

UCLA Department of Classics
Classics 10 “Discovering the Greeks”
Summer Session C 2020
Draft
Final version may differ



Detail. Priam painter, *Hydria* with women at the fountain. Ca. 520 BCE
<http://educators.mfa.org/ancient/water-jar-hydria-women-fountain-64617>

When

August 3rd – September 11th
MWF 9:00-10:50 am (LA time) on Zoom.
Zoom Meeting ID TBD
More details on synchronous and asynchronous components of this course to follow.

Instructor

Diana Librandi (Pronouns: she, her, hers)
Email: dianalibrandi@ad.ucla.edu

- Feel free to email me with questions and concerns. I will do my best to reply within 48 hours, though often it will be quicker. I may not be able to reply during the weekend nor to last-minute questions. Email etiquette: see the [Resources and Policies](#) section below, which I encourage you to read carefully in its entirety in order to get the most out of the resources that can facilitate your learning experience at UCLA.

- I will promptly announce any changes to our syllabus via email.

Office Hours: Mondays from 11:00 am to 13:00 pm (LA time) on Zoom Meeting ID TBD

and by appt. I encourage you to send me an email to schedule an appointment if regular office hours do not work for you.

Classics Summer Sessions Supervisor

Dr. Sam Beckelhymer
sbeckelhymer@humnet.ucla.edu

Classics Student Affairs Officer

Savannah Shapiro sshapiro@humnet.ucla.edu

Course description

Who were the ancient Greeks and why study them? We will attempt to answer these questions in our 6-week course Classics 10 “Discovering Greeks,” a general introduction to ancient Greek history and culture. In addition to the main events that shaped the history of ancient Greece from the Trojan War to the imperial conquests of Alexander the Great, we will discuss the most important, yet problematic, cultural achievements of this ancient civilization and bring them into conversation with our contemporary world. Among other things, we will learn how Greek democracy functioned and how it differed from modern democratic institutions. We will read several Greek dramas and reflect on the meaning of “tragedy” and “comedy” today. We will examine what Sappho’s poetry reveals about the life of ancient women, and by extension, about the limits of the extant sources for reconstructing the lives of marginalized groups. In short, we will look at what we can learn from the ancient Greeks, while being alert to the risks of idealizing or dismissing what their testimony reveals about the human experience.

Required Textbooks

(available in UCLA Campus Store <https://shop.uclastore.com/default.aspx> and in other online stores also as ebooks).

1. Jeremy McInerney, *Ancient Greece: A New History*. Thames&Hudson. 2018. <https://wwnorton.com/books/9780500293379/about-the-book/product-details>

2. Stanley Lombardo (trans.), *The Essential Homer*. Hackett. 2000. <https://www.hackettpublishing.com/the-essential-homer>
3. Finley, M.I. (ed.) *The Portable Greek Historians*. Penguin Random House. 1977. <https://www.penguinrandomhouse.com/books/321186/the-portable-greek-historians-by-m-i-finley/>

Disclaimers and Guidelines for Inclusive Discussion

In our meetings we aim to create a judgement-free environment, where we strive to never make assumptions about gender, race, gender pronouns, sexual orientation, and life experiences. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. We all have

a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. It is important to be aware that our readings can be graphic and our discussion of sensitive topics may trigger unpleasant emotions or memories. I would encourage you to discuss with me potential modifications to the course material in accordance with your particular sensitivities.

Learning Goals

At the end of this course, students will be able to

1. Memorize historical events and examine their political significance as well as their impact on cultural production.
2. Produce close readings of ancient Greek texts in translation.
3. Reflect on the legacy of ancient Greece in modern and contemporary contexts.

4. Develop presentational skills.
5. Compare and contrast poetic, historical, and film accounts of the same event.
6. Examine the challenges of reconstructing the lives of marginalized groups on the basis of extant written and archaeological sources.

Attendance and Participation Policy

Attendance and participation are essential for you to succeed in the class. Given the different time zones we may be in due to the Covid-19 pandemic, lectures will be recorded and will be available on CCLE for a week.

Late Work and Requests for Extensions

Late work submitted within a week from the deadline is eligible for 80% of original points. Late work submitted after a week from the deadline is not eligible for points. If you have an unwelcome emergency for which you can provide documentation, I am happy to meet your requests for deadline extensions.

Readings and Time Commitment

All readings must be completed for the day on which they are listed.

All readings not featured in your required textbooks will be available on CCLE as PDFs.

The average time to complete the readings assigned for each meeting is around 2.5 hours.

