

Classics / WAGS 123: Greek Civilization

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Mon. 4:00-6:00



Paris with Eros Abducts Helen
(Attic red-figure vase, ca. 490-480 BCE)

* Translation or materials in course packet

The Archaic Age

- Jan. 25 Origins
- 28 **The Homeric Hymn to Demeter*
- 30 Further discussion of *Demeter*;
Homer, *Iliad* 1.1-407 (to p. 89 of Fagles' trans.); Knox intro. pp. 23-30
- Feb. 1 Finish *Iliad* 1; *Iliad* 2; Knox intro. pp. 38-45
- 4 *Iliad* 3 and intro., pp. 30-38;
*Sappho 16
- 6 *Iliad* 5.347-489 and 6;

- 8 *Iliad* 9 and 12.359-381
- 11 *Iliad* 11.717-1015, 16, 18, and 19; *Sappho 31
- 13 *Iliad* 20-22
- 15 *Iliad* 23-24: Knox intro., pp. 45-64
- 18 Homer, *Odyssey* 1-4
- 20 No reading; meet at Mead → Ungraded essay on *Demeter* and the *Iliad* due by 5:00 PM
- 22 *Odyssey* 5-8
- 25 *Odyssey* 9-12
- 27 *Odyssey* 13-18
- March 1 *Odyssey* 19-24



Odysseus and the Sirens
(Attic red-figure stamnos, ca. 480-470 BC)



Athenian Acropolis (5th c. BCE)

The Fifth Century

- March 4 Herodotus, *Histories* 1.1-140, 1.194-216, 3.80-86
- 6 *Histories* 7.1-106, 205-38; Marincola intro. pp. ix-xxviii
- 8 *Histories* 8.40-112
- [9 Saturday] → Essay on Homer due by 5:00 PM
- 11 Aeschylus, *Agamemnon* to verse 1034; Foley intro., pp. vi - xvii
- 13 *Agamemnon*, finish
- 15 Aeschylus, *The Libation Bearers*; Foley intro. Pp. xvii - xl
- [16-24 Spring recess]
- 25 Aeschylus, *The Furies*
- 27 Thucydides, *The Peloponnesian War* 1.1-23, 31-43, 66-88, 135-46
- 29 *Pelop. War*, 2.1-65

- April 1 → Hour exam on Herodotus, Aeschylus,
and Thucydides (open book)
- 3 Sophocles, *Antigone*
- 5 Sophocles, *Oedipus the King*
- 8 *Pelop. War* 3.36-49, 3.69-85, 5.26;
Aristophanes, *Acharnians*; Sommerstein intro., pp. xi-xxiii
- 10 Sophocles, *Oedipus at Colonus*
- 12 *Pelop. War*, 5.84-116;
Euripides, *The Trojan Women*
- 15 *Pelop. War* 6.8-41, 6.88-93, 7.10-16, 7.31-87
- 17 Aristophanes, *Lysistrata*; Sommerstein intro., pp. xxiii-xxxix
- 19 No reading; meet at Mead
- [21 Sunday] → Essay on Sophocles and
Thucydides due by 3:00 PM



Oedipus and the Sphinx
(Red Figure Kylix, c. 470 BCE)

April 22 Euripides, *Medea*;
Edith Hall, "The Sociology of Athenian Tragedy," pp. 93-103 (online)

24 Euripides, *Alcestis*;
Hall, "Sociology," pp. 103-110

26 Euripides, *Hippolytus*;
Hall, "Sociology," finish

29 *Plato, *Symposium* 172-201

May 1 **Symposium* 201-23

3 Aristophanes, *Clouds*

6 *Plato, *Apology*

8 Euripides, *Bacchae*

[13 Monday]

→ Essay on Plato and either Euripides
or Aristophanes due by noon



Death of Pentheus
(Attic red-figure vase, ca. 480)

Course objectives:

By the end of this course, students should be able to

- Make independent and historically informed interpretations of major texts of Greek antiquity from the Homeric poems to Plato;
- Understand and apply core concepts relating to sex, gender, and sexuality;
- Appreciate the worldviews and values of Greek polytheism;
- Present their interpretations in clear, economical, and persuasive prose.



Women Working Wool

Red-figure pyxis, school of Douris, ca. 660 BCE)

Course materials:

A course packet containing some texts (Plato, Sappho), reading questions, and other materials should be picked up from the Classics Office, Grosvenor 15. The following texts are available at Amherst Books:

Aeschylus, *The Oresteia*, trans. P. Meineck (Hackett) 0-87220-390-5

Aristophanes, *Lysistrata*, *The Acharnians*, *The Clouds*, trans. A. Sommerstein (Penguin)
0-14044287-1

Euripides, *Ten Plays*, trans. P. Roche (Signet Classics) 978-0-451-52700-4

Herodotus, *Histories*, trans. A. de Selincourt (Penguin) 0-14-044638-9

Homer, *Iliad*, trans. R. Fagles (Penguin) 0-14027536-3

Homer, *The Odyssey*, trans. Richmond Lattimore (Harper) 0-0609044798

Sophocles, *Sophocles I* (Chicago)*, ed. D. Grene 0-226-30792-1

Thucydides, *The Peloponnesian War*, trans. R. Warner (Penguin) 0-14-044039-9

Please use only these translations. Assignments and reading questions are based on their line and page numbers, and we shall make specific reference to them in class discussions.

Classics / WAGS 123: Greek Civilization syllabus

Assignments:

- Electronically by 5:00 PM on Wednesday, **February 20**: an essay of ca. 1,000 words comparing the *Homeric Hymn to Demeter* and the *Iliad*. This essay will be commented on but not graded.
- Electronically by 5:00 PM on Saturday, **March 9**: an essay of ca. 1,250-1500 words comparing the *Iliad* and the *Odyssey*. Students may follow a suggested topic or design their own in consultation with me.
- In class on Monday, **April 1**: an open-book, open-notebook (but no electronic) hour examination on Herodotus' *Histories*, Aeschylus' *Oresteia*, and the readings in Books One and Two of Thucydides' *Peloponnesian War*. The questions will be based on those in the course packet.
- Electronically by 3:00 PM on Sunday, **April 21**: an essay of ca. 1,250-1500 words comparing Sophocles' Oedipus cycle and Thucydides' *Peloponnesian War*. Topics will be suggested or may be designed in consultation with me.
- Electronically by noon on Monday, **May 13**: an essay of ca. 1,250-1500 words comparing Plato's dialogues with Euripides' tragedies or with Aristophanes' comedies. Topics will be suggested or may be designed in consultation.

Approximately once a week each student (in assigned groups) will be asked to e-mail before class a comment or set of questions about the reading assignment (up to 200 words). These comments will be anonymized, organized, and printed out for discussion in class. The e-comments tell me what in the readings is interesting or confusing. They also give voice to students who don't feel comfortable talking in class.

Academic Honesty:

Please review the webpage on Academic Honesty <https://www.amherst.edu/campuslife/deanstudents/acadhonesty>, including Amherst's Statement on Intellectual Responsibility, and the page on academic honesty on the Classics / WAGS 123 site. The essay assignments do not require or encourage the use of secondary sources, and any sources used should be cited, other than the reading notes. When in doubt, please ask.

Grading:

I can't break down the weight of assignments into percentages, since individual students develop so differently in the course. Overall accomplishment in the three graded essays and hour test is crucial. Participation is weighed heavily, but complexly, since, for example, some non-stellar essay writers are leaders in discussion, and some non-talkers make strikingly original observations in the e-comments. At the end of the semester I look back over the essays and e-comments to get an overall sense of what the student has done.

