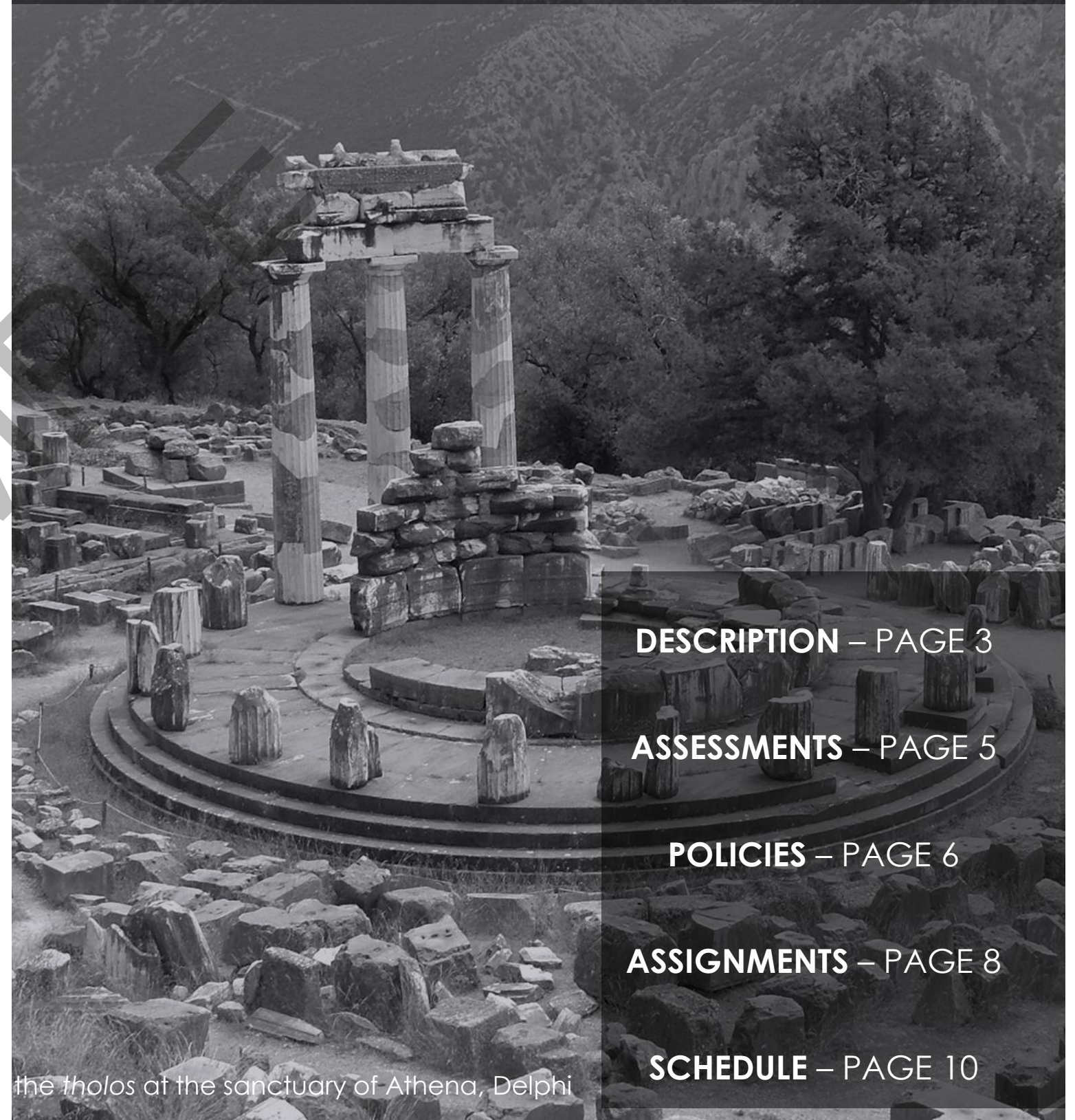


# GREEK CIVILIZATION



**DESCRIPTION – PAGE 3**

**ASSESSMENTS – PAGE 5**

**POLICIES – PAGE 6**

**ASSIGNMENTS – PAGE 8**

**SCHEDULE – PAGE 10**

the *tholos* at the sanctuary of Athena, Delphi

**CLASSICS 1001-01 | FALL 2020**



# GREEK CIVILIZATION

FALL 2020

## Important Info

### Class time

Monday, Wednesday, Friday  
by 12am (Midnight)

### Office hours/discussion

Monday, Wednesday, Friday  
10:10-11:05 AM

### Class website

[Canvas](#)

### Instructor

Dr. David Stifler

### Email

david.stifler@uc.edu

### Office

Blegen 303/Zoom

1

#### *Description*

Overview of the course  
contents, goals, format, and  
required textbooks.

2

#### *Assessments*

Breakdown of how your  
performance will be evaluated  
through quizzes, tests, etc..

3

#### *Policies*

Discussion of expectations and  
responsibilities for this course  
and participation in it.

4

#### *Assignments*

Detailed description of the  
different types of assignments  
in this course.

