HRS 113 (GE Area C2)
“CULTURE OF CLASSICAL GREECE”
FALL 2015
DR. NYSTROM
MENDOCINO 4004 (MW 1:30-2:45)

CONTACT INFORMATION
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COURSE TITLE: “The Culture of Classical Greece”

UNIVERSITY CATALOG COURSE DESCRIPTION:
Examination of the Golden Age of Athens and the birth of Western humanism; studies in the classical ideals of tragedy, comedy, poetry, history, philosophy, art and architecture.

BROADER COURSE DESCRIPTION:
HRS 113 is a survey of ancient Greek culture. After a brief excursion through the history of Greece from earliest times to the end of the Hellenistic Age, we will turn to discussions of democracy, epic and lyric poetry, religion, art and architecture, private life, athletics, drama, and philosophy. Our most important objectives will be to gain an understanding of the ideological content found in each of these forms of cultural expression (What do they tell us about ancient Greek beliefs, values, ideals, and concerns?) and to develop an appreciation of conventions, techniques, and standards in the arts of classical Greece.

LEARNING OBJECTIVES:
Students who successfully complete this course will: understand the ideals and values that lay at the heart of classical Greek culture; be able to explain how these ideals and values developed over time and how they have influenced later Western civilization; be able to describe how these ideals and values are expressed in classical Greek poetry, drama, philosophy, art, architecture, religion, and social and political organization; and will understand and be able to describe how meaning is expressed through the arts of classical Greece and the technical merit of artistic masterpieces.

TEXTS:
Homer, *Odyssey* (Farrar, Straus, Giroux, 1998)
“Ancient Greek Art” (www.wikipedia.org)
The assigned readings are important. Your Interpretive Essay will be based on the readings as well as lectures. You will need to demonstrate familiarity with the readings in order to do well on the essay portions of the midterm and final. The multiple-choice sections of the midterm and final exams will include numerous questions on the readings. All five of the Reading Response quizzes will be based on the readings.

**GRADING POLICY:**

Course grades will be based on the five Reading Response Quizzes (20 points each), the first draft of the Interpretive Essay (50 points), the final draft of the Interpretive Essay (100 points), and the Midterm and Final Exams (100 points each).

Course grades will be assigned as described below (percentage of possible points):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Course Grade</th>
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<tbody>
<tr>
<td>93% and above</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99%</td>
<td>B-</td>
</tr>
<tr>
<td>88-89.99%</td>
<td>C+</td>
</tr>
<tr>
<td>83-88.99%</td>
<td>C-</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
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Please do not tell me at any time during the semester what grade you might need in order to keep your financial aid, get into graduate school, etc.

**READING RESPONSE QUizzes:**

The five Reading Response quizzes (20 points each) will consist of 5 short answer and/or multiple-choice questions. There are no make-ups for the Reading Response quizzes. Only your four highest scores will count toward your course grade.

**WEEKLY LECTURE TOPICS:**

- **Week 1:** Introduction; Mythological background of Homer’s *Odyssey*
- **Week 2:** Minoan civilization; Mycenaean civilization; Homer; Rise of the polis system
- **Week 3:** History of Greece through the fifth century BCE; Greek values and ideals
- **Week 4:** Discussion of Homer’s *Odyssey*
- **Week 5:** Discussion of Homer’s *Odyssey*; Religion
- **Week 6:** Religion
- **Week 7:** Art and Architecture
- **Week 8:** Midterm, parts 1 and 2
- **Week 9:** Social and Private life
- **Week 10:** Lyric poetry and Athletics
- **Week 11:** Drama
- **Week 12:** Drama
- **Week 13:** Philosophy
- **Week 14:** Philosophy
- **Week 15:** Alexander the Great and the Hellenistic Age
## SCHEDULE OF READINGS AND EXAMS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>September 14</td>
<td>Reading Response Quiz #1</td>
<td>(20 points; on Kershaw, chaps. 1-4, 7)</td>
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<tr>
<td>September 21</td>
<td>Reading Response Quiz #2</td>
<td>(20 points; on Homer, <em>Odyssey</em>)</td>
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<tr>
<td>September 30</td>
<td>Reading Response Quiz #3</td>
<td>(20 points; on Mikalson, chaps. 1, 2, 4, 6 and Kershaw, chap. 8)</td>
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<tr>
<td>October 19</td>
<td>Midterm I</td>
<td>(50 points) 50 multiple-choice questions on lectures; Kershaw, chaps. 1-5, 7, 8, 10; Mikalson, chaps. 1, 2, 4, 6; Homer, <em>Odyssey</em>; “Ancient Greek Art” (<a href="http://www.wikipedia.org">www.wikipedia.org</a>)</td>
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<tr>
<td>October 21</td>
<td>Midterm II</td>
<td>(50 points) One essay question on lectures and readings described above</td>
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<tr>
<td>October 26</td>
<td>First Draft of Interpretive Essay</td>
<td>(50 points) due in class</td>
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<tr>
<td>November 9</td>
<td>Reading Response Quiz #4</td>
<td>(20 points; on Sophocles, <em>Oedipus Rex</em> and <em>Antigone</em>)</td>
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<tr>
<td>November 30</td>
<td>Reading Response Quiz #5</td>
<td>(20 points; on Plato, <em>Symposium</em>)</td>
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<tr>
<td>December 14</td>
<td>Final Exam</td>
<td>(100 points) 50 one-point multiple-choice questions and one 50-point essay. Multiple-choice questions will be based exclusively on post-midterm lectures and readings (Kershaw, chaps. 6, 9, 11; Sophocles, <em>Oedipus Rex</em> and <em>Antigone</em>; and Plato, <em>Symposium</em>). The essay portion of the exam will be comprehensive. You are responsible for all lectures and assigned readings for the entire course.</td>
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Final Draft of Interpretive Essay (100 points) due at time of Final Exam.

