A close-up photograph of a marble bust of a woman's head, showing intricate curly hair and a headband. The bust is set against a dark background. A teal horizontal bar is at the top of the page.

Syllabus Packet

# First Year Seminar

Fall 2023 • Prof. Mark Wilson

# Course Info

## Meeting times, office hours, and objectives.

**LEH 250: First Year Seminar.** 3 hours, 3 credits. *In-Person lecture.*

Seminar for first-year students, exploring collegiate concepts and skills through historical examples.

**Details** LEH 250-40F (47173), Fall 2023.

- Meetings: Tuesdays and Thursdays 1:30–2:45 p.m., in [room TBA].

**Instructor** Dr. Mark B. Wilson, Adjunct Assistant Professor.

- Office: Carman 292.
- Email: mark.wilson@lehman.cuny.edu.
- Website: markbwilson.com.
- BlackBoard: link.

**Office hours** Tuesdays and Thursdays 5:00–5:45 p.m. in CA-292.

## Rationale

This First Year Seminar class is key for a transformational college experience. The goal is to help students to transition from being a high schooler to being a college student. It begins the process to educate and empower students to be engaged in their communities, including Lehman College, by introducing them to the nature and value of the liberal arts and sciences to Lehman itself. Students who are aware of how a college works and what resources are available are better able to advocate for themselves and more likely to be successful, increasing our ability to retain students.

## Specific Learning Objectives

In this course we'll be pursuing a number of goals, including:

- Employ the methods of critical inquiry and analysis in at least one of the following disciplinary areas: social sciences, life and physical sciences, humanities, applied perspectives.
- Demonstrate skills in critical thinking and problem solving:
  - use inquiry to identify and define a problem,
  - constrain a problem into a specific and measurable goal,
  - break a problem into its component parts, prioritize those parts and identify methods in the relevant disciplinary area(s) to solve the problem,
  - select, comprehend, and critically evaluate scholarly, popular and reference texts to solve a problem or support or oppose an idea or position,
  - use appropriate methods of citation in the relevant disciplinary area(s).
- Communicate the significance of the problem as well as solutions to a diverse audience using writing, oral presentation, or other diverse media (e.g., visual representation, performance or design).
- Interact and work collaboratively with peers to define problems, identify various disciplinary methods to solve problems, and use inquiry to address discipline specific problems and questions that require deeper engagement and analysis.

# Books

There are no books assigned for this course. The readings you'll need will all be posted on the Schedule page.

# Grading

Your overall course grade will be determined by your participation and involvement, weekly one-page responses, a presentation on a subject of your choice, and a critical thinking essay.

Your grade for the course will be determined from the following:

Attendance and Participation	20%
Weekly One-Pagers	30%
In-Class Presentation (1)	20%
Critical Thinking Essay (1)	30%

## Attendance and Participation

You need to be present and participating for all class meetings.

This isn't about record-keeping or gold stars. Being at college means taking ownership of your education. In order to get something out of being a student, you need to actively engage in the material and the ideas.

Your attendance grade includes your physical presence in class meetings; involvement in class discussion; and turning in all assignments.

## Weekly One-Pagers

Every week there will be a one-page assignment, either in class or take-home, where you'll write about the topics we discussed that week in class.

The specific assignments for each week will be announced in class only on the last class meeting of the week (normally, that's the Thursday). If the one-pager that week is a take-home, it will be due the following Monday.

For more on the one-page responses, see the essays page.

## In-Class Presentation (1)

In October, everyone will choose a topic related to being a student and do a brief in-class presentation or a brief video to be shown in class. The idea is to talk about something that's important to you as a student and discuss some of the reasons it's important and how it impacts on you, those around you, and others in the community.

We'll go through the stages of this in class together, including choosing a topic, setting up what you want to say, and talking to a group. I'll also be available to discuss your presentation with you individually.

We'll talk about topics and each pick one for our presentations at the start of October. And the end of October, we'll set aside a few class meetings to allow everyone to share their ideas with the class.

For more on the presentation, see the presentation page.

## Critical Thinking Essay (1)

In the last part of the semester we'll work together on a 3-page critical thinking essay, designed to help prepare you for future course work in other classes. For this paper, you'll pick a document from history and talk about what you think it really tells us, giving examples of your reasoning from the text you chose and other sources related to that time and place.

We'll go through together in class this step by step, including choosing a subject, understanding and interpreting evidence, types of sources, structuring an argument, and building your essay. In your English composition class you'll also be talking about how you go about constructing an essay, so there will be some overlap and support there as well. I'll also be available to discuss your essay with you individually.

A few weeks before it's due you'll turn in a draft, which I'll respond to individually, and we'll discuss the best ways to improve your paper before the final draft is due at the end of the semester.

For more on the essay, see the essays page.

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There is no midterm exam or final exam in this course.

# Schedule of Readings and Assignments

For each meeting, please come into class having read *and thought about* the readings assigned for that class.

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## NEW WORLD

### 1 Meeting 1a

Tuesday, August 29

*Before the meeting, read all of the following:*

College Success - Getting Started

### 2 Meeting 1b

Thursday, August 31

*Before the meeting, read all of the following:*

Short Readings

Hand in your Week 1 Response by Mon., Sep.4.

