We have all heard of “antiquity,” but to what does it refer? Is the term simply a catch-all for everything that seems impossibly old, or does antiquity have particular features that we can explore and describe? What does the antique consist of, beyond temporal distance? Who were its people, and how did they act, think, and write?

This course in Intellectual Traditions takes up texts from Homeric Greece to the later Roman Empire. Although the vastness of the period makes a full survey impossible during the short time we have together, we will proceed more or less chronologically, moving from oral epic to dramatic performance and written literature. Along the way, we will take up and return to a number of topics, including (but by no means limited to) family, desire, piety, otherness, and gender. Our work on each topic will be supplemented and strengthened by a parallel effort to make connections and acknowledge overlap between diverse themes.

Above all, we will read closely as we seek to develop a critical vocabulary for describing a period whose values and ideas often differ profoundly from our own. We will identify these differences as precisely as possible, but we will also be sensitive to the connections that might be made between ancient and contemporary thinking. I will lecture on occasion, but we will spend the majority of our time working closely with the texts and with one another: our most important goal for the semester is to develop our skills as critical readers and writers who engage deeply with the past in an effort to understand the present it produced.

**Course Objectives:**

- To strengthen your ability to engage with and appreciate ideas that may initially seem difficult and unfamiliar.
- To give you practice in identifying and responding to intellectual problems that are not defined for you in advance.
- To improve your skills as close readers, critical discussants, and writers.
- To broaden your historical awareness.
- To begin to prepare you for the type of work that will be required in upper-level courses and, especially, in writing the Honors thesis.

**Course Delivery and Technological Requirements:**

This is a fully online course that will be delivered both synchronously, via meetings on Zoom and Microsoft Teams, and asynchronously, through Canvas and possibly other platforms.

To participate successfully in our synchronous meetings, you must have a laptop or desktop computer equipped with a working webcam, speakers, and microphone (do not connect with your phone). You must also have access to a reliable and relatively fast internet connection. If either of
these requirements presents difficulties for you, contact me immediately and we can arrange to have you participate in the university’s laptop and wireless hotspot loan program. If you require technical assistance with university software, including Canvas and Zoom, contact the Campus Help Desk.

**Required Texts:**
Richmond Lattimore (trans.) – *The Odyssey of Homer* (Harper Perennial Modern Classics - 006124418X)

You must buy this exact edition of *The Odyssey*, which should be available at the Campus Store. Needless to say, it can also be purchased online; if you search by the listed ISBN, you can rest assured that you are buying the correct edition.

You must also print the course reader, which is available on Canvas under “files.” I suggest that you print the entire reader all at once at the university library (or some other print center), making the task easy and cheap (~$16 if you print double-sided at the library). Printing individual readings on your personal printer is likely to cause you much greater labor, expense, and stress.

**Course requirements:**
Thoughtful participation and diligent attendance – 15%

(Please come see me if you have difficulties speaking in class—I can help)
Reading and content quizzes – 20%
Exploratory writing assignments – 10%
Internet resource assignment – 10%
“Dear [X],” a creative and critical assignment on *The Odyssey* – 20%
Take-home final – 25%

**Reading quizzes:** Over the course of the semester, there will be a series of short unscheduled (i.e., “pop”) quizzes based on the day’s assigned reading and previous course content. Each quiz will be given at the beginning of class and cannot be made up if you are absent or late.

**Exploratory writing exercises:** These short writing exercises will be assigned on a rolling basis and will help you reflect on the assigned reading and prepare for upcoming assignments. They will usually be assigned and submitted over email.

We will discuss the following major assignments in greater depth closer to their respective due dates:

**Internet resource assignment:** In this assignment, you will find a high quality internet resource that focuses on a specific aspect of antiquity, then write a curatorial description to share with your classmates. We will then compile our descriptions in a central database.

**“Dear [X]” assignment:** In this creative and critical assignment, you will write a letter to a character in the *Odyssey*, supplementing your epistolary decisions with critical annotations.

