

SURVEY OF GREEK CIVILIZATION

Tuesdays and Thursdays 18:05 - 20:55

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COURSE OBJECTIVES: Ancient Greek civilization has made an enormous contribution to world history, in particular to the societies of the Mediterranean and Ancient Near East. This course will examine how a relatively small socio-linguistic group came to have such a lasting influence on the politics, literature, art, religion, science, and philosophy of both the ancient and modern worlds. Emphasis will be placed on reading a selection of primary sources in translation (epic poetry, drama, philosophy, historiography) and situating those sources within their proper historical context. NB: This is a reading intensive course.

EVALUATION:

Quizzes (10 x 1%)	10% (10 questions on assigned reading)
Response Paper I	20% (on Homer's <i>Odyssey</i>)
Response Paper II	20% (on one of Aeschylus' or Sophocles' plays or Plato's <i>Symposium</i>)
Response Paper III	20% (Arrian's <i>Anabasis</i>)
Final Exam	30% (cumulative)

REQUIRED TEXTS

Homer, *Odyssey* (trans. Lattimore; NY: Harper Perennial, 1999)

Greek *Tragedies 1* (trans. Green and Lattimore; Chicago: University of Chicago Press, 1992)

Plato, *Symposium* (Oxford: OUP, 2008)

Arrian, *Alexander the Great: The Anabasis and the Indica* (Oxford: OUP, 2013)

LECTURE AND READING SCHEDULE

1	May 5		EARLY HISTORY OF GREECE
2	May 7	quiz 1	HOMER <i>Odyssey</i> 1-6
3	May 12	quiz 2	HOMER <i>Odyssey</i> 7-12
4	May 14	quiz 3	HOMER <i>Odyssey</i> 13-18
5	May 19	quiz 4	HOMER <i>Odyssey</i> 19-24
6	May 21	<u>response I</u>	THE CLASSICAL AGE
7	May 26	quiz 5	AESCHYLUS <i>Prometheus Bound</i> / <i>Agamemnon</i>
8	May 28	quiz 6	SOPHOCLES <i>Oedipus the King</i> / <i>Antigone</i>
9	June 2	quiz 7	PLATO <i>Symposium</i>
10	June 4	<u>response II</u>	THE HELLENISTIC WORLD
11	June 9	quiz 8	ARRIAN, <i>Anabasis</i> 1-2
12	June 11	quiz 9	ARRIAN, <i>Anabasis</i> 3-4
13	June 16	quiz 10	ARRIAN, <i>Anabasis</i> 5-7
		<u>response III</u>	(to be submitted at Final Exam)

What a reader response paper is:

A critical essay that expresses what a text means to you. It reflects a close reading of the work, contains specific examples drawn from the work (documented parenthetically with page numbers), and provides your well-considered opinion of the work's strengths and/or shortcomings. The essay demonstrates that you have read the book, internalized and contextualized its arguments, and can articulate and substantiate your reactions to it.

What a reader response paper is not:

-A descriptive summary of the book or of the historical events it describes.

-A research paper. You may consult additional sources (other studies of the same subject; other critiques of the book) if you like, but you are not required to do so.

-A classic "thesis" paper, in which you state a thesis argument at the front end and use the book to support this thesis, reiterating the argument in the conclusion. The essay must have an organizing argument but it should be more analytic than descriptive.

-An opportunity for general opinionating, nor an opportunity to make statements of opinion that are not supported by evidence drawn from the text.

-A test of whether you had the "right" interpretation of the book. This is a venue for you to express what the book means to **you**. It should display thoughtful evaluation of the text and express of how it may have contributed (or not contributed) to your understanding of a particular period, and why.

Ask yourself the following questions as you prepare to write a reader response paper. You don't need to include the answers to these questions in your paper, but they can help you organize your thoughts and decide what you'd like to write about in your response.

-What were the central themes of the book? Did the author, in your opinion, do a decent job of following through on those themes? Why or why not?

-What parts of the book did you like the most, and why?

How does this book relate to what interests you about ancient history? What did you learn from it? If you didn't learn much, why was that? What questions did this text leave you with? What would you like to learn more about?

Sample format for a reader response paper of 3-4 pages (double spaced):

1. **Introduction/theme:** 1-2 paragraphs that "set the stage" for what will follow.

2. **Background:** 2-3 paragraphs that introduce the book, its main arguments and context in which it was written, and place the text in its context.

3. **Analysis:** use the remainder of the paper to hone in on a certain element of the book and provide your opinion of it. You may choose to focus on the main argument of the book, or just one element of the book. The analysis should contain direct quotes or paraphrased examples from the book (all cited with page numbers) to support your argument.

4. **Conclusion:** one paragraph that brings us back to your entering statement and states the wider significance of this work to you, and to the literature.

EMAIL COMMUNICATION

Carleton's Connect Mail is the official mode of email communication for all matters having to do with the university and with this course. All communications sent by Connect are official, and you are expected to get them. It is not an option to claim you did not get some announcement or request because you have another email address. You can configure your connect account to forward university emails to another address, but you must be reachable through your Connect account. Also, any communication between you and me involving your personal information (like grades) must originate from a Connect account (FIPPA).

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see "Petitions to Defer")
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

DATES AND DEADLINES

Last day to withdraw (financial): with a full fee adjustment

Early Summer: May 22. Full Summer May 22.

Late Summer: July 23.

Last Day to withdraw (Academic):

Early Summer June 16. Full/Late Summer: August 14.

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term.

<http://carleton.ca/equity/accommodation/academic/>

For an accommodation request the processes are as follows:

Pregnancy obligation: contact the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist

Religious obligation: contact the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please contact the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library