HON201C: Ancient Greek Justice and Literature
With Travel to Greece, May 13-28
Fall 2017
TR 9:20-10:50

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Hours: T 2-3, W 1-2, or by appointment

Course Description: This course focuses on the ancient world and changing ideas of justice and human flourishing from the Bronze Age Mycenaean Civilization recounted in Homer's Iliad and Odyssey (thought to be written around the 8th century BCE) to concepts of legal justice and democracy as developed during the golden age of Athens (in the 5th century BCE) with the teachings of Socrates and Plato. We trace the ancient world's changing ideas of justice through literature, drama, historical and philosophical texts, as well as through its archeological history. In May we travel to Greece for two weeks and visit many of the key archeological sites featured in our readings, including Mycenae, Delphi, the theatre at Epidaurus, and the centers of citizen justice in Athens—the Areopagus, Parthenon, and Agora. Key questions that we will explore during the semester include: How do the Greeks define justice? What is happiness? What is a good society? What role does religion and the divine play in Greek culture? What characteristics do we find in a good leader?

Course Texts:
The Oresteia, Aeschylus (trans. Fagles), Penguin
Iliad, Homer (trans. Fagles), Penguin
Odyssey, Homer (trans. Fagles), Penguin
The Republic, Plato (trans. Bloom)
Herodotus, The History (on line)

Course Outcomes: By the end of this course, students should be able to
1. reason logically and evaluate critically
2. research thoroughly, integrate sources
3. think creatively, and appreciate aesthetic expression
4. apply knowledge to contemporary issues
5. communicate clearly and effectively in speech and writing
6. define the meaning of justice for the Ancient Greeks during different periods in their history
7. explain the process of transition from one form of justice to the other
8. explain the Greek ideal of justice as presented in literary, historical, and philosophical texts

The following major assignments and activities address these outcomes as indicated:

Discussion Forums (Outcome #1, 3-8)
Discussion is crucial to testing ideas and creating knowledge. You learn more by engaging directly and actively with our readings, with us, and with your peers. In order to ensure a high degree of participation from everyone and encourage a collaborative environment, you have been placed in teams. Each team will lead discussion for that day’s reading a total of four times during the semester. On the day you are responsible for the readings, please post to the forum for your group a response of 300 to 500 words on your assigned section on D2L at least 24 hours in advance of our class meeting. You will find the forums by clicking on the Discussion tab and then clicking on the appropriate forum. To post, begin a new thread. Each post should include the following:

Who are the major players/heroes/gods/logioi in the readings? How do they relate to one another? What values are being emphasized? What characteristics or values are condemned? What are some of the major themes? What concept of justice is represented? What constitutes good leadership? What constitutes bad leadership? What are the major metaphors or similes used to describe characters and actions and how do they relate to the major themes? What is the relationship between heroes and gods? As we explore specific concepts and ideas in class over the course of the semester, you should explore these as they arise.

In your post you may respond to one or several of the questions above. Your post should, however, include the following components:

1. At least two specific references to the reading under consideration.
2. At least one specific reference to a passage from a different book in the same work or another work, which provides some comparative perspective.
3. A question or idea for further consideration.

In addition, you should respond to at least one post per week. Each of your four posts is worth 20 points. You earn all 20 points by posting on time and by keeping to the 300 to 500-word parameters. Your weekly response is worth 2 points each, and there should be at least 10 of them.

Discussion Teams
Team 1: Baker, Barr, Booher, Byrnes; Team 2: Capo, Chapnell, Christensen, Cornman; Team 3: Costabile, Erdely, Gardner, Gastmeyer; Team 4: Gatesman, Grimes, Hertzler, Hess; Team 5: Hunter, Kennedy, Krinos, McGehee; Team 6: Poley, Redmond, Russell, Schwarz; Team 7: Shine, Silver, Stevens; Team 8: Strobel, Wylie, Youmans, Zacherl

Essays (Outcomes #1, 3-8)
The word “essay” connotes exploration—a venturing into interesting territory. You will have a number of essays of varying length throughout the term. Your essay should be double spaced, 12 pt. font, Times New Roman, 1” margins, and MLA manuscript format: https://owl.english.purdue.edu/owl/resource/747/01/

Your writing should be clear, analytical, and specific. The essay prompts are outlined below:

**Iliad Epic Simile Paper #1**
To dramatize the events of his narrative, Homer employs a specific kind of metaphor in which he likens an event to a natural occurrence over the course of several, and sometimes many, lines. Homer’s epic similes tend to be easily located in his *Iliad*; there are many to be found, and when you’ve found one, you know it. Generally beginning with the words “like” or “as” followed at its end by a “so,” Homer’s poetic devices tend to follow a specific pattern like the example simile in *Iliad* iv.489-502. **Select your favorite epic simile from the assigned reading and write a one-and-a-half to two-page response to it, in which you explore the way the simile functions in the whole text.** Some questions you might consider: what emotions or values seem to be reflected in the simile? Are they contradictory? How does your simile affect the overall portrayal of war / heroes?

