

Because Carleton is on-line due to the COVID crisis, there are technological requirements so you can access the course as best as possible. Check the two web-sites just below. If you do NOT have an adequate device, Carleton has laptops that can be checked out and which they will mail to you at no cost.

Technical requirements: <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>

Browser requirements: <https://carleton.ca/culearnsupport/students/browser-support/>



Athens, National Museum 1462: Eleusis, votive  
Plaque to deified Herakles; first century BC

[admission of interest:  
under contract for book on Hercules on Oeta]

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Some parts of this course are scheduled as recorded assignments. If you are uncomfortable with this option, write to the professor for a back-up option.

**WE ASSUME AND EXPECT BOTH TERMS WILL BE ON-LINE**  
**This course privileges, and practices, work-place on-line and collaborative skills**

**Faculty of Humanities**  
**Department of Greek and Roman Studies**  
**FYSM 1106A:**  
**Attitudes to Love and Death in Antiquity -- Academic Year 2020-2021**

George W.M. Harrison, PhD  
Johan Voets, CDA

Class Hours:  
scheduled: ~~Mon/Wed 2:35-3:55~~  
Asynchronous when necessary (e.g. lectures)  
Synchronous (student reports) when possible

Office Location: remote

Class Location: on-line

Preferred email: [GeorgeHarrison@Carleton.ca](mailto:GeorgeHarrison@Carleton.ca)  
Email not answered late Friday - noon Sunday (reserved for family)

Office Hours: Mon and Wed 10:30-11:30 Eastern Canada Time (ie., Ottawa) via BBB  
Tues and Thurs 4:00 – 5:00 Eastern Canada Time (ie., Ottawa) via BBB

***Course Description:***

*course material*

Without Facebook and Twitter, the ancients used their art to express their rage and impotence against the relentless forces of nature and unforgivable actions of manunkind (from e.e. cummings, poet). This course explores how art and literature were used as safe criticism and as commentaries on their own times: Divorce through death (Philo), what makes a child legitimate (Ion), who would die for you (Alcestis), sex and dreams (Artemidorus), sex and yoga (Kama Sutra) groveling for forgiveness (consolations), what men say when women aren't around (Euripides), difference as pretext for denigration (Cyclops in art). There is, in addition, responses to the world around (natural history and natural disasters, advice on loving well, eating well, living long, open letters to rulers, and unsought and unwanted (and almost certainly unfollowed) advice to the coming generation.

*learning outcomes*

As a year-long course, this is a 'high impact' course, which means that it is one in which we can leverage our time together to maximize the enhancement of your critical reading, research, and writing skills. I am particularly concerned that though a close reading of ancient (in translation) sources and modern scholarship, you will learn to analyze texts closely in order to extract the greatest amount of knowledge possible. Part of this is learning, and practicing, how to distinguish between opinion and evidence and deconstruct arguments to see which ones are tenable because they are evidence-based and the argument is logical and coherent.

With the explosive increase in on-line sources, and our need in this time of disjunction, to rely on electronic resources, it is essential to effectively identify and evaluate resources in relation to a specific problem and retain it, despite how forceful and compelling it might be, on the basis of how relevant it is to the problem you set out to solve.

Once an issue is comprehensively explored, the second part of the puzzle is to learn how to arrange data and arguments and communicate results as forcibly and clearly as possible to gain the widest possible audience for your views. Part of the pleasure of writing and speaking is identifying resources on campus, and elsewhere, that can assist you in research and writing, and searching for venues where your research can be disseminated.

Because class also introduces students to several important services that Carleton provides, the first semester will have several guest speakers, and one guest speaker in the second semester. As it is also anticipated that students may wish to submit their work to undergraduate conferences or publications (such as Carleton's *Corvus*), time will be spent discussing the peer review process and how to prepare oral work for written publication.

[adapted from FYSM document of learning outcomes and pedagogical strategies]

**Course Books:**

*for Fall term group discussion (asynchronous but recorded)*

Konstan, David 2018. *In the Orbit of Love: Affection in Greece and Rome*. Oxford: Oxford University Press.

*For Winter term group discussion (asynchronous but recorded)*

Pomeroy, Sarah 2007. *The Murder of Regilla: A Case of Domesic Violence in Antiquity*. Cambridge (Mass.): Harvard University Press.

