

## Provisional Syllabus

LSHV 601  
Prof. McNelis

### Outline

This course is an introduction to foundational ideas in the intellectual life of the Mediterranean world from about 1000 BC-1000 AD. as represented in various media such as literature, history, philosophy, science, political theory, and architecture. We will read a series of texts from which we will focus upon major themes such as the relationships and responsibilities of the individual to authority, both civic and divine; the pursuit, acquisition and preservation of knowledge; and the relationship of an individual to the broader community. While the readings will serve as the basis for class discussion, there will also be discussion of various aspects of culture during each class session.

### Grading

Class participation: 25%

Students are expected to attend every class. Your presence in the classroom, by itself, amounts to C work (75%, i.e. a “fair” performance); absence from class precludes participation and thus will result in a loss of credit for that class. A higher grade is obtainable by contributing meaningfully to our discussions. This can mean asking questions as well as answering those posed by faculty and other students. The foundation of your class participation should be a careful, thoughtful reading of the texts. Much of this material will be unfamiliar, even uncomfortably challenging. Each class session is designed to help you understand the assignment and to think about it in new ways. In other words, there will be learning during the class session, and your active participation will be an index of how much you are learning.

Inevitably, personal impressions will play a role in discussion, but as the semester proceeds and the vocabulary and methodological approaches become more familiar, students should demonstrate an ability to discuss the material with deeper insight and analysis.

Class presentation: 15%

Each student will lead one 20 minute discussion on part of a work that we will be reading that evening. Students will be expected to have a control over the section and incorporate relevant bibliography (to be discussed with the instructor before the class); the discussion will be evaluated upon accuracy of facts, comprehension of the material, and the ability to explain the topic in clear and concise manner (presentations that abuse time constraints will not earn an excellent grade).

### Written Work: 30%

Students will write 6 short papers (500 words or less) over the course of the semester. These papers are designed to develop critical thinking and to develop analytical skills by focusing on issues relevant to the class. These will be graded on a standard scale from A to F; only truly excellent work will receive the highest grades. Over the course of semester, I anticipate that there will be significant improvement in your writing from the beginning to the end of the class. Written work is due at the start of each class in hard copy.

### Final Paper: 30%

A 15-20 pg. research paper due at the end of term. This paper may emerge from your presentation, and should work within the methodological and analytical frameworks that have been worked on over the course of the semester.

### Books

#### Required texts:

Homer, *The Iliad*, tr. R. Lattimore (ISBN-13: 978-0226469409)

St. Augustine, *Confessions*, R.S. Pine-Coffin (tr.), Penguin  
ISBN-13: 978-0140441147

Two Lives of Charlemagne, Penguin ISBN-13: 978-014045505

### Schedule of readings (provisional)

pdf indicates work is on canvas

\* indicates work is available online through the Georgetown University library website

Aug. 29      Hesiod, *Theogony*; Genesis 1-25

Sep. 10      Homer: *Iliad* 1-8

M. West, *The East Face of Helicon*, ch. 1 and 3

Sep. 17      Homer: *Iliad* 9-16

J. Griffin, *Homer on Life and Death*

R. Janko, "Greek Gods"

- Sep. 24        Homer: *Iliad* 17-24
- Pre-Socratic Philosophy (pdf)  
Lyric Poetry- Sappho and Sparta (pdf)
- Oct. 1    Herodotus, selections; Thucydides 2.35-46
- E. Said, *Orientalism*
- Oct. 15        Plato, *Phaedo* (pdf); Euripides, *Bacchae*
- Oct. 22        Aristotle, *Politics* (selections- pdf); The Hellenistic World and Rome;  
Lucretius (pdf)
- G.E.R. Lloyd “The development of empirical research”  
\*D. Pingree, “Hellenophilia versus the History of Science”
- Oct. 29        Tacitus, *Annals* (selections)
- Nov. 5         Augustine, *Confessions*
- Nov. 12        Quran (selections)
- Nov. 16        Einhard
- Petrucci, “Christian Conception of the Book in the Sixth and  
Seventh Centuries” (pdf)  
Pirenne, “Medieval Cities...” (selections)
- Nov. 26        Salisbury, *Policraticus* (pdf); Universities
- Dec. 3         Conclusions

## **Georgetown Honor System**

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code> , and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

## **Disabilities**

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu).

## ***Sexual Misconduct***

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff. Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking. Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include: