INTRODUCTION TO WESTERN CULTURE AND CIVILIZATION

A PROGRAM OF STUDY

A Project

Presented to the faculty of the Department of Humanities & Religious Studies

California State University, Sacramento

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

Humanities

by

Pamela G. Kennedy

SPRING 2015
INTRODUCTION TO WESTERN CULTURE AND CIVILIZATION

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Approved by:

______________________________, Committee Chair
Bradley Nystrom, Ph. D.

______________________________
Date

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Student: Pamela G. Kennedy

I certify that this student has met the requirements for format contained in the University format manual, and that this project is suitable for shelving in the Library and credit is to be awarded for the project.

__________________________, Graduate Coordinator

Victoria Shinbrot, Ph.D.          Date

Department of Humanities & Religious Studies
I have created and developed a curriculum to teach a college level introductory course in Western Culture and Civilization. The scope of this curriculum includes the Greek, Roman, and Medieval periods. The course is designed to introduce students to major events and developments during each of these eras, to examine values and ideas that were fundamental to these cultures, and to help students understand the important government and religious structures of each of these civilizations. Primary sources are used throughout the curriculum to allow the student the opportunity to become engaged with and analyze important works produced during each time period.

The curriculum is organized into three units, Greece, Rome, and Medieval. Each unit explains early characteristics of each society and the events that led to its demise. Within each of these units are several sections that include important cultural aspects of the era, for example Art and Architecture, Government, Religion, and Society. The course provides many opportunities, through lecture, reading and analysis, for the student to
reflect on ideas and developments of these early civilizations and find their relevance in contemporary society.

_______________________, Committee Chair
Bradley Nystrom, Ph. D.

_______________________
Date
DEDICATION

This project is dedicated to my family:

- To my parents, for their unconditional love and support throughout my life.
- To my children, for their helpful advice and creativity in order to maintain a current and relevant perspective.
- To my husband, for all of the above, as well as his patience and encouragement which have enabled me to achieve dreams and goals I would not have thought possible.

Later is Now
ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to the faculty of CSUS Humanities and Religious Department for their professionalism, knowledge, and effort they give to their classes and students. I would especially like to thank Dr. Bradley Nystrom for teaching me to realize a broader scope of important issues and for taking the time to share his insight and expertise during class and while working on this project.
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INTRODUCTION
COURSE OVERVIEW

This project presents a course for Western Culture from the Greek, Roman and Medieval periods and includes lecture notes, worksheets and tests. It is designed to be equivalent to the HRS 10 course at CSUS. It is a course I hope to teach at the community college or college level. My intention is to cover art, architecture, literature, philosophy, drama, government, and social issues in the Greek, Roman, and Medieval periods. The objectives for this course are to introduce students to the essential features of Greek, Roman, and Medieval culture, highlight the impact of those features on contemporary society, and introduce the student to several important primary sources.

The curriculum provides substantive examples of how early cultures impact current civilization. This course explains the development of Athenian democracy and Roman legal structures which provide a significant basis for Western governments today. It discusses patterns of Roman daily life, including the calendar, which directly correlates to the calendar used in our society. Another relevant subject in this course is the development of universities during the Middle Ages. Understanding these foundations is an important element for a student’s education.

Included in this program are several primary sources which are used to highlight characteristics of various eras. The Odyssey and Antigone are discussed during the Greek period and exemplify basic human emotions and values. During the Roman classes, the course presents Polybius’ The Roman Constitution which describes firsthand how Roman government was structured. Selections from philosophers, such as Lucretius and Marcus Aurelius, provide insight into the ways individuals experimented with reason. Selections
from the Medieval era include *The Admonitio Generalis*, which highlights social structure during Charlemagne’s rule, and Dante’s *Inferno*, an example of vernacular literature which expresses cultural concerns of the Middle Ages. Classroom discussion of these texts is encouraged to allow students to explore the important qualities of the writings, as well as, their own attitudes towards the values and ideas presented.

The course is organized into a fifteen week semester with three one hour class periods per week. Students’ progress will be assessed using exams, worksheets, class discussion, and a research paper. Upon successful completion of this course, the student will be able to identify and refer to important works of art, architecture, and literature. The student will also have a working understanding of major events and influences during the Greek, Roman, and Medieval time periods.
MATERIALS AND METHODOLOGY

In order to prepare a framework for the course, I reviewed syllabi used by various instructors from CSUS, analyzed the presentation of subject matter from textbooks, and consulted Dr. Nystrom for advice on lecture topics and organization. The textbooks used were *Culture & Values* by Lawrence Cunningham, *The Humanities* by Henry Sayre, and *Western Humanities* by Matthews, Platt, and Noble. Reviewing all these materials allowed me to create a comprehensive lecture schedule for the class.

Using the textbooks as a guide for identifying important historical events and cultural aspects for each time period, I also used several secondary sources. These were *The Greek Achievement* by Charles Freeman, *The Romans* by Antony Kamm, and *A Short History of the Middle Ages* by Barbara Rosenwein. These texts provide depth and interest to the topics listed on the lecture schedule. I combined information found in the textbooks with these other sources to create lecture notes for each class.

After reviewing the texts and secondary sources, I further pursued primary sources I thought would be most interesting, informative, and relevant for each particular unit. These primary sources are ones prominently discussed in textbooks and hold particular significance. Some of these are books such as the *Odyssey* and the *Inferno*. Others are excerpts found in anthologies, for example *Ancient Rome: Documentary Perspectives* by Bradley Nystrom and *Lost Scriptures* by Bart Ehrman. Several class sessions use worksheets specific to these primary sources to engage the students in discussion and analysis.
Course Title: Introduction to Western Culture & Civilization

Course Description:
This course is an introduction to the art, architecture, literature, philosophy, and society of the ancient and Medieval West. The focus will be on these aspects of Greece, Rome, and European Middle Ages.

Required Texts:
- Homer, *Odyssey*, trans. Fitzgerald
- Sophocles, *The Three Theban Plays*, trans. Fagles
- Dante, *Inferno*, trans. Ciardi
- *The Song of Roland*, trans. Burgess

Course Learning Objectives:
The objective of this course is to present the student with important values and ideas of each of these time periods and to explain the environment in which they developed. Throughout the course, the student will have the opportunity to study and analyze several primary sources to gain insight into individual and cultural concerns from the different eras. The student should gain an understanding of how characteristics from these ancient civilizations impact our society today.
Assignments:

- 5 100 point exams
- 7 20 point discussion worksheets
- 1 100 point research paper in place of a final exam

Weekly Class Schedule:

Week 1: Introduction, Early Aegean Civilizations, Greek Dark Ages
Week 2: Overview of Greek history; development of polis & government
Week 3: Greek Art & Architecture; Greek Religion
Week 4: Odyssey
Week 5: Greek Philosophy; Greek Poetry & Drama
Week 6: Greek Society; Hellenism
Week 7: Introduction to Rome; Overview of Roman History
Week 8: Roman Government & Law; Roman Religion
Week 9: Roman Art & Architecture; Roman Philosophy; Roman Society
Week 10: Beginning of the Roman Empire; Emergence of Christianity
Week 11: Christianity; Reorganization & Fall of Empire
Week 12: Introduction to Middle Ages; Charlemagne
Week 13: Medieval Monasteries; Medieval Art & Architecture
Week 14: Medieval Relics & Pilgrimages; Medieval Scholasticism; Crusades
Week 15: Chivalry & Courtly Love; Inferno
LECTURE SCHEDULE

Week 1

Class 1  Introduction
         Why study Humanities and how are they relevant today?

