SUMMER 2020 COURSES

SUMMER SESSION I, MAY 22 THRU JUNE 28, 2020

CLS 0149 A  France in Antiquity

Course Description: The historical identity of France owes much to the contact, interaction and accommodation that took place between the peoples of ancient Gaul, the Greeks who settled along its Mediterranean shore, and the Romans who conquered and ruled Gaul for almost five hundred years. This course will explore this rich process of cultural creation and identity formation through an exploration of the following questions: Who were the Gauls? How did they express their identity culturally, ecologically politically, socially in cult and ritual, and in material culture and productivity? Why did the Greeks migrate to and settle in southern Gaul? What did it mean to be a Greek in Gaul? How were the Greek poleis or city-states different if it all from those in Greece, southern Italy and Sicily, and Asia Minor? How did Greeks and Gauls interact and find a middle ground? How did the Romans become involved in Gaul? How did they engage with the Greeks and Gauls? Who were the Romans in Gaul? Why did Rome eventually conquer all of Gaul? And how did Roman, Greek, and Gallic culture combine to shape the early identity and cultural legacy of France? To answer these many questions, the course will draw on the richness of recent archaeological discoveries, the diverse accounts of ancient writers and the exciting new research and analyses of modern historians and archaeologists. The course will begin with an overview of the history of the Ancient Mediterranean and the Roman Republic and Empire.

Readings/Books:
Christopher Kelly, The Roman Empire. A Short Introduction (Oxford)
Greg Woolf, Becoming Roman. The Origins of Provincial Civilization in Gaul (Cambridge)
Tacitus, The Agricola and Germania (Penguin)

Additional Readings posted on Canvas. (This will include readings, some not yet posted, including chapters from Andrew C. Johnston, The Sons of Remus. Identity in Roman Gaul and Spain, 2017)

Evaluation: There will be three equally weighted essay exams based and equally weighted (20% each). Class participation counts (20%). In addition, I would like you to produce a blog/journal (20%). The blog or journal should record your reflections in writing, images, etc. on the readings and lectures, in particular what you are learning, how it is changing your thinking about history, ancient Gaul, France, your experience in France and Talloires. I will ask you to submit your blog/journal electronically at various intervals of my choosing. What I am most interested in is your thinking. I may also call on you to read from your blog/journal in class. You can also use the blog/journal to describe ancient sites you may visit elsewhere in France or Europe during your time at Talloires. You don’t need to set up blog on a website, but if you find that more amenable, please feel free to do so.
Lectures and Discussions

1. An Overview of the Roman Empire                 Kelly, Chs 1-2
2. Pre-Roman Europe/the Celts                   Tacitus, Germania, Wells, Peoples of Temp. Europe, Witt, Ch 26, The Celts
   (Class Discussion)
3. Roman War and Conquest                      Tacitus, Agricola (Class Discussion)
4. First Examination                            Woolf, Preface, Chapters 1-3
5. Roman-ness and The Gauls                    Woolf, chapters 4
6. Mapping Cultural Change in Gaul             Woolf, Chapter 5
7. An alternative Understanding                Johnson, The Sons of Remus (to be assigned)
8. Making Roman towns                           Woolf, Chapter 6
9. Rural life and production                    Woolf, Chapter 6
10. A Consumer Culture                         Woolf, Chapter 7 Kelly Ch 6
11. Second Examination                          Roman Europe Chapter 7, Woolf Chapter 8
12. Religion in Roman Gaul                      Roman Europe 9-10
13. The Late Roman Empire                       Woolf, Ch 9, Kelly Ch 4
14. Gaul in the Late Roman Empire              Woolf, Ch 9
15. Christian Gaul                              SULPICIUS SEVERUS ON THE LIFE OF ST. MARTIN
16. The life of A Gallic Saint                  Gregory of Tours, Desiderius of Cahors, Geary, Before France and Germany
17. The End of Roman Gaul                       Woolf, Chapter 7 Kelly Ch 6
18. Final Examination                           Woolf, Chapter 7

