HON201C: Ancient Greek Justice and Literature
With Travel to Greece in May
Fall 2018
TR 9:20-10:50

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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
*Medea*, Euripides (trans. Svarlien), Hackett
*The Republic*, Plato (trans. Bloom)
Herodotus, *The History* (online)

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 Leaders** (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 on two different occasions throughout the semester. Each discussion leader assignment consists of two parts: Preparation and delivery.

**Preparation:**
On the day you are responsible for the readings, please collaborate with your group to post the following information to D2L / Discussions at least 24 hours in advance of our class meeting:
1. Identify at least two key passages your group will discuss;
2. Offer at least one specific reference to a passage from a different book in the same work or another work, which provides some comparative perspective; and
3. Pose 3-5 questions or ideas to focus your peers’ reading and stimulate class discussion. These should not be “yes” or “no,” plot or fact-based questions; rather, they should invite the class to share ideas and interpretations that will foster intellectual debate.

To post, click on the appropriate forum topic, and then begin a new thread.

**Delivery:**
Each team-led discussion should last from 15 to 25 minutes. Please note: We will display Discussion posts in class via the projector, so we strongly discourage you from staring at your laptop or device screen during class. Screens bring distractions, and distractions inhibit deep thinking. They also put your professors in a very bad mood. Note, too, that your grade for this assignment depends not only on your leadership of discussion but also on your in-class contribution to discussions led by other teams, as well as by your professors. We expect you to be focused when in class, and to check Discussions in advance of student-led class meetings. Doing so will heighten the quality of our conversations and deepen your understanding of course material.

**Teams for Fall 2018:**
Team 1: Samuel Accordino, Alexes Koslosky, Noah Pollio, Amanda Walter
Team 2: Emma Bradley, Noah Luzader, Seth Schrader, Brandon Williams
Team 3: Molly Frank, Madison Macura, Nevan Schwab, Hannah Wilson
Team 4: James Gilbert, Owen Meilander, Julia Serbati
Team 5: Anna Grimenstein, Nicole Morrison, Sara Small
Team 6: Timothy Hering, Jessica Nelson, Annikah Stebben
Team 7: Joseph Hufnagel, Jacob Pittman, Abigail Steinbeck
Team 8: Mackenzie Hupp, Magen Polczynski, Braden Stesiak
Essays (Outcomes #1, 3-8)
The word “essay” connotes exploration—a venturing into interesting territory. You will write 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, using book and line numbers in parentheses (Iliad iv.489-502).
Your essay will be graded on
1. the quality of your analysis
2. integration of source material
3. style, grammar, and syntax

Heroism 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 cast of characters in Homer’s Iliad and Odyssey 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 5-6 pages which comparatively explores the concept of justice as it appears to TWO heroes of your choice—one from Iliad and one from Odyssey. How does each hero enact his or her understanding of justice? Does Homer seem to approve or disapprove of the heroes’ attitudes? How can you tell? Use in-text citations for references to specific lines in the text, including book and line numbers in parentheses, like this: (Iliad iv.489-502). Also, when citing verse of more than four lines, please block quote and type it as verse; do not use the back slash. The back slash is only for short quotations in text of four lines or less. Your essay will be graded on
1. the quality of your argument
2. integration and synthesis of material from your two primary sources (Iliad and Odyssey)
3. style, grammar, and syntax

Oresteia Paper #3
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 between 900 and 1500 words, not counting any footnotes you might have, and double-spaced. Your essay will be graded on
   1. the quality of your discussion and argument
   2. integration of textual evidence into your argument
   3. style, grammar, and syntax

*Republic Paper #4* 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; and how this idealized position led to a non-relative stance on justice that was to define the Western view for almost 2000 years.

*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:
   1. the quality of your discussion and argument
   2. integration of textual evidence into your argument
   3. synthesis of material from varied and credible sources
   4. style, grammar, and syntax

**Co-curricular Write Ups (Outcomes #1, 3, 4-5)**

In addition to class, students are required to attend three “co-curricular” events. We ask that you attend one event related to *The People of the Book*, to take place during the first week of November. You are free to choose any other two events from the Inquiry-approved list, and to seek approval of other events that are not on that list. Co-curricular write ups are due within one week of the event. The first must be turned in by October 2nd, the second by November 13th, and the third by December 2nd. Instructions for Write-ups are available on D2L.
**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). You should also raise specific questions that you wish to ask of archaeologists during our trip.

