Unit I How to Define Culture

J 26 T Getting to know a Culture [brainstorm

J 30 M A Cultural Model

F 02 T Critiques of Other Cultures Reveal One's Own

Cultural Norm

F 06 M Identifying with Another's Culture:

Hopes/Fears, Perils & Risk

F 09 T Cultures Cross: Greece >> Egypt

Unit II Democratic Culture: 5c BCE

F 16 T Culture Clashes Mirrored in Myth

[1st essay 1st draft]

F 21 Tu Extremes Destroy City Life

F 23 T Conflicts Conflict: Extreme vs Norm

[1st essay: second draft]

F 27 M Conflicts Cultural Norms

M 02 T Arrogance, Crisis & Collapse

First essay due: hand in

Unit III Critiques of Athens:

M 06 M

M 09 T Metaphor from Medicine: Illness in Culture Diagnosed

M 13 M Midterm examination

M 16 T Plotting a Culture Cure

M 20 M Spartan Medicine for Unruly State

M 23 T Knowing Metaphors & Telling Tales

Unit IV Model Stories at Athens

M 27 M Values (Mis)Shaping Live

Values (Mis)Shaping Live

M 30 T Behind the Battlefield

First draft of second essay

A 03 T Reason versus Rage: "Fair Price

A 06 T Honor Bound: Boundless Rage

A 10 M Beyond Fury & Pride: Norm Regained

Second essay due

A 24 M Getting Away from Troy: Revisions

A 27 T Looking Back & Ahead

Unit V Rome Remodels Culture

M 01 M A Different Heroism for Rome?

M 04 T AMOR: ROMA :: <M> :: {F} :: East: West

M 08 M Heroic Shields as Clues to Culture

M 11 T Empire Secured: Aroma of Peace

M 15 M Wealth Rules World of Dead

Sappho & Catullus: handout [online notes]

Homer, iliad 18.478-607

(18th book = scroll, volume, chapter; 478-607 = lines of verse).

Homer, Odyssey 9.1-148.

Virgil, Aeneid 1572-677.

Herodotus, - Histories Book 2 (Egypt),

Rise & Fall of Empire at Athens

Aeschylus, Prometheus Bound.

Sophocles, Antigone

Thucydides, The Peloponnesian War, pp. 35-49, 72-82.

Thucydides, PelWar, pp. 143-56

Thucydides, PelWar, pp. 212-23, 400-08, 524-37.

Modeling Counter Cultures

Aristophanes Lysistrata

Plato, Apology of Socrates • [section numbers] 17a-42a

Plato, Republic • 367-403 [pp. 53-94]

Republic • 412-421, 445-469 (pp 102-111, 144-172)

Republic • 509-521, 613-end (pp 221-235, 348-end

Bases – Heroism’s Peril & Lure

Homer, iliad 1[st book=scroll]

Homer, iliad 3, 6.

iliad 9, 16

iliad 18, 22

iliad 23, 24

Homer, Odyssey 1 & 6

Odyssey 8, 9, 10, 11 & 24

An Epic of its Own

Virgil, Aeneid [story of Aeneas] books 1, 2

Virgil, Aeneid 4, 6

Aeneid 8 (cf. iliad 18) & 12 (cf. Aeneid 6 & iliad 24)

Petronius, Satyricon “Trimalchio’s Symposium” p. 18-39

Petronius, Satyricon pp. 39-60

Questions & concepts:

prepare for conversation in class


– Answer the W’s here too. Cf. (=compare with) previous reading: look

for similarities? remark differences?

– Again the W’s: what criteria define cultural normality here?

(Compare to previous models).

– W’s again: what cultural features do you recognize as familiar? What

strike you as novel (Roman?) here?

– What criteria define culture for H.? What similarities with Greek cul-

ture does he remark? Differences?

– How do culture, religion, & law relate in this myth? democracy:

– drama, tragedy, tragic intransigence, origins

– Gender (M vs F): What kinds of law conflict here? How do family,

religion, & gender relate to the city?

– History, what makes it worth telling? How to tell it & to whom? Cf. the

W’s.

– What criteria define democracy & oligarchy?

– How does Th. view human nature? What kinds of law does he refer to?

– How do they differ from one another?

