**THE UNIVERSITY OF WESTERN ONTARIO**

**DEPARTMENT OF CLASSICAL STUDIES**

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| **Mr. D. Lamari, dlamari@uwo.ca**  **Office Hours: Tues 6:00-6:50**  **Lawson Hall 3209**  **T.A.: Marissa Palumbo, mpalumb5@uwo.ca**  **Office Hours: Th 8:30-9:30 AM**  **Lawson 3209** | **CS 1000.002: Greek & Roman Civilization**  **MC 110**  **Tues 7:00-9:40**  **T.A.: Saul Madueno,**  **smadueno@uwo.ca**  **Office Hours: Mon 2:30-3:30**  **Stevenson 3158** |
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**PREREQUISITES:** There are no prerequisites for this course.

**REQUIRED TEXTS:**

* Pomeroy, Sarah (et. al.): A Brief History of Ancient Greece: Politics, Society, and Culture. 3rd edition. Oxford 2013 (ISBN 0199981558).
* Boatwright, Mary (et. al.): A Brief History of the Romans. 2nd edition. Oxford 2013 (ISBN 0199987556).

The Book Store at Western sells both textbooks together (ISBN 978-0199014064)

**COURSE OBJECTIVES:** Although this course will necessarily include a basic historical outline, it is less concerned with battles and politics than with the cultural and social life and achievements of ancient Greece and Rome. Among the topics to be considered are: the aesthetic principles of art and literature and the masterpieces of architecture, sculpture and painting, poetry and prose; the structure of society and the position of women; slavery; everyday life; sport; warfare; and the city.

**LEARNING OBJECTIVES:**

On successful completion of this course students are expected to be able to:

* have acquired a knowledge of both political and social history
* identify both iconography and subject matter of ancient art
* address the symbolism of ancient art within its social/historical context
* an understanding of Greek and Roman archaeological evidence

**LEARNING OUTCOMES/ TRANSFERABLE SKILLS:**

Students completing this course are expected to have acquired an understanding of:

* historical perspective; how social norms are a product of time and events
* a the limits of primary evidence as actual historical fact

**GRADING SYSTEM:** (the exams are **not** cumulative)

Midterm 1 25%

Midterm 2 25%

Midterm 3 25%

Final Exam 25%

**NOTE FROM THE DEAN OF ARTS and HUMANITIES:** You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

**PLAGIARISM:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

**POLICY ON ACCOMMODATION FOR MEDICAL ILLNESS**: http://www.uwo.ca/univsec/handbook/appeals/accommodation\_medical.pdf

[downloadable Student Medical Certificate (SMC): **https:/studentservices.uwo.ca** [under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams and/or assignments worth 10% or more of their final grade must apply to the Office of the Dean of their home faculty and provide documentation.

**ACADEMIC ACCOMMODATION CANNOT BE GRANTED BY THE INSTRUCTOR OR DEPARTMENT.**

**UWO ACCESSIBILITY POLICY**. Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: **http://accessibility.uwo.ca/**

Students who are in emotional/mental distress should refer to Mental Health@Western [**http://www.uwo.ca/uwocom/mentalhealth/**](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**NOTES:**

**1.** Only on the documented basis of illness or other extreme circumstance will students be permitted to write a make-up test. In the case of illness, a student must contact the instructor immediately to arrange a make-up, and then submit supporting documentation to the Academic Counselling Office in his/her faculty. The make-up may differ in format from the original test. Students with conflicts or who are unable to write an exam based upon compassionate grounds (supported by appropriate documents), must apply in writing **prior to the exam**.

**2**. Although you may always make an appointment outside office hours, I would prefer to meet during them. As there are 200 students in the class, please direct your questions to the TA's first, unless it requires my attention only. All lectures can be found on OWL.

**3**. Exam questions will be based on class discussion and the assigned readings. Students can download the outlines of the lectures, which can be found on OWL.

