

**The College of the Humanities**

**Greek and Roman Studies Program**

**CLCV 3000/HIST 3000: Topics in Ancient History**

**! uses and Mountbankery: the cultural history of classicism**

**Professor:** Dr. C. Hagerman

**Office:** 3A60 Paterson Hall

**Phone:** 520-2600 ext 7042

**Lectures:** 13:05-14:25

**Office Hours:** MW 11:30-13:00

**Description:** This course investigates the historical and continuing impact of classical antiquity on world history, a branch of study known as Classical Reception. Ancient Greece and Rome have long been valorized as the font of western art, architecture, law, government, poetry, city-planning, drama, philosophy, history, science, and even a particular style of warfare. More recently scholars have begun to unearth the darker elements of this legacy, including its contributions to racism, sexism, and imperialism in later ages. In addition to exploring some of these disparate legacies, this class focuses on the question central to Classical Reception Studies: to wit, did classical antiquity exert constitutive influence on later ages, or was its cultural authority simply exploited by those seeking to advance a particular agenda?

**Learning Objectives:**

Students will gain a deeper and more critical understanding of classical antiquity's contributions to western civilization in the past and present.

Students will gain a deeper understanding of how historical knowledge is made and remade in light of 'present' sensibilities, and how this knowledge shapes subsequent history.

Students will improve their critical reading, research, and writing skills.

Students will improve their impromptu and formal speaking skills.

## **Texts**

T. Cahill, *Sailing the Wine-dark Sea: why the Greeks Matter* (Doubleday, New York, 2003)  
J. Shaw, *Achilles in Vietnam: Combat Trauma and the Undoing of Personality* (Simon and Schuster, New York, 1995 ) **OR** *Odysseus in America: Combat Trauma and the Trials of Homecoming* (Simon and Schuster, New York, 2003)  
The Balance of readings (JSTOR articles) will be available via CULearn

## **Course Calendar**

N.b. as is consistent with a philosophy of dynamic and responsive pedagogy, the instructor reserves the right to alter the schedule of readings and topics in response to the needs of the class. Ample warning of any such changes will be given via in class announcement and email.

Jan. 5 – Introduction

*Preparation:*

Readings: H. Zerner, “Classicism as Power” *Art Journal* 47.1 (1988) 35-6 (website); Cahill, *Sailing the Wine-Dark Sea*, Chapters 1-4.

Jan. 10 - Introduction II

*Preparation:* Watch the film 300.

Cahill, *Sailing the Wine-Dark Sea*, Chapters 5-8.

Jan. 12 – Perspectives on Classical Reception I

*Readings:* W. R. Agard, *Classicism as Contemporary Guide* *CJ* 40.7 (1945) 387-97. [CULearn]

**AND**

Greenhill, S., “Introduction: shaking the foundations” *Who Needs Greek* (Cambridge: CUP, 2002) 1-13. (CULearn)

Jan. 17 - Perspectives on Classical Reception II

*Readings:* Martin Bernal, *Black Athena: the Afroasiatic roots of Western Civilization* Vol. I (extracts – CULearn)

**AND**

C. Winterer, “Introduction” *The Mirror of Antiquity: American women and the classical tradition, 1750-1900* 1-11. (CULearn)

Jan. 19 - Visions of Antiquity, classicism in Augustan Rome

Readings: P. Zanker, *The Power of Images in the Age of Augustus* (excerpts on CULearn).

Jan. 24 - The Renaissance I

*Readings:* Simon Greenhill, "Learning Greek is Heresy! Resisting Erasmus" Who Needs Greek (Cambridge: CUP, 2002) 14-59. (CUlearn)

Jan. 26 – The Renaissance II

*Readings:* B. Talvacchia, "Classical Paradigms and Renaissance Antiquarianism in Giulio Romano's "I Modi" I Tatti Studies 7 (1997) 81-118. [CUlearn]

**OR**

A.J. Close, "Commonplace Theories of Art and Nature in Classical Antiquity in the Renaissance" JHI 30.4 (1969) 467-86. [CUlearn]

Jan. 31 – The Renaissance III - Machiavelli & Shakespeare

*Readings:* S.G. Said, "Machiavelli's the Prince: the influence of classical history" (CUlearn) OR L. Strauss Machiavelli and Classical Literature (CUlearn) watch a version of Shakespeare's, Julius Caesar on-line.

**N.B. Reception Bibliography due today**

Feb. 2 – The Enlightenment I: Augustan England

*Readings:* Alexander Pope, Imitations of Horace (CUlearn)

J. W. Johnson, "What was Neoclassicism?" IBS 9.1 (1969) 49-70. (CUlearn)

Feb. 7 – The Enlightenment II: Sapere Aude!

*Readings:* Gibbon, History of the Decline and Fall of the Roman Empire (extracts); O. Augustinos, "Philhellenic promises and Hellenic Visions: Korais and the Discourses of the Enlightenment" Hellenisms 169-200. (CUlearn)

Feb. 14 – Classica Americana I

*Readings:* Miles, Edwin A., "The Young American Nation and the Classical World" Journal of the History of Ideas 35 No. 2 (1974) 259-74. (CUlearn)

Feb. 21 & 23 – **No Classes, Winter Break**

Feb. 28 – Classica Americana II

*Readings:* Lincoln's Gettysburg Address & Pericles' Funeral Oration;  
**AND**

C. Winterer, "The Greek Slave" The Mirror of Antiquity 165-190. (CUlearn)

Mar. 2 - Napoleonic France

*Readings:* J.W. McCoubrey, "Gros' Battle of Eylau and Roman Imperial Art" Art Bulletin 43.2 (1961) 135-9. (CUlearn)