– Comedy. How might A.’s vision have surprised Athenians? Major

metaphors used? Actual results?

– What is of culture does Plato diagnose in Athens? Socrates & tragic

heroism?

– How does Plato’s new cultural model relate to previous models &

experiences of Greek culture?

– What part in his model society does Plato assign to poets,

rock stars, cooks, soldiers, women?


rhapsody, Panathenaic festival – To/For Whom?


BOOKS & Guides to Reading & Writing
You may want to check out guides to assigned works on the course web site:
http://academic.brooklyn.cuny.edu/classics/jvsickle/cslinks.htm

Unit I

Sappho & Catullus available on course web site
http://academic.brooklyn.cuny.edu/classics/jvsickle/cscult.htm

The following must be purchased [available at Shakespeare & Company, Hillel Place]
Iliad by Homer [ca 750 BCE, but recited & revised ca 550-ca 320 Athens; edited, Alexandria, ca 300-100] : translator Richmond Lattimore.
Odyssey by Homer [ca 750 BCE, but recited & revised ca 550-ca 320 Athens; edited, Alexandria, ca 300-100] , translator Richmond Lattimore
Æneid by Virgil [70-19 BCE]: translated by Robert Fitzgerald.

Unit II

Antigone [produced in 441 BCE at Athens] by Sophocles [496-06 BCE] &
Prometheus [produced in Athens perhaps between 480 & 450 BCE] by Æschylus [525/4-456]–
both tragedies are contained in one volume:
Greek Tragedies volume I, edited by Grene & Lattimore (University of Chicago Press).
History of the Peloponnesian War by Thucydides [ca 460-ca 400 BCE]: translated by Warner.

Unit III

Lysistrata by Aristophanes [ca 445-380s], Translated With Introduction and Notes (Focus) J. Henderson
Republic by Plato [428-348 BCE], translated by F. M. Cornford.

Unit IV

– Homer as in Unit I.

Unit V

– Virgil as in Unit I.


Essay assignments are already posted on the class web site:
http://academic.brooklyn.cuny.edu/classics/jvsickle/csessay.htm
Along with guides for reading
http://academic.brooklyn.cuny.edu/classics/jvsickle/csprotoc.htm
& writing.
http://academic.brooklyn.cuny.edu/classics/jvsickle/cs-write.htm
At the Learning Center (Boylan Hall), at least two tutors are experienced with this honors section’s work: Steven Keslowitz & LuAnn Walters.
You will be well advised to consult with them in preparing drafts of essays & you may wish to have one of them sign off on any draft that you present to me.

Grades: 20 % class work; 40 % essays; 40 % exams.

As an Honors section, this class will operate as a COLLABORATIVE, which means ‘tending to work together’.
CONVERSATION (which means ‘act of continually turning over together’) – lively, constructive, informed, analytical & synthetic – will be the norm. Experience acquired here will help you to become friends & colleagues to your fellow students, getting & giving support.

This collaborative approach will prepare you well for many of the situations you will meet later on, whether conferences, committees, other working groups in laboratories, hospitals, business, or academics.

Materials to read & bring to first class available at http://academic.brooklyn.cuny.edu/classics/jvsickle/cscult.htm
Instructions for reading & preparing every day follow on next page.
PROTOCOL FOR READING – A METHOD TO USE WHILE PREPARING FOR EACH & EVERY CLASS

ALWAYS PREPARE TO TELL & WRITE about each assignment by answering the questions below & considering any themes & terms introduced on the syllabus for the assignment. In class, then, you will report what you find & compare your results with those of others in your WORKING GROUP or in GENERAL RECITATION.

BASIC QUESTIONS to ask yourself in preparing any assignment:

WHO: clues about person, voice, character, gender, etc.? Who does the speaking? Can you tell something about them & their world from the evidence in what they say & how they say it?

WHERE: clues about place-in-which & places to or from which: can you use names of persons & places as landmarks to discover cultural horizons & reconstruct the world known to the poet?

WHEN: clues about time, whether of action or historical period.

WHAT: clues about actions, ideas, values (what is considered worth talking about & to whom).

WHY: clues about motives (again a hint of values?) for speaking & acting.

WHOM TO or FOR MEANT & DELIVERED HOW: audience intended & means of delivery (must be explained in the light of WHY).