AHIS3510 - Greek Society
Course Outline

Course Co-ordinator: Hugh Lindsay
Room: MCLG22C
Ph: 4921 5226
Fax: 4921 6933
Email: hugh.lindsay@newcastle.edu.au
Consultation hours: Mondays
Semester: Semester 1 - 2009
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

Brief Course Description
An exploration of facets of Greek social life and civilisation in the fifth and fourth centuries BC.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 0.5 Hours per Week for the Full Term
Tutorials run fortnightly commencing in Week 2.

Learning Materials/Texts
Set Text
Garland, Robert, The Greek way of life from conception to old age / Robert Garland
Ithaca, N.Y.: Cornell University Press, c1990
Women's life in Greece and Rome / [edited by] Mary R. Lefkowitz and Maureen B. Fant
London: Duckworth, 1982

Recommended

Course Objectives
1. Isolating the most important sources on Greek Social history and gaining an understanding of their coverage and limitations.
2. Developing of a critical approach to modern interpretations of Greek Society.

3. Understanding the structure of the course of a life in the Greek world, and differences of emphasis from the modern world.

4. Appreciation of the shape of the urban environment and its impact on social structure.

5. Ability to express such appreciation and criticisms succinctly and accurately.

**Course Content**
Class and status in Greek society

Trades and professions

Life cycle: birth, marriage, old age, death

Education

Living conditions

Urban life

Health and diet

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Two tutorial papers or equivalent task @ 25% (circa 1000 words each) = 50% These papers aim at training students in assessing the bias and content of major sources in relation to a specific historical problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>One major essay or equivalent task = 50% (circa 2000 words). This is a major individual research and writing assignment selected from a choice of topics related to central themes of the course.</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**

20 units at any level in Ancient History or History

**Callaghan Campus Timetable**
AHIS3510
GREEK SOCIETY
Enquiries: School of Humanities and Social Science
Semester 1 - 2009

| Lecture and Tutorial | Monday 11:00 - 13:00 [V01] or Monday 13:00 - 14:00 [V108] or Monday 14:00 - 15:00 [W219] or Monday 10:00 - 11:00 [V104] |

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:
a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** above.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

**Note:** different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit:

www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>Phone 4921 5000</td>
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<tr>
<th>City Precinct</th>
<th>Singapore students</th>
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</thead>
<tbody>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
</tr>
</tbody>
</table>

| Central Coast Campus (Ourimbah) | |
|----------------------------------| |

School of Humanities and Social Science
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives

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<th>Faculty Websites</th>
<th>General enquiries</th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Email:</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Ourimbah</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td>Email:</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>The Dean of Students</td>
</tr>
<tr>
<td></td>
<td>Phone: 02 4921 5806;</td>
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<tr>
<td></td>
<td>Fax: 02 4921 7151</td>
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<tr>
<td></td>
<td>Email:</td>
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<tr>
<td></td>
<td><a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>
Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

1. **Academic Fraud**, in which a false representation is made to gain an unjust advantage by, for example,
   - the falsification of data
• reusing one’s own work that has been submitted previously and counted towards another course (without permission)

• misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

• copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement

• failure to identify direct quotation through the use of quotation marks

• working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:
1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

Any consistent and clear referencing system is acceptable. Note however the following recommendations.

In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</tbody>
</table>
### GREEK SOCIETY: Lecture and Tutorial List – 2009.1

<table>
<thead>
<tr>
<th>Date</th>
<th>WK</th>
<th>Lecturer</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3/09</td>
<td>1</td>
<td>Hugh Lindsay</td>
<td>Class and status in Greek society</td>
</tr>
<tr>
<td>9/3/09</td>
<td>2</td>
<td>Hugh Lindsay</td>
<td>The early life cycle in Greece</td>
</tr>
<tr>
<td>16/3/09</td>
<td>3</td>
<td>Hugh Lindsay</td>
<td>Marriage and women's status in Greek society</td>
</tr>
<tr>
<td>23/3/09</td>
<td>4</td>
<td>Hugh Lindsay</td>
<td>Adoption and inheritance in Greek society</td>
</tr>
<tr>
<td>30/3/09</td>
<td>5</td>
<td>Hugh Lindsay</td>
<td>Death and funerals</td>
</tr>
<tr>
<td>6/4/09</td>
<td>6</td>
<td>Hugh Lindsay</td>
<td>Morality and homosexuality</td>
</tr>
</tbody>
</table>