5

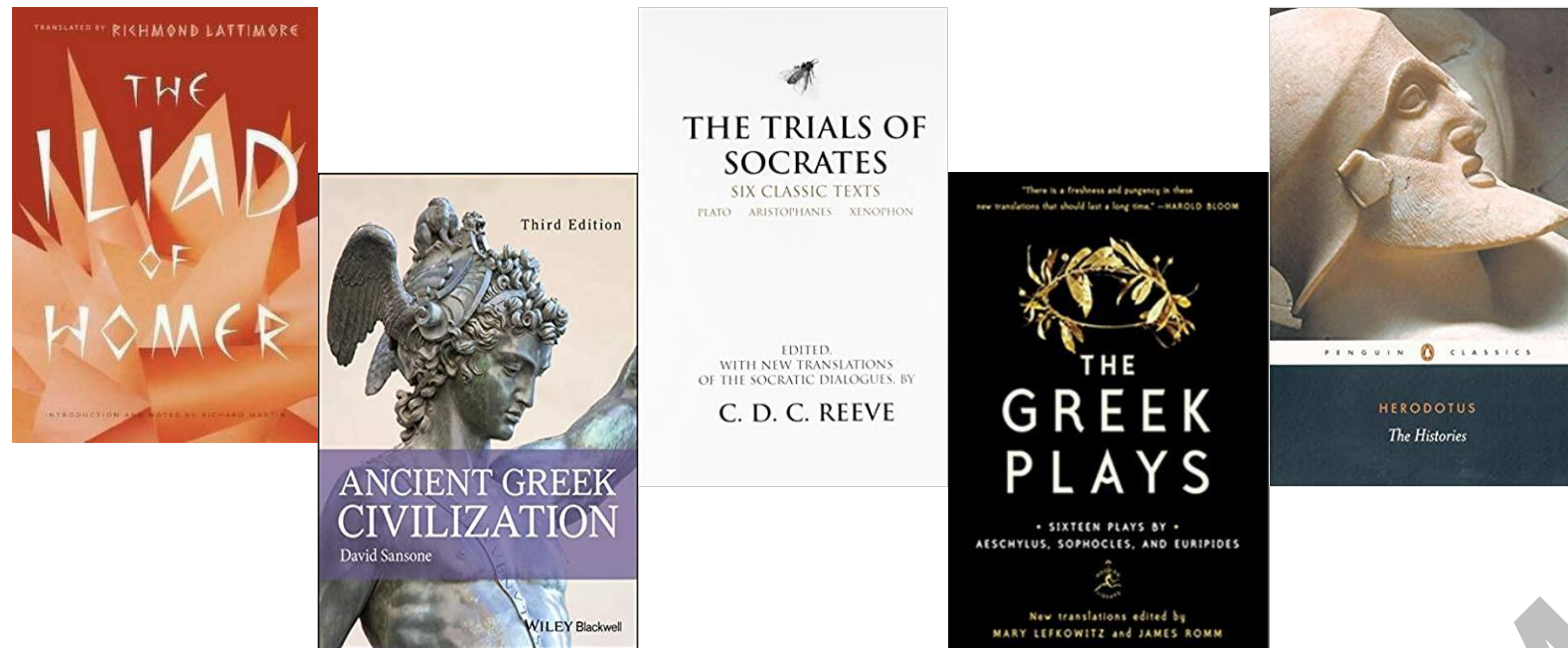
#### *Schedule*

Calendar of readings,  
assignments, etc. for the  
semester.

theater of Syracuse, originally  
5th century BCE, later rebuilt



# 1 Description



This course introduces students to the Ancient Greeks and their intellectual culture from an interdisciplinary perspective. Using a combination of primary sources and our textbooks, we will create a chronological framework for analyzing Greek culture through its literature, art and architecture, and systems of values and beliefs. We will also conduct more in-depth examinations of written works (letters, historical narratives, plays, poems, speeches, and novels) and material culture (including but not limited to art and architecture)

that bear witness to the political and cultural changes from prehistoric times up to the Greco-Roman era.

In order to appreciate Greek expressions of **cultural identity**, **ideology**, **dissent**, and **artistic imagination**, we'll cultivate analytical skills in discussions and frequent writing assignments. **The course will be a blend of lecture and discussion.** Students will frequently be asked to participate in interactive class activities both as a whole and in small groups.

## Goals

In this course, you have the opportunity to:

- ❖ **Recognize** Greek cultural and social values and the ways in which these values developed throughout the centuries.
- ❖ **Identify** major events, persons, and important social, political, and cultural changes in Greek culture from its beginnings, through the Classical period of Athenian cultural dominance, into the Hellenist and Roman eras.
- ❖ **Summarize** and **discuss** culturally important works of Greek literature, including epic poetry, philosophy, tragedy, and comedy.
- ❖ **Analyze** the cultural significance of typical material remains, such as public monuments, private homes, vase painting, and statuary.

By the end of this course, **you will be able to employ knowledge and critical approaches to recognize and address major questions about Ancient Greek civilization through its literature and material history.**

## Online Coursework

This course will utilize **Canvas** and **Zoom**. Please go to: [uc.instructure.com](https://uc.instructure.com) and follow the instructions to log in and download. Your **quizzes will be administered through Canvas**. I will also post reading assignments, project information, and send you e-mails through the site; you will also be able to access your course grades at any time (although Canvas will not necessarily be used to

calculate the final grade according to the weights listed below). **You** are responsible for using Canvas appropriately and receiving all e-mails I send to you – **Canvas issues are not an excuse** (except in case of system failure) for missing a deadline or assignment. If you have any problems with Canvas, please call **UC support** at 556-1602.

## Texts Required

There are five books for this course:

**Aeschylus, Sophocles, and Euripides. *Greek Plays*.** Translated by Emily Wilson et al. Modern Library, 2016. ISBN: 978-0812983098

**Homer. *The Iliad*.** Translated by Richmond Lattimore. Introduction and notes by Richard Martin. University of Chicago Press, 2011. ISBN: 978-0226470498

**Herodotus, *The Histories*.** Translated by Aubrey de Sélincourt, revised by John Marincola. Penguin, 2003. ISBN: 978-0140449082

