

**The College of the Humanities
FYSM 1106B Issues in Classics
A History of Sparta
Prof. John Serrati
Fall-Winter 2017-2018**

Syllabus

Instructor: Prof. John Serrati
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Lectures: Mondays and Wednesdays 14h35-15h55
Classroom: Canal Building 3400
Office hours: Mondays 13h00-14h00; Wednesdays 16h00-16h30 (Carleton)
Mondays 17h00-18h30; Saturdays 14h00-15h00 (University of Ottawa)
or by appointment
Department: Greek and Roman Studies
Administrator: Andrea McIntyre (Paterson Hall 300)
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Course Description

We shall study the history of ancient Sparta from its legendary origins until the Roman Empire. Analysis will involve the examination of the historical events that shaped Sparta, as well as in-depth studies of Spartan civilisation from political, geographic, economic, religious, and cultural standpoints. Finally, we shall look at the reception of Spartan history in the twentieth century.

There is no prerequisite for this course and students do not need to have any knowledge of or background in the ancient world.

Required Texts

Available at the Bookstore:

Kennell, N.M. *Spartans: A New History*. Oxford: Blackwell, 2010.

Posted on CULearn:

Whitby, M. (ed.), *Sparta*. London: Routledge, 2002.

Bibliography and Suggested Readings

Cartledge, P. *Sparta and Lakonia: A Regional History 1300-362 BC*. Second edn. London: Routledge, 2002.

Library Guides

Students are encouraged to use the study guides for individual disciplines provided by the Library. The guides for Greek and Roman Studies and Archaeology, as well as the style guides for citing research material can be found at the Library Research Help Desk and on the Library website.

CULearn

Although the main source of information for dates for assignments and course activities will be announcements and reminders in class, students will find CULearn a valuable resource. On the site, students shall find handouts for some assignments, important dates in the calendar, and through Ares, a collection of readings which students shall draw on for assignments and in-class discussions.

Evaluation Plan

Fall semester

Participation in two in-class discussions	10%
Mid-Term Examination	20%

Winter semester

Participation in two in-class discussions	10%
Essay Preliminary Draft	10%
Essay Final Draft	30%
Cumulative Final Examination	20%

Brief Description of Evaluations

In-class discussions: small group discussions based on assigned readings (*infra* 10); students are graded individually and participation marks are based on the quantity and quality of each student's discussion.

Essay preliminary draft: a completed draft of the essay following the instructions (to be distributed on Wednesday 10 January). Students shall have this assignment returned along with a page of comments outlining how the essay can be improved for the final draft.

Essay final draft: the final draft of the essay assignment; comments from the returned preliminary draft should be incorporated.

Mid-Term and Final examinations: the examinations shall consist of six essay questions, out of which students shall answer three. Both examinations shall take during the official examination period.

Fuller Explanation of Course Content

Ancient Sparta is primarily known for its military prowess. Closer examination, however, reveals that the Spartans were far more than simple machinelike soldiers who thought of nothing but war and the state. Their society was significantly complex, and Sparta set out its laws and rules for government in written form earlier than any other polis. Additionally, Sparta featured atypical sexual and gender relations as women could own land and men were encouraged to form homosexual partnerships. This course shall study the history of ancient Sparta from its legendary origins until the Roman Empire. Analysis will involve the examination Homeric legends and Sparta's role in the Trojan War, as well as the events that shaped historical Sparta. This will include in-depth studies of Spartan civilisation from the standpoints of politics, geography, gender, economy, religion, and culture. Finally, focussing particularly on the Cold War as well as the graphic novel and film 300, we shall look at the reception of Spartan history through modern politics, literature, and film.

Important Notes

Please note that extensions, postponements, and resits shall **NOT** be granted for any assignment whatsoever. Students shall be penalised one-third of a letter grade for individual assignments per working day late. They shall only be considered upon presentation of **VALID** evidence within five working days of the deadline. For absences longer than ten working days, special arrangements should be made with the instructor.