**N.B. Reception Quick Note due today**

Mar. 7 – the Classics in Victorian Britain I

*Readings:* A. Cunningham, "The Philhellenes, Canning and Greek Independence" MES 14.2 (1978) 151-81. (CUlearn)

**OR**

C. Stray, "Culture and Discipline: Classics and Society in Victorian England", International Journal of the Classical Tradition vol. 3 (1996) 77-101. (CUlearn)

Mar. 9 – the Classics in Victorian Britain II

*Readings:* Landow, G., "Victorianized Romans: Images of Rome in Victorian Painting" Browning Institute Studies vol. 12 (1984) 29-52 (CUlearn)

**OR**

I. Hurst "Greek Heroines and the Wrongs of Women" Victorian Women Writers and the Classics 164-191. (CUlearn)

Mar. 14 - 19<sup>th</sup> Century Imperialism I

*Readings:* Betts, R.F., "Allusions to Rome in British imperialist thought in the late nineteenth and early twentieth centuries" Victorian Studies vol. 15 (1971) 149-59 (CUlearn); B. Isaac, "Introduction" The Invention of Racism in Classical Antiquity (CUlearn)

Mar. 16 - 19<sup>th</sup> Century Imperialism II

*Readings:* C. Hagerman, "In the footsteps of the Macedonian Conqueror" IJCT 16.4 (Handout)

**OR**

Majeed J., "Comparativism and references to Rome in British imperial attitudes to India" Roman Presences ed. C. Edwards (Cambridge, 1997) 88-109. (CUlearn)

Mar. 21 – Modern Classics?

*Readings:* S. Greenhill, "Blood from the Shadows: Strauss' disgusting, degenerate *Elektra*" Who Needs Greek 108-77. (CUlearn)

Mar. 23 – The Old Lie

*Readings:* E. Vandiver, "Introduction" Stand in the Trenches Achilles (CUlearn) Horace Odes III.2.13 (CUlearn); Wilfred Owen, "*Dulce et Decorum est*" (CUlearn)

Mar. 28 – Raising the 'Fasces': Mussolini's Nationalist Revival

*Readings:* K. Scott, "Mussolini and the Roman Empire" 27.9 (1932) 645-57. (CUlearn)

**OR**

G. Most, "Philhellenism, Cosmopolitanism, Nationalism" *Hellenisms* K. Zachariaia ed., 151-68. (CUlearn)

Mar. 30 – Post-Colonial exploitations

*Readings:* E. Greenwood, “We Speak Latin in Trinidad’: Uses of Classics in Caribbean Literature” in Classics and Colonialism 65-91

**OR**

from the same volume, F. Budelmann, “Greek Tragedies in West African Adaptations” 118-146. (CUlearn)

**OR**

E. Steinmeyer, “Post-Apartheid Electra: *In the City of Paradise*” Classics in Post-Colonial Worlds, L. Hardwick and C. Gillespie eds, 102-116. (CUlearn)

Apr. 4 – The Present Tense I

*Readings:* J. Shaw, Achilles in Vietnam: Combat Trauma and the Undoing of Character **OR** Odysseus in America: Combat Trauma and the Trials of Homecoming

Apr. 6 – Make-up, Conclusion and Review.

*Readings:* NA

## **Evaluations:**

**Participation** - *What:* your contribution to class (and on-line) activities. *How evaluated:* a combination of attendance, preparation, and frequency and quality of participation in on-line and class activities. *When:* daily. *Value:* 20% (N.b. will involve a self-assessment component, worth 25% of the participation grade to be submitted with written rationale via email no later than the day of the final exam.)

**Reception Bibliography:** *What:* a comprehensive bibliography on classical reception during a particular period of later history. *How evaluated:* the number and quality of sources, precision of citation, *When:* January 31 *Value:* 15%

**Reception Quick Note:** *What:* a short essay (500-750 words) on a building, painting, vase, sculpture, piece of jewelry, coin/medal, hairstyle, dress, play, poem, novel, film, or video game featuring classical antiquity *How evaluated:* a combination of expression, research and evidence, logical coherence, analytical incisiveness, and effort. *When:* Mar. 2 *Value:* 20%

**Influence or exploitation paper:** *What:* an argumentative essay ( ca. 2000 words) on the central theoretical dilemma presented by classicism: should it be understood as having influenced subsequent ages or as having been a symbol reconstituted and exploited by later ages? Or is it something in between? Topic must be approved by the instructor. *How evaluated:* a combination of expression, research and evidence, logical coherence, analytical incisiveness, and effort. *When:* Apr. 28 *Value:* 25%

**Final Exam:** *What:* a multi-question exam covering material addressed in the course. Students will be given the exam questions in the final week of classes. *How evaluated:* a combination of expression, research and evidence, logical coherence, analytical incisiveness, and effort. *When:* TBA (Date available Feb. 17.) *Value:* 20%

Return of work: I will make every effort to have assignments returned, with comments and grades, within 1 week of submission. But I cannot guarantee it.

## 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.

### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 9, 2016**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 7, 2017**.

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me 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. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 11, 2016** for the Fall term and **March 10, 2017** for the Winter term. For more details visit the Equity Services website: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

### 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 a final assignment or take home, in courses without a final examination, 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 **3 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 & Career Development Services 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-6632	4 <sup>th</sup> Floor Library
Learning Support Service 520-2600 Ext 1125	4 <sup>th</sup> Floor Library