**Sansone, David. *Ancient Greek Civilization*.** Third Edition. Wiley Blackwell, 2017. ISBN: 978-1119098157 (abbr. AGC)

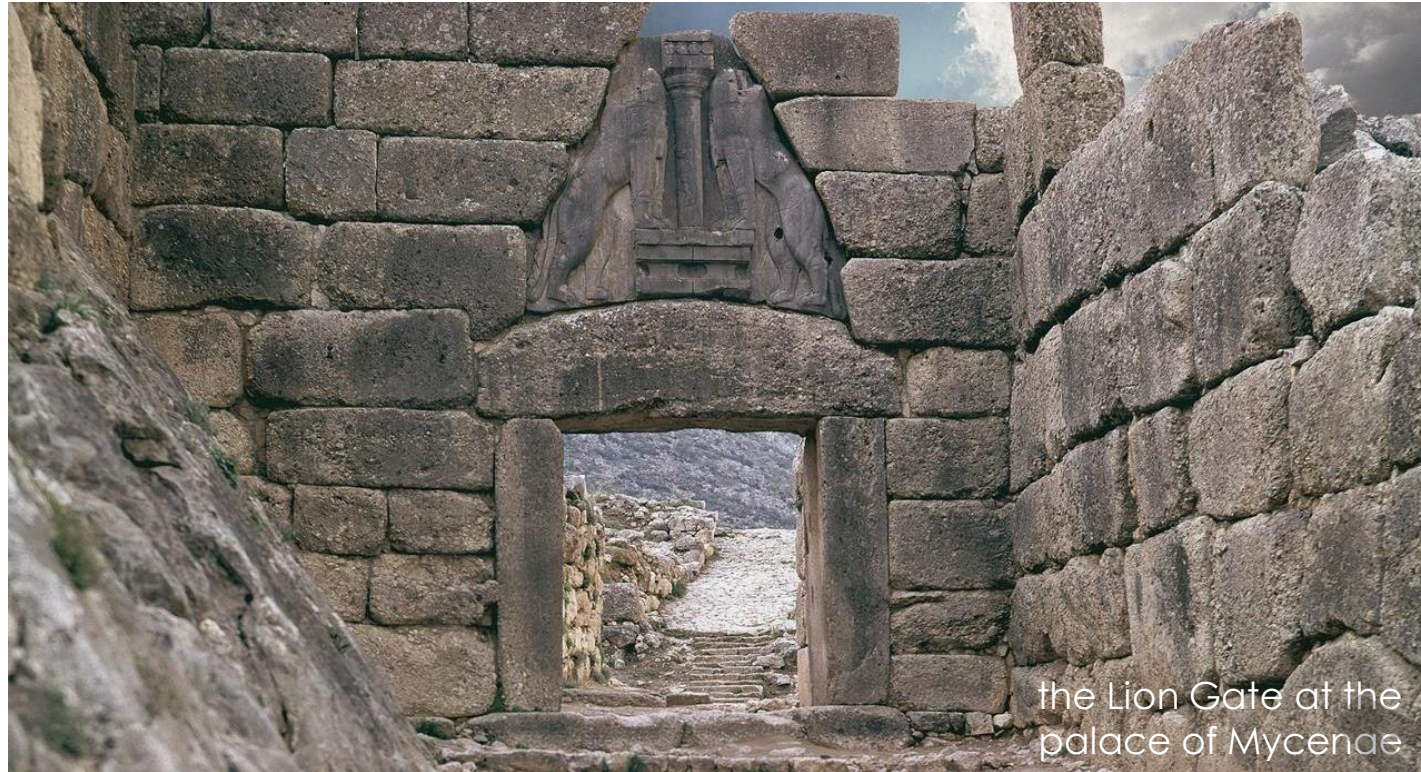
**Plato, Aristophanes, and Xenophon. *The Trials of Socrates. Six Classic Texts*.** Translated by C.D.C. Reeve and P. Meineck. Hackett, 2002. ISBN: 978-0872205895

These books are available from the UC bookstore as well as the many online outlets. Pay close attention to the **editions** listed. Other readings will be posted or linked on the course website.



# 1 Description

continued



the Lion Gate at the  
palace of Mycenae

## Activities

Besides regular quizzes and three exams, there will be four main activities in this class—**readings, lectures, discussion, and writing**:

- ❖ For each virtual class, everyone will be assigned the same **readings**, from the textbooks and other sources. In some weeks, groups will be assigned different additional readings and will then share their discussions online with other groups. The schedule of readings is on page 10 of the syllabus.
- ❖ There will be up to three **lectures** per week, one for each class. These will add to or build on (but *not* replace) the reading assigned for that class. Any slides used during lectures will be available on the course website, along with a recording of the lecture.

- ❖ Class **discussion** will take place in the **online forums** on the course website, and during **Zoom meetings** at regular class time. Discussion posts are required; live chats are optional but encouraged. For each class session, you will get to share your thoughts on the reading, by starting your own discussion threads as well as responding to threads started by your classmates.
- ❖ Once per week, you will get to **write** a short (1 page) response to one or more of the readings. You will submit them each Friday via Canvas but can and should use them to help start class discussions as well. This will help you reflect on readings, and supply talking points. See pages 9-10 for assignment and evaluation details.

There will also be a short (~3 page) **final writing assignment**, which will give you the opportunity to either **propose a more in-depth research paper** on a topic of your choice, or to **creatively reinterpret** some of the texts we have read during the course.