Submissions via email are not accepted for this course.

Please read very carefully the University document, **Regulations Common to all Humanities Students** at the end of the *syllabus*. This gives information on the grading system and academic accommodations. Please note in particular the regulations concerning plagiarism. This is a serious academic offence. If there is any concern that a student may, intentionally or not, have committed an academic offence in completing the assignments, he or she shall be reported to the Associate Dean as explained in this document. Similarly, any student who is found to be cheating on the mid-term or the final examination shall also be reported. These situations are unfortunate, but it is not fair to the integrity of the other students in the class or the University as a whole if they are left unaddressed.

Students are encouraged to seek the resources of Learning Support Services (LSS), the Academic Writing Centre (both on the fourth floor of the Library), and the Student Academic Success Centre (SASC in Tory 302) for guidance in their university studies. A representative from SASC will give a presentation in the winter term to inform and advise students about their individual audits, majors and minors, and related aspects of university programmes. Other in-class workshops may be arranged, but individual students are always able to avail themselves of the numerous resources on campus for other matters including counselling and employment. Most importantly, please do not hesitate to seek the help of the instructor anytime, whatever the concern.

It is the responsibility of the student to make sure that he or she is up-to-date concerning readings, class progress, and assignments. Please note that a student's formal carleton.ca email address must, by university regulations, be used for all correspondence between student and instructor (in other words not gmail or hotmail and such). Students are encouraged to visit the instructor during office hours if they have any concerns about the course material, questions about assignments, or requests for help of any kind. An appointment can be arranged if the student has another class during the office hours.

My teaching philosophy: I believe very strongly in the mission of the university system and its ability to prepare students to meet future challenges. At the same time, students in my classes should be aware that I consider university to be higher education. As such, I assign a great deal of individual responsibility to each and every student, and I view all persons enrolled in university as being adults capable of making their own decisions as to how to best achieve their goals. In other words, while I will help you in every reasonable way, your effort as well as your grades remain your responsibility.

Some advice:

- There is a direct correlation between regular class attendance and success; you should attend and participate in every class.
- Sit near the front of the room so that the professor can be heard, you can see the slides, and you are not easily distracted.
- Take good notes. I cannot emphasise this point enough. You simply cannot succeed in higher education without note-taking skills. Not only does writing something down help commit it to memory, but through your notes you shall gradually build-up everything required to study for the examinations. Simply put, do not expect to reconstruct and interpret centuries of history based simply on listening to lectures.
- If you are not someone who can turn off your phone during lectures, then at least keep texting to a minimum; you cannot expect to grasp an eighty minute lecture if you are breaking your concentration every five minutes to send a text.
- You will need to understand and engage with both the content presented in the assigned readings as well as in the lectures in order to truly succeed in this class, as you shall be tested on both.
- If you have a question, whether in class or between lectures, ask it.
- Everything tends to work better when people are face-to-face, so visit me during my office hours and let me know who you are. I can only give you help or guidance if you ask for it. If you do ask, you will find that I can be extremely generous with my time.

- If you have a small question or cannot attend my office hours, then send me an email.

Overall, you should know that I am on your side; I want you to pass and I genuinely like awarding students high grades. Provided I see that you yourself are putting in the effort and taking your place in the class seriously, I am prepared to aid you in any way I reasonably can.

CLASS SCHEDULE

ORDER OF SUBJECTS AND ACCOMPANYING READINGS

Page numbers refer to

Kennell, N.M. *Spartans: A New History*. Oxford: Blackwell, 2010.

