

CS3904F

Archaic and Classical Sparta



The University of Western Ontario
Department of Classical Studies
CS3904F
Fall 2023

I acknowledge that Western University, and our classroom, is located on the traditional lands of the Anishinaabek (AUh-nish-in-ah-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ah-pay-wuk) and Attawandaron (Add-a-won-da-run). We acknowledge all the treaties that are specific to this area: the Two Row Wampum Belt Treaty of the Haudenosaunee Confederacy/Silver Covenant Chain; the Beaver Hunting Grounds of the Haudenosaunee NANFAN Treaty of 1701; the McKee Treaty of 1790, the London Township Treaty of 1796, the Huron Tract Treaty of 1827, with the Anishinaabeg, and the Dish with One Spoon Covenant Wampum of the Anishnaabek and Haudenosaunee.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.

This Land Acknowledgement is a first step towards reconciliation. It is the work of all citizens to steps towards decolonizing practices and bringing our awareness into action. We encourage everyone to be informed about the traditional lands, Treaties, history, and cultures of the Indigenous people local to their region.

Course Outline

Course Description

Welcome to CS 3904F: Archaic and Classical Sparta! In this course we will explore the social, cultural, political, and economic development of Archaic and Classical Sparta through a thematic investigation of diverse topics such as Spartan art and architecture, song and dance, athletics and education, citizenship, and the Spartan economy. This course has two equally important goals. The first goal is to explore aspects of Archaic and Classical Sparta through a critical examination of both written sources and archaeological remains. The second goal is to further develop our communication skills. We will do this by participating in a weekly writing practice in seminars that target specific elements of persuasive analytical writing.

A large component of this course focuses on weekly development. Students are expected to organize their time to complete the weekly assignments and readings in order to fully benefit from this course. Remember, it is up to you to do the work. That being said, my door is always open to discuss time management, reading and study strategies, and all content related questions.

Our classroom is an open space. There will be content and discussions in this course that touch on difficult topics including sexual abuse, gender-based violence, slavery, disenfranchisement, discrimination, and racism. I ask all students in this class to help me to create a classroom environment based on mutual respect and sensitivity towards the experiences of others (both in-person and in all other modes of communication regarding this class, for example on OWL).

Course Textbook

The primary reader we will use for this class is available through the library website:

<https://onlinelibrary-wiley-com.proxy1.lib.uwo.ca/doi/book/10.1002/9781119072379>

Powell, A. (ed.) 2018. *A Companion to Sparta*, 2 Vol. Blackwell Publishing.

All other readings will be made available on OWL.

Course Objectives and Learning Outcomes

The primary objectives of this course are to explore the following questions:

- 1) What can we know about Sparta and what influences our perception of her?
- 2) What makes effective analytical persuasive writing and why?

In exploring these questions through the content of this course students will learn to do the following:

- 1) To evaluate primary material and determine historical context to see how social norms and customs develop over time and are shaped by geography, people, and events.
- 2) To engage in a critical analysis of evidence and understand the limits of primary sources in representing historical facts.
- 3) To participate in dialogues about the past in an informed and critical manner and to critically evaluate and challenge the history of the discipline, as well as one's own perspective or interpretation of the past.
- 4) To participate in the process of writing and be able to craft persuasive arguments in analytical writing.

Course Website

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for updates. This is the primary method by which information will be disseminated to all students in the class. All course material will be posted to OWL: <http://owl.uwo.ca>.

If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Using Electronics in the Classroom

We will be using a WALS-Tech room for our class. This means that we will be working in pods which will have tech options built into them. **We will NOT be using our personal electronic devices in class, with some exceptions.** This includes laptops, tablets, and phones. Each pod has its own projector, and we will be using the technology in these pods to display readings and materials to actively engage with them. Computers and personal electronic devices are distracting and decrease connection in the classroom. We will be limiting our use of electronic devices to improve our communication skills. This will be further discussed in class especially with respect to working on our WWAs in class on Fridays.

Tentative Schedule of Readings

Week	Topics	Reading Assignments/Due Dates
Week 1 Sept. 8	Course Introduction	Course Syllabus CS Ch.1 * see OWL, read this BEFORE first class
Week 2 Sept.11	Introduction to the Study of Sparta Dorian Spartan and the Return of the Herakleidai	<i>Spartans</i> Ch. 1, p.4-19 on OWL The Return of the Herakleidai on OWL
Sept.13	The Study of Sparta and the Spartan Mirage	CS Ch.2 (perusall) TED Talk, Chimamanda Ngozi Adichie: The danger of a single story
Sept. 15	Introduction to Persuasive Analytical Writing	WWA 1
Week 3 Sept.18	Introduction to the Study of Sparta Spartan Settlements and the Environment	CS Ch.3
Sept.20	Lakonian Art, Architecture, and Pottery	CS Ch.5 (perusall) & CS Ch.6
Sept.22	Introduction to Reading Primary Sources: Objects	WWA 2 Podcast: <i>Stuff the British Stole</i>
Week 4 Sept.25	Messenian Wars and Tyrtaios The Messenian Wars <i>Note: Perusall Annotations due MONDAY this week by noon, no Friday class</i>	<i>The Ancient Messenians: Constructions of Ethnicity and Memory</i> : Chapter 4, p.68-106 (perusall)
Sept.27	Introduction to Reading Primary Sources: Text	Fragments of Tyrtaios (fr.1-23b) p.36-71 (Loeb Library) on OWL WWA 3
Sept.29	National Day of Truth & Reconciliation (non-instructional day)	No Class