**Take-home final:** This synthesizing exam will ask you to take up a number of the semester’s texts in relationship to one another.
**Schedule:**

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<tr>
<th>Date</th>
<th>Reading or viewing due</th>
<th>Major Assignment due</th>
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<tbody>
<tr>
<td></td>
<td><strong>Unless otherwise noted, read the entire text prior to the first class in which it makes an appearance.</strong></td>
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<td><strong>(Exploratory Writing Exercises are not listed and will be assigned on a rolling basis.)</strong></td>
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<td><strong>Sessions marked “A” are certain to be asynchronous.</strong></td>
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| August 25 | Welcome / Introduction  
(Zoom url available under “Zoom” on Canvas) |                      |
Rebecca Mead – “The Scourge of ‘Relatability’” 
Raymond Williams – from *Keywords: A Vocabulary of Culture and Society* – “Intellectual,” “Tradition” 
Anonymous – “Boy, hold my wreath for me […]” |                      |
| September 1 | Josephine Livingstone – “University History Departments Have a Race Problem” 
Sarah Bond – “Why We Need to Start Seeing the Classical World in Color” 
Asclepiades – “Although she’s a girl, Dorkion […],” “Didyme waved her wand at me […]” |                      |
| September 3 | John Keats – “Ode on a Grecian Urn” 
Sappho – 147 |                      |
| September 8 | Sappho – 146, 149, 167; 105A, 105B; 1, 16, 31 |                      |
| September 10 | Homer – *The Odyssey* 1-2 | Internet resource assignment |
| September 15 | *Odyssey* 3-5 |                      |
| September 17 | *Odyssey* 6-7 |                      |
| September 22 | *Odyssey* 8-10 |                      |
| September 24 | *Odyssey* 11-12 |                      |
| September 29 | Megan Fernandes – “Scylla and Charybdis” 
Jessica Laser – “Archilochus” |                      |
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<tr>
<th>Date</th>
<th>Assignment/Reading</th>
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<tr>
<td>October 1</td>
<td><em>Odyssey</em> 13-15</td>
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<td>October 6</td>
<td><em>Odyssey</em> 16-18</td>
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<td>October 8</td>
<td><em>Odyssey</em> 19-20</td>
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<td>October 13</td>
<td><em>Odyssey</em> 21-23</td>
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<td>October 15</td>
<td><em>Odyssey</em> 24</td>
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<td>October 20</td>
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<td>October 22</td>
<td>Sophocles – <em>Oedipus Rex</em> Scene 1-2</td>
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<td>October 27</td>
<td><em>Oedipus Rex</em> Scene 3-end</td>
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<tr>
<td>October 29</td>
<td>Euripides – <em>Medea</em> 1-660 (p.17-37)</td>
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<td>November 3</td>
<td><em>Medea</em> 661-end</td>
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<td>November 5</td>
<td>Hebrew Bible – Genesis 1-9</td>
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<td>“The Great Hymn of the Aten”</td>
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<td>November 10</td>
<td>Ovid – <em>Metamorphoses</em> – Book I</td>
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<td>November 12</td>
<td><em>Metamorphoses</em> – Book III</td>
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<td>November 17</td>
<td><em>Metamorphoses</em> – Book X</td>
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<td>November 19</td>
<td>Augustine – <em>The Confessions</em> – I-II</td>
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<td>November 24</td>
<td><em>The Confessions</em> – III-IV</td>
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<td>November 26</td>
<td>Thanksgiving</td>
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<tr>
<td>December 1</td>
<td><em>The Confessions</em> – X</td>
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<tr>
<td>December 3</td>
<td>Catullus 85, 101</td>
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**Changes to syllabus:**
While I will make every effort to keep to this syllabus in all respects, I reserve the right to make changes to the course schedule, assignments, and due dates. You will be notified promptly of any changes.
Participation and attendance:
I expect students to come to class prepared to participate actively in that day's discussion and activities. All students are expected to have their video feeds on for the duration of the meeting.

There will also be other ways for you to participate in class over the course of the semester, including doing group work inside and outside of class, attending office hours, and emailing me with thoughtful questions and comments. We'll discuss all of these methods more thoroughly over the semester, and I may assign some of them specifically. For now, remember that the best way to prepare to participate is by coming to class having completed the assigned reading and writing.