- Lecture 1: **Who were the Spartans?** (p. 4-19)
- Lecture 2: **Prehistoric Sparta** (p. 20-33)
- Lecture 3: **Archaic Sparta** (p. 33-43)
- Lecture 4: **The Laws of Lykurgos** (p. 43-53, 93-114)
- Lecture 5: **Spartan Society** (p. 170-174)
- Lecture 6: **The Reign of King Kleomenes** (p. 54-61)
- Lecture 7: **The Persian Wars** (p. 62-75)
- Lecture 8: **Helots and Perioikoi** (p. 76-92)
- Lecture 9: **Spartan Women** (p. 163-170)
- Lecture 10: **Sparta and Athens** (p. 115-134)
- Lecture 11: **The Decline of Sparta** ☹ (p. 135-158)
- Lecture 12: **Hellenistic and Roman Sparta** (p. 159-194)
- Lecture 13: **Sparta in Medieval and Early Modern Thought**
- Lecture 14: **Sparta and Nazi Germany**
- Lecture 15: **Sparta and the Cold War**
- Film 1: *300 Spartans* (1962)
- Lecture 16: **Sparta in the Twenty-First Century**
- Film 2: *300* (2006)

DATES TO REMEMBER

Monday 9 October

Ἡμέρα Σελήνης Κ Πάναμος
Hemera Selenes 20 Panamos

Thanksgiving (no class)

Monday 16 October

Ἡμέρα Σελήνης ΚΨ Πάναμος
Hemera Selenes 26 Panamos

In-Class Discussion 1 (5%)

Wednesday 18 October

Ἡμέρα Ἑρμοῦ ΚΗ Πάναμος
Hemera Hermu 28 Panamos

In-Class Discussion 1 (5%)

Monday 23-Friday 27 October

Ἡμέρα Σελήνης Δ-Ἡμέρα
Ἄφροδίτης Η Ἄπελλαίος
Hemera Selenes 23-Hemera
Aphrodites 27 Apellaios

Study Break (no class)

Monday 20 November

Ἡμέρα Σελήνης Β Ἡράσιος
Hemera Selenes 2 Herasios

In-Class Discussion 2 (5%)

Wednesday 22 November

Ἡμέρα Ἑρμοῦ Δ Ἡράσιος
Hemera Hermu 4 Herasios

In-Class Discussion 2 (5%)

**During the Official Fall Term
Examination Period**

Mid-Term Examination (20%)

Wednesday 10 January

Ἡμέρα Ἑρμοῦ ΙΓ Λύκειος
Hemera Hermu 23 Lykeios

Distribution of Essay Assignment

Wednesday 14 February

Ἡμέρα Ἑρμοῦ ΚΖ Λαφρίος
Hemera Hermu 27 Laphrios

Submission of Preliminary Essay Draft (10%)

Monday 19-Friday 23 February

Ἡμέρα Σελήνης Δ-Ἡμέρα
Ἄφροδίτης Η Ἄρτεμίσιος
Hemera Selenes 19-Hemera
Aphrodites 23 Artemisios

Study Break (no class)**Wednesday 28 February**

Ἡμέρα Ἑρμοῦ ΙΓ Ἄρτεμίσιος
Himera Selenes 13 Artemisios

Return of Preliminary Essay Draft**Wednesday 14 March**

Ἡμέρα Ἑρμοῦ ΚΖ Ἄρτεμίσιος
Hemera Selenes 27 Artemisios

Submission of Essays (30%)**Monday 19 March**

Ἡμέρα Σελήνης Β Γεράστιος
Hemera Selenes 2 Gerastios

In-Class Discussion 3 (5%)**Wednesday 21 March**

Ἡμέρα Ἑρμοῦ Δ Γεράστιος
Hemera Hermu 4 Gerastios

In-Class Discussion 3 (5%)**Monday 2 April**

Ἡμέρα Σελήνης ΙΖ Γεράστιος
Hemera Selenes 16 Gerastios

In-Class Discussion 4 (5%)**Wednesday 4 April**

Ἡμέρα Ἑρμοῦ ΙΗ Γεράστιος
Hemera Hermu 18 Gerastios

In-Class Discussion 4 (5%)**Wednesday 9 April**

Ἡμέρα Ἑρμοῦ ΚΓ Γεράστιος
Hemera Hermu 23 Gerastios

Revision and Summary**During the Official Winter Term
Examination Period****Final Examination (20%)**