Class 2  Early Aegean Civilizations
         Minoan & Mycenaean

Class 3  Greek Dark Ages
         Introduce Epic poetry & Odyssey

Week 2

Class 1  Greece:
         Colonization
         Development of polis

Class 2  Greece:
         Government
         Athens & Sparta

Class 3  Greece:
         Persian Wars, Delian League, Peloponnesian War

Week 3

Class 1  Greece
         Art & Architecture

Class 2  Greece
         Religion – who did the Greeks worship?

Class 3  Greece
         Religion – how did the Greeks worship/interact with gods?

Week 4

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Week 12

Class 1  Medieval  
Clovis  
Anglo-Saxons

Class 2  Medieval  
Charlemagne

Class 3  Medieval  
Discuss: *Song of Roland*

Week 13

Class 1  Test 4

Class 2  Medieval  
Monasteries

Class 3  Medieval  
Art & Architecture

Week 14

Class 1  Medieval  
Relics & Pilgrimages

Class 2  Medieval  
Scholasticism  
Universities

Class 3  Medieval  
Papacy & Crusades

Week 15

Class 1  Medieval  
Chivalry  
Courtly Love

Class 2  Medieval  
Discuss: *Inferno*

Class 3  Test 5
COURSE UNITS
UNIT ONE: GREECE

Objective:

The objective of this unit is to walk the student through the earliest known civilization in the Aegean found on the island of Minos to the moment of Greece’s largest expansion during the Hellenistic period. The student will be introduced to works of literature that illustrate Greek values and thought, such as the *Odyssey* and *Antigone*. The lectures will present information about important religious and philosophical ideals found in Hesiod and Socrates. By the end of this unit, the student will have an understanding of Greek values and how those values influenced various aspects of Greek life.

Overview:

This unit consists of several different sections which are generally broken down by class period. These sections include:

- **Early Aegean**: Introduces the Minoan and Mycenaean civilizations, their impact on Greek culture, and their interactions with other developing cultures.
- **Greek Dark Ages**: Discusses very early Greek civilization. Introduces epic poetry structure and Homer’s *Odyssey*.
- **Greek Colonization & polis**: Explains the causes and locations of Greek expansion in the Mediterranean. Discusses the development of the *polis*.
- **Greek Government, Athens, and Sparta**: Describes early developments in Greek governance, especially with regards to Athens. Describes Spartan government and society.
Persian Wars, Delian League, and Peloponnesian Wars: Provides historical information regarding important conflicts which had impact on Greek development.

Greek Art and Architecture: Discusses influences and values important in the expression of art and architecture. Provides slides and examples to introduce important pieces.

Greek Religion: Describes Greek creation myth, overall structure of Greek religion, and Greek religious rites. Introduces important Greek gods, their characteristics, and sphere of influence.

Greek Philosophy: Explains how Greek philosophy developed and introduces important philosophers. Discusses the impact of philosophical thought on society.

Greek Poetry and Drama: Describes different types of poetry and introduces examples from poets. Explores Greek dramatic performance. Discusses the values and tensions portrayed in Greek plays.

Greek society: Details important aspects of Greek daily life, including attitudes towards women and slaves.

Hellenism: Describes Alexander’s empire and its cultural impact. Discusses other changes during this time period concerning religion, philosophy, art, and architecture.

In summary, the combination of these sections using information from this project’s lecture notes will provide a foundation for understanding ancient Greek culture and its relevance to contemporary society.
UNIT TWO: ROME

Objective

The objective of this unit is to provide students with an historical overview of Rome and the influences and events that affected its rise and fall. The lectures will describe myths associated with Rome’s beginnings, such as Romulus and the Aeneid. Students will explore the structure of Roman government and society by reading and discussing Polybius’ The Roman Constitution and excerpts from Plutarch regarding the Gracchi brothers. This unit pays special attention to important aspects of Roman religion and how religious duty permeated public and private life. The student will also understand Roman values expressed through art, architecture, and literature. Upon completion of this unit, the student will have an understanding of structures found in Roman culture, such as religion and government, and how Roman society developed and reacted to pressures of civil war, Christianity and other external forces.

Overview:

This unit consists of several different sections which are generally broken down by class period. These sections include:

Early Roman History: Introduces the founding of Rome, Romulus, and the Roman kings. Includes discussion of the influence of the Etruscans and Greeks on Roman culture.

Roman Republic and Expansion: Explains the structure of Roman society, specifically the tensions between aristocrats and plebeians. Discusses the reasons for and the impact of the 1st and 2nd Triumvirates.
Roman Government and Law: Details the various civic offices and how they worked together. Discusses the Roman legal structure and how it impacted different segments of society.

Roman Religion: Describes various aspects of Roman religion, such as important gods, festivals, and rites. Introduces the Roman calendar and its impact on daily life.

Roman Art and Architecture: Compares Roman and Greek styles of architecture, discusses important Roman advances in construction. Presents slides of major art and architectural works.

Roman Philosophy: Discusses the continuation of Epicureanism and Stoicism and how they were adapted and employed by Roman leaders and philosophers. Students will have the opportunity to compare and discuss texts from Lucretius and Marcus Aurelius.

Roman Society and Daily Life: Presents the important aspects of a typical Roman’s life, such as education, marriage, and entertainment. Describes Roman clothing and diet.

End of the Republic and the Emperors: Discusses reasons and events which contributed to the end of the Roman Republic. Briefly describes important Roman emperors, highlighting both positive and negative aspects found during their terms.

Christianity and Early Christian Thought: Describes the early environment of Christianity and its relationships with Jews and Romans found, for example, in the Martyrdom of Polycarp. Introduces texts of early Christian thought, such as the Didache.

Reorganization and Fall of the Empire: Explains how and why the Roman empire was divided into four parts. Discusses the reasons for Constantine’s conversion to
Christianity. Describes the external and internal influences which contributed the fall of the Western Roman Empire.

At the conclusion of this unit, the student will have gained an understanding of the historical background for the rise and fall of the Roman Empire and the influences which affected it. The lecture notes and class discussions will enable the student to compare important philosophies, classes of people, as well as, religious and government structures characteristic of Roman Civilization.
UNIT THREE: MEDIEVAL

Objective:

The objective of this unit is to highlight important developments in Western Europe during the Middle Ages. This includes discussion regarding the migration of Anglo-Saxons into Britain and Charlemagne’s rise to power and influence in Europe. The course explains the emergence of Christian monasteries, the importance of relics and pilgrimages, and the influence of the papacy. The characteristics of feudalism and chivalry are explored using the Song of Roland. The course introduces Scholasticism and some of its important individuals. For example, students will have the opportunity to discuss major issues of Abelard’s Sic et Non. Slides illustrating examples Gothic architecture are presented and include discussion of Abbot Suger’s influence on the first Gothic cathedrals. The course uses Dante’s Inferno to illustrate the rise of vernacular literature and Medieval attitudes towards religion.

Overview:

This unit consists of several different sections which are generally arranged by class period. These sections include:

Clovis and Anglo-Saxons: Introduces the beginnings of feudal culture, Salic Law. Explains the migrations of the Angles and Saxons into Britain. Discusses Christianity in Britain.

Charlemagne: Describes the beginning and characteristics of the Carolingian Empire. Discusses the structure of Charlemagne’s government and the importance of education. Includes chivalry and class discussion of The Song of Roland.
**Medieval Religious Practice:** Explains the idea of monasticism and important individuals, such as Antony of Egypt and Benedict of Nursia. Explains the significance of relics and pilgrimages.