Use in-text citations for references to specific lines in the text, as in the example above, using book and line numbers in parentheses (*Iliad* iv.489-502).

You will be graded on
- The quality of your discussion
- Integration of material
- Grammar and syntax

**Iliad Hero Paper #2**
Homer’s epics are considered the unifying texts of the Hellenic world, providing for Greeks a paradigm of behavior and justice in human affairs. The actors in Homer’s *Iliad*, such as Achilles, Odysseus, Hector, Diomedes, Menelaus, and Agamemnon, represent the Heroic Age, performing feats no human today could perform. More importantly, these characters provide us with different entry-points into understanding the notion of Greek justice. **Write an essay of 4-5 pages which explores the concept of justice as it appears to ONE Iliad hero of your choice.** How does this hero enact his or her understanding of justice? Does Homer seem to approve or disapprove of this hero’s attitudes?

Use in-text citations for references to specific lines in the text, using book and line numbers in parentheses (*Iliad* iv.489-502).

You will be graded on
- The quality of your discussion
- Integration of material
- Grammar and syntax, style

**Odyssey Paper #3**
To a greater degree than its prequel, the *Odyssey* seems to give particular attention to family relationships. The ways in which parents, children, and spouses interact with and regard one another is explored through the narrative with several different outcomes. Think about the family situations in Ithaca, Mycenae, and Sparta, and about the relationships between the gods and their families within the *Odyssey* storyline. How can we read the marriage of Odysseus and Penelope? Menelaus and Helen? What is the importance of the relationship between fathers and sons? Household masters and servants? What values are conveyed about the noble household in Homer’s time in these interactions? What idea of justice is conveyed? Write an essay of 4-5 pages which explores one important family relationship and its outcome as it is portrayed in the *Odyssey*. You may, in addition to Homer, consider texts related to the narrative of the *Odyssey* in your essay, such as Aeschylus’ *Oresteia*, which dwells in the same territories and also speaks to this family-oriented dimension of Greek justice.

Use in-text citations for references to specific lines in the text, using book and line numbers in parentheses (*Odyssey* iv.489-502). It should look exactly like that. Also, when citing verse of more than four lines, please set as verse; do not use the back slash. The back slash is only for short quotations in text of four lines or less.

You will be graded on
- The quality of your discussion
- Integration of material
- Grammar and syntax, style

**Oresteia Paper #4**

Central to the *Oresteia* is the confrontation between old and new forms of justice, a transition that leads ultimately to the establishment of “trial by jury.” Aeschylus portrays this via the competing positions of the *Erinyes* and *Athena*, and the struggle that is presented is indicative of a transitional reality that Athens in particular went through. The importance of this move to “trial by jury” is central to the development of our Western idea of justice. Explain this transition using both the *Iliad* and the *Oresteia*, and offer an explanation of why this transition was a positive one for the West. This should include an examination of the negative aspects of the older forms of justice, as well as the positive features of “trial by jury.” Your essay should be 3-4 pages.

Your essay will be graded using the following criteria:
- The quality of your discussion and argument
- Smooth incorporation and integration of the text with your argument
- Style, grammar and syntax

**Republic Paper #5**

For most of this semester we have been looking at ideas of justice via both literary and philosophical works. This has included the ancient idea of blood justice and the Greek transition to a judicial system that centered on a trial by one’s peers, and yet was initially based on *timh*, reputation. Plato came of age when the transition was complete, and maybe one of the most influential events of his early life was the trial of Socrates, in which the most important man in young Plato’s life was unjustly sentenced to die. The impact of this event led Plato to construct
the Platonic dialogues that would influence the Western tradition for centuries to come, including our conception of justice. Central to this influence are books VI and VII of the *Republic*, especially Plato’s detailed analysis of the *Good* as the foundation for all that exists, including justice as well. Your task is to explain how Plato’s metaphysical* construction of the *Good* influenced our understanding of justice; how the *eidos*, the form of justice, changed our perspective; how this idealized position led to a non-relative stance on justice that was to define the Western view for almost 2000 years. 3-4 pages.