### 3 Meeting 2a

Tuesday, September 5

*Before the meeting, read all of the following:*

Module 1 - Context Matters

1- Getting to know Lehman College

2- Getting to know your degree options

### 4 Meeting 2b

Thursday, September 7

*Before the meeting, read all of the following:*

3- Being a college student

First-Year Success meeting follows at 3 p.m.

Hand in your Week 2 Response by Mon., Sep.11.

### 5 Meeting 3a

Tuesday, September 12

*Before the meeting, read all of the following:*

Module 2 - Know Your Community

1- Getting to know others in college

2- Communicating and connecting with others

3- Get to know what Lehman offers

4- Becoming a Leader

### 6 Meeting 3b

Thursday, September 14

*Before the meeting, read all of the following:*

Module 3 - Change Is Ubiquitous

1- Understanding change

2- College expectations

3- Flexible thinking and mindset

Module 3 - Module 3 Assignment

Hand in your Week 3 Response by Mon., Sep.18.

### 7 Meeting 4a

Tuesday, September 19

*Before the meeting, read all of the following:*

Module 4- Wellness is challenging

1- What is wellness and well-being?

2- Physical wellness and well-being

3- Intellectual and mental wellness and well-being

4- Emotional wellness and well-being

5- Social wellness and well-being

6- Getting to know Lehman wellness resources

### 8 Meeting 4b

Thursday, September 21

Guest Speaker

Hand in your Week 4 Response by Mon., Sep.25.

## STUDENTRY

### 9 Meeting 5a

Tuesday, September 26

*Before the meeting, read all of the following:*

- Module 5- Professionalism counts  
1- Empathy and perspective taking  
2- Communication  
3- Problem solving

### 10 Meeting 5b

Thursday, September 28

*Before the meeting, read all of the following:*

- 4- Presenting yourself  
5- Working with others  
6- Lehman College resources  
Hand in your Week 5 Response by Mon., Oct. 2.

### 11 Meeting 6a

Tuesday, October 3

*Before the meeting, read all of the following:*

- Module WS 1 - SMART goals  
Module WS 2 - SWOT  
Module WS 3 - Capital

### 12 Meeting 6b

Thursday, October 5

- First-Year Success meeting follows at 3 p.m.  
Hand in your Week 6 Response by Mon., Oct. 9.

*Tuesday, October 10*

*No meeting—Monday classes meet*

### 13 Meeting 7a

Thursday, October 12

- Hand in your Week 7 Response by Mon., Oct. 16.

### 14 Meeting 8a

Tuesday, October 17

*Before the meeting, read all of the following:*

- Module 1- Academic integrity

### 15 Meeting 8b

Thursday, October 19

*Before the meeting, read all of the following:*

- Module 2- College Reading  
Hand in your Week 8 Response by Mon., Oct. 23.

### 16 Meeting 9a

Tuesday, October 24

*Before the meeting, read all of the following:*

- Module 3- Information Literacy and Library

### 17 Meeting 9b

Thursday, October 26

*Before the meeting, read all of the following:*

- Module 4- College Writing  
Hand in your Week 9 Response by Mon., Oct. 30.

## CRITICAL THINKING

### 18 Meeting 10a

Tuesday, October 31

### 19 Meeting 10b

Thursday, November 2

- Hand in your Week 10 Response by Mon., Nov. 6.

### 20 Meeting 11a

Tuesday, November 7

### 21 Meeting 11b

Thursday, November 9

- Hand in your Week 11 Response by Mon., Nov. 13.

### 22 Meeting 12a

Tuesday, November 14

### 23 Meeting 12b

Thursday, November 16

- First-Year Success meeting follows at 3 p.m.  
Hand in your Week 12 Response by Mon., Nov. 20.

### 24 Meeting 13a

Tuesday, November 21

- Your first draft of the critical thinking essay is due Mon., Nov. 27.

*Thursday, November 23*

*No meeting—Thanksgiving Day*

### 25 Meeting 14a

Tuesday, November 28

### 26 Meeting 14b

Thursday, November 30

- Hand in your Week 14 Response by Mon., Dec. 4.

### 27 Meeting 15a

Tuesday, December 5

### 28 Meeting 15b

Thursday, December 7

- The critical thinking essay is due Mon., Dec. 11.

# Written Assignments

For this course you'll write short weekly responses to the material discussed in class, as well as a critical thinking essay due at the end of the semester.

The weekly responses can be submitted by email; the Critical Thinking Essay must be submitted via BlackBoard. Before submitting, make sure your Critical Thinking Essay meets the Requirements for All Papers.

Submit by

Weekly Responses      Assigned Thursdays; due the following Monday

Critical Thinking Essay      Monday, December 11



# One-Page Responses

Every week there will be a brief one-page response assignment, either in class or take-home, where you'll write a bit about the topics we discussed that week in class.

The specific assignments for each week will be announced in class only on the last class meeting of the week (normally, that's the Thursday). If the one-pager that week is a take-home, it will be due the following Monday.