**Papacy and Crusades:** Describes how the papacy sought to assert its influence throughout the Middle Ages and why there were differences between the Christian East and West. Discusses differences between religious groups (clergy vs. laity) and the need for church reforms for issues such as lay investiture. Explains basic reasons for and results of the Crusades.

**Chivalry and Courtly Love:** Provides greater detail concerning chivalric code. Discusses romance poems and chansons de geste. Students will have the opportunity to discuss *The Skylark* and *Lancelot*.

**Dante’s Inferno:** Introduces the student to vernacular literature and medieval attitude towards religion. Provides classroom discussion on symbolism and ideas found in *Inferno*.

At the end of this unit the student will be able to explain political and cultural developments found during early Western Europe. The lecture notes and class discussions will enable the student to identify important areas of change, as well as the people who effected these changes.
UNIT LECTURE NOTES
UNIT ONE: GREECE

Week 1

Studia Humanitatis: Studies of Humanity

“To be ignorant of what occurred before you were born is to remain always a child.” Cicero

Why study Humanities and how are they relevant today?

- The goal of this course is to understand how the ideas & values of early Western Culture were formed and how these values were expressed through art, architecture, religion, literature, and philosophy.
- How were the daily lives of individuals affected/influenced by the cultural standards of their time?
- You may find yourself in parallel situations and the thought/ideas/solutions discussed in this class may help you make wiser/better choices.

- What does it mean to study Humanities?
  What types of characteristics constitute “humaneness”? Human virtue? e.g. appreciation, understanding, benevolence, compassion, mercy balanced with steadfastness, discernment, duty, well-spoken, courage
  Why is this important?
  e.g. To uncover/explore qualities of other cultures and how to apply them today, seek balance in our own behavior

- What does Cicero’s statement mean?
  Possible answers: Learning from examples in history can help you be in charge or your own destiny, because: you might be less subject to trends, you might realize consequences ahead of poor choices, you might realize people from the past also struggled with problems (poor family relations, problems with romantic relationships, unfair government, unfair fate)

- What did Greek culture bring us?
  Democracy. The idea of the rights of citizens and becoming involved in government.
  Philosophy. Some of which is found in New Testament (Plato & Stoic)
  Architecture:
  Slides: Acropolis, Athens Zeus Temple vs. White House, CA Capitol
Alphabet. Alpha/Beta. Fraternities/Sororities.
Olympics.
Myths. Disney’s Hercules.
1st Library & 1st Lighthouse in Alexandria during Hellenistic Age

- **What are some sayings we use today from Greek literature?**
  Achilles Heel, Trojan Horse, Don’t count your chickens before they’re hatched (Aesop)

- **What did Roman culture bring us?**
  Law & Government structure. Senate, President/Emperor
  Engineering. Arches, domes, aqueducts, improve cement
  Calendar.
  Sports Arenas. Coliseum
  Language. Basis of Romance languages (e.g. French, Spanish, English)
  Religion & Holidays.

- **What are some sayings we use today from Roman literature?**
  Trojan Horse (?), Not guilty until proven innocent

- **What did Medieval culture bring us?**
  Spread of Christianity
  Education & Universities
  Chivalry
  Magna Charta. Kings rule by consent & according to laws.

- **What are some sayings we use today from Medieval literature?**
  Throw down your gauntlet, Wear your heart on your sleeve, Circle of Hell
“We could imagine nothing pleasanter than to spend all of our lives digging for relics of the past.” Heinrich Schliemann

Overview

- Slides: Map of Aegean Greece
  Crete, Knossos, Mycenae, Athens, Troy
  Cyclades: islands around Delos, which will later become a sacred island (Apollo & Artemis) and center for Delian League

- This time period encompasses from about 2000 BCE through 800 BCE.
- Includes Minoan, Mycenaean, & Dark Ages
- There is a mutual influence between the peoples of this Aegean area because of myths, trade, and writing.
- The topography made for a rugged people. Not a lot of arable land. Three quarters covered by mountains.
- Because of difficult land travel and the proximity of so many islands, the people were very familiar with sea travel.
- These trade routes existed throughout the Mediterranean, from Turkey and even to Scandinavia.
- It is important because later Greeks considered these Bronze Age peoples as part of their own history and ancestors.
- Slide: Linear A
  Aspects of our own culture can be traced to this early civilization.
  Labyrinth, alphabet characters
  Slide: Sir Arthur Evans
  Sir Arthur Evans, 1900, excavated Knossos

Minoan Civilization

- Its urban centers developed around 2000 BCE and at its peak around 1600 BCE
- Named after legendary King Minos of Knossos
- Because of proximity to other Aegean islands, there was some mutual influence, however, mostly influenced by Crete.
- Invaded by mainlanders around 1450 BCE
- Ended abruptly around 1400 BCE. Scholars suggest this could have been because of a volcano or earthquake, Mycenaean invasion, or some other natural cause.
Palace of Knossos & Road Construction

- **Slides: aerial of Knossos, palace, & artist reconstruction, throne room and courtyard, dolphins**

Original palace built in 1900 BCE was ruined in an earthquake, so rebuilt in 1750 BCE
The design and contents attest to a developed and structured society. They had a king and administrators (ministers). The quality and amount of items found here attest to their wealth and trade relations
Here, and on Crete in general, there were no fortifications. This would indicate a relatively peaceful society, however, left them vulnerable to attack.
The palace had advanced plumbing & drainage systems, as well as, insulation within walls for summer & winter weather.
The palace had a complex layout with both residential areas and administrative areas. It also had below ground storage facilities.
Walls were decorated with frescoes (paint to wet plaster) of nature including sea animals and bulls.

- **Slide: cross section of Minoan Road**
30 mile road from Gortyna to Knossos; layers of stone; center for walking, animals & carts on the outside; even accounts for drainage. Oldest existing paved road.

Religion

- **Slides: Snake goddess**
Matriarchal, particularly concerned with goddess statues
It is not clear if there were many goddesses or one goddess with different aspects
Bulls were another important part of religious expression.
Worship in caves, mountain tops and sanctuaries. Both animal and non-blood sacrifices
Focus also on household deities and natural (trees, stone pillars)
Emphasis on vegetation & fertility

Art

- **Slides: Toreador fresco, dancing ladies, pottery, gold pendent**
Toreador: an important fresco from Palace of Knossos; unknown if this is part of a religious experience, or games. Note the women depicted by lighter skin, holding horns. Seems playful, not warlike.
Dancing ladies: note their attitude (happy), elaborate hair/headdress
Pottery: Kamares ware: lighter colors on dark background, named from a cave where these vases were found on Mt. Ida.
Jewelry: skill working with metals, bees circling the sun

Myths

- **Discussion:** What is myth? What are some common myths?
  Traditional stories passed to subsequent generations that are comforting and explain political, social, religious practices.

- Minoans believed Zeus was born, lived & died on Crete. Later Greeks believe Zeus is immortal, but was born in a cave on Crete.

- Minotaur Myth
  Discuss myth.
  It is a story that conveys the origins of Greek culture which are related to Crete, but also of how Greeks became independent of Crete. Independence and self determination are important Greek characteristics.

