	5%
Discussion Forum Participation	Throughout Term	10%
Short Essay (8 pages)	April 5	15%
Self-Reflection	End of Term	5%

[For descriptions of the requirements and assessment see “How it Works”]

## Schedule of Topics

Week 1	Jan. 7-11	Course Introduction Unit 1. Civilized or Barbarian: Two Epic Myths Odysseus and the Cyclops ( <i>Odyssey</i> 9) The Cyclops in Myth and Art
Week 2	Jan. 14-18	Odysseus and Nausicaa ( <i>Odyssey</i> 6) The Nausicaa Story in Myth and Art
Week 3	Jan. 21-25	Unit 2. Portraying the Other: Greeks vs. Persians Herodotus’ <i>Histories</i> (1.131-140) Library Resource Discovery
Week 4	Jan. 28-Feb. 1	Orientalism in Greek Historiography and Literature Library Resource Discovery The Persians in Greek Art
Week 5	Feb. 4-8	Unit 3. Slaves and Slavery in Athens Primary and Secondary Sources on Slavery Slavery in Greek Art
Week 6	Feb. 11-15	Greek Theories of Slavery Slavery and Athenian Economy Library Resource Discovery
Week 7	Feb. 18-22	Midterm Study Break

### **Schedule of Topics (Cont'd)**

Week 8	Feb. 25-Mar. 1	Unit 4. Women in Greek Society Guest Lecture (Prof. C. Vester) Readings on Women in Greek Society
Week 9	Mar. 4-8	Women in Greek Literature, Myth and Art Medea and other Women of Myth
Week 10	Mar. 11-15	Unit 5. Religion and Culture: Becoming an Initiate Myth and Ritual in Greek Religion The Eleusinian Mysteries
Week 11	Mar. 18-22	Belonging to a Religious Community Religion and Initiation in Greek Literature and Art
Week 12	Mar. 25-29	Unit 6. Familial Belonging: Self-Identity in Personal Relations The Story of Oedipus and Greek Values
Week 13	Apr. 1-5	Oedipus in Literature and Art Personal Belonging and Isolation Reflections on a Theme

### **English for Multilingual Speakers (EMLS) sections of Arts First Courses**

The Arts First program is committed to providing English Language Learners with choices related to the degree of English language support they would like to have in ARTS 130/140. Please note that EMLS sections of ARTS 130/140 are equivalent to non-EMLS sections of ARTS 130/140 courses. They address the same course objectives and fulfill the same program requirements. In addition, they offer English language support by providing: attention to vocabulary development, and deepening all aspects of word knowledge; attention to phonetics, drawing attention to aspects of sound production that challenge students and their listeners; attention to the linguistic structures (grammar) of English that students can use to accomplish specific functions like persuading, expressing critical thoughts, complaining appropriately, conceding and refuting, etc.; specific techniques for paraphrasing and summarizing; clear connections between academic integrity and cultural values.”

#### **Late Work**

Late assignments or test deferrals will not normally be accepted except for serious, documentable reasons. Extensions are not granted under normal circumstances.

#### **Information on Plagiarism Detection**

No software will be used for Plagiarism Detection for this course.

#### **Electronic Device Policy**

Laptop computers and tablets may be used in class as long as they are not a distraction to the user or other students. For in-class activities and tasks students are encouraged to use their laptops and tablets.

## **Attendance Policy**

See Assessment 1.

## **Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

### **Other sources of information for students:**

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

## **Accommodation for Students with Disabilities**

Note for students with disabilities: The AccessAbility Services office, located on the first floor of Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services

- Health Services Emergency service: located across the creek from Student Life Centre

### **Off Campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

### **Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).