**Course Assessment:**

**→ due dates are for full-credit**

***Work accepted until end of course in April but with reduction proportional to extent of lateness***

<b>Oral Seminar Reports (via live ZOOM)</b>		<b>(20)</b>
Fall, each student has one from list		<b>10</b>
Winter, each student has one from list		<b>10</b>
<b>Book Report (groups recorded via ZOOM)</b>		<b>(20)</b>
Fall (Konstan)	<b>22 Oct</b>	<b>10</b>
Winter (Pomeroy)	<b>11 Feb</b>	<b>10</b>
<b>Wikipedia page (group project)</b>		<b>(18)</b>
Fall progress	<b>8 Dec</b>	<b>12</b>
Winter final product	<b>1 Mar</b>	<b>6</b>
<b>Fall Term Take Home Essay Test</b>	<b>opens Mon 7 Dec</b>	<b>(12)</b>
4 of 5 essay questions	<b>closes Wed 23 Dec</b>	<b>12</b>
<b>Course Essay</b>		<b>(18)</b>
Title	<b>23 Feb</b>	<b>1</b>
Abstract	<b>2 Mar</b>	<b>1</b>
Submission	<b>30 Mar</b>	<b>12</b>
Peer review	<b>1 April</b>	<b>2</b>
Re-action to peer review	<b>6 April</b>	<b>2</b>
<b>Winter Term Take Home Final Exam</b>	<b>opens Wed 7 April</b>	<b>(12)</b>
4 of 5 essay questions	<b>closes Fri 23 Apr</b>	<b>12</b>

*COVID Extra Credit*

<i>Introducing.../je m'appelle...</i>	<i>1</i>
<i>In-take survey</i>	<i>1</i>
<i>Participation in ZOOM with Konstan on his book</i>	<i>1</i>
<i>Participation in 'Last Week in Review'</i>	<i>up to 4</i>

→ see individual files on class CU-Learn site

for details

→ assignments can be handed in early (encouraged)

→ up to 5 points of low marks on assignments can be made up with participation in Incentive Workshops

- ✓ **ALL ASSIGNMENTS MUST BE UPLOADED ELECTRONICALLY ON CU LEARN SITE FOR THIS CLASS**  
[written work **MUST** be uploaded as .pdf;  
**Deduction for papers not following this format**]

[group videos via ZOOM/individual videos via Kaltura  
uploaded through cuLearn Media Space]

→ You all have calendars on your computers, phones, and other devices – get these days in and give yourself prompts a week ahead (or more) of deadlines

***Attendance Policy:***

Because seminars are high participation in giving reports and because class depends on discussion, attendance is mandatory.

*Absence from classes on days of presentations by fellow classmates is not allowed but sometimes unavoidable; attendance at **Incentive Workshops** will substitute for missed classes*

→ *Questions in both the mid-term and final will be based on class material and seminar presentations*

→ *one final note: use CHAT ROOM or FORUM to consult with each other; it is your 'personal café' – I will **not** monitor discussion among you all on these sites.*

***Suggested Class Outline:***

→ because of weekly seminar reports we cannot fall behind course outline

→ ALL of the readings will be on .pdf which will be loaded in class site

**Wed 9 Sept: Introducing...Je m'appelle (video); in-take survey; intro Kaltura**

Week 1: Turin Erotic Egyptian Papyrus

Week 2: Assyrian and Babylonian Love Poetry

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 3: Aristophanes, *Frogs*

Kama Sutra

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 4: Euripides, *Cyclops*

Cyclops in art

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 5: Plutarch, *Advice to Bride and Groom; Amatorius*

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

22 Oct Book report group discussions on Konstan Due

24 Oct ZOOM meeting with Konstan; EC for asking questions

Week 6: Philo, *On the Special Laws 6*

Hero(n)das, *Mimiambes*

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 6a: NO CLASS – FALL BREAK

Week 7: Plato, *Symposium*

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 8: Hesiod, *Catalogue of Women*; Alcman, *Partheneia*; Simonides on types of women

Greek Magical papyri

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 9: Artemidorus, *On Dreams*  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

Week 10: sex in Greek Art  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

Week 11: sex in Roman Art  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

8 Dec Wikipedia working draft due

Week 12: Euripides, *Alcestis*  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

Wed 23 Dec Fall mid-term exam (Essay form 4 of 5 questions) closes 5:00 PM

***WINTER TERM***

Wed 7 Jan: Punishing Rape Victims and Spousal Abuse in Greece and Rome

Week 1: Ovid, poems on Falling in Love; Falling out of Love; Weaponizing Cosmetics  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

Week 2: ancient plagues  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

Week 3: fires; earthquakes; tsunamis; volcanic eruptions; sea-level change  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

Week 4: Homer, Vergil and Ovid on visits to the underworld  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

Week 5: Gladiators and executions as entertainment and death rite  
**Mon seminar report** \_\_\_\_\_  
**Wed seminar report** \_\_\_\_\_

11 Feb Book report group discussions on Pomeroy Due

Week 6: Diogenes of Oinoanda, *Epitome on Nature*

[https://www.english.enoanda.cat/the\\_inscription.html](https://www.english.enoanda.cat/the_inscription.html)