Mycenaen Civilization

- **Slide:** Map of Archaic Greece, Mycenae
- Spans approximately 1900 BCE until 1100 BCE, late Bronze Age of mainland Greece
  Flourishing about 1500 BCE
- Named for the largest settlement, Mycenae
  Other major settlements were mostly in the Peloponnesus, such as Pylos & Tiryns, but included Athens & Thebes
- Before the fall of Minoan civilization, the Mycenaeans were heavily influenced by Crete. After their successful invasion of Crete (1450), they became the leaders of the Aegean area.
- The later Mycenaen time period is sometimes referred to as the Heroic Age because of the emphasis on military might.
- They led an invasion into Troy during the 13\(^{th}\) century BCE (about 1250), perhaps due to trade issues or for Helen (*Iliad*).
- These Mycenaeans were the subjects of what were thought to be ancient Greek myths, however their existence, if not all facts, has been proven by excavation. They were the basis for *Iliad* and *Odyssey* & Trojan War.
- From about the 12\(^{th}\) century, there was a migration of these people towards the east and a demise of their civilization. (Rhodes & Cyprus)
- This could have been because of a disruption of trade routes or an invasion from the north by the Doriens.
Heinrich Schliemann

- **Slide: Heinrich Schliemann**
  - Born in 1822 in Germany
  - Captivated by Homer’s poems, dedicated his life to find origins of those poems/history.
  - Created a large fortune in trading (tea) and retired to excavate Troy.
  - Discovered Troy under Ilium in early 1873 & Mycenae in 1876.
- **Slides: Lion Gate, Agamemnon’s Tomb**
  - He thought he had discovered the grave site of Agamemnon (Greek leader of the Trojan War), but scientists have proved the contents were from a much earlier time.

Who were the Mycenaeans?

- By 1500 BCE, these people had created a substantive culture. They had an established ruling class, established trade routes, building & artisan work
- Archaeology suggests an indigenous people because of Grave circles, *tholos* tomb.
- Ruled by a feudal system.
- Each king maintained a large bureaucracy of tax collectors, civil servants, & military personnel to ensure continued prosperity.
- However, even though outlaying areas sent some of their products to associated rulers/palaces, the people maintained their independence.
- As opposed to the Minoans, the Mycenaeans palaces were constructed with heavy fortifications and situated in locations ideal for defense positions.
- In the palace at Mycenae, the palace walls were 20’ thick & 50’ high constructed from stone blocks. Note size of Lion Gate from slide.
- Similar to Minoan palaces, the Mycenaean were decorated with frescoes, but the subjects were different. More of the scenes reflect war and are not as light hearted as the Minoan.

Religion

- High regard for Mother Goddess and other female deities, such as: Hera (family), Artemis (beasts & childbirth), Demeter (fertility & agriculture)
- Zeus garnered his own respect as Father of the Gods.
- Tombs. Originally “shaft graves”: vertical pits 20’ deep & covered by stone
  Around 1300, *tholos* tombs: a long tunnel leading to beehive shaped domed chamber.
  Shaft graves: vertical shafts 20-25 feet deep enclosed in a circle of stone slabs.
**Art**

- Art decorated with battle & hunting scenes.

**Economy**

- Sea trade was especially important.
- Bronze is an alloy of copper & tin; copper was found locally, but tin needed to be imported.
- Main export was pottery, small vases, jars, jugs, which have been found throughout the Mediterranean as far as Sardinia (island off Italy).
- Excavations have found a diversity of items which indicate a wide trading area, such as ivory.

How to connect Minoan & Mycenaean to present day?

- Linear A to Linear B to Greek to examples of Greek letters used today
- In 1952, Michael Ventris was able to definitively show correlation between Linear A to Linear B, and that Linear B was a very early form of Greek.

**Vocabulary**

**Archaiologia:** knowing the past

**Myth:** traditional stories passed to subsequent generations that are comforting and explain political, social, religious practices.

**Tholos** circular burial chamber with a corbelled (a way of stacking bricks to make a dome) under a mound.

**Feudal:** a political/government situation which operates through allegiance to a lord/king and those who rely on him for protection.
Early Aegean Civilizations: Greek Dark Ages
Introduce Homer & Odyssey

“The journey is its own reward.” Homer

What happened to Mycenae/Heroic Age?

- Beginning in the 1100’s, archaeology shows a collapse of the Mycenaean culture and city centers with a distinctive migration to the east. This includes movement toward Attica, Euboea, and as far as Asia Minor and further outlaying islands.
- Speculation about whether this is caused by natural occurrences, Dorian invasions from the north (military may have been weakened because of Trojan War) or interruption of the sea trade routes.
- Political power and wealth shifted from the strong military kings (feudal) to influential families who owned land/livestock and rural subsistence living for citizens.
- Because their trade routes and security collapsed, society contracted because of dangerous travel.
- Communities based on geographical areas, e.g. separated by mountains.
- This decline affected the development of art, architecture and language. Known as Dark Ages, because so little is known about the era.

However,

- There were some advancements, such as the introduction of iron which was used for tools and weapons.
- Cyprus and Crete had large supplies of iron ore. Needs to be extracted at a higher temperature (2732 F) than copper (1981 F), so blacksmiths.
- Protogeometric pottery emerges around 1050 BCE
- Geometric pottery present by 900 BCE
- Slides: protogeometric pottery
  Note: geometric patterns, no human or animal depictions

Epic Poetry

- What are characteristics of Epic Poetry/Stories?
  Long; involves a hero who overcomes great trials and at times exhibits superhuman traits, strengths, but is not a deity
  A way to transmit historical events, traditions, values and inspire people in their daily lives/aspirations or to encourage before military exploit
Recurring archetypes, e.g. the hero has traumatic childhood (left to die, evil stepmother), raised by animals, defeats some sort of great evil, dies young or becomes wealthy, child of mortal and divine.

- Performed on a regular basis, sometimes in banquet halls, annual rituals/festivities
- Oral epic poetry often used when a nation is largely illiterate, as was the case with Greece during the Dark Ages.
- In order to memorize these very long poems, the bard/poet/author would use repetitive phrases and a distinctive meter in recitation.
- Dactylic hexameter:
  The rhythm used by Greek & Latin epic poets.
  Each line has 6 metrical units
  Composed of dactyls (syllables: long, short, short) for example, fleet footed
  Or spondees (syllables: long, long) for example, bronze armed
  First four units could be dactyl or spondee, but last two must be dactyl then spondee
- Using the rhythm and repetitive phrases, such as “rosy fingered dawn”, helped the poet memorize the poem and made it interesting to listen to.
- There is evidence that these poems were altered over the years, perhaps to add/subtract myths. Some phrases are anachronistic (out of a different time period), e.g. mention of metals used or burial practices.
- In the mid 8th century as Greece was recovering from Dark Ages, they encountered Phoenicians (Canaanites, through increased trade, who introduced their alphabet.
- The Greeks, in an example of their own innovation, added vowels to the consonant only Phoenician letters. (phonetic, phonics)
- This new alphabet enabled the Greeks to record these important epics.
- Two of these poems are Iliad and Odyssey by Homer.

**Homeric Epics**

- Not much is known about Homer, though he is credited as author of Iliad & Odyssey.
- Probably lived in the 9th or 8th century BCE, perhaps in Ionia
- Both of these poems are the only survivors of a more lengthy series. (Iliad 2/5, Odyssey 2/3)
- Odyssey is sequel to Iliad.
- These books were like Bible to Greeks as reference to correct behavior, value system, a connection to their past and foundation of their society.
- They were memorized by schoolchildren.
- Humanism (recognizing the potential of mankind, seeing man as an ideal, sensitivity to human needs/condition)
- Arete (the desire within a person to achieve all they can be based on intellect, courage, moral virtue)
Background for Odyssey

- Trojan War
  There were two brothers Agamemnon & Menelaus who married daughters of Zeus, Clytemnestra & Helen.
  Through a series of events (Hera, Athena, Aphrodite; Aphrodite helps him win the heart of Helen, most beautiful woman.) a Trojan prince, Paris, takes Helen to Troy.
  Menelaus engages the Greeks to retrieve Helen. One of the generals of this contingent is Odysseus.
  After 10 years & a Trojan horse, Greeks defeat Troy.
  Helen returns. She and Menelaus live happily ever after.
  Agamemnon is murdered by his wife, Clytemnestra.

Odyssey Themes

- The first 4 books introduce the situation at Odysseus’ home, Telemachus & suitors, Penelope’s faithfulness
- Odysseus’ story begins in Book 5
- Discuss how to define/describe examples of fundamental Greek virtues: Justice, wisdom, courage, moderation

As you read the Odyssey pay attention to these themes:

- How would the Greeks define a hero?
- Describe the personal growth found in characters, for example, Telemachus and Odysseus.
- How do gods interact with people?
- What are some of the obstacles characters must overcome? How do they accomplish their goals? What qualities help them?
- What is the Greek view of death/afterlife?
**Vocabulary**

Protogeometric: a style of decoration on vases which emerged during the Greek Dark Ages

Dactylic hexameter: six metrical units per line; using dactyls and spondees

Humanism: appreciating the potential of mankind, seeing man as an ideal, sensitivity to human needs/condition

Arete: striving for the most one can be through intellect/wit, courage/strength, and/or moral excellence
Week 2  
Greek Colonization & Development of Polis

“Be bold! That’s one way of getting through life.” Archilochus

“We do not rise to the level of our expectations; we fall to the level of our training.” Archilochus

“If your spirit in your breast yearns for riches, do as follows, and work, work upon work.” Hesiod

What does it mean to colonize an area? What are some reasons for colonizing?

e.g. invading & subjugating an existing population, discovering uninhabited lands that have natural resources, blending with existing population for trade/resources

e.g. people leaving because of religious/political differences, people excommunicated/exiled, natural resources

Overview Greek Colonization/Overseas Expansion

- 8th – 7th Centuries BCE (750 BCE – 550 BCE)
- As many as 1500 settlements throughout Asia Minor & Mediterranean
- Some mainland cities maintained control of their settlements (Corinth), most colonies clung to traditions & cults from their homeland, however, strong feeling of independence because of distance and need to adapt to new surroundings.
- Sometimes these settlements were peaceful (part of Italy), sometimes brutal (e.g. Caria, Turkey: all men murdered and women taken as wives)
- Slides: Greek Civilization, Greek Expansion, trireme
- Early migrations from the area of Euboea; note protected water channel
- At first colonies in Asia Minor and the Aegean area because it was easy to go from island to island.
- Then, following the routes and skills of Phoenicians, Greeks expanded throughout Mediterranean.
- Evidence of colonies as far as Spain, many in Italy (e.g. Neopolis – Naples)
- Note lack of settlements in Egypt as these areas were stronger
- Slide: Paestrum temples

Reasons for Expansion

- During this era Greece was experiencing a population growth. This can be proved by increase in grave sites.
- Increased competition for space/land to occupy & farm/feed people. Remember, a lot of Greece’s land was not arable.
- Increased population also brought increased social tensions/political problems
- Commercial and trade interests (metals, grain,)
- One particular settlement was a place for unwanted people. Tarentum (Taras, instep of Italy boot) was where illegitimate children from Sparta were sent looking for a new start. (helots/Spartan women)

What were some of the results of this expansion?

- Increase wealth of middle class and their desire for more political influence
- Solidify identity of mother city
- Also, a lot of cross cultural exchange:
  - Architectural influence; ability to work with stone for temples & other large buildings (will discuss this in more detail under Art & Architecture)
  - Artistic influence; “Orientalizing revolution”; adding animal and floral designs, and eventually people
  - Slide: aryballoi, Chigi vase
  - Religious influence: new gods, such as, Aphrodite (goddess of love, Ishtar-Astarte) & Adonis (her lover); established gods gain new attributes (Apollo, bow & arrow)
  - Even though, Greeks adopted technology and culture, they made it distinctly their own. For example, may have learned to work with stone from Egyptians, but built temples in their own style. Greek myths used to decorate pottery, many illustrating man’s victory over adversity, e.g. popular to depict Odysseus & Polyphemus

Development of Polis

What is a polis? What were they like?

- Scattered communities, but with a common culture & heritage:
  Same mythical parent, Hellen, who had 3 sons (Ionians, Aeolians, Dorians); they referred to themselves as Hellenes & their country as Hellas
  Common language, myths, religion, folk tales
- By 800 BCE there were several hundred poleis throughout Greece.
- City state/citizen state; central urban community
- These poleis were politically and geographically organized, boundaries by mountains/rivers, mostly isolated agricultural areas
- This developed a culture of “hard, honest work & self reliance”, as evidenced from Hesiod quote.
Characteristics of *polis*

- There was an urban area. The acropolis (top of city) was, the citadel & religious center, usually positioned on a hill or other defensible area. The agora served as marketplace & meeting area.
- There was strong cultural/community identity.
- Constitution of laws and to define roles
- Strong allegiance to military & patron gods.
- Because of their isolation, they were fiercely independent, but lots of friction between them. This is why it was so amazing that many of the states overcame their differences to defeat Persians. Their desire for independence and freedom from tyrant ruler forced them to cooperate with each other.
- Important *poleis* were Athens, Corinth, Sparta
- Citizen participation/mutual participation; citizens were expected to be involved with civic affairs. Magistrates (*archons*) city administrators.
- *Idiotes*: a person who was more interested in his own personal life as opposed to participating in community.
- Who was able to be a citizen?

“One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors.”  Plato

- This quote should encourage our own participation today (vote, school organizations, etc)

**How to defend?**

- As mentioned earlier, there was a lot of tension between the states because resources were scarce and each polis needed to defend its territory.
- *Hoplites* were a class of warrior who fought in a phalanx formation. They used *hoplons* with helmets and other body armor, and a sword or spear. To be able to afford these items would require a certain amount of wealth. Therefore, the *hoplites* were made up of more successful farmer class.
- *Hoplon* is a circular shield made of wood and leather, covered with bronze.
- The soldier would put his left arm through the strap from behind.
- The *hoplon* was large enough to cover the left side of his body and the right side of the soldier next to him.
- The tight formation, *phalanx*, protected soldiers and proved a successful military tactic.
- This type of fighting made the hero class (Odysseus, Achilles) obsolete, because no one individual could defeat the *phalanx*. 
What are some results of polis development?

- Because the state’s defenders come from a group of citizens, hoplites, instead of the aristocratic hero class, the community feels a stronger connection with each other and with their specific gods, traditions, deities.
- When people need to create law to govern others as a group, they need to discuss concepts such as justice, goodness, quality of life.
- **Discuss:** how to define these characteristics
- This kind of thought, about ideals and humanity, exemplify the emergence of Greek thought/philosophy

Vocabulary

Metropolis: mother city  
*Emporion:* trading center

Acropolis: top of city  
*Agora:* public meeting place  
*Democratia:* rule of “the people”  
Oligarchy: rule of “the few”  
Aristocracy: rule of “the best”  
*Archon:* magistrate  
*Polis:* city-state, central urban community  
*Nomoi:* set of laws  
*Idiotes:* an individual more concerned with his own affairs than that of his community

*Hoplon:* a circular shield made of wood, leather, & bronze  
*Hoplite:* a soldier from the wealthy farmer class who could afford to purchase the body armor and weapons.  
*Phalanx:* a tight military formation whereby the shield of one soldier is able to provide protection to his neighbor in battle.
Overview

- Monarchies dominated the government structure during the Mycenaean/heroic era (Agamemnon, Menelaus).
- During the Dark Ages, people migrated from cities to countryside and power gradually moved toward noble families with land. This created oligarchies. Rule of the few/powerful families. They provided leadership in polis and patronage to arts.
- These families relied on their own weapons and horses/chariots to overthrow kings from Heroic era.
- The new weapons technology of citizens (hoplites) to defend/engage other poleis/political foes for land/resources/political influence. Hired by wealthier middle class/commoners to demand a political voice. This wealthier middle class emerges from Dark Ages & colonization increases wealth due to trade and improving economy.
- This military power/middle class impetus allows for the rise of tyrants (who seize power illegally/unconstitutionally) because through force they can rest power from nobles and other aristocrats to seat who they want. This individual can be a popular commoner or split in noble family.
- This new attitude of ability for self determination highlights rise of individual empowerment. Through hard work, political/military skill can take charge of destiny.
- But, 3 types of people. Hills (poorer), plains & coast (aristocratic landowners, noble, wealthy families). Their different needs and perspectives cause discord.
- Discussion: Justice, Wisdom, Moderation, Courage
  (pick one & write a paragraph (5-10 min);
  Keep in mind while reading Odyssey & this lecture on development of democracy; discussion at the end of class)

Athens

- Ruled by aristocrats, eupatridae (noble birth, “of good fathers”) dominated the councils/assemblies. But there was no participation of peasants who began to protest over debt/laws.
- **625 BCE Draco**: created city’s first written law code, but it instituted especially harsh punishments/laws; e.g. death was sentence for most criminal offenses (e.g. stealing cabbage); also, punishments were determined by class; e.g. if a person of lower class defaulted on a debt, he become a slave to his creditor often causing him to be nothing more than a sharecropper on his own land, punishment was less for higher class of people.

**But**, was good because now the laws could be read by anyone and not arbitrarily decided upon by the Aereopagus (law court); “Draconian”. These laws were, however, considered too strict, so...

- **590 BCE Solon**: reformed the legal codes. He abolished this debt slavery by forgiving the incurred debts, but did not redistribute land.

He increased political participation. Created Council of 400. He divided citizens into 4 groups by income/wealth. Only the top 3 could be elected to office, but all citizens could attend. This council could recommend laws, but they were voted on by all citizens.

He revised Draco’s laws. Changed everything except the laws about homicide. In order to foster incomes that were not dependent on farming, he encouraged people to learn trades/professions, and exports (especially olive oil).

**Discuss:**
Solon’s idea for harmony/good order (*eunomia*); see Ferguson, p. 103

Note Greek concept of moderation and Solon’s poetry/quotes for example, “turning about like a wolf beset by hounds.”

- **560 Peisistratus**: Remember the 3 classes of people (hills, plains, coast).

Champion of the hill people. These were the poorer because they had the worst land.

The commoners had not been able to pull themselves out of their poverty, so along with factions who were also discontent with Solon’s reforms, he attempted to take over Athens. (3x)

**Discuss** his coups: injuring himself & taking over, entrance with “Athena”, and Aristotle’s praise in *Athenian Constitution* 16.

Benevolent tyrant instituted many large building projects, e.g. aqueducts, temples

- **508 BCE Cleisthenes**: Athenian response to harsh tyrant sons of Peisistratus. Father of Athenian Democracy

(Alcmaeonid family under curse, Megacles vs. Cylon. Supporters of Solon)

In order to affect Solon’s middle way plan, he needed to break up political attachments to families/clan, which enabled nobility to stay in power, and make power for localities and mix up classes of people. Like choosing sides for teams by counting 1,2,3,...

- Demes: citizens registered in their own local area into a *deme*
- Tribes: created 10 tribes comprised of demes from a mixture of areas (city, coastal, inland); each tribe appointed 50 of its own men to Council of 500.
- Council of 500: replaced Council of 400; served for 36 day (approximately 360 days in solar year)
- Isonomia: equality of rights for all
- This system encouraged involvement of a large and varied number of citizens, so people would have a sense of responsibility, validity, accountability, respect.

**Sparta**

- Powerful city-state, renowned for military strength
- It only sent out a few colonies, one mentioned earlier Taras; never ruled by a tyrant.
- Very little primary source information about Sparta
- Traced ancestry back to Dorian (remember who may have invaded Greece to begin Dark Ages); traditionally descended from Heracles, so felt they were superior to other Greeks.
- Most of the population was the subjugated *helots*.
- These were the conquered Messenians who were forced to give as much as 50% of their produce to Sparta. Sparta had absorbed Messenia because of the good quality farmland. This allowed for Spartans to not have to farm and devote time to training.
- Part of the reason for Spartan military emphasis was to keep the *helots* under control. *Helots* outnumbered Spartans 10:1.
- This also explains Sparta’s lack of overseas expansion, because they needed forces at home to control *helots*.
- Ruled by *homoioi* (equals), top 10%. 5 overseers (*ephor*) were elected annually. 2 kings.
- Men over 30 could belong to assembly, men over 60 to a council (*gerousia*)
- Military dominated life: city-state controlled every aspect of a person’s life. Men were expected to be “tough, brave, skilled, and self-reliant”
  - Boys taken at age 7 to live in barracks (*agoge*) until 30 y/o; could marry at 20, but had to live with men; were considered property of the state.
  - Men ate in military mess until 60 y/o
- Women were also expected to be physically fit in order to bear strong children.
- Spartan Constitution: Great Rhetra (decree), mid 7th century BCE
  - From Delphic Oracle to Lycurgus
  - **Discuss Spartan War Songs**
  - What does this poem tell us about the values/expectations of warriors?
    - e.g. more honor to die fighting than farmer/wanderer, shameful to be afraid, disgrace to grow old
  - **Discuss Women in Sparta**
Describe society, family life, marriage

e.g. women needed to be able to manage affairs while men were away fighting, expected to be physically fit to bear and raise strong children, good behavior encouraged by teasing (jokes at their expense) or praise (to be dignified), expected to marry but had to live with men until 25, sharing of wives to produce best/strongest children

**Discuss:** Greek Virtues (justice, wisdom, moderation, courage)
- What are examples of each in the development of these governments/societies?
- Is it justified for a tyrant to take control away from an oppressive king?
- Was there wisdom in the way Cleisthenes or Lycurgus set up government?
- How did Athenian democracy moderate the needs of different citizens?
- What was the Spartan idea of courage?