gold burial mask ca. 1500  
BCE, from Mycenae



# 2 Assessments



ancient Greek or Roman writing implements

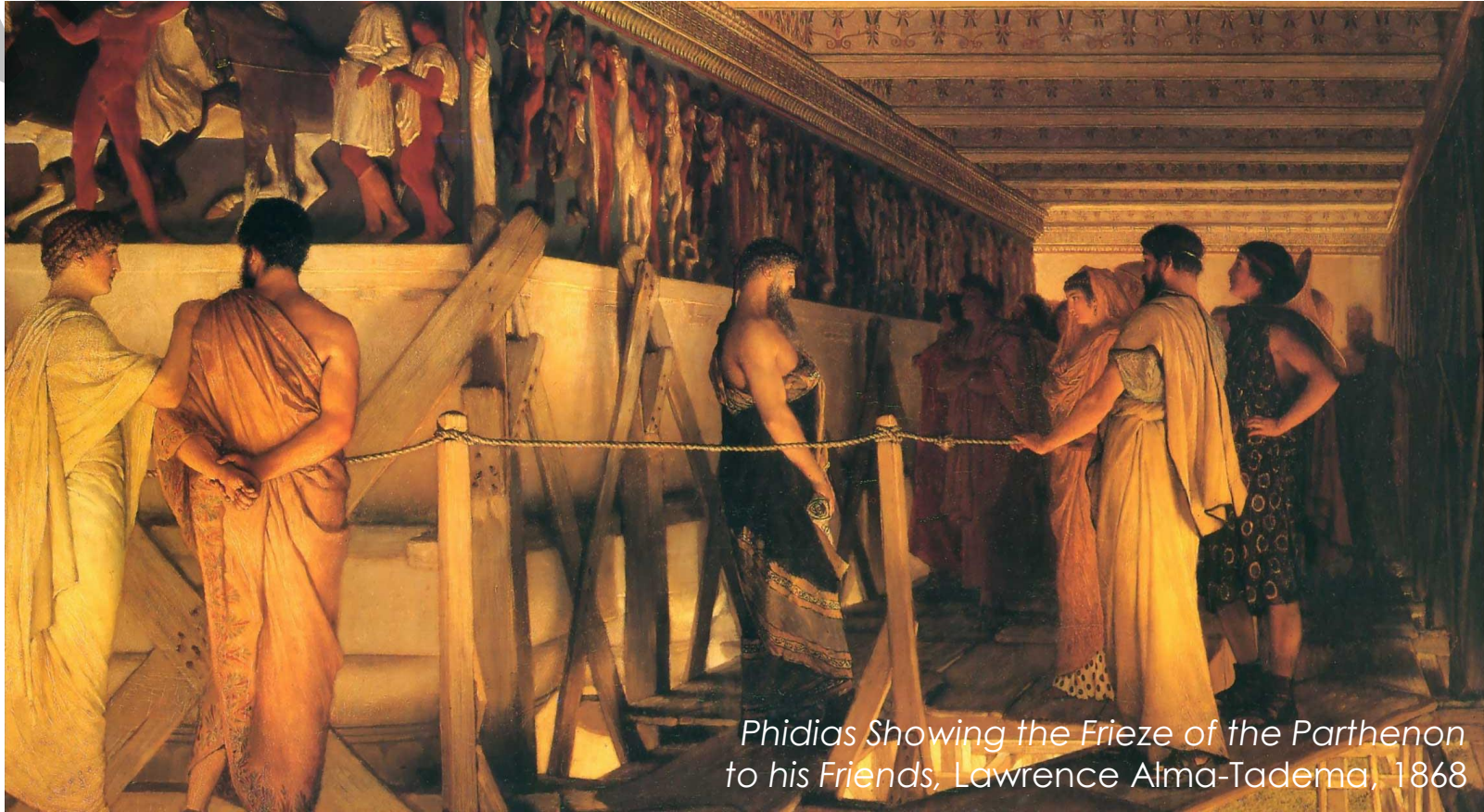
Your grade will be derived from your quizzes, participation, writing, and exams:

20% Quizzes	periodic open-book, online quizzes for which you are allowed (and encouraged) to use your readings and notes
20% Midterm Exams	two longer tests that will draw on textbook readings and primary sources, with both multiple-choice and written response questions
20% Weekly Writing	short (1p) written assignments that show engagement with the texts and your own original thinking about the material
20% Participation & Discussion	regular active contributions to online discussions, showing knowledge of the readings, original thinking, and willingness to engage with classmates' ideas
10% Final Writing Project	short (~3p) written project in which you choose a challenging question and outline the approach you would take to investigate it more fully
10% Final Exam	a third test that will draw on textbook readings and primary sources, with both multiple-choice and written response questions

GRADING SCALE:

A 93-100 | A- 90-92 | B+ 87-89 | B 83-86 | B- 80-82 | C+ 77-79  
C 73-76 | C- 70-72 | D+ 67-69 | D 63-66 | D- 60-62 | F < 60

- ❖ **Quizzes** will test your knowledge of the last few reading assignments and lectures and will consist of a random selection of multiple-choice questions drawn from a larger pool. **All** of the information you need to get these questions right will be in your readings and lectures, but it is **strongly** recommended that you take **notes** while reading and mark important passages in your book in order to access the information you need **efficiently**. You may re-take quizzes, with your grade from each being the average of attempts.
- ❖ **Exams**, both the midterm and the final, will have a larger, cumulative selection of questions in the same format as the quizzes, **plus** a random selection of questions for which you will be required to provide a short (**3-5 sentence**) written response. You will get one re-take for each exam.
- ❖ **Writing** assignments will give you the chance to reflect on the reading and share your impressions, opinions, and ideas with the instructors and, if you wish, with your classmates. Details of weekly assignments are found on page 10; the final assignment will be distributed towards the end of the semester.
- ❖ **Discussion** is an important part of this course. In an online setting it is essential not to become isolated but instead to connect with your classmates to ask questions and share your thoughts. Details are on page 9-10.



Phidias Showing the Frieze of the Parthenon to his Friends, Lawrence Alma-Tadema, 1868



# 3 Policies

## *Attendance and Deadlines*

Because this is an online course, you do not have to be “in class” at any specific time or place in order to receive credit for your work. However, you will need to turn in your work for each virtual class session by the 11:59 PM (Midnight) deadline Monday/Wednesday/Friday. We will have regular Zoom meetings Monday/Wednesday/Friday at the original class time 10:10-11:05am.

