Modern nations and peoples frequently seek their origin and inspiration in societies that came before. They often gain from their predecessors a sense of history and cultural identity and use that past to shape contemporary relationships with other peoples, institutions, or landscapes. Ancient cultures, too, established intimate—and often highly politicized—connections to their own cultural history through monuments, literature, histories, and mythologies, often with seemingly little regard for what we think of as “the truth.” This course investigates the idea of the past (mythological and historical) in the shaping of Greek and Roman identities, the influence that existing monuments and landscapes had on classical ideas of what came before, and the use of oral, written, and visual material to communicate and perpetuate certain legacies. In addition to looking at the ways that ancient cultures used their own past to shape a cultural identity, we will also look at the ways in which ancient texts and archaeological remains have been employed in the shaping of modern national identities in Europe, Turkey, and Egypt. For their semester projects, students are invited to apply the questions we encounter in class to a historical period, political context, or geographical region that interests them. Course readings and central monuments may include the following: Stuart Hall, Anthony Smith, Jan Assmann, Andreas Huyssen, Homer, Herodotus, Pindar, the Temple of Zeus at Olympia, the Parthenon, the Great Altar at Pergamon, Virgil, the Ara Pacis.
**Grading**

Grading of assignments will be based on the following criteria:

- Content (direct and focused engagement with the assigned topic; delineation of a coherent thesis; relevant engagement of primary material and, where relevant, secondary scholarship in support of your thesis)
- Structure (presentation of argument and supporting discussion in a clear and logical way)
- Grammar, punctuation, spelling, and word choice

**Course Requirements**

- Participation in class and workshops (20%)
- In-class written responses (5%)
- Essay 1, 4-5 pages (15%)
- Essay 2, 4-5 pages (15%)
- Research paper, 10-12 pages (25%)
  - Proposal abstract (5%)
  - Annotated bibliography (5%)
  - Paper outline (5%)
  - Presentation of topic (5%)

**Readings**

...are available via the course site under the “Resources” folder or digitally through BobCat.

**Course Site**

Find readings, announcements, assignments, and more on our site through NYU Classes. Look under the Academics tab on your NYU Home page.

**Expectation of Academic Integrity**

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Such behaviors are subject to sanction regardless of intent; in other words, accidental violations are still violations, and will be treated as such. For a full description of the academic integrity policy, please consult the Gallatin Bulletin or Gallatin website [www.gallatin.nyu.edu/academics/policies/policy/integrity.html](http://www.gallatin.nyu.edu/academics/policies/policy/integrity.html).

If you have any questions about how to cite properly or about what constitutes plagiarism, please ask me!

**In addition, please know that the internet is not a reliable source for papers written for this class; there is a great deal of misinformation that circulates about the ancient world. Websites ending in .com, .net, or .org are not acceptable sources for your papers, and it is in your interest to check with me before citing any information found online for your research in this class. You will be held responsible for the integrity of any information gleaned from internet sources. If you are having trouble locating information in other media, please let me know and I’ll be happy to help you.**
YOUR RESPONSIBILITIES

Attend class. The core of this class is our discussion in the classroom, and so your presence is essential to the success of the class and to your success in the class. More than two unexcused absences or persistent late arrivals to class will severely affect your final grade; excused absences are limited to documented medical and family emergencies and religious holidays.

Come to every class prepared and ready to participate. When class begins, you should have completed the assigned readings, and you should have in front of you a hard copy of the text(s) under discussion that day. You should also come with the expectation that you will fully engage in class discussion: Attendance does not constitute participation, and participation should be informed by the readings. Further, you are expected to stay awake during class, to give the discussion your full attention, and to refrain from the use of electronics.

Turn in your assignments completed, proofread, and on time. This means budgeting your time carefully, starting on the first day of class, and giving yourself time to reflect upon and proofread everything that you turn in. This also means that your assignments should be completed in accordance with NYU/Gallatin’s policy on academic integrity (see above).