Here's the schedule of one-page responses (subject to change; any changes will be announced beforehand).

	<b>Assigned in class</b>	<b>Due</b>
Week 1 response	Thursday, Aug 31	Monday, Sep 4
Week 2 response	Thursday, Sep 7	Monday, Sep 11
Week 3 response	Thursday, Sep 14	Monday, Sep 18
Week 4 response	Thursday, Sep 21	Monday, Sep 25
Week 5 response	Thursday, Sep 28	Monday, Oct 2
Week 6 response	Thursday, Oct 5	Monday, Oct 9
Week 7 response	Thursday, Oct 12	Monday, Oct 16
Week 8 response	Thursday, Oct 19	Monday, Oct 23
Week 9 response	Thursday, Oct 26	Monday, Oct 30
Week 10 response (Essay Topic)	Thursday, Nov 2	Monday, Nov 6
Week 11 response	Thursday, Nov 9	Monday, Nov 13
Week 12 response	Thursday, Nov 16	Monday, Nov 20
Week 14 response	Thursday, Nov 30	Monday, Dec 4

# Critical Thinking Essay

In the last part of the semester we'll work together on a 3-page critical thinking essay, designed to help prepare you for future course work in other classes.

For this paper, you'll pick a document from history and talk about what you think it really tells us, giving examples of your reasoning from the text you chose and other sources related to that time and place.

We'll go through together in class this step by step, including choosing a subject, understanding and interpreting evidence, types of sources, structuring an argument, and building your essay. In your English composition class you'll also be talking about how you go about constructing an essay, so there will be some overlap and support there as well. I'll also be available to discuss your essay with you individually.

A few weeks before it's due you'll turn in a draft, which I'll respond to individually, and we'll discuss the best ways to improve your paper before the final draft is due at the end of the semester.

# Requirements for All Papers

All written assignments for this course **MUST** adhere to these requirements—or be subject to a reduced grade. Check for all of the following before submitting any paper.

## Formatting musts

All papers submitted to me must:

- Be typed, double-spaced, in 12 pt. standard font, with one-inch margins. Do not add extra blank lines between paragraphs; instead, indent the first line of each paragraph to show a new paragraph has begun.
- Have a cover page with the title, your name, my name, and the date.
- Have page numbers on each page after the cover. The cover should not have a page number.
- Include both citations and a bibliography. (See *Evidence musts*.)
- Run at least the required length specified in the assignment.
- Have titles of books, films, and plays italicized and capitalized.
- Be submitted on time via BlackBoard as a Word or compatible file attachment or as a PDF attachment.

## Evidence musts

All papers submitted to me must:

- Support all assertions with evidence from your sources.
- Use only primary and secondary sources. Tertiary sources are not allowed, ever.
- Provide a footnote or a parenthetical citation for all direct quotations, descriptions, paraphrases, and ideas from sources, with the required info (author from bibliography plus page or section number).
- Include a bibliography listing all sources used, with all required info (author, title, publisher, year).

## Structure musts

All papers submitted to me must:

- Have an introduction paragraph that states the problem or question being addressed; discusses possible opinions on this problem; and ends with a thesis statement—a statement of opinion that someone could disagree with.
- Cover three reasons why your thesis is true. Each should have an assertion (what your reason is), a description of supporting evidence (some moment in your evidence that's an example of your assertion), and a discussion of how your evidence demonstrates the point you're making.
- Have a conclusion that summarizes your three reasons and why they support your thesis.

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*If you are uncertain how to do any of this, ask me before submitting your paper.*

## Hints for meeting requirements

### *Formatting musts*

- **Use the template.** Save the trouble of setting up the cover and page numbers—use the MS Word template file I created.
- **Page counts.** Page counts are for full pages not counting the cover page and bibliography. If the requirement is “3-4 pages”, what I am looking for is at least 3 full pages of text, not counting the cover and not counting the bibliography.
- **BlackBoard notes.** You may only submit via BlackBoard. Do not submit written assignments as submission text—they must be file attachments. If you need help with BlackBoard, go to the Lehman IT BlackBoard support page or call the IT helpdesk at (718) 960-1111.

### *Evidence musts*

- **You may not use tertiary sources for any assignment.** Tertiary sources include textbooks, encyclopedias, study guides, dictionaries, my lectures, YouTube videos, TV documentaries, blogs (even history-themed ones), essay aggregation platforms, and generally almost everything on the internet except online scholarly journals and transcribed primary sources. If you're not sure, ask me.
- **Citing direct quotes is not enough.** This common mistake will lose you points. Paraphrases and ideas must also be cited.
- **Citation styles.** You can use Chicago, MLA, or any other citation style. What matters to me is that anything that's not your analysis must have a footnote or a parenthetical citation that points to an item in your bibliography. See the Elephant Pamphlet for more on citations and bibliographies.
- The number of sources you need to use varies from assignment to assignment.

### *Structure musts*

See the Elephant Pamphlet for more on how to do all of this, including thesis statements, essay structure, and citations.