In practice this means that:

- ❖ **quizzes** will become available at 11:59pm two days before the listed date and then get removed at 11:59pm on that date; you will have a limited time to complete these, so make sure that you set aside enough time to do it
- ❖ **writing** assignments must be submitted by 11:59pm every Friday, though you are free to work on them throughout the week and respond to any reading assignment(s) from that week
- ❖ **participation** in online **discussion** must occur regularly throughout the week, so you will need to make at least one contribution (either start a thread or reply to one) by Monday/Wednesday/Friday at 11:59pm
- ❖ **exams** are due as specified in the grading scheme on the previous page; to repeat, **Exam 1** is due at 11:59pm on **September 23**, **Exam 2** is due at 11:59pm on **October 30**, and the **final** is due at 11:59pm **December 4**

**Late work will not be accepted** – it is your responsibility to schedule your work for this course to allow yourself to complete all assignments on time.

## *Communication with Instructors*

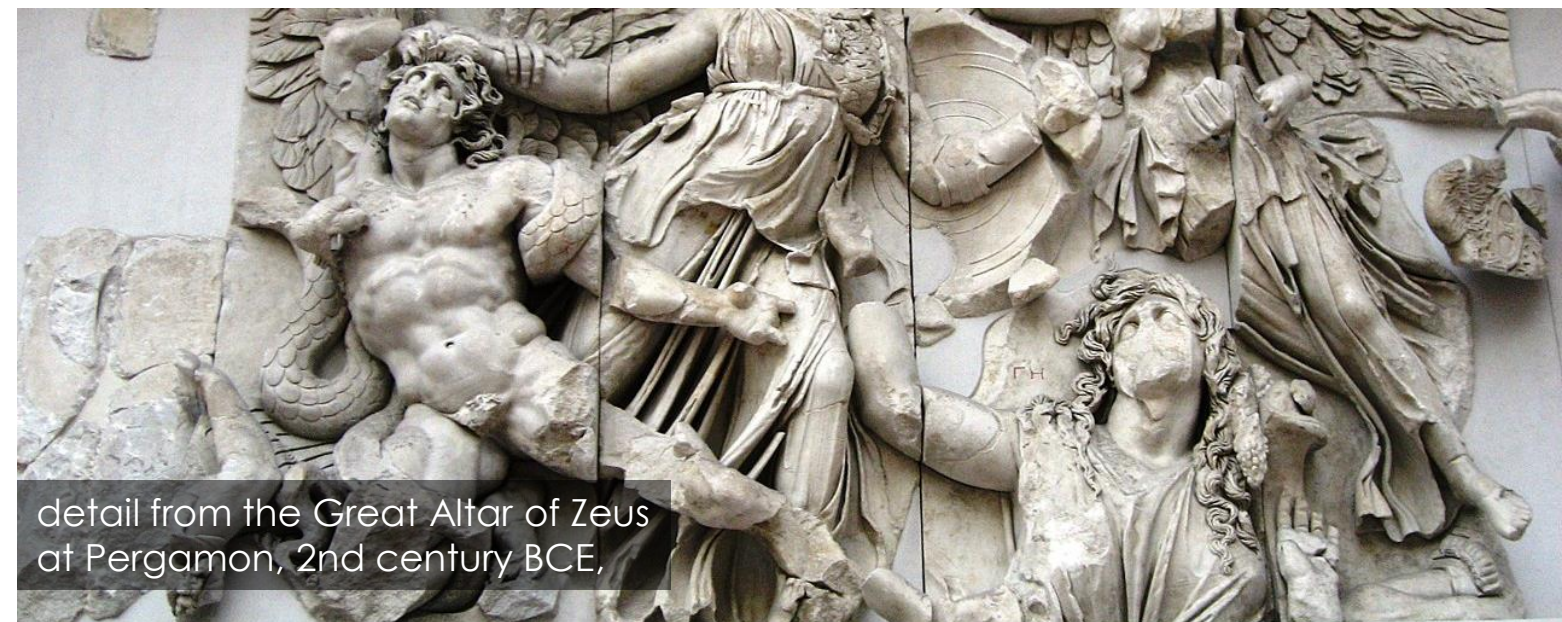
If you have individual questions regarding any aspect of the syllabus, assignments, or the course structure, please **e-mail the professor (i.e. me)**, come to the **Zoom meetings**, or schedule a virtual **office hour** which can be arranged by appointment if you are not able to attend a regularly scheduled meeting. Contact me (in person or via e-mail) **before** logging on to Zoom, to make sure that I will be there.

I pledge to return all e-mails within **one business day**.

## *Accessibility*

The University of Cincinnati is committed to providing all students equal access to learning opportunities. Accessibility Services is the official campus office that works with students who have disabilities (learning, ADD, psychological, visual, hearing, physical, cognitive, medical, etc.) to arrange reasonable accommodations. Students are encouraged to contact Accessibility Services for a confidential discussion about services and accommodations. Students should initiate contact early in the term to allow adequate time for services to be arranged.

If you require accommodations, please contact the AEISS at (513) 556-6823 or at University Pavilion 210 on the main campus. You will be provided an Accommodation Form indicating your accommodation needs for the term. Please send this term to the professor as soon as possible to ensure your accommodation needs are discussed, agreed upon, and provided.



detail from the Great Altar of Zeus  
at Pergamon, 2nd century BCE,



# 3 Policies

continued

## *Class Cancellation and Absence Policy*

In the event that we have to cancel class, typically for health or technology-related reasons, the instructor will make any necessary adjustments to the syllabus and notify the class via the course website. Please note that **online assignments will still be due on the original date unless otherwise noted**; this is essential for minimizing disruptions. It is more likely that an assignment or virtual class will be canceled than postponed.

If you are sick to the point of interfering with your ability to work, then **get medical attention as soon as possible and notify the instructor** so that the instructor can plan around your absence and work on an individual make-up schedule.

## *Counseling Services*

The experience of studying at the university level can be stressful for anyone in any course. While your instructor is always available to help you deal with any issues you may have in this course, the university provides all students with access to counselling services. These provide **free, confidential** crisis intervention, support groups, advocacy and ongoing individual counseling services to students who have experienced sexual violence, sexual harassment, stalking and/or intimate partner violence while enrolled at UC.