**4.** All tests are multiple choice, and **not** cumulative; they cover **all** the material up to midterm since the preceding midterm. The midterms will be held during the regular class period.

**5.** There is **no** extra credit in this course & **no** re-weighting of the course components.

**6**. During all tests, no electronic devices of any kind will be permitted. I will pursue evidence of cheating to the utmost; students should familiarize themselves with the possible ramifications of academic misconduct by reading the following pdf file: http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**7**. Request for a midterm re-grade must be made within two weeks of the posting of grades.

**Tentative Schedule, fall semester:** (all readings for the fall semester from *A Brief History of Ancient Greece*, for the online readings, see the next page)

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| Sep 12 | 1. The Minoans, the Mycenaeans  **Read**: pp. 1-40 |
| 19 | 2. The ‘Dark Age’, Homer, Greek Religion  **Read**: pp. 41-66 plus online readings #1 (Homer) & #2 (Hesiod) |
| 26 | 3. Archaic Greece, Archaic Art, Lyric Poetry  **Read**: pp. 67-98 plus online reading #3 (Sappho) |
| Oct 3 | 4. The Olympics, Early Philosophy, The Symposium  **Read**: pp. 194-196 plus online reading #4 (Presocratics) |
| 10 | **NO CLASS: Fall Reading Week** |
| 17 | 5. Sparta, Athens, Greek Sexuality  **Read**: pp. 99-136 |
| 24 | **Midterm #1** |
| 31 | 6. The Persian Wars, The Delian League, Athenian Democracy  **Read**: pp. 136-163 |
| Nov 7 | 7. Oikos, Slavery, Classical Greek Art  **Read**: pp. 163-194 |
| 14 | 8. Greek Historians, Greek Tragedy, The Peloponnesian War  **Read**: pp. 196-246 |
| 21 | 9. The Crisis of the Polis, Athenian Law, Socrates/Plato/Aristotle  **Read**: pp. 247-282 plus online reading #5 (Lysias) |
| 28 | 10. The Rise of Macedon, Alexander the Great  **Read**: pp. 283-325, plus online reading #6 (Plato) |
| Dec 5 | 11. The Successors; Hellenistic Culture  **Read**: pp. 326-365 |

**Online Readings: Greek Half**

1. **Homer, *Iliad,* Book 1**

<http://www.richerresourcespublications.com/Books/Classic_Books/Homer/Iliad/Iliad-Flipbook.htm>

Be sure to read the brief summary of Homer in the textbook before tackling the online reading above. The Greeks viewed Homer as a moral and cultural guide for how a man ought to behave. In Book 1, what do the men (and gods) argue and dispute about? How do they persuade one another to do what they want?

1. **Hesiod, *Theogony*, lines 1-74, 104-225, 453-506, 886-929**

<https://msu.edu/~tyrrell/theogon.pdf>

This poem first describes how the poet Hesiod came to be inspired to write the poem itself, and then recounts the origins of the cosmos, gods, and men. How does Hesiod view the nine goddesses called the Muses, who preserve and transmit stories and laws?

Pay particular attention to how power is transferred from the kings of the gods: Heaven to his son Cronos, and Cronos to his son Zeus. How do their wives, Earth and Rhea influence these shifts in power?

1. **Sappho, *Poems*; read only the following poems:**

‘Some say horsemen, some say warriors’8

‘Stand up and look at me, face to face’9

‘Love shook my heart’10

‘He’s equal with the Gods, that man’

Fragments, on Love and Desire

<http://www.poetryintranslation.com/PITBR/Greek/Sappho.htm#_Toc76357050>

What is Sappho’s attitude toward love? To what does she compare it?

1. **Fragments of the Presocratics**

<http://www.columbia.edu/itc/religion/f2001/edit/docs/fragments_of_pre-socratics.htm>

1. **Lysias, *On the Murder of Eratosthenes***

<http://www.stoa.org/diotima/anthology/eratosthenes.shtml>

The speechwriter Lysias composed this speech for a man named Euphiletos, who was on trial for murdering Eratosthenes. According to Euphiletos, how did his wife arrange to have sex with Eratosthenes? Where did she first meet Eratosthenes? What things, in your opinion, does Euphiletos say that make him sympathetic?