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
- Google maps: give us a tour of your site and the places surrounding it

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 archeological 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 both courses.

Here are some of the sites:

- The Parthenon and the Parthenon Frieze
- Mycenae
- Delphi
- Ephesus
- Ancient Theatre of Epidaurus
- Agora and Areopagus
- Temple of Hera on Samos

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:
Discussion Leadership & Participation 15%
*Iliad* Epic Simile paper 1 10%
Heroism Paper 2 15%
*Oresteia* Paper 3 15%
Plato’s *Republic* Paper 4 15%
Final Project 20%
Co-Curricular Write-ups 5%

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<tr>
<td>100% - 94% = A</td>
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<td>93% - 90% = A-</td>
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Classroom Policies:
Late Work: Papers, exams and presentations are due on the dates listed below. 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 in 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 28
Introductions, origins, philosophy, and rationale for the course

Thursday, August 30
*Iliad*, Books 1-4. We’ll discuss Paper #1.

Week 2
Tuesday, September 4
*Iliad*, Books 5, 6, 9, 14
  Team 1: 5, 6
  Team 2: 9, 14

Thursday, September 6
*Iliad*, Books 16, 18, 19, 20
  Team 3: 16, 18
  Team 4: 19, 20

**Epic Simile Paper #1 Due to Dropbox by midnight**

Week 3: Homer’s *Iliad* and *Odyssey*
Tuesday, September 11
*Iliad*, Books 21-24
  Team 5: 21-22
  Team 6: 23-24

Thursday, September 13
*Odyssey*, Books 1-5, 8
  Team 1: 1-3
  Team 2: 4, 5, 8

Week 4
*Homer’s Odyssey*
Tuesday, September 18
*Odyssey*, Books 9-14
  Team 3: 9-11
  Team 4: 12-14

Thursday, September 20
*Odyssey*, Books 18-24
  Team 5: 18-20
  Team 6: 21-24

*All photos courtesy of Dr. Bethany Hicok, former Honors Program Director*
Friday, September 21
**Movie Night:** Cohen Brothers, *O Brother, Where Art Thou*

**Week 5: Aeschylus’s *Oresteia* Trilogy**
Tuesday, September 25

**Heroism Paper #2 Due to Dropbox by midnight**

Thursday, September 27
*Agamemnon* by Aeschylus: A family in turmoil, or the price one must pay for the transference of “blood guilt”
Team 7

**Week 6**
Tuesday, October 2
*Libation-Bearers*: Do I not know you from somewhere? The hereditary transference of guilt.
Team 8

**Co-Curricular Write-up #1 due to Dropbox by midnight**

Thursday, October 4
*Eumenides*: A struggle between old and new, or how to appease the Furies
Team 1

**Week 7: Herodotus, *The Histories***
Tuesday, October 9
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
Also read about a major archeological find linked to our readings:

**Oresteia Paper #3 Due to dropbox by midnight**

Thursday, October 11
Herodotus, *The Histories*, Book 1, Sections 1-56: Click on link for text:
http://chs.harvard.edu/CHS/article/display/6449
Team 2
Week 8: *The Histories*
Tuesday, October 16
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 3

Thursday, October 18
Plato’s *Republic*, Books 1-2
Team 4

Week 9: Plato’s *Republic*
Tuesday, October 23
*Republic*, Books 3-4
Team 5

Week 10: *Republic*
Thursday, October 25
*Republic*, Books 5-6
Team 6

Thursday, November 1
*Republic*, Books 7-8
Team 7

Week 11: *Republic*
**attend a *People of the Book* co-curricular this week**
Tuesday, November 6
*Republic*, Book 9
Team 8

Thursday, November 8
Recap on the *Republic*

Week 12: Euripides’ *Medea*
Tuesday, November 13

Co-Curricular Write-up #2 due to Dropbox by midnight on Tues.
Thursday, November 15

Week 13: Thanksgiving
Tuesday, November 20
Discuss final projects. *Republic* Paper #5 Due to Dropbox by midnight
**Week 14: Final Project Preparation**
Tuesday, November 27
Library session on final projects

Thursday, November 29
Preparation time for final project

**Week 15: Final Project Delivery**
Tuesday, December 4
Final Project Presentations: 2 teams, 30-minute presentations

Thursday, December 6
Final Project Presentations: 2 teams, 30-minute presentations

Wednesday, December 12: 8:00-10:30 a.m.: 4 teams, 30-minute presentations