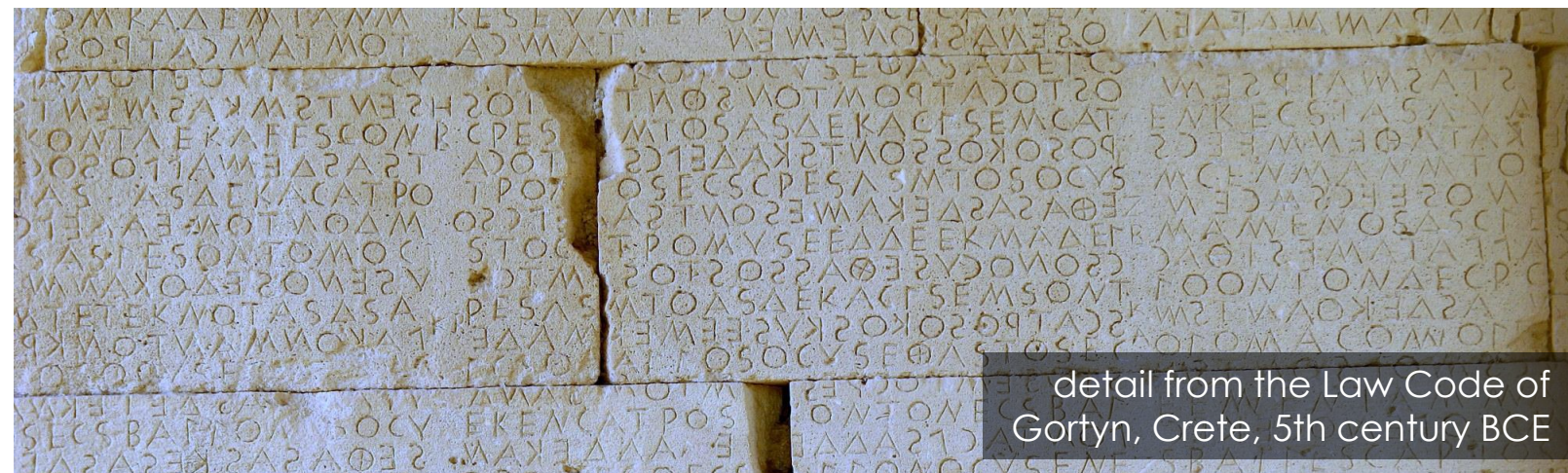
Students have access to counseling and mental health care through the [University Health Services](#) (UHS), which can provide both psychotherapy and psychiatric services. In addition, students can receive three free professional counseling sessions upon request through the [Counseling and Psychological Services](#) (CAPS). These sessions are not associated with student's insurance coverage. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

## *Title IX*

Title IX is a federal civil rights law that prohibits discrimination on the basis of a person's **actual or perceived sex, gender, gender identity, gender expression, or sexual orientation**. Title IX also address instances of sexual violence, dating or domestic violence, and stalking. If a student discloses a Title IX issue to a faculty member, the faculty member is required to forward that information to the Title IX Office. The Title IX office will follow up with the student and discuss how the University can take steps to address the impact on the student and the community. They will also inform the student of their rights and direct them to available resources. The priority is to make sure students are **safe** and **successful** here at the University of Cincinnati. Students are not required to talk to anyone in the Title IX Office. Students may also directly report any instance of sex or gender-based discrimination, harassment or violence to the Title IX office at 513-556-3349. Students who wish to know more about their rights and resources on campus, they can consult the **Title IX [website](#)** or contact the **Title IX office** directly at 513-556-3349.

## *Diversity, Equity, and Inclusion*

Greek civilization includes people from a wide range of backgrounds and identities, and so does this class. Your instructor will make every effort to create an environment in which all students are comfortable sharing their perspectives and feel that their personal **identity** and **background** are respected by every member of the class. In order to ensure success in this goal, all students must commit to **respectful** dialogue that acknowledges the fundamental **humanity** of each and every one of their classmates and recognizes their **right** to **participate fully** in this course. This statement is **not** intended as a discouragement to robust and critical debate; rather, you should make sure to focus all discussion on the **evidence** (textual, material, or otherwise) and pursue it in **good faith**. The Greeks have given us many examples of arguments in bad faith, and out of respect to each other and to the culture we are studying, we will be careful to avoid using fallacious or specious reasoning—and be sure to identify them if they occur in any of our discussions or readings. Above all, you should look for opportunities to learn from your classmates and recognize why and how their perspective may differ from yours.



detail from the Law Code of Gortyn, Crete, 5th century BCE



# 3 Policies

continued

## *Academic Integrity*

In pursuit of its teaching, learning and research goals, the University of Cincinnati holds its students, faculty and administrators to the highest ethical standards defined in the University of Cincinnati [Student Code of Conduct](#).

- ❖ Submitting another's published or unpublished work in whole, in part or in paraphrase, as one's own without fully and properly crediting the author with footnotes, quotation marks, citations, or bibliographic references.
- ❖ Submitting as one's own original work, material obtained from an individual, agency, or the internet without reference to the person, agency or webpage as the source of the material.
- ❖ Submitting as one's own original work material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.
- ❖ Submitting one's own previously written or oral work without modification and instructor permission.

[Here](#) is a useful chart on the subject!

In this course, you must **avoid plagiarizing the work of others**.

The Code of Conduct defines **plagiarism** as:

What this means, essentially, is that in this course **all quizzes, exams, and written assignments must contain your own work and yours alone**. You will (I hope!) get lots of interesting and useful ideas from the reading and from your classmates, and you must **acknowledge where your ideas come from** whenever possible. Plagiarism is a very serious academic issue and any instances of plagiarism that I might detect will be considered violations of academic integrity and treated as such.