Class attendance is mandatory, and I will take roll each time we have a synchronous session. You are permitted two absences for any reason; each additional absence will reduce your final participation score by a full letter grade. A large number of unexcused absences will cause you to fail the course. If you arrive to class late or leave class early, your attendance and participation score for that class will be reduced by half. The same reduction will apply if you show up to class without bringing a hard copy of the assigned reading.

As a member of this class, you have the responsibility to engage respectfully with your peers and help create a collegial atmosphere in which we engage thoughtfully and rigorously with one another's ideas.

Extensions and late assignments:
For conflicts between this schedule and extracurricular university activities such as varsity athletics, notify me in writing by the second week of the semester. To request an extension, you should have a truly substantive reason for doing so (i.e., a serious illness or a family emergency). Assignments handed in late will have their grades reduced by half a letter grade per day. Exploratory Writing Exercises must be submitted on time in order to receive credit.

Contacting one another:
I will contact the class regularly through email and Canvas. It is your responsibility to check your UMail often (instructions for adding UMail to your mobile device can be found [here](#)) and make sure you receive Canvas alerts in a timely fashion.

I strongly recommend that you not forward your UMail to a personal email account. The forwarding system is unreliable and you will miss messages. It is also important that you get used to keeping your professional and personal lives separate. This is the expectation in the working world, and it’s never too early to demonstrate your mastery of this important standard.

If possible, bring questions to my office hours or catch me after class. Otherwise, the best way to reach me is by email. Do not assume that I can read and respond to your message immediately; allow a reasonable amount of time (24 hours) before you need an answer. That said, I will always do my best to respond to you promptly. Two days before a major assignment is due, I will stop answering emailed questions.
For a number of reasons, I do not give substantive feedback on written work via email. If you would like to discuss a draft of a paper, a possible thesis, or other written work, I am always happy to meet with you in person, either during office hours or by appointment.

Due to FERPA regulations, I will only respond to messages that originate from either your UMail or Canvas accounts. You may find this inconvenient, but it’s to protect your privacy.

I will not respond to emails asking questions whose answers are contained in this syllabus.

**Honors grading rubric:**

A   Outstanding achievement. Student performance demonstrates full command of the course material and evinces exceptional levels of originality and sophistication that far surpass course expectations.

A-  Excellent achievement. Student performance demonstrates thorough knowledge of the course material and exceeds course expectations by completing all requirements in a superior manner.

B+  Very good work. Student performance demonstrates above-average comprehension of the course material and exceeds course expectations on all tasks as defined in the course syllabus.

B   Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.

B-  Marginal work. Student performance demonstrates incomplete understanding of course materials.

C   Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

D   Unacceptable work. Coursework performed at this level will not count toward the honors bachelor’s degree. For the course to count toward the degree, the student must repeat the course with a passing grade.

F   Failing

**Important University of Utah policies that apply to this course:**

**Academic misconduct:**

It is both my hope and my expectation that your experience as a student at the University of Utah will be fueled by your passion for learning. I also appreciate that being a student can be stressful. There may be times when you feel tempted to engage in some kind of cheating in order to improve your grade or advance your career. This behavior could be as blatant as having someone else sit for you in an exam, or submitting a written assignment that has been copied from another source. It could also be as subtle as glancing at another student’s quiz when you are unsure about an answer. It
is possible that one might do any of these things and not get caught. However, if you cheat, no matter how much you may have otherwise learned in this class, you have failed to learn what is perhaps the most important lesson of all.

To help promote academic integrity, your written work in this course may be checked for originality using “Turnitin,” a web appliance that compares submitted assignments to a database of books, journal articles, websites, and other student papers. In accordance with University of Utah policy, any instances of cheating or plagiarism will result in failure of the course, along with other possible sanctions. For more information and a number of important definitions, including that of plagiarism, see the University of Utah’s Student Code of Conduct.

**Content accommodation policy:**
“Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students’ sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major.” No content accommodations will be made for this course.

**Disability accommodations:**
“The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.”

If you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me as soon as possible by seeing me after class or making an appointment to visit during office hours.

**Addressing sexual misconduct:**
“Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677.”
**Safety:**
“The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safe.utah.edu](https://safe.utah.edu).”