

DEPARTMENT OF HISTORY—WESTERN WASHINGTON UNIVERSITY

HIST 312: History of Ancient Greece

Spring Quarter, 2024–2025, 5 credits

Instructor: Christine Johnston

HIST 312 offers a general introduction to the political and cultural history of Ancient Greece from the Early Bronze Age until the conquest of Rome. We will examine the development of ancient Greek societies and institutions through both the textual sources and the archaeological remains. Topics addressed will include the emergence of social hierarchy and the establishment of urban society, the development of art and architecture, literature and drama, myth and religion, and philosophy and democracy. Throughout the course we will also highlight the connectivity between Greece and the rest of the Mediterranean, as well as the mythologized role of Hellenism in the development of “Western Culture.” Although this course is about Ancient Greece, students are encouraged to consider the ways that the past can inform on the present, as well as the role of modern agendas in the exploration and appropriation of the past.

Readings: There are two required books for the course:

- Strassler, R.B, ed. *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*. Trans. by R. Crawley. New York: The Free Press, 1996. ISBN: 978-0684827902 (TLT in the schedule)
- Strassler, R.B, ed. *The Landmark Herodotus: The Histories*. Trans. by A.L. Purvis. New York: Anchor Books, 2009. ISBN: 978-1400031146 (TLH in the schedule)
- **OPTIONAL**: Martin, T.R. *Ancient Greece: From Prehistoric to Hellenistic Times*. 2nd ed. New Haven: Yale University Press, 2013. ISBN: 978-0300160055 (Library eBook)

Additional assigned readings listed in the syllabus will be provided on the course website (under ‘Files’ and ‘Course Reserves’). Copies of the required texts listed above are available at the bookstore, on reserve at the library, as well as on Amazon.

Course Objectives: In this course, students will gain an understanding of:

- The development of social hierarchy and inequality
- The interaction between humans and the environment
- State building, expansion, and imperialism including conflict and exploitation
- Economic systems and the role of enslavement
- The construction of identity (individual and collective)
- Cultural philosophies and religion (including laws, literature, and mythology)

Learning Goals: Throughout this course, students will develop the ability to:

- Analyze historical events or developments and their causes

- Critically assess historical sources and evidence
- Identify important social and political changes over time
- Evaluate the nuanced political agendas at play in the study and appropriation of the past
- Effectively communicate learning and critical thinking through the assignments

Assessment (all assignments due by 11:59 pm on the date listed):

- 10% - Participation
- 10% - Biography
- 10% - Debate Participation
- 10% - Creative Assignment
- 20% - Reading Responses
- 40% - Wiki Project (see component breakdown below)

Schedule of Assignments:

Assignment	Due Date
CA1: Of Gods and Humanity	Friday April 18 th
Reading Response 1	Friday April 25 th
Reading Response 2	Friday May 2 nd
Reading Response 3	Friday May 16 th
CA2: Documentary History	Friday June 6 th

Biography: Each student will be assigned an individual from Ancient Greece. On your assigned day, you will be responsible for giving a 5-minute description to the class of the individual and their significance to Greek history. The day of your presentation you will also submit a 300-word write-up on Canvas.

Debate Participation: There will be three in-class debates during the quarter. At the start of each debate, each student will submit their vote on the debate question, as well as the arguments that they find most compelling for each debate side (to be completed in class).

Creative Assignments: There are two creative assignments for you to choose from, of which you will complete one (worth 10%). Instructions for the assignments are on Canvas.

Reading Responses: There will be three reading responses assigned during the quarter, of which students will complete two (worth 10% each). These focused responses will require that you think critically about some aspect of the course reading for the week. The responses will be short (800–1000 words), for which the questions will be provided on the course website. Each assignment is graded out of 10 points.

Wiki Assignment: Everyone will complete a Wikipedia assignment worth 40% of their total grade. This will be the major research assignment of the quarter. You will be expected to add, review, and reorganize content on one of the available articles, as well as add images or graphics if possible. Topics selected will focus on historical individuals (artists, politicians, historical figures, religious or military leaders), as well as other important

aspects of life in the ancient world (laws, festivals, etc.). You will also participate in peer-review of your colleagues' contribution drafts (each student will review two contributions). At the end of the project you will write a short reflection on the experience. You will also submit a research project proposal related to your Wikipedia project. This will include a research question, a hypothesis, and a one- to two-page description (800–1000 words) of the project including the main arguments, sources, and evidence.