*Metaphysics concerns that area of philosophy that focuses on the nature and structure of reality. It deals with such questions as: Are the objects we perceive real or illusory? Does the external world exist apart from our consciousness of it? Is reality ultimately reducible to a single underlying substance? If so, is it essentially spiritual or material? Is the universe intelligible and orderly or incomprehensible and chaotic? Beyond the question of whether or not reality is composed of one or more than one basic substance lies the question, what kind of substance is it? Idealists, such as Plato (and later Hegel), say that reality is basically spiritual and non-material, based on those “ideal forms” that we will talk about.

Your essay will be graded using the following criteria:
- The quality of your discussion and argument
- Smooth incorporation and integration of the text with your argument
- Style, grammar and syntax

**Final Project (Outcomes #1-8)**

As we have seen, what we know about ancient Greek civilization is passed down through the story and song of oral tradition, as well as philosophical and historical texts. But what we know continues to expand as archaeologists find new evidence of the lives of the Ancient Greeks. Because we’ll be walking in their paths when we travel to Greece, this last assignment asks you to research some of the archeological sites that we will be visiting. Even though we will have trained archeologists with us who will lecture on site, we feel that if you do a little research ahead of time, the experience will be deeper and richer. These sites, both religious and political, play an important part in our understanding of the literary, philosophical, and historical material we have been examining. Your assignment is to research your given site and in an oral presentation inform us about the significance of that site to the issues we have been discussing. There are multiple ways to accomplish this, and we will leave the style and format of your presentation up to each individual group. In doing these group projects, your goal is to explain the importance of the archeological site to the topic that we have been discussing (*i.e.*, Greek ideas of justice).

Your presentations may take many forms. Here are some ideas you may want to consider for the presentation of your findings:
- a short performance (role-playing or simulations)
- a visual slideshow and oral presentation
- a panel discussion
- a debate
- an integrated media and oral presentation
We encourage you to be creative and think of new ways to share your findings with the rest of the class. Since these are places we will be visiting soon, we want to feel familiar with them.

Remember—your task here is to inform the class about the archaeological site and its relation to the texts and writers we have thus far considered. Be sure that your project is well-rehearsed and informative. Also ensure that you research thoroughly and integrate material from multiple perspectives.


Make sure you pay attention to the museums that house the objects from these sites and look those up as well. We will be visiting some of these.

**Grading:**

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<th>Assignment</th>
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<tr>
<td>Discussion Posts/Forum</td>
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<td><em>Iliad</em> Epic Simile paper</td>
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<td><em>Iliad</em> Hero Paper</td>
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<td><em>Odyssey</em> Paper</td>
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<td><em>Oresteia</em> Paper</td>
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<td>Plato’s <em>Republic</em> Paper</td>
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<td>Final Project</td>
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**Grading Scale**

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**Classroom Policies:**

- **Late Work:** Papers, exams and presentations are due on the day they are due. Late work will be penalized 5% per day.

- **Academic Integrity:** The lasting reward of academic integrity is a good character and the ability to learn on your own. Those seem worthy aspirations. Plagiarism or cheating of any kind will result in a failing grade for the assignment, as well as notification of the dean. More than one instance will result in a failing grade for the course and further administrative action. Please review the college’s Academic Integrity Policy beginning on p. 66 of the undergraduate catalogue.

- **Attendance:** You are required to come to class. Missing class more than three times will reduce your final grade by half a letter. We expect students to have done the day’s reading prior to class so that we can have a lively discussion even if you’re not leading discussion that day. Believe me, you’ll appreciate it when you have to lead a discussion and your classmates are prepared. Exceptions to this policy will only be made in extreme circumstances, and you must discuss it with us.
Schedule of Classes

**Week 1: Homer’s *The Iliad***
Tuesday, August 29
Introductions, origins, philosophy, and rationale for the course

Thursday, August 31
*Iliad*, Books 1-4

**Week 2: *Iliad***
Tuesday, September 5

*Iliad*, Books 5, 6, 9, 14
  Team 1: 5, 6
  Team 2: 9, 14

Thursday, September 7
**Epic Simile Paper #1 Due**

*Iliad*, Books 16, 18, 19, 20
  Team 3: 16, 18
  Team 4: 19, 20

**Week 3: Homer’s *Iliad* and *Odyssey***

Tuesday, September 12
*Iliad*, Books 21-24
  Team 5: 21-22
  Team 6: 23-24

Thursday, September 14
Homer’s *Odyssey*, Books 1-5, 8
  Team 7: 1, 2
  Team 8: 3, 4
  Team 1: 5, 8

**Week 4: *Odyssey***
Tuesday, September 19
**Iliad Hero Paper #2 Due**

*Odyssey*, Books 9-14
  Team 2: 9, 10
  Team 3: 11, 12
  Team 4: 13, 14

Jockey of Artemision, 2nd century BCE, Bronze, National Archaeological Museum, Athens (Hicok photo)

The Minotaur, National Archaeological Museum (Hicok photo)
Thursday, September 21
*Odyssey*, Books 18-24
- Team 5: 18, 19
- Team 6: 20, 21
- Team 7: 22-24

Friday, September 22
**Movie Night**: Cohen Brothers, *O Brother, Where Art Thou*

**Week 5: Aeschylus’s Oresteia Trilogy**

Tuesday, September 26
Discuss film. Recap of ideas, transition to the 5th century BCE, and preparation for the *Oresteia* of Aeschylus.
Read Daniel Mendelsohn, “How Greek Drama Saved the City,” *New York Review of Books* (June 23, 2016)
- Team 8: Mendelsohn

Thursday, September 28
*Agamemnon* by Aeschylus: A family in turmoil, or the price one must pay for the transference of “blood guilt”
- Team 1: *Agamemnon*

**Week 6: Oresteia**

Tuesday, October 3
*Odyssey Paper #3 Due*
*Libation-Bearers*: Do I not know you from somewhere?
The hereditary transference of guilt.
- Team 2: *Libation-Bearers*

Thursday, October 5
*Eumenides*: A struggle between old and new, or how to appease the Furies
- Team 3: *Eumenides*

**Week 7: Herodotus, The Histories**

Tuesday, October 10
Recap of discussion, final thoughts on the *Oresteia*. Read Britannica entry on the Greco-Persian Wars to prepare for Herodotus: [https://www.britannica.com/event/Greco-Persian-Wars](https://www.britannica.com/event/Greco-Persian-Wars)
Also read about a major archeological find linked to our readings:
Thursday, October 12
Herodotus, *The Histories*, Book 1, Sections 1-56: Click on link for text:
http://chs.harvard.edu/CHS/article/display/6449
  Team 4: Sections 1-56.

**Week 8: The Histories and Plato’s Republic**
Tuesday, October 17
Herodotus, *The Histories*, Book 1, Sections 57-91 (same link above) and “Debate of the Constitutions,” Book 3, Sections 80-first sentence of 88:
  Team 5: Sections 57-91
  Team 6: Debate of the Constitutions, Sections 80-88.

Thursday, October 19
The Athenian Judicial System and
*The Apology of Socrates* by Plato: https://chs.harvard.edu/CHS/article/display/5304
  Team 7: *The Apology*

**Week 9: Mid Break**

Thursday, October 26
**Oresteia Paper #4 Due**
Plato’s *Republic*, Books 1-2
  Team 8: Book 1
  Team 1: Book 2

**Week 10: Republic**
Tuesday, October 31
*Republic*, Book 4
  Team 2: Book 4

Thursday, November 2
*Republic*, Book 5
  Team 3: Book 5

**Week 11: Plato’s Republic**
Tuesday, November 7
*Republic*, Books 6 and 7
  Team 4: Book 6
  Team 5: Book 7

Assign archeological sites

Thursday, November 9
*Republic*, Books 8 and 9
Team 6: Book 8
Team 7: Book 9

Week 12: Plato’s Republic
Tuesday, November 14
Republic, Book 10.
   Team 8: Book 10 and final thoughts

Thursday, November 16
Meet in library on final projects.

Week 13: Final Project Prep/Thanksgiving
Tuesday, November 21
Final Project Preparation
Republic Paper #5 Due.

Week 14: Final Project Prep
Tuesday, November 28
Final Project Preparation

Thursday, November 30
Preparation time for final project

Week 15: Presentations
Tuesday, December 5
Final Project Presentations: 2 teams, 30-minute presentations

Thursday, December 7
Final Project Presentations: 2 teams, 30-minute presentations

Monday, December 13, 8-10:30
Finals Week Presentations: 4 teams, 30-minute presentations