- **Optional draft.** You can submit an optional draft for any paper, no later than one class meeting before the due date. I won't grade it, but I'll give you feedback about how well you're addressing your topic and thesis. To make sure I see it soonest, please email me your optional draft rather than uploading it to BlackBoard.
- **Grammar.** I will not mark down for grammar, but clarity is important. Please spell-check and, if you're not sure about your writing, have a friend read it.
- **See me for guidance.** I am available anytime, by email or in office hours, to discuss any aspect of your paper.

## Grading Criteria

### Introduction (20%):

- States a topic and problem within the assignment
- Ends with a definite thesis statement (a specific opinion that can be disagreed with)
- Thesis gives insight into the assignment prompt

### Organization (25%):

- Main body organized in 3 sections, each addressing a different aspect of the thesis and building support for it
- Each section is driven by a specific, concrete assertion
- Each section is self-contained and focused on its topic

### Analysis (25%):

- Interpretation dominates over description (why over what)
- Analysis prefers the specific to the general
- Analysis provides insight on the relevant time and culture
- Analysis supports the section assertions and overall thesis
- Analysis provides in-depth answers to questions in prompt

### Evidence (15%):

- Evidence used is relevant and well-chosen
- Assertions are consistently supported by evidence
- Independent voice retained with judicious use of quotes

### Conclusion (15%):

- Paper ends with an appropriate concluding paragraph
- Conclusion draws together the arguments made in each section and reinforces the thesis
- Conclusion answers questions from assignment prompt



## Grading Deductions

There are two kinds of deductions relating to formatting, citations, and other technical requirements (see above for the requirements for all papers). Some deductions are reversible and can be gotten back by resubmitting the assignment with the issues corrected. Other deductions are not reversible.

**Reversible deductions.** If you have one of these deductions, you may resubmit your paper with these problems fixed, and I will modify or remove the deductions. Only these deductions can be reversed.

No cover sheet	-3
No page numbers	-2
Work titles not italicized/capitalized	-2
Missing items in bibliography	-4
No bibliography	-8
Some citations missing	-5
Many citations missing	-10
All citations missing	-30

**Nonreversible deductions.** These deductions reflect problems inherent to the paper as it was submitted. They cannot be reversed.

Submitted late (1 meeting)	-10
Submitted late (2 meetings)	-20
Submitted late (3+ meetings)	-30
Too short	-10
Fewer sources than required	-20
Tertiary sources used	-10
Heavy use of tertiary sources	-25
Plagiarism	-100

# Citations

**Citations are absolutely essential in any academic paper, but particularly and especially in history. All information that is not from your own head must be cited, whether it's a direct quote, a paraphrase, or even just an idea.**

Citations are how we can tell the difference between what you're claiming is your research and analysis, and the work of others. If you don't cite others' work, you're claiming it for your own, and that's plagiarism. Plagiarism is not tolerated at any academic institution; the lightest you'll get off is a zero for the paper, but in many cases harsher penalties are invoked, including an F for the course and academic disciplinary proceedings that may result in a range of transcript-damaging punishments.

It is therefore crucial that you distinguish evidence you've gathered from primary and secondary sources from your own discussion, interpretation, and analysis. You do that with citations.

Having proper citations means making sure your paper has both of the following

- a bibliography: A list of the books and articles you used, and
- footnotes or in-text cites: which item in your bibliography a piece of information came from, plus a page number.

See the above links for more on how to make sure your papers are properly sourced and cited.

# Sources

## What kinds of evidence can you use, and what are the problems with them?

1. **Primary sources** are documents and artifacts that come from the time and place being investigated and so provide first-hand testimony.
2. **Secondary sources** are where a scholar writes about and interprets *primary* sources, drawing conclusions about what they tell us about the time and place they come from. Secondary sources include scholarly books that use primary sources and articles in peer-reviewed academic journals.
3. **Tertiary sources** involve writers bringing together *secondary* sources and averaging them out to make general statements about history.

## Primary Sources

Primary sources are great because they give us direct access to what we're writing about. But you must remember that they are not the truth and must not be taken at face value.

Primary sources are always distorted by intentional bias (the author wants to convince you of something); unintentional bias (the author's writing is shaped by his or her culture and upbringing); point of view (the author only knows what he or she actually saw); translation (all ancient sources were written in another language unlike English, so the content is always altered by translation); survival (only some documents survive from the ancient world, and some of them were deliberately selected to survive in the intervening centuries while others were not, skewing out evidence pool). *You must always ask what idea the author was trying to convince you of in writing the work at hand.*

If the events themselves are "level zero", primary sources ("level one") are a full layer of distortion away from the truth. Because of bias and point of view, there is always this layer of distortion in all primary sources. All primary source evidence is skewed and we cannot know the pure truth. There are no facts in history. Consequently, primary source evidence must always be unpacked for bias and other distortions.

## Secondary Sources

Secondary sources are valuable because they provide both expert testimony and useful contextualization not always present in primary sources. But secondary sources are, by their nature, interpretations. They are the subjective conclusions of a particular researcher, and history works by historians looking at the same evidence and positing different and often conflicting interpretations until there is a general agreement (which in many cases does not happen, especially in ancient history where there's less evidence to examine). They are not the truth either; they are informed opinion. Secondary evidence adds a layer of interpretation to events, distancing them even further from events than primary sources.