Semester Break 10-17 April

<table>
<thead>
<tr>
<th>Date</th>
<th>WK</th>
<th>Lecturer</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/4/09</td>
<td>7</td>
<td>Hugh Lindsay</td>
<td>Health and diet</td>
</tr>
<tr>
<td>27/4/09</td>
<td>8</td>
<td>Hugh Lindsay</td>
<td>Old age</td>
</tr>
<tr>
<td>4/5/09</td>
<td>9</td>
<td>Hugh Lindsay</td>
<td>Slavery</td>
</tr>
<tr>
<td>11/5/09</td>
<td>10</td>
<td>Hugh Lindsay</td>
<td>Athenian trade and commerce</td>
</tr>
<tr>
<td>18/5/09</td>
<td>11</td>
<td>Hugh Lindsay</td>
<td>Trades and professions</td>
</tr>
<tr>
<td>25/5/09</td>
<td>12</td>
<td>Hugh Lindsay</td>
<td>Living conditions</td>
</tr>
<tr>
<td>1/6/09</td>
<td>13</td>
<td>Hugh Lindsay</td>
<td>The shape of urban life</td>
</tr>
</tbody>
</table>

### Set Texts


### Recommended Text


### Other Recommended Books


Morris, Ian, *Death-ritual and social structure in classical antiquity* / Cambridge ; New York:

### Assessment

A 1 tutorial paper (1000-1500 words) @ 25%

Students may choose one of the six tutorial topics for their tutorial paper. Papers will be due to be handed in at the tutorial following the discussion of the chosen topic, or (in the case of the final tutorial) one week after their tutorial.
B. 1 take home gobbet exercise (1000-1500 words) @ 25%
(write notes on the context and content of 3 out of 7 passages from major ancient authorities discussed in tutorials and in lectures). **These will be handed out in week 4 of semester, 23 March and will be due a week later (30 March).**

C. 1 essay (1500-2000) @ 50%
Due date: 5 June 2009 (end of week 13)

Extensions for tutorial papers, gobbet exercises and essays will only be granted before the due date for the work. A 10% penalty will apply to late assignments.

Course co-ordinator: Hugh Lindsay, hugh.lindsay@newcastle.edu.au MCLG 22C, phone 49215226

**TUTORIALS**

**TOPIC 1** Week 2, 9/3/09

**CHILDHOOD IN THE GREEK WORLD**

EITHER

1. How would you differentiate between modern perceptions of childhood and those current in the Greek world of the 6th-4th centuries BC?

OR

2. What did Athenian parents expect from their children?

OR

3. At what stage did a child become important to the Greek family and why?

Reading list:

*Children and childhood*
Aries, P., *Centuries of Childhood: a social history of family life* [Auch - Short Loans: 306.85 ARIE c.2]

Article available online:

*Exposure*

**TOPIC 2** Week 4, 23/3/09

**ATHENIAN AND SPARTAN WOMEN**

EITHER

1. What do we know about Greek marriage ceremonies and what did Greeks see as the most important purposes of marriage? How did marriage affect social status?

OR

2. What do you see as the main restrictions placed on Greek women by their male counterparts? Did status make a big difference to the freedom of the Greek woman?

(Social and economic independence are two important issues you could discuss)

Consider one of the above questions and explain any difference you can detect between Athenian and Spartan customs.

Essential reading:

Reading list:
Cantarella, E., *Pandora's Daughters. The Role and Status of Women in Greek and Roman Antiquity* pp.41-50 (CALL NO: Auch - Short Loans 305.420938 CANT).


On Spartan women see the following articles available online:

Cartledge, P. ‘Spartan wives: liberation or licence?’ *Classical Quarterly* 31 (1981) 84-105.


**TOPIC 3 Week 6, 6/4/09**

**GREEK DEATH**

Examine Greek funerary practices. What were the main stages between death and burial in the Greek world? How distinctive do these seem, and which aspects of the Greek response to death seem significantly different from modern experience?