Aetius, *On the Precepts of the Schools of Philosophy*

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A2008.01.0404>

[look only at book 5. entries 4-13 + entry 26 {plants are animals  
and so have souls}]

[apologies for *TERRIBLE* translation – only one available in English]

[the French translation is much better if you read French]

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 6a: NO CLASS – Winter Break

Week 7: Seneca, *Apocolocyntosis* (faux deification of Claudius)

Lucian, *Dialogues of the Dead* (Satire)

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 8: Sennacherib and Siege of Lachish

Assurbanipal Palace Reliefs

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

**23 Feb Title of Course Essay Due**

Week 9: Egyptian *Book of Going forth by Day* ('*Book of the Dead*'); tombs; grave markers

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

**1 Mar Final Version of Wikipedia group project due**

**2 Mar Abstract of Course Essay Due**

Week 10: Greek tombs and burial

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

Week 11: Roman tombs and burial

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

**30 Mar Final Submission of Term Essay**

Week 12: Christian and Jewish catacombs and burials

**Mon seminar report** \_\_\_\_\_

**Wed seminar report** \_\_\_\_\_

1 April peer review of one paper of classmate due

6 April reflective learning (cuPortfolio) on comments in peer review

Friday 23 April Winter mid-term exam (Essay form 4 of 5 questions) closes 5:00 PM

## **OTHER INFORMATION ON cuLearn**

### **OTHER IMPORTANT INFORMATION**

**A number of BBB/ZOOM ‘class visits’ are being arranged for you:**

#### **Media Space**

Issam Said

- Uploading video assignments into class

#### **Wikipedia**

Helaine Blumenthal

- Special web-sties for students using the site

#### **Greek and Roman Studies Writing Tutorial Service (WTS)**

Neven Brady Leddy

[neven.leddy@carleton.ca](mailto:neven.leddy@carleton.ca)

- Help on researching and organizing course essay – contact him early and often

#### **Library Research Skills**

Denize Tan

- Carleton library (OMNI) is amazing resource. What you access through the library site is guaranteed to be vetted as academic (what you get through Google cannot be guaranteed – especially problematic with anything touching on religion and on women)

#### **Academic Audit**

Nikki Mayville

- Shows you how to make sure what courses you are taking or may wish to take apply to graduation and other essential information in making academic decisions

#### **Incentive Program**

Sarah Kehoe

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Learning Support Workshops are designed to help students cultivate and refine their academic skills for a university environment.

Learning Support Workshops for the Fall 2020 term will be available starting September 10<sup>th</sup>, 2020; in the Winter 2021 term, workshops will be available beginning January 7<sup>th</sup>, 2021. To



see the complete Learning Support Workshop schedule, please visit mySuccess via Carleton Central. You can also view your CSAS Workshop attendance history at any time by logging into mySuccess.

In addition to the CSAS Learning Support Workshops hosted on campus, CSAS offers several online workshops. If you are interested in participating in an online workshop, you can enroll through the CSAS website: [carleton.ca/csas](http://carleton.ca/csas). Please also remember to review the Incentive Program participation policies here: [carleton.ca/csas/incentive-program/](http://carleton.ca/csas/incentive-program/).

Lakin Dagg

### **cuPortfolio**

Stacy Malloch

<http://co-opcareercourse.ca/cuportfolio/culearn-sub/story.html>

You will use cuPortfolio for the peer review and reflective re-action in the last week of the semester

### **David Konstan**

#### ■ **Live, synchronos meeting with the author end of October**

Author of *In the Orbit of Love: Affection in Greece and Rome*

Former president of the Society for Classical Studies



# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

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This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

### Copies of Written Work Submitted

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

### Academic Integrity at Carleton

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The University Senate defines **plagiarism** as “*presenting, whether intentionally 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 that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

# Academic Accommodation Policy

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## Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

**Parental Leave:** The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

**Religious obligation:** Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

### **Academic Accommodations for Students with Disabilities:**

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

### **Survivors of Sexual Violence**

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident of or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or support.](#)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. [More information.](#)

# Grading System at Carleton University

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Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

The [system of grades](#) used, with corresponding grade points and the percentage conversion, is listed below. Grade points indicated are for courses with 1.0 credit value.

## Course Sharing Websites and Copyright

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Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

## Student Rights and Responsibilities at Carleton

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Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

[7 Student Rights and Responsibilities](#)

## Deferred Term Work

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In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

[More information of deferred Term Work](#)

## Deferred Final Exams

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Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals](#)

## [Financial vs. Academic Withdrawal](#)

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Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

## Department Contact Information

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*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)