Be respectful. Everyone comes to this class from a different background, with different kinds of knowledge, and with different questions. Because of this, it is especially important that every student be responsible for helping to create and maintain a classroom environment in which everyone else feels comfortable asking questions and contributing to discussion. Any behavior that diminishes the contribution of another student—including comments, gestures, and attitudes in class, as well as any comments about class, class discussion, or other students in a public forum or online—is unacceptable and will be severely sanctioned.
**Semester Calendar**

**Week 1: Introductions**
**M. Jan. 27.** Introduction, review of syllabus

**W. Jan. 29.** Overview of ancient Greece and Rome: Things you need to know

**Week 2:**
**M. Feb. 3.** The Homeric epics
**Read:** Homer, The Iliad, Books 1, 24.
**In class:** Discussion of readings; Pindar’s epinician odes: close reading (primary source, text) practice

**W. Feb. 5.** The hero as model
**In class:** Discussion of readings; primary and secondary sources; close reading (primary source, image) practice

**Week 3:**
**M. Feb. 10.** History and the Homeric Past
**In class:** Discussion of readings; distribution of Essay 1 topic

**W. Feb. 12.** What is collective memory?
**In class:** Discussion of readings; reading strategies for theory

**Week 4**
**M. Feb. 17. NO CLASS: PRESIDENTS’ DAY**
**DUE: Draft of Essay 1** (submit by email to Prof. Franks and your group members by 5:00 pm)

**W. Feb. 19.** Writing workshop, Essay 1
Come to class with a completed work-shopping sheet for each of your group members
**In class:** Writing style discussion (When to use 1st person? How to open an essay? Avoiding cliches and universals); Work-shopping Essay 1; Reverse out-lining

**F. Feb. 21. DUE: Essay 1** (submit by email to Prof. Franks by 5:00 pm)
Week 5
M. Feb. 24. The Athenian Acropolis
In class: Discussion of readings; close reading (secondary source: modeling use of theory)

W. Feb. 26. The Great Altar at Pergamon
In class: Discussion of readings; discussion of Essay 1; distribution of Essay 2 topic

Week 6
M. Mar. 3. Aeneas' and Achilles' Shields
Read: (1) Virgil Aeneid, Book 8; (2) Homer, Iliad, Book 18
In class: Discussion of readings; close reading (primary source: text) practice

W. Mar. 5. The Prima Porta Augustus
In class: Discussion of readings; close reading (primary source: visual) practice; applying theory to sources

F. Mar. 7. DUE: Draft of Essay 2 (submit by email to Prof. Franks and your group members by 5:00 pm)

Week 7
M. Mar. 10. Writing workshop, Essay 2
Come to class with a completed work-shopping sheet for each of your group members

W. Mar. 12. Research paper
In class: Distribution of research paper topic; How to develop research questions; Citation
DUE: Essay 2 (submit by email or in hard copy to Prof. Franks by 9:30 am)

Week 8
NO CLASS: SPRING BREAK

Week 9
M. Mar. 24. Work-shopping research paper topics.

W. Mar 26. Visit Bobst Library
DUE: Research paper proposal (submit by email or in hard copy to Prof. Franks by 9:30 am)
Week 10
M. Mar. 31. The ancient past and modern nationalism
In class: Discussion of readings; discussion of annotated bibliography

W. Apr. 2. The ancient past and modern nationalism
In class: Discussion of readings

Week 11
M. Apr. 7. Cultural Patrimony and Repatriation Movements
In class: Discussion of readings
DUE: Annotated bibliography (submit by email or in hard copy to Prof. Franks by 9:30 am)

W. Apr. 9. Repatriation on trial

Week 12
DUE: Outline of research paper (submit by email or in hard copy to Prof. Franks by 9:30 am)


Week 13
W. Apr. 23. Research paper presentations.

F. Apr. 25. DUE: Draft of research paper (submit by email to Prof. Franks and to your group members by 5:00 pm)

Week 14
M. Apr. 28. Work-shop research paper drafts.

Week 15
M. May 5. Looking for the past in the present: Wrapping up
W. May 7. Looking for the past in the present: Wrapping up

Week 16
M. May 12. Conclusions
DUE: Final research paper (submit by email or in hard copy to Prof. Franks by 9:30 am)