## Tertiary Sources

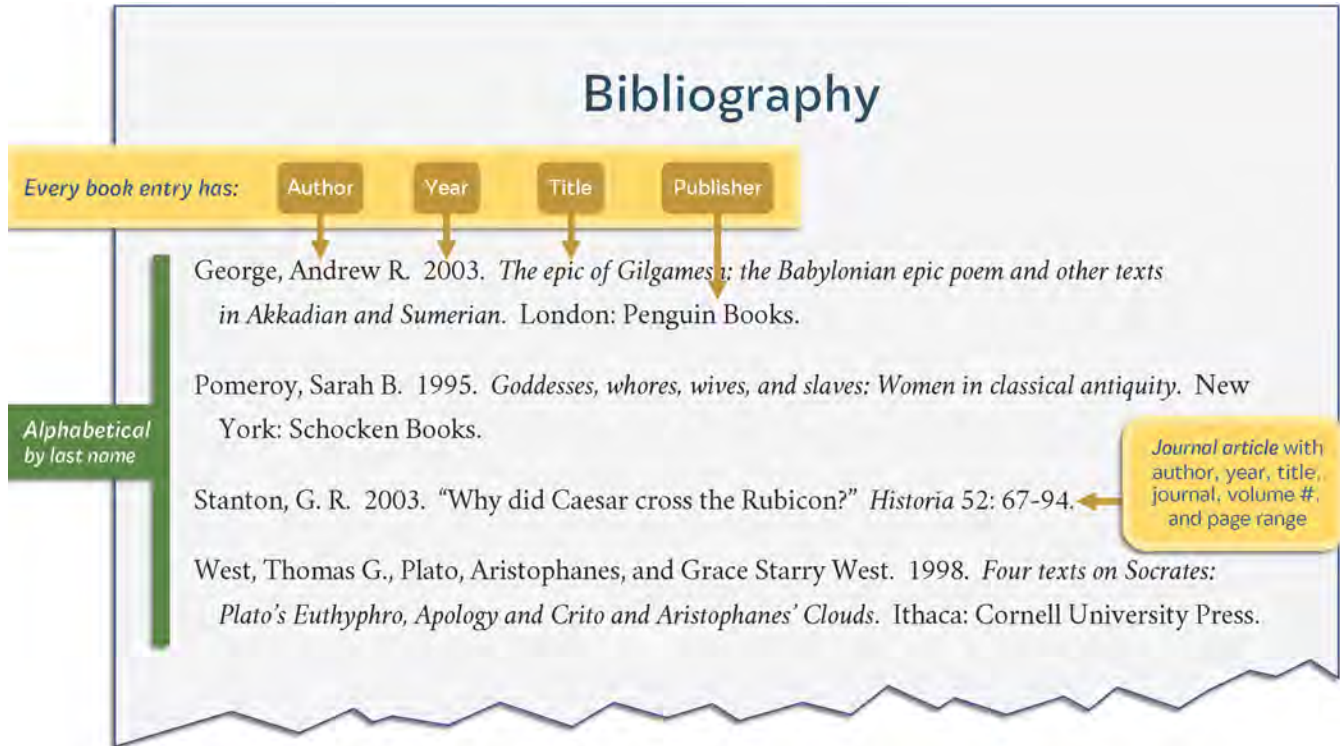
These include *textbooks, encyclopedias, dictionaries, and most web sites* (excluding peer-reviewed journals and transcriptions of primary sources). Also banned are "*reference entries*" (these generally come from encyclopedias) and reviews, which involve a scholar talking about a secondary source (and which is therefore tertiary). You want the secondary source itself, not a review.

**Tertiary sources are not allowed under any circumstances**, and you will be strongly penalized for citing tertiary sources in any paper for a history course. The level of distortion, away from the testimony of primary sources and the nuanced arguments of secondary sources, is too great.

# Bibliographies

Every written assignment must have a bibliography listing all books and articles used.

Here's what it should look like:



The idea is that anyone looking at your paper should be able to find the sources you used. So you list each source you used with its basic identifying info. For books, that's author, year, title, and publisher.

## FAQ: Bibliography

- **Where can I find the info?** Check the copyright page. If there's more than one copyright year, use the earliest one. Or look it up on [worldcat.org](http://worldcat.org).
- **Ebooks too?** Yes. Online full-text ebooks and ebooks downloaded to a reader must also be listed. Usually there's still a copyright page. With full-text resources found through the Library's OneSearch feature, the info you need will be on the library info page you opened it up from.
- **Chicago style? MLA?** I don't care which academic style you use. Two things matter: that you list each source you used (once), and that each entry contains author, year, title, and publisher.
- **What about journal articles?** Same idea: you give the author, year, article title, journal name, journal volume number, and page range. See the third entry in the sample above for an example.
- **How do I list online primary sources?** Online primary sources were almost always transcribed from a book. Most of the time the info on that book is listed at the beginning of the translation, or at the bottom of the web page. Make sure to include the translator's name, the year, and the publisher. If you can't find it, email me.