1. **Plato, *Ion***

<http://www.well.com/~barce/Ion.pdf>

You only have to read the Ion (pp. 3-17), not the introduction or the appendix.

Socrates (So.) asks Ion, who is a rhapsodist (a professional singer of Homer), exactly what makes Homer so great. What reasons does Ion give for Homer’s greatness? What reason does Socrates give for why Ion is able to sing Homer’s poems so well?

**Tentative Schedule: winter semester**

(the textbook for the winter semester is *A Brief History of the Romans*

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| Jan 9 | 1. The Origins of Rome, Rank and Status, Roman Constitution  **Read**: pp. 1-38 plus online readings 1 & 2 |
| 16 | 2. Roman Constitution Pt II, Religion, The Conquest of Italy  **Read**: pp. 39-54 |
| 23 | 3. Roman Law, The Punic Wars, Roman Empire  **Read**: pp. 54-84 |
| 30 | 4. From the Gracchi to Sulla, Republican Art, The Roman Army  **Read:** pp. 84-115 plus online readings 3 & 4 |
| Feb 6 | 5. The End of the Republic Part I, Slavery  **Read**: pp. 116-143 plus online reading 5 |
| 13 | 6. The End of the Republic Part II  **Read:** pp. 143-172 plus online reading 6 |
| 20 | **Reading Week** |
| 27 | **Midterm #3 (7:00-9:00 PM)** |
| Mar 6 | 7. Augustus, Augustan Art, The Roman House  **Read**: pp. 172-192 |
| 13 | 8. Roman Women, The Julio-Claudians, The City of Rome  **Read**: pp. 193-212 |
| 20 | 9. The Flavians, The Adoptive Emperors and the Severans, Pompeii  **Read**: pp. 213-228, 237-256 plus online reading 7 |
| 27 | 10. Gladiators, Chariot Races  **Read:** pp. 228-236 |
| Apr 3 | 11. Diocletian, Constantine, and the Christians  **Read:** pp. 256-322 plus online reading 8 |
| Apr 10 | Review Class |

**Online Readings: Roman Half**

1. **The Founding of Rome, Livy**

<http://mcadams.posc.mu.edu/txt/ah/Livy/Livy01.html>

Only read from 1.3 (Ascanius and the Foundation of Alba) to 1.9 (The Rape of the Sabines)

1. **The Rape of Lucretia, Livy**

<http://www.thelatinlibrary.com/legacy/livy/lucretia.html>

1. **Speech of Marius, Sallust**

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0126%3Achapter%3D85>

Marius, an outsider at Rome, gave this speech while running for tribune. Note how he distinguishes himself from the rest of the Roman aristocracy.

1. **Description of Sulla, Plutarch**

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Sulla\*.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Sulla*.html)

Read only from 1.1 to the end of 6.9 “to get himself appointed general against Mithridates, he treated the soldiers under him with deference.”

1. **Accounts of Spartacus, Various Authors**

Read the pdf in the Roman Lectures folder on OWL

1. **Life of Julius Caesar, Suetonius**

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/Julius\*.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/Julius*.html)

Only read sections 45 to 56 (Beginning with “He is said to have been tall of stature with a fair complexion”)

1. **Destruction of Pompeii, Pliny**

<http://ancienthistory.about.com/od/pompeii/a/PlinyPompeii.htm>

Read all 3 parts (there is a link at the bottom to the other two parts)

1. **Account of Paul’s trial, Bible**

<https://www.biblegateway.com/passage/?search=Acts+25>

Read from Chapter 25 to Chapter 28

Paul was a Jew converted to Christianity, who had many powerful enemies throughout the Mediterranean.