Reading list:


Griffin, J., *Homer on Life and Death*, Oxford 1980, Ch.1 (CALL NO: AUCH -Bk-3 Day Loan 883.01 HOME-2 GRIF-1 c.3)


Lattimore, R., *Themes in Greek and Latin Epitaphs*, Illinois 1942 (CALL NO: Auchmuty - Book 929.5 LATT c.2).


Morris, I., *Death-ritual and social structure in classical antiquity* [Auchmuty - Short loans: 393.0938 MORR]

Vermeule, E., *Aspects of Death in Early Greek Art and Poetry*, Berkeley & London 1979 (CALL NO: Auchmuty – Short loans: 700.938 VERM; Central Coast - Book 700.938 VERM c.2; C Coast -Book -3 Day 700.938 VERM c.3; Huxley-Book 700.938/V1 c.4).

**Article available online:**


**TOPIC 4 Week 8, 27/4/09**

**GREEK HOMOSEXUALITY**

Discuss Greek attitudes to sexuality and homosexuality. Did the ancient Greeks construe sexuality in categories comparable to those in the modern world? Was homosexuality openly and widely encouraged in Greek society?

Essential reading:


Reading list:

Dover, K.J., *Greek Homosexuality*, Oxford 1978 (CALL NO: Auchmuty – Short loans: 306.76609495/1; 306.76609495 DOVE c.3)


**Articles:**


**TOPIC 5 Week 10, 11/5/09**

**SLAVERY**

What impact did the Greek view of slaves as property have on the conditions under which slavery was conducted in the Greek world? What insights do our sources offer about Greek attitudes to slaves?

**Some points to consider:**

1. Aristotle on slaves as tools (Wiedemann pp. 15-21); also the idea of the ‘barbarian’ or the ‘other’ and the moral inferiority of slaves (see extracts from Aristotle, Politics, slavery handout, pp.4-5)

2. The limits of the powers of masters over their slaves. What restrictions (if any) were placed on masters killing or maiming slaves? Did slaves have any avenues of appeal?

3. Types of work for which slaves were employed in differing contexts; was the lot of the domestic slave easier than that of his rural counterpart?

4. Types of labour, other than chattel slavery. How did the situation of the Laconian helot compare with chattel slavery?

5. Prospects for slaves, including freedom

**Essential reading:**

Handout on slavery, esp. p.1 (the Gortyn Code) and pp.4-5 (extracts from Aristotle). See also:


**Recommended Reading list:**


*Slavery in classical antiquity*, edited by M. I. Finley, Cambridge, Heffer; New York, Barnes & Noble, 1988.[CALL NO: Auchmuty - Book 326.093 FINL]


**Articles available online:**


**TOPIC 6 Week 12, 25/5/09**

**CITIZENS AND METICS IN GREEK SOCIETY**
What are the main differences in social expectation between a metic and an Athenian citizen? What limitations are there on the sphere of influence of a metic?

For definition of a metic see D. Whitehead, *The Ideology of the Athenian Metic*, Cambridge 1977 Chapter 1 (extract provided).

**PASSAGES ON METICS**

**EURIPIDES** *Suppliantes* 888-900

Next, son of huntress Atalanta, Parthenopaeus, of peerless beauty. He was an Arcadian, but came to Inachus' streams and grew up in Argos. Reared there, he avoided - as befits the immigrant foreigner - making trouble or arousing jealousy in the city; contentious argument, by which citizen and foreigner alike make themselves most vexatious, he eschewed. He stood in the ranks like a native Argive and defended our land. He rejoiced when the city prospered, and sorrowed in its adversities. Many men and women loved him, but he took care not to cause offence.

**ISOCRATES** 16.12

Reflect how each of you was affected, what resolve you each had, and what danger each of you would not have undergone in order to stop being a metic, return home, and punish the men who threw you out.

**DEMOSTHENES** 22.54

Why then were you binding and outraging citizens and the poor metics, whom you used more outrageously than your own slaves?

**LYSIAS** - himself a metic - 5.2

I expected that his conduct as a metic in this city was such as far rather to elicit some reward from you than to expose him to so great a danger on accusations like this.

**DEMOSTHENES** 22.5

You, tell me, are you a metic? Yes. And are you a metic in order to obey the laws of the city, or to do as you please? To obey.