# Footnotes & In-Text Cites

All info that came from your sources must be cited with a footnote or an in-text parenthetical citation.

Two key ideas to bear in mind:

1. Doesn't matter if it's a quote, a paraphrase, a description, or an idea. If it came from a source, it must be cited.
2. A footnote says this information came from one of the items in your bibliography, and that it came from a particular page.

**1** Any information that came from your sources *must be cited*, whether it's a *direct quote*, a *paraphrase*, a *description*, or even an *idea*.

Prostitutes are consistently shown in ancient... outside the social structure of the community, and yet at the same time they are presented as manifestations of the feminine idea. In *The Epic of Gilgamesh*, Enkidu's actuation as a man, a citizen, and as a counterpart to Gilgamesh is all made possible by the harlot Shamhat, who performs "the work of a woman" — the miraculous transformation of a male beast of the wild into a valuable member of society on equal footing to its king. The most famous woman in fifth-century Athens was Aspasia, who started as a trained consort (called a *hetaera*) and ended as a madam. She stood separate from conventional society, yet was still seen as an empowered embodiment

<sup>1</sup> George, 7.  
<sup>2</sup> Pomeroy, 89.

A footnote says: "I found the information I'm quoting or describing in this book, on this page." Like so:

Prostitutes are consistently shown in ancient... outside the social structure of the community, and yet at the same time they are presented as manifestations of the feminine idea. In *The Epic of Gilgamesh*, Enkidu's actuation as a man, a citizen, and as a counterpart to Gilgamesh is all made possible by the harlot Shamhat, who performs "the work of a woman" — the miraculous transformation of a male beast of the wild into a valuable member of society on equal footing to its king. The most famous woman in fifth-century Athens was Aspasia, who started as a trained consort (called a *hetaera*) and ended as a madam. She stood separate from conventional society, yet was still seen as an empowered embodiment

<sup>1</sup> George, 7.  
<sup>2</sup> Pomeroy, 89.

**2** A footnote points to an item in the bibliography and adds a page number.

**Bibliography**

George, Andrew R. 2003. *The epic of Gilgamesh: the Babylonian epic poem and other texts in Akkadian and Sumerian*. London: Penguin Books.

Pomeroy, Sarah B. 1995. *Goddesses, whores, wives, and slaves: Women in classical antiquity*. New York: Schocken Books.

Stanton, G. R. 2003. "Why did Caesar cross the Rubicon?" *Historia* 52: 67-94.

West, Thomas G., Plato, Aristophanes, and Grace Starry West. 1998. *Four texts on Socrates: Plato's Euthyphro, Apology and Crito and Aristophanes' Clouds*. Ithaca: Cornell University Press.

## FAQ: Footnotes & in-text cites

- **Do I have to use footnotes?** No. You can use in-text parenthetical cites, as in (George, 7).
- **How do I footnote?** In most programs, go to the Insert menu and click on "Footnote...".
- **What if the author appears twice in the bibliography?** Give the author name plus part of the title, then the page number, as in (Pomeroy, *Goddesses* 89).
- **What about ancient primary sources?** There's a special way. See the Ancient Sources page.

# Citing Ancient Sources

With an ancient primary source, you cite author, work, book, and section in the footnote. The specific book or web transcription you used still goes in the bibliography as usual.

## Why is it different?

The thing about ancient sources is, there are lots and lots of different versions, editions, and translations for each work. Think about *The Iliad* by Homer. There are hundreds of different versions, printings, and translations in English alone, not to mention every other language and printing that exists. Everyone has their own copy, and it could be any version of the original text. Referring to a page number in the edition you happen to have in front of you is of limited usefulness.

To get around this problem, scholars long ago divided each ancient work into books, chapters, and sections (for prose works) or books and line numbers (for poetry and plays). The other copies of *The Iliad* out there won't have the page numbering you have—but they will be divided the same way.

You may already be familiar with this idea from a particular kind of ancient primary source—scripture. The Bible, Qur'an, Torah, and other scriptures are divided this way (e.g., John 3:16; Quran 2:185).

## Examples

Here's how it works in practice.

Only one work survives	Multiple works survive	Poetry and plays
“Every political system has a source of corruption growing within it, from which it is inseparable. For kingship it is tyranny, for aristocracy it is oligarchy, and for democracy it is government by brute force” (Polybius 6.10.3).	“The busts of twenty most illustrious families were borne in the procession, with the names of Manlius, Quinctius, and others of equal rank. But Cassius and Brutus outshone them all, from the very fact that their likenesses were not to be seen” (Tacitus <i>Annals</i> 3.76).	“No man or woman born, coward or brave, can shun his destiny” (Homer <i>Iliad</i> 6.489).
Polybius only survives via his greatest work, <i>The Histories</i> . Thus, no need to specify the work, just book, chapter, and section number.	Several works survive from the Roman historian Tacitus. For such writers, specify work, chapter, and section.	Homer's works, <i>Iliad</i> and <i>Odyssey</i> , are epic poetry. They're divided into books, then the lines are numbered within each book.  For ancient plays (not divided into acts as modern plays are), you give line numbers: e.g., Aristophanes <i>Clouds</i> 625-629.