Schedule of Wiki Assignments:

Assignment Name	Due Date
Wikipedia Training	Friday April 11 th
Wikipedia Entry for Peer Review	Friday May 23 rd
Peer Reviews	Friday May 30 th
Wikipedia Entry	Monday June 9 th
Research Project Proposal	Tuesday June 10 th
Post Project Reflection	Wednesday June 11 th

Course Progress: Try to keep up with the course schedule—this really helps class discussion. An automatic grace-period of a week will be given for any late assignments (except in week 10 / exam week). If you are falling more than a week behind, please come talk to me!

Academic Integrity: The use of generative AI (e.g., ChatGPT) on any assignment constitutes an academic honesty violation in this class as this does not represent your intellectual work. Please see the Academic Integrity section in the syllabus for more details.

Content Warning: In this course we will be discussing histories involving difficult, potentially triggering, topics. These difficult topics may make it hard for some students to engage with the material. Sexual assault and misconduct are unfortunately present in many of our readings and discussions. In addition, the course includes content reflecting oppressive ideas about “normality” and identity, including statements “othering” on account of race, disability, religion, class, gender, sexuality, and other categories relating to embodiment and identity. Please let me know if you have any questions or concerns.

Our Classroom Community:

WWU is situated on the ancestral homelands of the Indigenous Peoples of the Salish Sea basin and the North Cascades watershed. I acknowledge the Lummi Nation and Nooksack Tribe communities, their elders both past and present, as well as future generations, and commit to the process of working to dismantle the ongoing legacies of settler colonialism. I am committed to establishing and maintaining a classroom community that is inclusive, equitable, and respectful for all students. In this community we will engage in mindful, reflective, and accountable dialogue on many difficult topics. Learning includes being able to explore a variety of perspectives—while students' expressed ideas may vary and/or be opposed to one another, it is important for all of us to listen and engage respectfully. Please remember to be empathetic and to prioritize respect and consideration in any context in which your views could damage the

well-being of someone else. If you have any questions or concerns, please speak to me.

Module Schedule (Schedule is subject to change; any changes will be announced on Canvas)

Week 1	<u>Introductions</u>
April 2	Introduction to the Course <ul style="list-style-type: none"> • Read through Course Syllabus
April 4	Introduction to the History of Ancient Greece <ul style="list-style-type: none"> • Isocrates, Panegyricus • Martin Ch. 1, Backgrounds of Ancient Greek History
Week 2	<u>Bronze Age Greece</u>
April 7	Early Settlement and the Neolithic <ul style="list-style-type: none"> • Hesiod, Works and Days • <i>Optional: Martin, Ch. 2 (From Indo-Europeans to Mycenaeans)</i>
April 9	Minoan Crete <ul style="list-style-type: none"> • Apollodorus 3.1.1–4; E1.7–10 (Minotaur) • Watch “The Myth of Icarus and Daedalus” by Amy Adkins
April 11	Mycenaean Greece <ul style="list-style-type: none"> • Homer, Iliad 6.119–234 (Glaucus and Diomedes) • Watch the “The Treasury of Atreus” walkthrough by Smarthistory <p style="text-align: center;">**Wiki Training Due April 11**</p>
Week 3	<u>Myth, Religion, and Bronze Age Heroes</u>
April 14	Trojan War and the age of Heroes <ul style="list-style-type: none"> • Apollodorus 2.5–2.6.3 (Labors of Herakles); E.3.1–5 (Judgement of Paris) • Homer, Iliad 1.1–249 (Intro), 22 (Death of Hektor) • Homer, Odyssey 11 (the Underworld) • Herodotus, 1.3–1.5.1; 2.120 (The Trojan War) • Watch “Did Ancient Troy Really Exist?” by Einav Zamir Dembin
April 16	Bronze Age Collapse <ul style="list-style-type: none"> • Linkov et al, Are Civilizations Destined to Collapse? • <i>Optional: Martin, Ch. 3 (The Dark Age)</i>
April 18	Greek Religion <ul style="list-style-type: none"> • TLH, Appendix P (Oracles, Religion, & Politics) • Apollodorus 1.1–1.7 (Theogony and the Flood); 3.4.4 (Actaion); 3.5.6 (Niobe)

	<ul style="list-style-type: none"> ● Watch “The Myth of Prometheus” by Iseult Gillespie ● Listen to the Let’s Talk About Myths, Baby podcast episode “Eatin’ Kids & Killin’ Dads, an Introduction to Greek Mythology” <p style="text-align: center;">** CA1 – Gods of Past and Present Due April 18**</p>
Week 4	<u>Greece in the Iron Age</u>
April 21	<p>Archaic Greek Society</p> <ul style="list-style-type: none"> ● TLH, Appendix T (Tyranny) ● Pindar, Olympian Ode 1 ● Watch “The Ancient Origins of the Olympics” by Armand D’Angour ● Watch “The Charioteer of Delphi” by Smarthistory ● Watch “The Lady of Auxerre” by Smarthistory ● <i>Optional: Martin, Ch. 4 (The Archaic Age)</i>
April 23	<p>The Spartan State</p> <ul style="list-style-type: none"> ● TLH, Appendix B (The Spartan State) ● TLH, Appendix N (Hoplite Warfare) ● Tyrtaeus, The Spartan Creed ● Xenophon, Spartan Society ● Watch “This is Sparta” by Craig Zimmer ● <i>Optional: Martin, Ch. 4 (The Archaic Age); Martin, Ch. 5 (93–103)</i>
April 25	<p>*No class meeting*</p> <p style="text-align: center;">** Reading Response 1 Due April 25**</p>
Week 5	<u>Conflict with the East: The Greco-Persian Wars</u>
April 28	<p>Athens and Persia Before the War</p> <ul style="list-style-type: none"> ● TLH, Appendix A (The Athenian Government) ● Herodotus, 1.59–1.66.2; 5.62–73 (Peisistratids) ● TLH, Appendix H (Ionian Revolt); M (Persian and the Persian Empire) ● Herodotus 1.46–56, 69–91 (Croesus) ● <i>Optional: Martin, Ch. 5 (Oligarchy, Tyranny, and Democracy); Martin, Ch. 6 (121–130)</i>
April 30	<p>The Early Conflict: Marathon, Artemision, and Thermopylae</p> <ul style="list-style-type: none"> ● Herodotus, 6.102–120; 7.31–37, 100–105, 188–192, 200–239; 8.1–18, 136, 140–144 ● TLH, Appendix O (Persian Army) ● <i>Optional: Martin, Ch. 6 (pages 131–137)</i>

May 2	<p>The Later Wars: Salamis, Plataea, and Peace</p> <ul style="list-style-type: none"> ● Herodotus, 7.138–144; 8.40–64, 83–97; 9.1–88, 96–106 ● Thucydides, 1.89–99 ● TLH, Appendix S (Trireme Warfare) <p style="text-align: center;">** Reading Response 2 Due May 2**</p>
<p>Week 6</p> <p>May 5</p> <p>May 7</p> <p>May 9</p>	<p style="text-align: center;"><u>Community Life in Classical Athens</u></p> <p>Community and the Family</p> <ul style="list-style-type: none"> ● TLH, Appendix U (Women and Marriage) ● Aristotle, Politics I.XII-XIII ● Derbew, Blackness in Antiquity ● Gillies, The Body in Question ● Watch “Disability in Ancient Greece” by Debby Sneed ● <i>Martin, Ch. 7 (171–181)</i> <p>Festivals and the Theatre</p> <ul style="list-style-type: none"> ● TLH, Appendix I (Classical Greek Religious Festivals) ● Sophocles, Oedipus Rex (WWU eBook by Mulroy) ● Watch “An Introduction to Greek Tragedy” by National Theatre Live ● Watch “The Battle of the Greek Tragedies” by Melanie Sirof ● Watch “Why is Aristophanes called “The Father of Comedy?”” by Mark Robinson ● <i>Martin, Ch. 7 (166–171)</i> <p style="text-align: center;">**In-class Debate 1**</p> <p>Economics and Empire</p> <ul style="list-style-type: none"> ● TLT, Appendix B (Athenian Empire) ● (Pseudo-)Xenophon, The Constitution of the Athenians ● Watch Trade in Ancient Greece with Phoebe Segal from CitiesX ● Listen to the podcast “Spindles and the City” by Peopling the Past ● <i>Martin, Ch. 6 (137–141)</i>
<p>Week 7</p> <p>May 12</p>	<p style="text-align: center;"><u>The Peloponnesian Wars</u></p> <p>Democracy, Law, and the Outbreak of War</p> <ul style="list-style-type: none"> ● TLT, Appendix A (Athenian Government) ● Plutarch, Life of Pericles (7–9, 11–13, 33–35) ● Herodotus, 3.80–87 ● Watch “A Day in the Life of an Ancient Athenian” by Robert Garland ● Watch “What Did Democracy Really Mean in Athens?” by Melissa Schwartzberg ● <i>Martin, Ch. 6 (141–155)</i>