Grade Cutoffs

Out of 100

A range: A 93-100 | A- 90-92

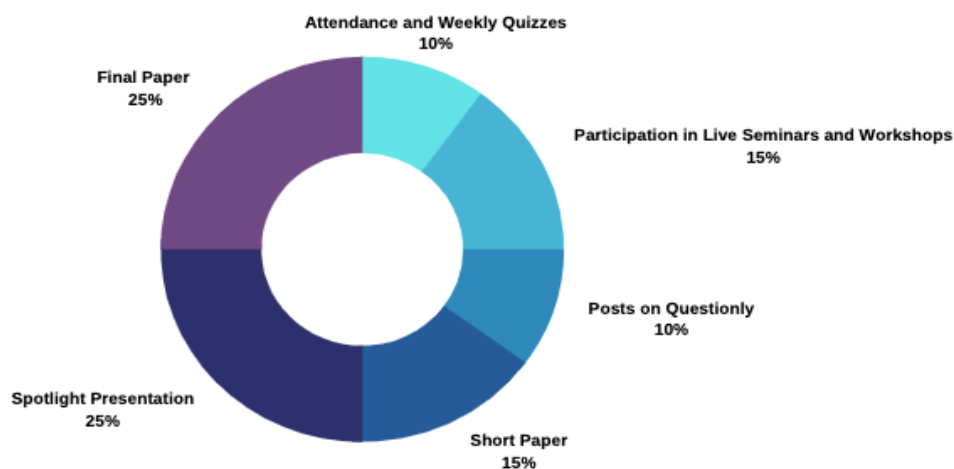
B range: B+ 87-89 | B 84-86 | B- 80-83

C range: C+ 77-79 | C 74-76 | C- 70-73

D 65-69

F 64 and below

Course Grade Infographic



Assignments and Course Grade Breakdown	Due	%
Attendance. Lectures and Weekly Quizzes The quizzes will be graded pass/no pass. You will be required to complete them in order to self-assess your knowledge and memorize key concepts and events. You can take each quiz twice and you will pass with 85% of correct answers. In order to succeed it is essential to read with attention the chapters assigned from McInerney's textbook and to attend/watch my lectures. With two exceptions, weekly quizzes are not cumulative.	Throughout the course	10%

<p>The exceptions are the quiz in week 3 and the quiz in week 6: they will be cumulative and will cover respectively the material of weeks 1-3 and 4-6.</p>		
<p>Participation. Live Seminars and Workshops Active participation is essential for your success in the course. Be ready to discuss the readings with the help of notes and highlighted excerpts. Bring questions about anything that is unclear or that you wish to discuss further. Summarize for yourselves the readings and be prepared to discuss them.</p> <p>You have n. 1 freebie that can be used as you wish throughout the course.</p>	<p>Throughout the course</p>	<p>15%</p>
<p>Posts on Questionly Writing discussion questions and responses is good training practice for the essay due at the end of the course, as it encourages you to think critically, express your ideas concisely, and formulate questions based on your own insights and curiosities. 3 responses and 3 discussion questions are required.</p> <p>Response Posts In week 1, 3, and 5 you will be required to post a minimum 400-word response to a question I will post on our discussion forum. You may want to look at your responses as opportunities to write down concisely your own reflections on a specific issue, text, or artifact I submit to your attention.</p> <p>Discussion Questions In week 2, 4, and 6 you will post a discussion question related to the readings assigned for that week. You may want to consider the practice of formulating your own questions as an opportunity to pivot our discussion towards an issue, text, or artifact you believe is thought-provoking and challenging.</p>	<p>Every Thursday by 11 PM PDT (LA time)</p>	<p>10%</p>
<p>Close reading short paper. Write a 1000-1500 word paper that focuses on a passage from a given selection. A well-done assignment will avoid excessive plot summary, but will instead discuss the text’s features and patterns and how you propose to interpret them. We will have a close reading workshop in class before the assignment is due and more detailed instructions will be available on CCLE.</p>	<p>Week 3 By Saturday 9 pm (LA time)</p>	<p>15%</p>
<p>Spotlight Presentation Creation Choose a topic and prepare a 10-12 minute lecture or podcast on it. You can find detailed instructions for this assignment on CCLE.</p> <p>Peer Review of Videos You will be required to watch a set number of videos posted by your peers and give your peers feedback. You will be provided with a rubric that will help you assess your peer’s spotlight presentation. I also encourage you to ask questions on the topic of the presentation.</p>	<p>TBD With Instructor</p> <p>Throughout the Course</p>	<p>20%</p> <p>5%</p>

Final Essay Choose one of two prompts and write a 2500-3000 word paper. Detailed instructions to complete this assignment and grading rubric will be available on CCLE.	September 15 th 2020 9PM PDT (LA time)	25%
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Schedule of Classes

Week 1

Early Greece. Minoans, Mycenaeans, and Homer

In our first week we will look at the origins of the Greek civilization, focusing on the Minoans (Crete) and the Mycenaeans (on mainland Mycenae). We will also read parts of the *Iliad* and the *Odyssey*, which will accompany us throughout the course, and practice close reading of passages from these poems.