**Note:** Print editions and better online transcriptions give chapters and sections. Use the Ancient Texts page on my website to find online sources.

# Research Options

Whether the libraries are physically accessible or not, there's a huge amount of scholarly material available online to provide you with primary and secondary evidence to support the arguments you're making in your papers.

## Primary sources

All of the ancient primary source texts available in English on the web that I could find are consolidated on the Ancient Texts page on my website. This is linked to under "ancient texts" on the Resources page.

If you're looking for dirt on Cleopatra, for example, one of the sources you'll want is Plutarch's biography of Mark Antony. Look under P for Plutarch and click on the "E" (for English) opposite Parallel Lives, which is what he called his biographies.

If you click on the "Archives" tab, you'll see a list of great websites that are chock full of ancient primary sources.

I strongly recommend you make use of primary sources as eyewitness testimony to the time and place you're investigating, but remember—primary sources can't be taken at face value. You must always ask what idea the author hoped to convince you of, every time, for every passage. Nothing was ever written for no reason.

## Journal articles and full-text books via OneSearch

The CUNY library system has a huge amount of online secondary scholarship in the form of full-text books and scholarly journal articles.

To make sure you're looking at online-accessible materials: enter your search in the search box on the Lief Library home page. Get your results. In the right-hand panel, click on "Full Text Online" and then on "Apply Filters" at the bottom. This filter will include both online journal articles and online full-text books.

Don't just stop at the first page—keep loading results. But consider your search terms. If you search for "Cleopatra", you'll get a million hits, a lot of them about Shakespeare's play (which is not ancient and so not relevant to us). But if you search (say) "Cleopatra suicide" you'll get some relevant journal articles, a chapter in a book called Cleopatras specifically devoted to her suicide, and so on.

- **Warning:** Some tertiary sources will come up in these searches.
  - As a reminder, tertiary sources (encyclopedias, dictionaries, textbooks) are not allowed. Most of the encyclopedia entries are marked by the "reference entry" tag (instead of "book" or "article"). But if it looks like an encyclopedia, dictionary, or textbook, you can't use it. Ask me if you're not sure.
- Note that while you're off-site, you'll need to be logged in using the ID code on your Lehman ID to access the full-text material.
- Lehman Library has a 24/7 ask-a-librarian chat for guidance on finding what you are looking for. It's linked to at the top of the library home page.

## Links:

- MBW Ancient Texts page: <http://markbwilson.com/pages/texts.html>
- Lief Library main page and OneSearch access: <http://www.lehman.edu/library/>
- Lehman Library Remote Resources Guide: <https://libguides.lehman.edu/offcampus>

## Other online resources

You may find what you need using the CUNY library resources. There are also other resources online. Here are a couple:

- The Internet Archive at Archive.org is a good resource for scanned copies of old books in general. However, this collection includes kids' books, novels, textbooks, and other material that isn't scholarly. Make sure the book you pick is a scholarly work that relies directly on primary sources. Also, note the year. The scholarship in older books might have been superseded by more research historical research and consensus.
- Google Scholar searches peer-reviewed journal articles available online. For the most part you're better off with the CUNY library search, because CUNY provides you free access to articles that are behind a paywall for nonacademics. But sometimes an article will come up here and not in the library search. Google Books rarely provides more than a snippet, but there are exceptions.

## Citations

Remember to get the citation information you need for your footnotes and bibliography when you're browsing these online resources.

For the things you find through the library search, these will be on the library catalog page, and also on the full-text page that the catalog page links to. Make sure to record this information for your bibliography.

- For a journal article, the bibliography info needed is:  
Author name. Year. "Title of Article." *Journal Name* VolumeNumber: PageNumbers.
- For a book, the bibliography info needed is:  
Author name. Year. *Book Title*. City: Publisher.

# Academic Integrity and Plagiarism Policy

Assignments that include any plagiarism will receive a zero. Students engaging in repeated instances of plagiarism will fail the course and will be remanded for disciplinary action.

## What counts as plagiarism?

Here is CUNY's official definition of plagiarism:

- Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
  - Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
  - Presenting another person's ideas or theories in your own words without noting the source.
  - Using information that is not common knowledge without acknowledging the source.
  - Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers; paraphrasing or copying information from the internet without citing the source; and "cutting & pasting" from various sources without proper attribution.

## Key points

**Use of writing or ideas.** The key phrase is right up front in the definition: "another person's ideas". Copying and pasting from another source without attribution is plagiarism, but so is using someone's ideas even if they're reworded. Plagiarism is the act of using someone else's work and presenting it as your own, under your name.

**What is an essay?** When you present an academic essay, it's an act that says, "This is what I think. These are the conclusions I have drawn from studying this issue." An essay is your assessment of a subject, and the ideas in it are presented as your ideas, with any ideas not your own carefully footnoted and clearly segregated so it's clear what is your analysis and what is evidence drawn from primary or secondary sources.