## INTERPRETIVE ESSAY (100 points):

Write an essay in which you describe how humanism (defined as “a deep and applied faith in the goodness and potential of human beings”) is evident in the culture of classical Greece. Your essay should be divided into sections corresponding to at least four of the following aspects of Greek culture:

- social and political organization
- epic poetry
- religion
- art
- philosophy
- drama
This is an analytical essay, not a research paper. The object is to write about your insights and understanding, not what others think. You are free to consult scholarly books and articles for the purpose of acquiring general information; however, you may quote only ancient Greek texts assigned for this course. If you do consult scholarly books and articles, be careful not to represent as your own any ideas belonging to their authors; this is plagiarism and grounds for assigning a grade of zero to your essay. Give other authors credit for their ideas and observations.

Format citations (which should appear within your narrative, rather than as foot- or endnotes) as in these examples:

(Plato, Symposium, p.126)  (Homer, Odyssey, p. 144)

If you use an edition of an ancient Greek text other than the one I assigned, you may use the format above within the body of your essay but you must also include a full citation on a separate bibliography page at the end of your essay.

Essays must be double-spaced, written in Times New Roman 12-point font, have one-inch margins on all sides, and be between 4 and 5 full pages in length. Essays under the 4-page minimum will be penalized. In fairness to other students, I cannot read material beyond the 5-page limit. Your essay’s title and your name should appear only on a separate title page, which does not count as part of the 4-5 page requirement. Do not include photographs or artistic/decorative material in the body of your essay. Such material may be added as an appendix.

Your essay should begin with an introductory paragraph in which you present the definition (above of humanism) and explain your intentions in writing about classical Greek humanism (what, exactly, do you plan to do?). You are not arguing in defense of a thesis, so no “thesis statement” is required.

The first draft of the Interpretive Essay (50 points) is due in class on October 26. It should include a) your introductory paragraph and b) a complete (ready for submission in final form) version of your description of humanism as found in one of the aspects of classical Greek culture we will be covering prior to the midterm (social and political organization, epic poetry, religion, art). Your first draft submission should be roughly 1.5 to 2 pages in length.

Some General Grading Criteria for the Interpretive Essay:

“A” essays clearly state their topic and how it will be addressed. They make good points that demonstrate familiarity with the material and support them with effective examples. They are logical and correct in their grammar and word usage. Although “B” essays possess these strengths to a lesser degree, their arguments are generally clear and reasonably well supported. “B” essays make few mistakes in grammar and word usage. “C” essays are weak in stating and supporting their theses and in their grammar and word usage. These deficiencies can make “C” essays difficult to understand and the argument as a whole ineffective. “D” essays possess the same weaknesses as “C” essays but to a greater degree. As a result, “D” essays can be difficult to understand and usually give the impression that the author has little understanding of his/her subject.
THE MIDTERM AND FINAL EXAMS

The midterm and final exams (100 points each) will consist of a multiple-choice section (50 points) and an essay section (50 points).

The multiple-choice section will include 50 questions. Many will be based on lectures, but there will be enough based on assigned readings to make it difficult to do well if you have not done the reading.

The essay section will consist of two essay questions (25 points each). See the section below for information on topics.

PREPARING FOR THE MIDTERM AND FINAL: THE “BIG ISSUES”

You will be prepared for the essay portions of the midterm and final exams if you can demonstrate a knowledge of what is presented about each of the following “Big Issues” in lectures and assigned readings and can write about the issues accurately and in detail. The Big Issues, presented as questions below, may appear in different form on exams (they might be combined, worded differently, etc.).

The essay portion of the final will be comprehensive (some of the Big Issues for the final deal with the entire course), but the multiple-choice questions will deal only with lectures and readings for the second (post-midterm) half of the course.

For the Midterm:

What lessons does Homer teach in his Odyssey? How does he teach them?

What do Greek religion and Homer’s Odyssey tell us ancient Greek beliefs about a) the world, b) the gods, c) human beings, and d) the afterlife?

What were the basic features of ancient Greek religion?

What role did religion play in the ancient Greek polis?

What are the most important characteristics and achievements of Greek art and architecture?

For the Final:

What lessons does Sophocles teach in his Oedipus Rex and Antigone? How does he teach them?

Are lessons taught by Sophocles also found in Homer’s Odyssey and in Greek philosophy? Which lessons? Where do we find them?
What qualities did the ancient Greeks associate with the ideal (or heroic) human being? Where are they illustrated in the aspects of Greek culture we have investigated throughout the semester?

What were the essential features of Hellenistic culture? How did it compare to the culture of Greece in the fifth century BCE?

**ADDITIONAL INFORMATION AND POLICIES:**

Academic dishonesty will not be tolerated. See the campus policy on academic dishonesty at www.csus.edu/admbus/umanual/UMA00150.htm.

I make frequent use of internet search engines and other services to check for plagiarism. Any assignment in which even the slightest instance of plagiarism is detected will receive a grade of zero points. There will be no option to re-write the assignment.

Students who leave the room during exams will not be allowed to return. If this policy creates a difficulty for you, please make necessary arrangements with the Testing Center.

Make-up exams may be scheduled only for compelling and documented reasons. There will be a five-point penalty for make-up exams.

A grade of “Incomplete” may be assigned at a student’s request if, in the words of the University catalog, “required coursework has not been completed and evaluated during the course due to unforeseen but fully justified reasons.”

Students with disabilities who require special arrangements for examinations should contact me during the first week of the semester.