Week 5 Oct.2	Lykourgos and Eunomia The Great Rhetra, Eunomia, and Political Tensions in Archaic Sparta	<i>Spartans</i> Ch. 3, p.39-53 on OWL
Oct.4	The Tradition of Lykourgos	CS Ch. 4 (perusal) Plutarch's <i>Life of Lykourgos</i> on OWL
Oct.6	Close Reading	Herodotus' <i>Histories</i> 1.65 WWA 4
Week 6 Oct.9	Politics and the Economy Thanksgiving	No Class
Oct.11	Spartan Economy	
Oct.13	Governing Sparta	CS Ch.17 Close Reading OR Object Analysis Assignment
Week 7 Oct.16	Spartan Song Culture Spartan Religion	CS Ch.16
Oct.18	Poets and the polis	CS Ch.7 (perusal) Spartan Song and Ritual Primary Source Readings on OWL
Oct.20	Thesis Statements I	WWA 5 Alkman's <i>Partheneion</i>
Week 8 Oct.23	Education and Athletics Spartan Education	CS Ch.20 (perusal) Xenophon's <i>Lakedaimonian Politeia</i> on OWL
Oct.25	Sport and Victory Dedications	CS Ch.21
Oct.27	Thesis Statements II	WWA 6 Damonon Stele
Week 9	Reading Week	Reading Week
Week 10 Nov.6	Helots, Slavery, and the Perioikoi Helots and Slavery	CS Ch.22 (perusal) Primary Sources on Helotage on OWL
Nov.8	Perioikoi	CS Ch.23
Nov.10	Summary vs. Analysis	WWA 7 Plutarch's <i>Life of Lykourgos</i> 28.1-6
Week 11 Nov.13	Thermopylae and Plataea Sparta in the Persian Wars	CS Ch.10 (perusal)
Nov.15	Spartan Image: Leonidas, Thermopylae, and Plataea	Plutarch's <i>Sayings</i> , Leonidas on OWL Plataea Elegy on OWL Herodotus' <i>Histories</i> 7.200-239
Nov.17	Quotations and Paraphrases	WWA 8 Herodotus' <i>Histories</i> 7.200-239
Week 12 Nov.20	Sparta and The Peloponnesian War Sparta and The Peloponnesian War I	CS Ch.11 (perusal)
Nov.22	Sparta and The Peloponnesian War II	Thuc. 1.67-88, 4.26-41; Xen. <i>Hell.</i> 1.2.27-2.2.23 Re-read/skim Hdt. 7.200-239
Nov.24	Introductions	WWA 9
Week 13 Nov.27	What "Ruined" Sparta? Lysander and Agesilaos	CS Ch. 12 Plutarch's <i>Life of Lysander</i> on OWL

Nov.29	Oliganthropia and the Decline of Sparta	CS Ch.8 (perusall)
Dec.1	Conclusions	WWA 10
Week 14 Dec.3	Reception of Sparta: From Rome to the ‘Freedom Convoy’ The Survival of Archaic Sparta and Roman Cultural Memory	CS Ch.25 (optional perusall)
Dec.6	From Rome to the Canadian ‘Freedom Convoy’	Show and Tell Worksheet on OWL Pharos Article “How Classics Made its Way into the ‘Freedom Convoy’” on OWL
Dec.8	Final Class: Exam Preparation	Final Writing Assignment

Course Assessment

<i>Assessment</i>	<i>Percentage</i>	<i>Due Date</i>
Engagement	40%	Weekly
Close Reading OR Object Analysis Assignment	10%	Oct.13
Final Writing Assignment	20%	Dec.8
Final Exam	30%	TBD

Course Engagement

What do I mean by engagement?

By engagement, I mean the degree of attention, curiosity, interest, excitement, thoughtfulness, and passion that students show when they are learning. This extends to the motivation students have for the learning process in general. This is different from participation which is a measurement of how often a student speaks in the classroom and the quality of that contribution. One can participate in a seminar, for example, as a part of demonstrating they are engaging with the course material, but simply speaking does not define engagement.