**Paraphrasing.** Paraphrasing or putting things into your own words does not alter the use of someone else's ideas as your own. Here's why. If the phrase appearing in an essay written by someone else is, for example, "To apply this type of painting to residential interiors was a Roman idea", and in your essay it's reworded as "it was the Romans who applied this type of painting method to home walls", it doesn't change the fact that someone else's ideas are being presented as if they were your own, as if those ideas originated in your own mind. It's still intellectual dishonesty.

**Citations.** All information from any source you use must have a citation, period. This is true whether it's a direct quote, a paraphrase, or just an idea you're talking about that came from the source you used. For more information on citations, please see the section on citations and bibliographies in the Elephant Pamphlet (pages 13-19).

**Self-plagiarism.** Reusing writing you've previously submitted for credit, in order to get credit for it a second time, is a form of academic dishonesty known as "self-plagiarism." For example, if you retake a course, you may not submit a paper, or parts of that paper, that you previously submitted for credit the first time you took the course for the same assignment the second time you take that course. You must write a different paper consisting of new material for the submission the second time around. Similarly, if you wrote a paper for course A, and course B has a similar assignment, you may not submit that paper, or parts of that paper, for the similar assignment for course B. You must write a different paper consisting of new material for course B.

## CUNY plagiarism policy

“Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and Lehman College’s Academic Integrity Officer.

### Policy for this course

Lehman College is committed to the highest standards of academic honesty.

Acts of academic dishonesty include—but are not limited to—plagiarism (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action.

Plagiarism includes the incorporation of any material that is not original with you without attribution, whether from a book, article, web site, or fellow student, in any paper or assignment.

Assignments that include any plagiarism will receive a zero and the offending student will be subject to additional action by the College. Students engaging in repeated instances of plagiarism will fail the course outright and will be remanded to the College for disciplinary action.

- For detailed information on definitions and examples of Academic Dishonesty, including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit:  
<http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

# Academic Policies

A variety of accommodations are available to students with disabilities, and tutoring is available to students seeking help.

Listed below are various official school policies included in all Lehman College syllabi, with clarifications relating to this course as required. You are responsible for this information and for all information in this syllabus.

## Attendance Policy

Student handbook notes that “Students are expected to attend all class meetings as scheduled, and are responsible for all class work missed as a result of late registration or absence. Excessive absences in any course may result in a lower final grade.”

- Participation in online discussion is a required part of the course. Missing classes will damage your grade.
  - Textbooks are designed to give you the basics; in our class meetings we try to make sense of things, and sift out what’s important. Missing classes means you miss out on a key part of our trying to put things together.
  - If you miss quizzes, it will put a big crimp in your grade for the course. Quizzes are not made up, so the quizzes you miss will count against you.
- Religious observances that affect your class attendance should be discussed in advance.

## Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to instructor.

- Office of Student Disability Services: Shuster Hall, Room 238, 718-960-8441.
- Student Disability Services: <http://www.lehman.edu/student-disability-services/>
- Email: [disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu).

## Technology and Blackboard Information

You are required to use Blackboard to access course materials and to post assignments to Safe Assign.

You are required to provide your best email address to me; if not provided I will use the one given by the school. Either way you must sign into that email account for course messages—and check it! Blackboard will only allow me to send individual and mass messages to Lehman accounts. If there is an issue, this is the only account to which I can send and if I email the class something, the fact that you didn’t know about an assignment or course change because you don’t check your email will never be accepted for not knowing the information.

- Blackboard Links and Support: <http://www.lehman.edu/itr/blackboard.php>
- For Information Technology: <http://www.lehman.edu/itr/>

## Instructional Support Services (ISSP)

Lehman College's Instructional Support Services Program (ISSP) is home of the Academic Center for Excellence (ACE) and Science Learning Center (SLC). Both offer students an array of activities and services designed to support classroom learning. Open to students at any level, there are individual, small group, and/or workshop sessions designed to improve "proficiency in writing, reading, research, and particular academic subject areas. Computer-assisted writing/language tutorial programs are also available," as well as individual tutors, workshops and tutors.

- Regular tutoring hours for fall and spring semesters are: M–T 10 a.m.-7 p.m., and Sat. 10 a.m.-2 p.m.
- Lehman College Tutoring Center (LTC): Humanities, Social Sciences, and Writing Tutoring:  
<http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php>
- Or visit the offices in the Old Gym, Room 205; or call ACE at 718-960-8175, and SLC at 718-960-7707.

Library Tutors are also available in the Library. These tutors offer help with Library resources and computers.

## Writing-Intensive Course Requirements

Lehman Students must complete four writing-intensive courses. In a WI Course, "students should be expected to write approximately 15-20 pages of proofread, typed work that is turned in to the instructor for grading." Various courses stipulate various requirements designed to meet this requisite over the course of the semester. WI courses focus on revision, short and long assignments, graded and ungraded writing, journals, etc, and each will have "a class-size limit of twenty-two. Under no circumstances will more than twenty-five students be admitted to any writing-intensive section."

- Writing Intensive FAQs: <http://www.lehman.edu/academics/general-education/writing-faqs.php>

## Student Handbook

Students are strongly encouraged to download and become familiar with the Student Handbook.

- Student handbook link: <http://www.lehman.edu/campus-life/support-services.php>