20 ... this was not what we deserved from the city, having undertaken all the choregiai, contributed to many eisphoriai, shown ourselves well behaved, and done what is required of us ... Such was our reward from them for living as metics very differently from their own conduct as citizens.

23.2 I summoned him before the polemarch, supposing him to be a metic ... 23.15 ... he was a metic in Thebes. But I think you understand that, were he really a Plataean, he would surely have been a metic anywhere rather than Thebes.

31.9 ... he left the city and lived, under a prostates (patron) and paying metoikion, in Oropus - preferring life as a metic there to being a citizen with us. 31.29 Who would not rebuke you rightly - if, after honouring in a manner worthy of the city the metics, who exceeded their duty in assisting the demos, you fail to punish Philo, who violated his duty in betraying the city...?

**LYCURGUS**, Leoc 21

He lived in Megara for more than five years, with a Megarian prostates (patron), unashamed by living on the borders of Attica, a metic in the city next to the one which nurtured him.

**HYPERIDES** 4.3

Diognides and Antidorus the metic are impeached for hiring out flute-girls at a rate higher than the law prescribes, and Agasicles from Piraeus because he was registered as a demesman in Halinus

**THE OLD OLIGARCH** 1.10

Now among the slaves and metics in Athens there is the greatest unruliness: you cannot strike them there, nor will the slave stand aside for you. And I will tell you the reason for this local peculiarity. If it were customary for the slave - or the metic or the freedman - to be beaten by the free man, you would often strike an Athenian in the belief that he was a slave; for the people there are no better dressed than the slaves and the metics, nor at all superior in appearance.

1.12 So for this reason (to allow for slaves to become rich) we established equal freedom of speech as between slave and free, and as between metic and citizen; for the city needs metics because of the multiplicity of crafts and because of the fleet. So, because of this it was reasonable for us to establish equal freedom of speech even for metics.
Recommended Reading list:

MAJOR ESSAY TOPICS (major essay due on 5/6/09)

1. Childhood in the Greek world
What role did the parents have in the upbringing of an Athenian child? How different was the attitude of Athenian parents from contemporary experience?

Recommended Reading
As for tutorial topic 1, but add:
Just, R., Women in Athenian Law and Life pp.40-75 (Auchmuty - Book 305.420938 JUST 1991 c.2; 305.420938/3 C; Auch - Short Loans 305.420938 JUST 1991).

2. Women in Athenian life
Explain the difference in rights and obligations of the three main groups of Athenian women discussed by Demosthenes in the following passage:

Demosthenes 59 [Neaira] 122
We have hetairai for physical excitement, mistresses (pallakai) to look after our day-to-day bodily comfort, and wives (gunaikes) in order to procreate legitimate children and have a trustworthy custodian for the household.

Recommended Reading
As for tutorial topic 2

3. Death
Which aspects of Greek funerary practices seem to be a distinctive reflection of Greek values? In what ways do any such practices differ significantly from the conduct of a modern funeral?

Recommended Reading
As for tutorial topic 3, but add
Mitford, J., The American Way of Death [Auch -Bk-3 Day Loan: 393.0973 MITF].

4. Slavery
To what extent do Aristotle’s theories on slaves and slavery (the idea of slaves as tools and the moral inferiority of slaves) appear to have been borne out in actual practice? What does our ancient evidence suggest as to how slaves were treated? How important was context? (i.e rural as opposed to domestic locations, “factory” and artisan situations, etc)

Note: these are broad issues. A useful approach would be to read Aristotle’s views carefully before examining other evidence. It would also be a good idea to confine your focus to a specific period and place (e.g. Classical Athens) although you may cite comparative material.
As for Tutorial Topic 4

5. Homosexuality

Is Greek homosexuality a distinctive product of the social organisation of that society?

Recommended Reading

As for tutorial topic 6

6. Living conditions

Explore the division of space between men and women (both family and slaves) within the house of a well-to-do oikos in Classical Athens. Does the ancient evidence offer us any insight as to how segregation may have influenced social relations between the sexes?

Recommended Reading


Pomeroy, Sarah B *Oeconomicus* (Oxford, 1995)


A. W. Lawrence, *Greek Architecture* (Penguin, 1983) esp. chap. 21


E. Keuls, *The Reign of the Phallus* (California, 1985)

Supplementary reading:

