

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

GREEK AND LATIN

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

CLASSICS 250 (Sports and Spectacles in the Ancient World)

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

CATEGORY 5, ARTS & HUMANITIES, Section B, Texts and Works of Art, 3: Cultures and Ideas

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date AV 2006

6. If your unit has faculty members on any of the regional campuses, have they been consulted? YES

7. Select the appropriate descriptor for this GEC request:

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures

David E. Habun
Academic Unit

4/17/06
Date

College Office/College Curriculum Committee

Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction

Date

Office of Academic Affairs

Date

General Education Curriculum (GEC) Request

Classics 250: Sports and Spectacles in the Ancient World

This course considers athletic competitions and imperially sponsored entertainment to be integral aspects of classical antiquity that open a window on the underlying values of ancient societies. Those events allowed Greeks and Romans to express and contest their fundamental religious, political, ethnic, or philosophical beliefs. The course will ask students to consider how athletic events took place within a religious framework, through both ritual and mythical associations, that challenges the modern separation of sacred and secular; how the criteria for inclusion and the different roles assigned to different participants reflected emerging ethnic ideologies and social divisions; how the games exemplified the competitive spirit of ancient Greek culture and how the spectacles at Rome defined the relationship between the emperor and his subjects; what the role of women was in these events; and how the imagery of both sports and spectacles was recycled but given new meaning by the early Christians. Through close analysis of selected literary texts, works of art, and the archaeological setting of the games, students will gain an appreciation for these foreign cultures and learn the origin of our own culture of athleticism and mass entertainment. In fact, it is precisely by critically examining these seemingly familiar cultural sites in a foreign context that students will be able to reflect more effectively on cultural difference and change. Class assignments will help develop analytical and writing skills, critical thinking and communication of ideas, and the presentation of oral and written arguments.

Assessment Plan: Students will be expected to demonstrate familiarity with the material presented in this course and the ability to evaluate it critically in a number of different ways. Brief weekly quizzes should ensure that the basic amount of work has been done, but these can only go so far. It is in the paper assignments and the two exams that students will be asked to demonstrate the ability to reflect on the cultural values of these ancient societies by (a) putting themselves in the position of ancient athlete; (b) examining one aspect of the social and material context of his or her career; and (c) critically discussing the literature produced in antiquity by the enthusiasm for sports and organized competitions. The lectures given by the instructor will, in addition, provide models for the evaluation of the primary evidence as well as the conceptual apparatus for discussing it in an appropriate scholarly fashion.

Classics 250: Sports and Spectacles in the Ancient World

Instructor: Tom Hawkins (hawkins.312@osu.edu)

Office: 428 University Hall; 292 7647

Course Description: Gymnastics and athletic competitions were defining aspects of ancient Greek culture: the male athlete's body epitomized citizen virtue; competitions spurred the production of art and poetry; and the Olympic Games were understood as Panhellenic festivals that defined who was Greek and who not, though cheating was always a persistent problem. Rome, by contrast, was a city of spectacles and imperially-sponsored games: gladiators competed for their lives and the public's favor; wild beast hunts put imperial munificence on display; and cynical poets suspected that the purpose of all this was to numb the minds of an indolent populace. In short, when it comes to sports the modern world has inherited from antiquity a mixed legacy of idealism and corruption. This course aims to examine critically the history and social role of sports and spectacles in the ancient world, examining the literature and archaeological remains that they generated, and also, if there is time, discuss the complex evolution of their revival in modern times.

Required Books (available at SBX)

SSAG = Mark Golden, *Sport and Society in Ancient Greece*, Cambridge, 1998.

AR = Stephen Miller, *Arete: Greek Sports from Ancient Sources*, California, 1991.

NO = Tony Perrottet, *The Naked Olympics: The True Story of the Ancient Games*, New York, 2004.

There is also a Coursepack (CP) available at ***.

Course Objectives: This course has two interrelated objectives. First, it aims to introduce students to the literature and archaeology that relates to ancient sports and spectacles, and, second, it aims to stimulate students to think critically about the specific cultural context of those events and the way in which they are changed when they are appropriated by modern societies. These objectives will be pursued in every class meeting, according to format explained below.

Course Requirements

1. **Attendance and Participation.** You are expected to be in class every day and ready to join in class discussions. An important component of this is being sure to complete all assigned readings before arriving in class. Please note that reading does not mean passing your eyes over the written words; it implies an active engagement with the text in relation to the larger themes and topics of the course. This process will lead you into both greater

understanding of important issues and, inevitably, occasional confusion. Please raise questions whenever they arise in lecture, office hours or by email.

2. **Projects.** You will have three equally weighted written projects to pursue throughout the term. All projects are to be turned in on the day noted on the Course Schedule. There will be a strict 3-page limit to each project (double spaced, 12 point font). We will discuss each project in greater detail at the appropriate time, but for the moment here is a quick preview.
 - a. **Project Athlete** – You will be given a name of an athlete who won a competition at one of the major Greek festivals. Your job is to write a 3-page dossier of this person.
 - b. **Project Art/Archaeology** – You will select one piece of art, an object or an archaeological site upon which to write a museum-style essay. Again, each subject will have a different set of available evidence so each paper will have an individual approach.
 - c. **Project Literature/History** – This is the most free-ranging project. Focusing on a literary text or an historical event, write short essay in terms of the relevant relationship to athletics. This project can be molded in any direction that suits your interests and skills.
3. **Midterm and Final Exam.** Each exam will involve a slide component and a short-answer section. Questions will draw upon topics discussed in lecture and readings.

Grade Formula:

- 15% Project Athlete
- 15% Project Art/Archaeology
- 15% Project Literature/History
- 25% Midterm
- 30% Final Exam

Academic Misconduct Cheating and plagiarism will not be tolerated and the University's policies will be followed in all cases. To download the Code of Student Conduct, go to <http://www.usas.ohio-state.edu/handbook/> under 'Policies and Procedures,' or go to <http://oaa.osu.edu/coam/faq.html#whatisacademicmisconduct>

Disability services: If you need special accommodation based on the impact of a disability, you should contact the instructor as soon as possible. We can discuss the course format, anticipate your needs, and explore potential accommodations. We rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing

accommodation strategies. If you have not previously contacted the Office for Disability Services, we encourage you to do so now.

Analytical Syllabus

WEEK ONE

Introduction

Homer and anti-Homer (SSAG 1-10, 46-56, 88-95; AR 1-2).

WEEK TWO

The Olympic Games; Ritual and Myth

Founding Myths (SSAG 10-45, 56-73; CP: mythic sources)

Religious Roots (SSAG 54-60; CP: W. Burkert, *Homo Necans* (1983), 93-103)

Preparation for the Games (NO 1-91)

WEEK THREE

The Olympic Games: History and Controversy

Events and Equipment (AR 3-80)

Organization and Administration (AR 81-118)

More Olympics (NO 91-185)

WEEK FOUR

Other Competitions: The Greek Circuit

Crown Games – Nemean, Isthmian, and Pythian Games (CP)

The Panathanaea and other Civic Games (AR 119-127)

Praise Poetry: Sports and Literature

Pindar and the Idea of Epinician (SSAG 74-84; CP: selection from Pindar)

Due: Project Athlete

WEEK FIVE

Praise Poetry and the Culture of Competition

Reading Pindar (CP: selections from Pindar)

Kudos and Agalmata in Pindar (SSAG 84-88)

The Athlete as Hero (AR 163-175)

Midterm Exam

WEEK SIX

Athletics and Society in Ancient Greece

Rites of Passage (SSAG 95-103; CP: Sophocles' *Electra*)

Education (AR 179-189; CP: Aristophanes' *Clouds*)

Erotics and Aesthetics (AR 248-256; CP: Plato's *Charmides*)

WEEK SEVEN

Roman Spectacles: The Emperor and his People

Greek Athletics in the Roman World (AR 200-204, 176-178)

Gladiators and Caesars (CP: "Bread and Circuses")

Nero, The Spectacular Emperor (CP: Suetonius' *Life of Nero*)

Due: Project Art/Archaeology

WEEK EIGHT

New Appropriations of Ancient Images

Hellenistic Judaism and Greek Athletics (CP: 1 and 2 Maccabees; Josephus)

Saint Paul and the Jewish-Christian Athletic Metaphor (R. Garrison, "Paul's use of the athlete metaphor in I Corinthians 9")

Christian Rejection of Athletics and Spectacle (CP: selections from Tertullian, Novatian, the Apostolic Constitutions)

WEEK NINE

Christian "Athletes"

Persecution and Athletics as a Rhetoric of Resistance (CP: Martyr Stories)

Monasticism and the Ascetic as Athlete (CP: selections from Theodoretos of Cyrhrus' *Historia Religiosa*)

WEEK TEN

The Contest between the Ancients and the Moderns

The Revival of Athleticism in the Nineteenth Century

The Nazi Olympics

Athletes for the New Millennium (readings for this week from A. Guttman, *The Olympics: A History of Modern Games* (2002) ch. 1 and 4).

Due: Project Literature/History

Final Exam