<p>May 14</p>	<p>Plague and Imperial Hubris</p> <ul style="list-style-type: none"> ● TLT, Introduction ● TLT, Appendix D (Peloponnesian League) ● Thucydides, 1.20–22, 67–88, 2.34–54 (Outbreak of War, Funeral Oration of Pericles, Plague) ● Thucydides, 3.37–50; 5.84–116 (Mytilene and the Melians) ● <i>Optional: Martin, Ch. 8 (186–200)</i>
<p>May 16</p>	<p>The Later War and a Crisis of Democracy</p> <ul style="list-style-type: none"> ● Thucydides, 6.1–6.32.2, 6.88.7–93; 7.47–87 (Sicilian Expedition) ● Thucydides, 8.63.3–77 (Overthrow of Democracy) ● <i>Optional: Martin, Ch. 8 (200–206); Ch. 9 (226–238)</i> <p>** Reading Response 3 Due May 16**</p>
<p>Week 8</p> <p>May 19</p> <p>May 21</p> <p>May 21 (4–5 pm)</p> <p>May 23</p>	<p style="text-align: center;"><u>Fracture in the Fourth Century</u></p> <p>The Aftermath of War and The Trial of Socrates</p> <ul style="list-style-type: none"> ● TLT, Epilogue ● Plato, Apology ● Aristophanes, Clouds (selections) ● Watch “Plato's Allegory of the Cave” by Alex Gendler ● <i>Optional: Martin, Ch. 7 (181–185); Ch. 8 (206–220); Ch. 9</i> <p style="text-align: center;">**In-class Debate 2**</p> <p>Macedon, Philip, and Alexander</p> <ul style="list-style-type: none"> ● Demosthenes, Second Philippic ● Arrian, Anabasis I.7–9, III.3–4, IV.8–14 ● Watch “Philip II of Macedon” by Historia Civilis ● Watch “The Alexander Sarcophagus” by Smarthistory ● <i>Optional: Martin, Ch. 9 (239–252)</i> <p>Optional Computer Lab / Wiki Project Workshop (optional attendance)</p> <ul style="list-style-type: none"> ● Class location HH 101 <p>*No class meeting*</p> <p style="text-align: center;">**Wiki Entry Due for Peer Review Due May 23**</p>
<p>Week 9</p> <p>May 26</p> <p>May 28</p>	<p style="text-align: center;"><u>The Hellenistic and Roman Periods</u></p> <p>*No Class – Memorial Day Holiday*</p> <p>Hellenistic Kingdoms</p> <ul style="list-style-type: none"> ● Diodorus Siculus, Selections ● <i>Optional: Martin, Ch. 10 (The Hellenistic Age)</i>

<p>May 30</p>	<p>Greece Under Rome</p> <ul style="list-style-type: none"> ● Polybius 6.3–5 ● Polybius 38.1–4 ● <i>Martin, Epilogue</i> <p align="center">**Wiki Entry Peer Reviews Due May 30**</p>
<p>Week 10</p> <p>June 2</p> <p>June 4</p> <p>June 6</p>	<p align="center"><u>Hellenism and the Legacy of Ancient Greece</u></p> <p>Classicism, Appropriation, and the Media</p> <ul style="list-style-type: none"> ● Bond, This is Not Sparta ● Hinds Scott, Couture and the Classics ● Padilla Peralta, Damocles and Socrates: Hip Hop ● <i>Optional: Paule, The Whitening Thief</i> ● <i>Optional: Watch “Antiquity, Heavy Metal, & White Supremacy” by Dr. Jeremy Swist</i> <p>Museums, Repatriation, and Ownership of the Past</p> <ul style="list-style-type: none"> ● Challis, <i>The Ablest Race</i> ● Statements on the Parthenon Marbles by the Greek Government and British Museum ● Watch “The Problem with Museums” by PBS’ Origin of Everything ● Watch “From Tomb to Museum” by Smarthistory ● <i>Optional: Dhindsa, The Carters’ APESHIT gave me a glimpse of the postcolonial museum</i> <p align="center">**In-Class Debate 3**</p> <p>Western Civilization in the Modern Imagination</p> <ul style="list-style-type: none"> ● Appiah, There is No Such Thing as Western Civilization ● Dhindsa, What Studying Classics Taught Me About My Relationship With Western Civilisation <p align="center">**CA2 – Documentary History Due June 6**</p>
<p>Week 11</p> <p>June 9–13</p>	<p align="center"><u>Exam Week – Final Project</u></p> <p align="center">**Wiki Entry Due Monday June 9th**</p> <p align="center">** Research Project Proposal Tuesday June 10th**</p> <p align="center">** Wiki Project Reflection Due Wednesday June 11th**</p>