The ancient Greek dates listed above represent the closest that one can come to reconstructing the Spartan calendar. Although this calendar had twelve months, it was lunar, and thus it does not synchronise with our own solar system of date reckoning. We know the names of ten months within the Spartan calendar. Apellaios is unattested, but Sparta did have an Apellai festival for Apollo, and in other Doric calendars this festival always took place in the month of Apellaios. Panamos, an alternate name for Zeus ('all-knowing'), is likewise unattested, but closed out the year in every other

Doric calendar which can be reconstructed. It was also the month of intercalation, simply being called Deuterios ('Second') Panamos. The exact order of Apellaios, Herasios, and Lykeios is unknown, and is here reconstructed based on other Doric calendars.

Key (for 2017-2018):

Πάναμος (Panamos)=September/October

NEW SPARTAN YEAR

Ἄπελλαῖος (Apellaios)=October/November

Ἡράσιος (Herasios)=November/December

Λύκειος (Lykeios)=December/January

Λαφρίος (Laphrios)=January/February

Ἄρτεμίσιος (Artemisios)=February/March

Γεράστιος (Gerastios)=March/April

Φλειάσιος (Phleiasios)=April/May

Αγριάνιος (Agrianios)=May/June

Ἰακίνθιος (Hyakinthios)=June/July

Ἑκατομβεών (Hekatombeon)=July/August

Κάρνιος (Karneios)=August/September

Πάναμος (Panamos)=September/October

Δεύτερος Πάναμος (Deuterios Panamos)=October/November

Ἡμέρα Σελήνης (Hemera Selenes)=Monday¹

Ἡμέρα Ἄρεως (Hemera Areos)=Tuesday

Ἡμέρα Ἑρμοῦ (Hemera Hermu)=Wednesday

Ἡμέρα Διός (Hemera Dios)=Thursday

Ἡμέρα Ἀφροδίτης (Hemera Aphrodites)=Friday

Ἡμέρα Κρόνου (Hemera Kronu)=Saturday

Ἡμέρα Ἡλίου (Hemera Heliou)=Sunday

¹The concept of naming of each day as well as the seven day week, both of which originated in the Near East, did not begin in the Greek East until the late first century AD. The latter only became law in AD 321 with the advent of Christianity.

SEMINAR READING

Seminar 1: **Spartan Women**

Aristotle, *Politics* 2.1269b.

Lefkowitz, M.R. and M.B. Fant, *Women's Life in Greece and Rome: A Source Book in Translation*.
Third edn. Baltimore: Johns Hopkins University Press, 2005: 83-89.

Seminar 2: **Helots**

Birgalias, N. 'Helotage and Spartan Social Organization', in A. Powell and S. Hodkinson (eds),
Sparta: Beyond the Mirage. Swansea: The Classical Press of Wales, 2002, p. 249-266.

Seminar 3: **The 300 Spartans (motion picture)**

Clough, E. 'Loyalty and Liberty: Thermopylae in the Western Imagination', in T.J. Figueira (ed.),
Spartan Society. Swansea: Classical Press of Wales, 2004: 363-384.

Maté, R. (director), *The 300 Spartans*. Los Angeles: Twentieth Century Fox, 1962.

Nikoloutsos, K.P. 'Reviving the Past: Cinematic History and Popular Memory in *The 300 Spartans*
(1962)', *Classical World* 106 (2013): 261-283.

Seminar 4: **300 (motion picture)**

Scriver, S. 'Subjectivity, Identity, and 300 Spartans', *Psychoanalysis, Culture and Society* 14
(2009): 183-199.

Snyder, Z. (director) *300*. Los Angeles: Warner Brothers, 2006.

Tyma, A.W. 'This is Sparta! Mediated Mythology as Pedagogy in *300*', *Journal of Communication*
Inquiry 39 (2015): 5-20.