## *Sensitive Material Trigger Warning*

This course will include various challenging subjects including military and sexual violence, slavery, religion, and others. It is essential that students commit to engaging with this material from a scholarly and mature viewpoint. If, however, students feel that certain topics will be too challenging for any reason, they are encouraged to speak with the instructor as soon as possible.

## *Non-Discrimination*

The University of Cincinnati **does not discriminate** on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The university **does not tolerate** discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The university **responds promptly and effectively** to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The university takes immediate action to **end a hostile environment** if one has been created, prevent its recurrence, and **remedy the effects** of any hostile environment on affected members of the campus community.

If you need University support in any case of discrimination that goes against University policy, contact the equal opportunity and accessibility administration [here](#).



# 4 Assignments

## Readings

Each week will have up to three sets of readings assigned. These will come from the course textbooks and from other sources, which will be provided on the course website. In order to complete all other assignments for this course, you must read the assigned text(s). I also strongly recommend that you **take notes while you read**, either in a separate digital document or (better) by hand in a notebook. While you read, you should also write down any questions or comments you have and **mark the text** at the parts to which these questions and comments refer. Taking good notes makes everything else much easier!

## Lectures/Presentations

Each set of readings will have a corresponding lecture (or presentation), in the form of a PowerPoint slideshow with video. These lectures will provide **background information** and/or **further discussion** on the topics that appear in the readings but **are not a replacement for doing the reading**. You may find that you prefer to watch/listen to the lecture first and then do the reading, or you may like doing the reading first

## Discussions

Each week you will get to share your thoughts and questions on the reading in the **discussion groups** on the course website. You will need to participate at least **three times per week**, M/W/F, and your contributions should include **starting one thread** (i.e. making a new post) and **responding to two other threads**. Your posts should be in the range of **3 to 5 sentences in length**. Some discussions will be guided by prompts, and others will be more open-ended. I will monitor and moderate the discussion to make sure that it is **on-topic** and that you **do not duplicate** posts that have already been made by classmates

## Weekly Writing

You will have the opportunity to write **12 one-page writing assignments**, of which **you must turn in 10**. Our weekly writing assignments will follow the prompts shown here. If you can make a compelling case for substituting another prompt, **contact the instructor in advance** to discuss your reasons. **Assignment 12** “You vs You” is **required** for everyone. Each writing assignment is due **on Canvas by 11:59 PM** on Fridays.

1	You vs Text	Identify something from our readings that struck you as interesting, surprising, odd, difficult to understand--anything that really caught your interest for any reason ( <b>cite specific passages, please!</b> ). Tell us why. This exercise asks what seems interesting, in one or more texts, in the light of what you think or know. Feel free to <u>underline</u> , <b>bold</b> , or otherwise <b>highlight</b> the sentence or clause that you feel contains the core of your observation.
2	You vs Text	Same as above.
3	You vs Text	Same as above.
4	Text vs Text	Read one of this week's readings (or a section of one) against any other reading we've encountered so far. How does the one illuminate, contradict, agree with, flesh out, etc. the other? <b>Please focus on and address specific passages (or themes or phenomena)</b> . Feel free to <u>underline</u> , <b>bold</b> , or <b>highlight</b> the sentence/clause that you feel contains the core of your idea/observation. This exercise asks what seems interesting, in one or more texts, in the light of what one or more other texts say, and why. This last part is important. First observe what you observe and then take the next step: why does it matter. Turn your observation into the seed of an idea.
5	Text vs Text	Same as above.
6	Text vs Text	Same as above.
7	Text vs Text	Same as above.
8	Text vs World	Read one of this week's readings (or a section of one) either (i) against the sum of the semester's readings and discussions, (ii) in the light of some other area in which you have special interest or knowledge, including current popular culture, or (iii) in answer to the question, "Why on earth should anyone read this old stuff?" This exercise asks what seems interesting in one or more texts in the light of your own wider engagement with the subject of this course, or the world in which you live.
9	Text vs World	Same as above.
10	Text vs World	Same as above.
11	Text vs World	Same as above.
12	You vs You	Revisit one of your earlier pages, ideally one from the first half of the course. Reflect on your choice of reading, your use of the reading, and the idea you articulated. How has your thinking changed? What do you think has caused it to change? Have you made any progress towards answering some of the questions that you still had when you turned it in? What questions do you still have, or do you have new ones instead? What would you do differently if you addressed the same material and topic right now, and why?



# 4 Assignments

continued

## Weekly Writing Grading

Each writing assignment, assuming it is turned in on-time and complete, will be **graded on a scale from 11 to 15**, based on how well you show your understanding of the text and demonstrate your own thoughts on it, within the following guidelines:

11	Turned in on time but with < 375 words, and/or little to no engagement with texts, and/or is unclearly written to the extent that it is not possible to detect the idea you are going for. [words]
12	On-time delivery of ≥ 375 words. Writing engages with the texts in that it reveals an observation, but does not address why the observation matters, and does not pivot from words to thought; the page might nod in this direction but be so unclearly written as to render assessment difficult. [words + a start]
13	Writing is clear, but it shows engagement only in that it recapitulates lecture or class discussion; it is clear but does not take ownership of any ideas. <i>Note:</i> please feel free to build on and expand ideas discussed in the forum but find a way to make them your own while giving credit. [words + an idea]
14	Writing is clear and contains a good, clear, interesting idea of your own that builds off of the text and makes a case for itself. [words + your idea]
15	Writing is clear, compelling, well-crafted, and efficient, and contains a good, clear, interesting idea—or more than one—of your own devising. [words + your idea(s) are as one]

This scale will not be used to give you a grade directly, but rather will give me a number from which to generate your grade. I will take into account your growth over the course and your improving ability to read and think about the material in determining your overall writing grade.