TECHNICAL SUPPORT

If you experience technical difficulties, please contact the WWU Academic Technology and User Services (ATUS) Help Desk—you can call, chat, or email. Helpful information is also available on the ATUS Canvas Help webpage.

ATUS Help Desk: <https://atus.wvu.edu/help-desk>

ATUS Canvas Help: <https://atus.wvu.edu/learning-systems/canvas-help>

Course Recording: Class material falls under copyright law; recording and posting class sessions without the permission of the instructor is against university policy and betrays the privacy of your classmates. If you would like for sessions to be recorded as part of an accommodation, please contact the Disability Access Center to ensure that accommodation can be made.

ADDITIONAL COURSE READING – SOURCES

Apollodorus. *The Library of Greek Mythology*. R. Hard trans. Oxford: Oxford University Press, 1997.

Appiah, K.A. 2016, Nov 9. “There is no Such Thing as Western Civilization.” *The Guardian*. <https://www.theguardian.com/world/2016/nov/09/western-civilisation-appiah-reith-lecture>

Aristophanes. “Clouds.” In *The 11 Comedies of Aristophanes*. New York: Start Publishing LLC, 2012.

Aristotle. *Politics*. B. Jowett trans. Kitchener: Batoche Books, 1999.

Arrian. *Anabasis*. E. Iliff Robson trans. Loeb Classical Library 236. Cambridge: Harvard University Press, 1929–1933.

Bond, S.E. 2018, May 7. “This Is Not Sparta: Why the Modern Romance With Sparta Is a Bad One.” *Eidolon*. <https://eidolon.pub/this-is-not-sparta-392a9ccddf26>

Challis, D. 2010. “‘The Ablest Race.’ The Ancient Greeks in Victorian Racial Theory.” In *Classics and Imperialism in the British Empire*, edited by M. Bradley, 94–122. Cambridge: Cambridge University Press.

Derbew, S. 2022, March 17. “Blackness in Antiquity.” *Aeon*. <https://aeon.co/essays/how-does-an-ancient-greek-cup-challenge-anti-black-racism>

Demosthenes. *Demosthenes*. J. H. Vince trans. Cambridge, MA: Harvard University Press; London: William Heinemann Ltd., 1930.

Dhindsa, H. 2020. “What Studying Classics Taught Me About My Relationship with Western Civilisation.” *Council of University Classics Departments Bulletin* 49. <https://cued.blogs.sas.ac.uk/files/2020/03/DHINDSA-What-Studying-Classics-Taught-me-about-my-Relationship-with-Western-Civilisation-2.pdf>