What is included in engagement?

Engagement in this course makes up 40% of the overall course grade. It is divided into three components: Classroom Engagement (15%), Weekly Writing Assignment (15%), and Perusall Annotations (10%). What I am looking for when I measure engagement is that you have been attentive to the material, have thought about it, brought curiosity and interest, and express that in the completion of your work, whether that be in completing the Perusall annotations, writing your assignments, or engaging in discussion and seminar tasks in class. All three of these activities are connected and can be prepared for by completing the readings and writing prompts in earnest. Everyone will likely do the labour for this class in different ways. My advice is to organize your time so that you can do the readings and think about them before each class. The readings are designed to compliment each activity in the week, and all contribute to completing the given writing prompt for seminar. **By organizing your time so you can read and think about the material before the seminars, you will best position yourself to give and to get as much out of the seminars as possible.**

Classroom Engagement (15%)

It is important to come to class prepared to participate in the class activity. Engaging should include talking with your peers and participating in collective activities, but also actively listening and contributing to working through the given task. Not all tasks will be in groups, there will be an equal amount of individual thinking and writing.

Weekly Writing Assignments (15%)

We are going to participate in structured, small-scale writing every week in this class. Each week we will focus on one aspect of persuasive analytical writing as a genre and complete an activity/worksheet and bring that response to class (max. 1 page). See OWL for further details. Your response must be either typed and printed or written by hand. Do NOT bring your assignment on your computer unless otherwise asked to by the instructor.

Perusall Annotations (10%)

Each week an assigned reading will be available for you to annotate via Perusall, an online social annotation tool that integrates an e-book reader with collaborative annotation tools. To join our Perusall site, go to <https://app.perusall.com/home> and create an account, then enter our course code **DENNIE-PDQY8** upon registration. See OWL for further details.

Annotations must be completed BEFORE 12 noon on Wednesdays, to receive credit, unless otherwise specified by the instructor.

*Close Reading **or** Object Analysis Assignment (10%)*

Each student will complete **EITHER** a close reading assignment **OR** an object analysis assignment. See OWL for further details.

Final Writing Assignment (20%)

The final writing assignment is a primary source analysis. It should reflect your progress in developing persuasive analytical writing skills throughout the term and utilize all the feedback you have been given regarding each writing skill. See OWL for further details.

Final Exam (30%)

The Final Exam is cumulative. See OWL for further details. The weight of the Final Exam will not be altered. If a makeup examination is required, the format may vary.

Student Absences

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth less than 10% of the overall course grade:

In this course, there is some flexibility built into the assessment of Engagement which is evaluated on a weekly basis.

- 1) Classroom Engagement: each student is permitted to miss one discussion-based class (typically Wednesdays) without it impacting their overall grade. You do not need to contact the instructor for this absence or for absences of lecture-based classes.
- 2) Perusall Annotations: the lowest annotation out of 10 is automatically dropped by OWL.
- 3) Perusall Annotations: for an extra opportunity to improve your Perusall grade, there is an optional Perusall reading in the final week of class giving you the opportunity to drop your two lowest annotations or make-up an annotation.

Note about absences for WWA seminars (typically Fridays): these classes are critical for success in this course. If you are unable to attend a WWA seminar, please contact the instructor as soon as possible. If you are ill or something comes up that is out of your control, please contact the instructor within 48 hours of the missed class to discuss the WWA.

Assessments worth 10% or more of the overall course grade:

For all other assessment components in this course, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

The Student Medical Certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

This means that you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration to receive an extension for the Close Reading or Object Analysis Assignment (10%), the Final Writing Assignment (20%), or the Final Exam (30%).

There is a 2% a day late penalty for assignments in this course including Saturdays and Sundays.

Absences from Final Examinations

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as possible. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Accommodation and Accessibility

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult the University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

Accommodation Policies

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at: [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic Accommodation disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

Academic Policies

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy (https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

Academic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

In this course, I do not recommend students use AI tools. AI tools such as ChatGPT provide confident responses based on the specific prompts provided to them, but they do not discern between fact or fiction when collating data and responding. Additionally, ChatGPT will confidently fabricate information and does not cite its work. The use of this software to conduct research or produce academic writing not only borders on plagiarism, but it also robs students of certain learning experiences which are core to the university experience and necessary for success.

It is essential that students critically evaluate all information they obtain from any source, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives.

Assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry, and allows them to produce original written contributions.

Support Services

Academic Counselling

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and Sexual Violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Accessible Education

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

http://academicsupport.uwo.ca/accessible_education/index.html if you have any questions regarding accommodations.

Learning Development and Success

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Digital Student Experience

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital

Student Experience website to manage your academics and well-being:
<https://www.uwo.ca/se/digital/>.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.