Aug. 3th

Beginnings

McInerney Chapter 1 (pp. 14-28)

The Essential Homer. Introduction (pp. ix-xx)

Iliad 1 (pp. 1-19) and *Odyssey* 1 (pp. 241-254). The rage of Achilles and the sufferings of Odysseus

Aug. 5th

Labyrinths and Monsters

McInerney Chapter 2 (pp. 33-49): Early Greece and Minoans: the Labyrinth and the Minotaur

Odyssey 9 (pp. 298-314) The Cyclops

Aug. 7th

Mycenae. Palaces and Heroes

McInerney Chapter 3 (pp. 63-91): Mycenae Rich in Gold

The Homeric Heroes (Life in and out the Royal Palace): *Iliad* 6 (pp. 69-82)

 Week 2

The Archaic Age and Women's Poetry

In week 2 we will examine how the city of Sparta emerged as a distinct political entity in the archaic age. We will consider what poems composed by poets from Sparta can tell about the society of the time. We will focus on a prominent Spartan woman, Helen, allegedly responsible for the Trojan war, and we will conclude by reading poetry written by ancient Greek women.

Aug. 10th

Sparta and the Military

McInerney Chapter 5 (pp. 125-137)

Tyrtaeus, poems 11, 12 (available as PDFs on CCLE)

Aug. 12th

Spartan Society and Women

McInerney Chapter 5 (pp. 138-144)

Spotlight on Helen of Sparta:
Iliad 3 (pp. 28-42)
Herodotus, *The Truth About the Trojan War* (in Finley)
Gorgias, *Encomium of Helen*

Aug. 14th
Sappho and Women Poets
Selections of texts and scholarship on CCLE.

Week 3
The Persian Wars – Politics and Military Power

In week 3 we will focus on the political and cultural relationships between the Greek cities and the Persian empire and the events that led to the Persian War. In addition to selected pages from Herodotus' *Histories*, we will also read a Greek tragedy, Aeschylus's *Persians*, that stages Xerxes' defeat.

Aug 17th
Persia
McInerney Chapter 7 (pp. 171-180)

Aug 19th
The Persian War
McInerney Chapter 7 (pp. 181-193)
Herodotus "The Persian War after Marathon" (pp. xx-xx Finley)

Aug 21st
Greek Tragedy. Through the Eyes of the Defeated
Aeschylus, *Persians*

Week 4
Athenian Democracy and its Discontents

Throughout week 4, we will focus on the political institutions of Athens, the debate over tyranny and democracy, and the escalation of hostilities between Athens and Sparta that led to the Peloponnesian War. The readings will invite us to reflect on political power and its aspects in both tyrannical and democratic settings.

Aug 24th
Tyranny and Democracy
McInerney Chapter 6 (pp.149-169)
Thucydides "The Story of Armodius and Aristogiton" (PDF on CCLE)
Select Passage from Plato and Aristotle on Political Constitutions

Aug. 26th
Pericles
Thucydides "The Funeral Oration of Pericles" and "The Plague in Athens" (Finley, pp. 265-277)

Aug. 28th

The Peloponnesian War and its Prequels

McInerney Chapter 11 (pp. 273-292)

Tales of Resistance: Thucydides, “The Mytilenian Debate” and “The Seditious in Corcyra” (Finley, pp. 278-297)

Week 5

Social Hierarchies and Marginalized Groups

In week 5 we will look at ancient Greek society with a special focus on marginalized groups, such as women and slaves. What are the challenges and the limits classicists face when attempting to reconstruct the lives of marginalized groups? Did Greek women take part in the Athenian political life? On Friday, we will talk about a democratic scandal, that is the execution of the philosopher Socrates.

31st Aug.

The World Upside Down

Aristophanes, *Women in the Assembly*

Edith Hall, *Second Class Citizens*

2nd Sept.

Ancient Slavery

Aristotle, excerpts from *Politics*

Selections from Thompson, *The Archaeology of Greek and Roman Slavery*

4th Sept.

The Socratic Revolution

How do we know what we know? And do we actually know what we think we know?

McInerney Chapter 12 (pp. 299-303, Sokrates)

Plato, selections from *Ion* and from the *Apology*

Week 6

The Hellenistic Empire

In our last week, we will talk about the rise of the Macedonian kings and the military campaigns of Alexander the Great. We will examine the arguments of those figures, such as Demosthenes, concerned for Athens’ democratic independence.