ESSAY ASSIGNMENT

Do one of the three following essays.

Essay 1

Why was the Spartan army so consistently successful on the battlefield?

Primary:

Sage, M.M. *Warfare in Ancient Greece: A Sourcebook*. London: Routledge, 1996: passages 44-46, 59-60, 112-114.

NB Students must cite the original ancient authors when referring to the above passages.

Secondary:

Cartledge, P. 'Hoplites and Heroes: Sparta's Contribution to the Technique of Ancient Warfare', *Journal of Hellenic Studies*, 94 (1977): 11-27.

Hodkinson, S. 'Social Order and the Conflicy of Values', in M. Whitby (ed.), *Sparta*. London: Routledge, 2002: 119-124.

Humble, N. 'Why the Spartans Fight so Well ... Even in Disorder? - Xenophon's View', in S. Hodkinson and A. Powell (eds), *Sparta and War*. Swansea: Classical Press of Wales, 2006: 219-234.

Millender, E. 'The Greek Battlefield: Classical Sparta and the Spectacle of Hoplite Warfare', W. Riess and G.G. Fagan (eds), *The Topography of Violence in the Greco-Roman World*. Ann Arbor: University of Michigan Press, 2016: 162-194.

Yellin, K. *Battlefield Exhortation: The Rhetoric of Combat Leadership*. Columbia: University of South Carolina Press, 2008: 23-35.

Essay 2

Why were homosexual relations between men so prevalent at Sparta? What role did homosexuality play within Spartan society?

Primary:

Xenophon, *Constitution of the Lakedaimonians* 2.12-14.

Secondary:

Cartledge, P. 'The Politics of Spartan Pederasty', in *Spartan Reflections*. Berkeley: University of California Press, 2001: 91-105.

Dover, K.J. *Greek Homosexuality*. London: Duckworth, 1978: 179-202.

Link, S. 'Education and Pederasty in Spartan and Cretan Society', in S. Hodkinson (ed.), *Sparta: Comparative Approaches*. Swansea: Classical Press of Wales, 2009: 89-111.

Percy III, W.A. *Pederasty and Pedagogy in Archaic Greece*. Urbana: University of Illinois Press, 1996: 73-92.

Powell, A. 'Dining Groups, Marriage, Homosexuality', in M. Whitby (ed.), *Sparta*. London: Routledge, 2002: 90-103.

Essay 3

What factors account for the decline of Sparta in the fourth century? Was this decline inevitable?

Buckley, T. *Aspects of Greek History 750-323 BC: A Source-Based Approach*. London: Routledge, 1996: 424-466.

Cartledge, P. *Sparta and Lakonia: A Regional History 1300-362 BC*. Second edn. London: Routledge, 2002: 263-272.

Cawkwell, G. 'The Decline of Sparta', in M. Whitby (ed.), *Sparta*. London: Routledge, 2002: 236-257.

Hodkinson, S. 'Inheritance, Marriage and Demography: Perspectives upon the Success and Decline of Classical Sparta', in A. Powell (ed.), *Classical Sparta: Techniques Behind her Success*. London, Routledge, 1989: 79-121.



University Regulations for 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.

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found on <https://carleton.ca/registrar/academic-integrity/#AIatCU>.

Academic Accommodation Policy

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to 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. For more details see the [Student Guide](#)

Religious obligation: write to 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. For more details see the [Student Guide](#)

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).

Grading System at Carleton University

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. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System Chart](#)

Course Sharing Websites and Copyright

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).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and

preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

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.

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. More information is available [in the calendar](#).

Deferred Exams

Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

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 [forms and fees page](#).

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

More information can be found [in the calendar](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to: [Registrar's Office](#)

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA.

NEW FALL 2017: WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term. Students may withdraw on or before the last day of classes.

Dates can be found here: <http://calendar.carleton.ca/academicyear/>

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)