ARCH 0026 A    Ancient Egypt
J. Matthew Harrington    Cross listed with CLS 0026 A & HIST 0076 A          4 SHU
This course is an exploration of the civilizations of Ancient Egypt and the Near East, examining their art, architecture, and history. We will examine the close interplay between the religion of the Egyptians and their funerary practices, including the development of the pyramid tombs and the practice of mumification. The pharaoh served as an incarnate link between the eternal gods and the world of mortals; the pharaoh’s victories and virtues filled the temples, but the tombs of ordinary Egyptians were filled with images of their own aspirations for eternal life. Hieroglyphic texts recorded diplomacy and sacred ritual, as well as literature and science while dynasties rose and fell, just as cuneiform texts did in Mesopotamia and beyond. We will examine the internal and external relations of Egypt in the context of a world system that included the kingdoms and empires of the Near East and the Mediterranean: from the Sumerians, Assyrians, Hittites, and Babylonians, to the Persian Empire, Alexander the Great, and the Imperium Romanum. In each of these cultures, individuals competed to assert their identities within a shared system of meaning embedded in their art and architecture as well as their texts and social hierarchies. 
Fulfills the Arts, the Humanities, and the Social Sciences Distribution Requirements. Fulfills the African Culture and Diasporas, Classical Culture, Middle Eastern Culture, and African Culture Region of Origin Culture Areas. Fulfills the World Civilization Requirement.

CLS 0077 A Sport Entertainment in Greece and Rome
J. Matthew Harrington    3 SHU
Sport was inseparable from the civic and religious life of the ancient world; at the same time, the spectacle of the competition comprised a major element of public entertainment and daily life. This course will introduce students to the complex systems of local, regional, and "international" sports and entertainment in the ancient world, and it will explore the radically different ideas of the Greeks and Romans concerning sport and entertainment. At the same time as they served to train citizen children for the rigors of competition and war, gymnasia like the Academe of Plato or the Lyceum of Aristotle were centers of political life and philosophical discussion. Greek athletic competition linked the local gymnasia with the great Panhellenic games at Olympia, Delphi, Isthmia, and Nemea, where victory brought glory to the individual and to their city. Chariots raced in the Circus Maximus, gladiators fought in the amphitheatre, and actors performed on the many stages to honor the Roman gods - and to gain votes for the sponsors of the games. Like NASCAR or ultimate
fighting, Roman sport could be deadly, but gladiators and charioteers were skilled athletes with wide popularity among the people. Since sport and entertainment were viewed as crucial political, religious, and moral issues by the ancient Greeks and Romans, they reveal much about how these ancient cultures viewed themselves and the question of what made a good citizen.

Fulfills the Humanities Distribution Requirement. Fulfills the Classical Culture Area.

**CLS 0041 A Western Pol Thought I**

Ioannis Evrigenis

4 SHU

Cross-listed as PS 41, CVS 18, and PHIL 41. Central concepts of ancient, medieval, and early modern political thought. Ideas of Thucydides, Aristophanes, Plato, and Aristotle during the rise and fall of Athens, Greece. Subsequent transformations of political philosophy, related to the decline of the Roman Empire and the origins and development of Christian political doctrine, and the new political outlook of those who challenge the hegemony of Christianity. Analysis of how Premodern political thought helped structure future political debate.

**SUMMER SESSION II, JULY 2 THRU AUGUST 9, 2020**

**CLS 0075 B Classical Mythology**

J. Matthew Harrington

Taught On Line

3 SHU

We will explore the world ancient mythology and its intersections with art, ideology, and ritual, from the creation of the universe to the foundation of Rome and the mytho-historical divinization’s of Julius Caesar and Augustus. Stories of the gods and heroes were more than simply entertainment; they were cognitive tools for interrogating the essential questions of being human: justice and morality, fate and identity, humor and heroism, suffering and triumph -the meaning of life. For this reason, ancient myth has remained a powerful source of inspiration for millennia, informing the art and narratives of the Renaissance to the present. In their constant retelling and re-adaptation, these stories serve as a template for the concerns of every age: humor and heroism, suffering and triumph. This course will closely examine the nature of Greco-Roman myth, its essential human meaning, and its intersections with ancient art and ritual.

Fulfills the Humanities Distribution Requirement. Fulfills the Classical Culture Area.