Sept. 7th

A new monarchic power

McInerney Chapter 12 (pp. 297-317, except Sokrates)

Demosthenes, Selections from *The Philippics*

Sept. 9th

Alexander the Great

McInerney Chapter 13 (pp. 323-348)

Alexander the Great and his successors

Arrian, Selections from the *Anabasis*

Sept. 11th

Conclusive Remarks and Final Paper Workshop

FAQs

Are quizzes cumulative?

With two exceptions, weekly quizzes are **not** cumulative.

The quiz in week 3 and the quiz in week 6 will, instead, be cumulative and will cover respectively the material of weeks 1-3 and 4-6. In other words:

Quiz 1, 2, 4, and 5 will **not** be cumulative and will cover only the material of the week in which they are taken.

Quiz 3 and 6 will be cumulative: Quiz 3 will cover the material of weeks 1-3; Quiz 6 will cover the material of weeks 4-6.

What if I cannot attend the live seminars and workshops because I live in a different time zone?

If you can't attend our live Zoom seminars and workshops, please get in touch with me to discuss alternative forms of participation.

UCLA RESOURCES AND POLICIES. *Please read carefully*

Academic Integrity With its status as a world-class research institution, it is critical that the University uphold the highest standards of integrity both inside and outside the classroom. As a student and member of the UCLA community, you are expected to demonstrate integrity in all of your academic endeavors. Accordingly, when accusations of academic dishonesty occur, The Office of the Dean of Students is charged with investigating and adjudicating suspected violations.

Academic dishonesty includes, but is not limited to, cheating, fabrication, plagiarism, self-plagiarism, multiple submissions or facilitating academic misconduct. Please visit the website

<https://www.deanofstudents.ucla.edu/studentconductcode> and read the code of conduct carefully. If you're unclear about what

constitutes plagiarism, please visit <https://www.registrar.ucla.edu/Registration-Classes/Enrollment-Policies/Class-Policies/Plagiarism-and-Student-Copyright> and

<https://guides.library.ucla.edu/citing/plagiarism>. I am happy to answer questions about plagiarism.

UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website: <https://equity.ucla.edu/>.

Academic Achievement Program (AAP) AAP advocates and facilitates the access, academic success, and graduation of students who have been historically

underrepresented in higher education; informs and prepares students for graduate and professional schools; and develops the academic, scientific, political, economic, and community leadership necessary to transform society. Learn more at

<http://www.aap.ucla.edu/>

Email Etiquette It is good practice not only in academic courses, but in any context to address your interlocutor respectfully via email. Please use your university email address and include your course number ("Classics 10" in our case) in the subject line. You may want to include an appropriate greeting, such as "Dear Professor *last name*" or "Dear *your TA's first name*", and sign off your email.

Center for Accessible Education

Students in need of special accommodations have the right to have them met. Please get in touch with the Center for Accessible Education at the earliest opportunity. CAE website reads: "To obtain disability-related accommodations and services through the CAE, students should complete a Request for Services form and upload appropriate documentation. Students may also download and complete a printable version of the Request for Services form and email or fax it to the CAE at (310) 825-9656." For more info please on how CAE can assist students with remote learning visit www.cae.ucla.edu.

CAPS If you're in distress or crisis, reach out for help! Contact the Ashe Center at www.studenthealth.ucla.edu or the Counseling and Psychological Health Center, (310) 825-0678 or visit www.caps.ucla.edu. I am available to support students in crisis and to work with them to the best of my ability, but I cannot provide professional assistance. Please note that instructors are not confidential resources, but mandated reporters to the Title IX office.

Sexual Harassment/Sexual Violence

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, via email CAREadvocate@careprogram.ucla.edu or by phone (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, via email at titleix@conet.ucla.edu, or via phone at (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Faculty and TAs are required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

LGBT Campus Resource Center provides a range of education and advocacy services supporting intersectional identity development. The LGBTQ CRC affirms folks of all sexual and gender identities and serves the entire UCLA community – undergraduate students, graduate students, faculty, staff, and alumni.

<https://www.lgbt.ucla.edu/> Phone: (310) 206-3628 | lgbt@lgbt.ucla.edu

BCR Bruin Resource Center provides valuable resources, services and learning opportunities and by promoting a supportive and inclusive campus community. The BRC serves all UCLA students, with a particular focus on current and former foster youth, students with dependents, students in recovery, student veterans, transfer students, and undocumented students.

<https://www.brc.ucla.edu/> Phone: (310) 825-3945 | brc@saonet.ucla.edu

University Libraries:

www.library.ucla.edu See the list of remote services available here

<https://www.library.ucla.edu/covid-19-response-library-information-resources>. To access library resources while off campus set the **UCLA VPN** or **proxy server**. You can find **videos and handout** that walk you through setting the VPN or proxy server up.

Writing Center: www.wp.ucla.edu/ucla-undergraduate-student-writing-center.html

The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. Multiple locations and hours available.