## Extra Credit

You can increase your score on any assignment by **1 point** – even if you already got 15 – by following this procedure:

1. Trade your page with a classmate, ideally someone new each time – can be done in discussion groups or over e-mail.
2. Read your classmate’s page and write a brief response/assessment—let’s say 3-5 clear, thoughtful sentences that show you have read it carefully and can give useful feedback.
3. Trade pages back, read your peer’s feedback, and write another 3-5 sentences responding to your peer’s comments.
4. Turn the pages + comments back in within **one week** of the original due date and watch the points roll in!

You will be able to model your comments on those given by the instructors, but try to keep in mind the following guidelines:

1. Be **respectful**. Everyone is here to learn, not to show off their knowledge.
2. Be **clear**. Useful feedback is easy to understand and easy to implement.
3. Be **prompt**. Make sure your partner has their page back in time to respond.



bronze statuette of a veiled and masked dancer, 3rd-2nd century BCE



# 5 | Schedule

Here is a tentative schedule of readings and assignments. **It is subject to change without prior notice**; however, I will make sure to announce any changes immediately, through Canvas as well as in class meetings. All readings not found in the textbooks will be available in digital form in their respective weeks' sections on Canvas.

Week	Monday	Wednesday	Friday
UNIT I: Mythology, Poetry, Early Art			
I. Aug. 24-28	READ: AGC xv-xxix READ/LISTEN: Appiah, "No Such Thing as Western Civilization"	READ: <i>Iliad</i> book 1; AGC p.59-65	READ: <i>Iliad</i> book 2 lines 1-483, books 5-6 RECORD: Intro Video (Extra Credit)
II. Aug. 31-Sep. 4	READ: <i>Iliad</i> books 7, 9, 11; AGC p. 30-31, 37-39, 41-46 QUIZ 0 (practice)	READ: <i>Iliad</i> books 15-16, 18	READ: <i>Iliad</i> book 19 lines 1-275, books 22, 24 QUIZ 1 WRITE: Page 1
III. Sep. 7-11	LABOR DAY (no class)	READ: AGC 50-58 READ: Hesiod, <i>Theogony</i>	READ: Homeric Hymn to Demeter WRITE: Page 2

Week	Monday	Wednesday	Friday
IV. Sep. 14-18	READ: Homeric Hymn to Aphrodite QUIZ 2	READ: selections from Archilochus, Alcaeus, Theognis; AGC 76-85	READ: selections from Sappho; AGC 88-91 WRITE: Page 3
UNIT II: Early Philosophy and History			
V. Sep. 21-25	REVIEW DAY	EXAM 1	READ: AGC p.107-112 READ: selections from Pre-Socratic writers WRITE: Page 4
VI. Sep. 28-Oct. 2	READ: Herodotus book 1 §1-91; AGC p. 91-99 QUIZ 3	READ: Herodotus book 5 § 97-105, book 6 § 100-120; AGC p. 112-118	READ: Herodotus book 7 § 1-57, 101-105, 175-239; AGC p. 129-131 WRITE: Page 5
UNIT III: Athenian Democracy 1			
VII. Oct. 5-9	READ: selections from Solon, Plutarch <i>Life of Solon</i> ; AGC p. 131-139	READ: <i>The Athenian Constitution</i> QUIZ 4	READ: Selected legal writings WRITE: Page 6
UNIT IV: Tragedy			
VIII. Oct. 12-16	READ: Aeschylus, <i>Agamemnon</i>	READ: Aeschylus, <i>Libation Bearers</i>	READ: Aeschylus, <i>Eumenides</i> QUIZ 5 WRITE: Page 7



# 5 Schedule

continued

Week	Monday	Wednesday	Friday
IX. Oct. 19-23	READ: Sophocles, <i>Antigone</i> ; AGC 156-161	READ: Sophocles, <i>Oedipus the King</i>	READ: Euripides, <i>Bacchae</i> QUIZ 6 WRITE: Page 8
UNIT V: The Peloponnesian War			
X. Oct. 26-30	READ: Thucydides book 1 § 1, 18-23, 66-88, 139-146, book 2 § 1-14, 34-65; AGC p. 178-189	READ: Thucydides book 3 § 36-50, 81-85, book 5 § 84-116; AGC p. 169-175 QUIZ 7	READ: Aristophanes, <i>Lysistrata</i> OR Euripides, <i>Trojan Women</i> WRITE: Page 9
UNIT VI: The Sophists			
XI. Nov. 2-6	READ: Selections from Protagoras, Gorgias, Prodicus	READ: Aristophanes, <i>The Clouds</i> ; AGC 196-209	EXAM 2 WRITE: Page 10
UNIT VII: Philosophy and Athenian Democracy 2			
XII. Nov. 9-13	READ: Plato, <i>Euthyphro</i>	VETERANS DAY (no class)	READ: Plato, <i>Apology of Socrates</i> QUIZ 8 WRITE: Page 11

Week	Monday	Wednesday	Friday
XIII. Nov. 16-20	READ: selections from law codes, Lysias, and Andocides	READ: selections from Demosthenes and ps.-Demosthenes QUIZ 9	READ: selections from Aristotle, <i>Poetics</i> ; AGC p. 211-222 WRITE: Page 12
UNIT VIII: Hellenistic and Roman Greece			
XIV. Nov. 23-27	READ: selections from Arrian, <i>Campaigns of Alexander</i> and Plutarch, <i>Life of Alexander</i> ; AGC 222-231	THANKSGIVING BREAK (no class)	
XV. Nov. 30-Dec. 4	READ: selections from Polybius; selections from Plutarch, <i>Life of Antonius</i>	READ: Lucian, <i>True History</i> QUIZ 10	REVIEW DAY (optional)  <b>FINAL EXAM due at midnight</b>

**FINAL WRITING PROJECT due Monday, December 7 by midnight**



Temple of Poseidon, Sounion, Attica