- Dhindsa, H. 2021, May 26. "The Carters' APESHIT Gave me a Glimpse of the Postcolonial Museum." *Sportula Europe*. <https://sportulaeurope.wordpress.com/2021/05/21/apeshit-postcolonial-museum/>
- Diodorus Siculus. 1946. *Library of History, Volume IV: Books 9-12.40*. C.H. Oldfather trans. Loeb Classical Library 375. Cambridge, MA: Harvard University Press.
- Diodorus Siculus. 1957. *Library of History, Volume XI: Fragments of Books 21-32*. Francis R. Walton trans.. Loeb Classical Library 409. Cambridge, MA: Harvard University Press.
- Gillies, G. 2017, Nov 9. "The Body in Question Looking at Non-Binary Gender in the Greek and Roman World." *Eidolon*. <https://eidolon.pub/the-body-in-question-d28045d23714>
- Hesiod. 2017. *The Poems of Hesiod: Theogony, Works and Days, and the Shield of Herakles*. Barry B. Powell trans. Oakland: University of California Press.
- Hinds Scott, A. 2020, Nov 19. "Couture and the Classics: Why Fashion Needs to Take an Intersectional Look at the Ancient World." *Eidolon*. <https://eidolon.pub/couture-and-the-classics-55406e19d1d6>
- Homer. 2010. *Iliad*. I. Johnston trans. Accessed March 16, 2021. http://johnstoniatexts.x10host.com/homer/iliad_title.html
- Homer. 2010. *Odyssey*. I. Johnston trans. Accessed March 16, 2021. <http://johnstoniatexts.x10host.com/homer/odysseytofc.html>
- Isocrates. *Isocrates with an English Translation in three volumes*. Norlin, G. trans. Cambridge, MA: Harvard University Press; London: William Heinemann Ltd., 1980.
- Linkov, I., S.E. Galaitsi, B.D. Trump, E. Pinigina, K. Rand, E.H. Cline, M. Kitsak. "Are Civilizations Destined to Collapse? Lessons from the Mediterranean Bronze Age." *Global Environmental Change* 84 (2024): 1–8.
- Padilla Peralta, D.-e. 2015, Jun 8. "From Damocles to Socrates: The Classics in/of Hip-Hop." *Eidolon*. <https://eidolon.pub/from-damocles-to-socrates-fbda6e685c26>
- Paule, M.T. 2020, Jan 22. "The Whitening Thief: Latent White Supremacy in Percy Jackson." *Eidolon*. <https://eidolon.pub/the-whitening-thief-1f5f70e74cac>
- Pindar. *Odes*. Diane Arnsperg Crichton trans. Perseus Project, 1990. <http://www.perseus.tufts.edu/hopper/text?doc=Pind.%20O.%201&lang=original>
- Plato. "Apology." In *The Works of Plato*, B. Jowett trans. New York: Modern Library, 1956.
- Plutarch. 1914. *The Parallel Lives*. Vol. II. B. Perrin trans. Loeb Classical Library 101. Cambridge: Harvard University Press.
- Polybius. 1922. *Histories: Books V–VIII*. Vol. III. W.R. Paton trans. Loeb Classical Library 138. Cambridge: Harvard University Press.
- Sophocles. *Oedipus Rex*. David D. Mulroy trans. Madison: The University of Wisconsin Press. Ebook available at WWU: <http://onsearch.library.wvu.edu/WWU:CP71189415650001451>

Tyrtaeus. *The Spartan Creed*. R. Lattimore trans. In *The Norton Book of Classical Literature*. B. Knox ed. New York: W.W. Norton & Company, 1993: 209-212

Xenophon. *Xenophon in Seven Volumes*. Vol. 7. E.C. Marchant trans. Cambridge: Harvard University Press, 1984.

Primary Sources Available online:

Many Classical texts are available online on the Perseus Digital Library:

<http://www.perseus.tufts.edu/hopper/>

Accommodation:

Western is committed to equal opportunity and non-discrimination in all programs and activities. Student accommodations or services are determined on an individual basis and are modified to meet the unique needs of the student and their academic experience. Requests for accommodation should be established within the first week of class and arranged through Disability Access Center for Students: telephone 360-650-3083; email drs@wwu.edu; and at <http://www.wwu.edu/disability/>. Please provide notification within the first two weeks of class for expected absences due to holidays/activities for reasons of faith or conscience (further information on accommodation can be found here: <https://syllabi.wwu.edu/>).

Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis.

- In the case of a medical concern or question, please contact the Health Center: 360-650-3400 or visit http://www.wwu.edu/chw/student_health/.
- In the case of an emotional or psychological concern or question, please contact the Counseling Center: 360-650-3400 or visit <https://counseling.wwu.edu/students>.
- In the case of a health and safety concern, please contact the University Police: 360-650-3555 or visit <http://www.wwu.edu/ps/police/index.shtml>.
- In the case of a family or personal crisis or emergency, please contact the Office of Student Life: 360-650-3706 or visit <https://wp.wwu.edu/officeofstudentlife/>
- For food or shelter assistance WWU and Bellingham have a number of resources available: http://www.finaid.wwu.edu/client_services/pages/resources/food_and_shelter.php
- To seek confidential support related to sexual violence, please contact http://www.wwu.edu/pws/about_casas.shtml (360-650-3700), the Student Health Center, and/or the Counseling Center. To report sexual violence, please contact University Police, Bellingham Police, and/or the <https://wp.wwu.edu/sexualviolence/> in Western's Equal Opportunity Office (360-650-3307). Faculty are responsible employees who are required to report sex discrimination, including sexual violence that they learn about to the Title IX Coordinator.
- Individuals who believe they have been subject to discrimination are encouraged to contact the Equal Opportunity Office (Old Main 345): 360-650-3307 (voice) or eo@wwu.edu. The Vice Provost, EO, is the University's Title IX and ADA Coordinator.

- Associated Service (AS; <http://as.wvu.edu/>) has a number of communities of support on campus. The AS encourages a fulfilling academic experience through the services, facilities and programs it offers. Some available communities are:
 - The Ethnic Student Center (Viking Union 420): <http://as.wvu.edu/esc/>
 - The Queer Resource Center (Viking Union 515): <http://as.wvu.edu/qrc/>
 - The Women's Center (Viking Union 514): <http://as.wvu.edu/womxn/>
 - Veteran Outreach Center (Old Main 280): <http://as.wvu.edu/voc/>
 - Social Issues Resources Center (Viking Union 512): <http://as.wvu.edu/socialissues/>
 - Resource and Outreach Programs (Viking Union 511): <http://as.wvu.edu/rop/>

Academic Integrity:

Integrity applies to all of the principles, values, and behaviors that contribute to good character, including, for example, honesty, fairness, respect, courage, and responsibility. We exhibit integrity within the classroom by taking credit only for work we have done and crediting the work of others. Similarly, we demonstrate integrity by treating one another with fairness and respect regardless of the setting. We, the faculty, students, administration, and staff of Western Washington University, are deeply committed to integrity as a fundamental principle of education. This can only be achieved when we commit to integrity throughout all of our activities at the University, including our work, academics, and campus life. To this end, each of us has a responsibility to be fair and honest. As a community of students, faculty, staff, and administrators, we recognize that our actions reflect on each of us as individuals, and on Western as a whole. As such, we honor integrity as vital to our community and the ideals of liberal education.

A more detailed description of academic integrity, including the University's policies and procedures, may be found at <http://www.wvu.edu/integrity/>.

Plagiarism:

** Before you begin, be sure that you understand the assignment. If you have any questions, please ask the instructor **

For WWU's citation guide, see: http://libguides.wvu.edu/citation_style. WWU supports the use of the open-source software Zotero for research management and citation building:

<http://libguides.wvu.edu/zotero>

1. Be sure you understand the university's definition of *plagiarism*:

Plagiarism is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgement. If you submit or present as your own the written or oral work of someone else you are guilty of plagiarism. This also includes the resubmission of a student's own work in identical or similar form (a student may use the same or substantially the same work for assignments in two or more courses only

with written permission from the instructors of all the classes involved). For more information, please see the WWU guide on plagiarism: <http://libguides.wvu.edu/plagiarism>.

2. Many course assignments may require that you consult and incorporate the words and ideas of other writers.

If you are unsure about how to credit other authors properly, ask or check a writing guide (i.e. MLA, APA, Chicago) or the WWU Writing and Style Manual (<http://libguides.wvu.edu/c.php?g=308303&p=2056069>).

3. Be sure that you understand the consequences of plagiarism:

- a) Plagiarism is the theft of intellectual property, just like shoplifting is theft of merchandise.
- b) Plagiarism diminishes the quality of the learning experience of yourself and your classmates.
- c) Plagiarism serves to undermine the value of a degree from WWU.
- d) When you plagiarize you will most likely be caught. Instructors are required by the university to report cases of suspected plagiarism. Academic misconduct can result in a failing grade and a notation of academic discipline on the student's record. Repeated acts of plagiarism can lead to dismissal from the university.

4. If at any point if you feel unable to complete an assignment, please:

- a) Visit the WWU Research and Writing Studio (360-650-3219; <http://library.wvu.edu/rws>). The Writing Studio can help with all stages of paper writing (topic selection and development, paper organization, grammar, etc.).
- b) Make an appointment to discuss your situation with me. Your professors are invested in helping you successfully complete the course while maintaining academic integrity.