**Vocabulary**

*eupatridae:* of noble birth
*draconian:* overly harsh
*isonomia:* equal rights for all
*homoioi:* equals
*helots:* Spartan farm workers/slaves
Persian Wars

“If to die well be the chief part of virtue, fortune granted this to us above all others; for striving to endure Hellas with freedom we lie here possessed of praise that grows not old.” Simonides

“I have dwelt upon the greatness of Athens because I want to show you that we are contending for a higher prize than those who enjoy none of these privileges, and to establish by manifest proof the merit of these men whom I am now commemorating.” Pericles’ Funeral Oration, Thucydides

Persian Wars

- **Slides:** Persian Empire, Attica, Darius & Xerxes, Battle of Salamis
  - Greek cities in Ionia.
  - Darius demands taxes & they revolt. Ionians burns Sardis, Persians burn Miletus.
  - Athens and a few other mainland poleis send help, but Darius defeats them
  - To punish Greece, Darius invades, but is defeated by smaller Athenians at Marathon (490 BCE). Darius had sent envoys to the mainland asking for submission, but Sparta & Athens killed them.
  - BTW Hippias, the tyrant son of Pisistratus who was exiled from Athens, is part of Darius’ court in exile.
  - 90,000 Persians to 10,000 Greeks at Marathon. General was Miltiades. Phidippides inauguates first marathon to report Greek victory. This victory illustrates the damage the smaller/faster hoplite army could do to larger/powerful Persian army & was large morale/community boost for Athens. Propaganda for Athenian supremacy.

- 480 BCE, Xerxes invades.
  - Has built an army of about 200,000 men and 600 triremes.
  - Greeks knew the attack was coming by land from the north and planned to meet the Persians at Thermopylae. Persians were also coming by sea. Many of the Persian ships were lost at sea due to storms, met at the Battle of Artemision.
  - Spartans, under guidance of King Leonidas, try to defend Thermopylae, but are betrayed by a traitor. Note movie 300.
  - Xerxes runs over Thermopylae then on to Athens. This news deflates Greek naval morale and Persians win sea battle. Greek ships move to Saronic Gulf, island of Salamis.
- Greeks retreat to Salimis, “Decree of Thermistocles”; and Xerxes destroys the city, Athens, including the Acropolis where the temples and other sacred buildings were
- The Greeks set a trap for Xerxes’ ships in a channel by Salamis. Some ships feigned retreat and some were hidden behind a point. His oarsmen had to travel farther and were tired, against the more rested Greeks who laid in wait. Trireme: thin rowing boat with bronze ram, 170 oarsmen, 3 stacked rows
- Xerxes goes back to Persia, but Athens needs to be rebuilt.
- This was not the last battle, but Greece does eventually oust Persians.

Discuss: *Xerxes Invades Greece*, Herodotus
What is Xerxes’ motivation for invading Greece? How would you describe Xerxes?
How does Persian authority (Xerxes) differ from Greek (Athens)?

Discuss: new attitude of Greeks as a group and toward the rest of the world
The various city states needed to put their differences aside and work together to defeat Persians.
This defeat of the Greeks against Persians sets up a larger feeling of Greek supremacy, us against them, Greeks against “barbarians”. The Greek virtue, *sophrosyne* (moderation & self restraint) defeats hubris (prideful) tyrant ruler. Barbarians: love of luxury & showy opulence, lack of emotional restraint and lack of piety, subjugation to tyranny, do not live under a system of law. (Freeman)

**Delian League**

- Formed in 478 BCE as a defensive alliance with Athens as leader.
- Athenian democratic government was most stable; had wealth and prestige from defeat of Persians
- Athens took advantage of its position, and began to dominate and control other Greek states. This was building of Athenian Empire.
- Slide: Athenian Empire
- Funds for the league (sent by members) were stored on Delos, sacred to Apollo & neutral. However, in 454, Athens was caught using the money for their own building projects. More about this in Art & Architecture
- This league was supposed to provide protection/offensive regarding Persia for the good of all of Greece. Although some incursions were to rid Greece from remaining Persian influence, sometimes the power/funds were used to subjugate another independent Greek state based on what was beneficial for Athens.
- Negative feelings from the unstable Delian league led to a split. Athens and her allies continued in the league, however, other states, such as Corinth & Sparta separated.
- Peloponnesian League
Peloponnesian War

- 431 – 404 BCE
- Slides: Athenian Empire, Pericles
- Pericles: (495-429) leader of Athens committed to democracy and Athenian supremacy. Member of the Board of Generals for 30 years.

**Discuss Pericles’ Funeral Oration**

He honors them by noting the values, culture and society they died for.

What does it say about the foundations of Athenian government?

e.g. Pericles sees Athens as superior (serves as example, school for Hellas), equal justice, not a class system, respect authority of laws, “the claim of excellence”, “cultivate the mind without loss of manliness”, takes care of his own household, doesn’t neglect the state (an uninvolved person is “useless”)

Encourages/overssees building campaign on Acropolis (Parthenon)

- An important source of information about this war comes from Thucydides. A Greek historian. Originally an Athenian general, but expelled when he failed to hold Amphipolis from the Spartans. Died of plague in 430.
- Fought on mainland Greece, Pericles tries to hold out within city walls.
- Athens plague in 430 and in 421 Athens asked for peace
- Italian poleis in Sicily requests Athens (Segesta), but Athens loses fleet (134 triremes & 5000 hoplites).
- Not only is this a materially devastating defeat, it is also very demoralizing.
- Parallel to the defeat of the Persians, this serves as a reminder to Greeks that lack of moderation and over reach lead to fall/humiliation.
- In order to tip the balance of power between Sparta & Athens, Sparta does a deal with Persians for funds while giving up claim to Ionian poleis.
- Using these resources, Sparta is able to gain control of Hellespont thereby cutting off Athens’ essential grain trade route.
- The defeat essentially ends all the growth and achievement of earlier Athens
- Between 431 & 395, loss of about one half of Athens’ male population.
- With the fall of Athenian control and democracy, Greece returns to a collection of bickering city states. This leaves the country vulnerable to outside invaders, not just Persia, but from the north Macedon.
Macedonia

- Phillip, Macedonian king/soldier, *philhellene*
- Consolidated mainland Greece into a league and planned to invade Persia, but assassinated.
- Alexander; 19 y/o son, tutored in philosophy by Aristotle
- Massively conquered to the east and spread Greek culture
- Died in 323 BCE at 32 y/o.
- Athenians were unable to restore their state. Macedonians created aristocracy

Vocabulary

*philhellene*: lover of Greek civilization
Week 3         Class 1
Art & Architecture

“Fashion is architecture; it is a matter of proportions.” Coco Chanel

“The mother of art is architecture. Without an architecture of our own, we have no
soul of our own civilization.” Frank Lloyd Wright

Overview

- Egyptian influence on Greek development
  - At least 12 city states had trading posts in Egypt (Nile Delta)
- Archaic style: art produced between 600-480 BCE
- Greek ideals of moderation, balance, beauty, competition, health
- Understand that the developments in Art/Architecture (naturalism, movement, technique) were occurring during the same period as the development of the polis, democracy, Persian/Peloponnesian Wars, and early philosophy.
- Think about the massive cultural/societal changes taking place.
- What do these achievements say about Greeks as a people?
  (e.g. proud of who they were, committed to virtue, searching for truth, trying to understand nature and the world around them, explore the interactions/relationship of gods)

Architecture/Temples

Slides: Temple of Amun at Karnak
- Largest temple in Egypt
- Post and lintel, note different tops of columns

Sanctuaries & Temples

- A sanctuary could be any place considered sacred to a god. For example, a grove, springs, mountain. And, the Greeks sometimes built structures to honor the god, sometimes at a sacred place, boundary of a city. These early sanctuary buildings were the precursors to temples.
- Slides: wooden huts & temples, Hera at Samos, Delphi, Delphi layout
- Acropolis
- Note: evolution of Greek temple. Initially wooden, thatched huts (1000 BCE, Corinth), then as Greeks improved their skills they moved toward stone.
- Note: similarities of wooden structures to later temple structure (crossbeam – triglyphs, columns, space for metopes
Important sites:

- Temple of Hera at Samos illustrates the development of floor plan to rectilinear and cella, with external colonnade. The cella is an interior open space to hold statue/image of god.
- Delphi: Apollo, Panhellenic (sacred to all Greeks), believed to be the center of the earth
  What does the variety of buildings at this site suggest?
  (not to just leave and go home, but to experience e.g. theatre, other temples)
- Acropolis:
  Notice position within the city (high above), steps, and entryway. How would this make someone feel when entering this sacred area?
  These people had just suffered a tremendous destruction of their city by the Persians.
  What can we say about their values, what message did they want to say to the world?
  (e.g. strength, power, resilience)
  Parthenon: to give thanks to Athena for saving Athens & Greece during Persian Wars

Orders

Themes: order, stability, proportion, balance
Doric, Ionic, Corinthian

Slides: Temple structures, Entasis Diagram, Parthenon floor plan

Elevation:

Crepidoma/stylobate
Column: base, capital, shaft (entasis)
Entablature: frieze, metope, triglyph, pediment

Floorplan:

Pteron: outer rectangle of columns; dimensions 17 x 8 (1 more than double)
Cella/hekatompedos (100 feet),
Note: it took many columns to support roof, so few open areas
Examples:
- Doric
  Slides: Doric Capital, Temple at Selinus, Temple of Apollo (Syracuse), Temple of Aphaea, Temple of Neptune, Explore Parthenon as example of temple structures:
  15 years to complete, 22,000 tons of marble for temple & gateway (Propylaea)
  Slides: Parthenon (to Athena, virgin goddess) Note: colors on frieze & pediment
  Slides: Sculpture of Athena Reconstruction (note her size, would have been in cella)
  Statue of Athena Parthenos (by Pheidias, 40’ high, wooden core covered with gold & ivory.
  Winged Nike (victory) is about to crown Athena, representing Athens’ victories
  Her shield is decorated with scenes from mythological battles
  The snake by her shield represents an early Athenian King Erechthonios. The legend states that he built the first temple to her in Athens and that she secretly raised him, disguising him as a snake hidden in a box.
  Her helmet is decorated with symbols of power, such as sphinx, pegasoi, & griffins.

  Slides: Parthenon frieze
  Discuss how the Elgin marbles got to British Museum.
  Scenes of Olympic gods & Panathenaic Procession (every year a new peplos would be made for Athena. This was presented by young women, priests & priestesses to the ancient wooden statue of Athena housed in the Old Temple to Athens (destroyed).

- Ionic (mid 6th century BCE, influence from Ionia closer to Orient/East), volutes
  Slides: Ionic Capital, Erechtheum (on Acropolis, named after a king), Athena Nike, British Museum

- Corinthian (427 BCE, acanthus leaves)
  Slides: Corinthian Capital, Temple of Zeus, US Capitol, CA Capitol, Classical orders of Columns
Art

Sculpture

- Used sculpture to decorate temples, to worship, and as offerings to gods.
- Began as representation of gods, but evolved into commemorations of heroes and ordinary people as Greeks grew to appreciate individuals.
- Greeks embraced/celebrated the human physical form, especially male. Less comfortable with female nudity.
- Evidenced by painting, art, athletics

- **Slides: Pharaoh Menkaura, New York Kouros, Cleobus & Biton, Auxerre Statuette, Nikondre Kore**
  - 7th century
  - *Kouros* (young man) sculpture; *(kouroi)*
  - Note similarities in Greek *kouros* to Egyptian sculpture: stiffness, arms by side, hands clenched, one foot forward, hair braided
  - *Kore* (young woman) statue; *(korai)*
    Related to the elevation of Athena during Peisistratus era (560 BCE)

- As with alphabet (adding vowels) and other Oriental imported ideas, the Greeks evolve these statues into their own style.
- **Slides: Croesus Kouros, Moscophoros, Apollo of Piombino**
  - 6th century
  - More realistic, bone structure, muscles, arm position
  - Sayre 125

  5th century
- **Slides: Kritios boy, Riace Bronzes, Delphi Charioteer, Harmodius & Aristogeiton**
  - *Kritios* boy (more weight on one foot, somewhat turned *(contrapposto – counter poised)*, different hair
  - **Slides: Doryphoros,**
  - *Doryphoros*: original from Polyclitus. An example of his symmetry, common measure. Head is 1/8 of total height, shoulders 1/4 of total height.
  - An example of Greeks trying to achieve the ideals of nature using mathematics
- **Slides: Discobulus, Zeus of Sunium, Apollo (Temple of Zeus), Metope (Temple of Zeus), Athena**
  - Notice a more natural/true form of the body, still upright, but not so stiff, more expression in eyes, & small smile
  - Perhaps to imitate Apollo who was thought to have well formed figure.
  - Body in action, to illustrate stories about heroes and gods
- **Slides: Falling Warrior**
  - Fallen Warrior
Pottery
- Large ceramic production in Kerameikos (ceramics) near Athens
- Complex process of applying pigment, slip, alternating kiln temperature
- Remember originally proto-geometric & geometric designs (800 BCE)
- 2 types: black or red figure
- As with kouroi statues and development of individual rights, the scenes begin to reflect real life.
- Slides: Protogeometric Amphora, Geometric Krater, Polyphemus Amphora, Francois Vase, Ajax & Achilles, Dionysos Cup, Achilles & Patroclus,
- Vases
- Slides: Lyre-player, Herakles & Busiris, Amazonomachia Krater, Lekythos
- Grave Steles
- Slides: Hydriaphoros, Little Girl, Lysistrate, Aristion
Week 3         Class 2
Greek Religion - Gods

“It is proper for a person who is beginning any serious discourse and task to begin first with the gods.”         Demosthenes

Overview

- There is no central religious authority or text. No supreme good deity or opposing evil being.
- The only requirements were for an individual belief in the gods and to perform rituals.
- Greek myths/stories/folklore/traditions about their gods were influenced over time by the history or external influences of poleis/region. This caused inconsistencies in myths about gods and their behavior/characteristics.
- Not religion for salvation, guidance, but to explain forces of nature (earthquakes, seasons) and represent/illustrate characteristics important to humanity (courage, balance, events such as childbirth & death)
- Afterlife: most mortals would become shades wandering in the underworld after death; some could pass to a paradise (Elysium)
- Discuss:
  Lack of structure/guidance from gods/doctrine allowed for people to puzzle out issues with their own intellectual creativity & independence.
  Concepts of morality (e.g. who decides what is right/wrong, how to decide)
  So, how did Greeks decide?
  One of the ways was through texts such as the Homeric classics: Iliad/Odyssey, memorized by children, used as measure for society, source of example of how to confront/resolve issues/life
  Other texts: Hesiod
  - Anthropomorphic (having human attributes: form & emotion), personalities, immortal
  - Duties of priests/priestesses to oversee proper performance of ritual & temple maintenance, not so much the head of a church, counselor, spiritual advisor
  - Well being of polis identified with disposition of god
  - Two main types: ouranic and chthonian
    Ouranic : ouranos (sky), Homer, aristocracy, Olympian deities
    Chthonian: chthon (earth), underground, peasants, cycles of nature
Gods’ Names
- Name, epithet, locale. (e.g. Athena Polias of Athens, Poseidon Soter of Sunium, Poseidon Hippios)
- Slides: Athena Parthenos of Athens, Athena Parthenos of Pergamum, Athena Promachos of Athens
- The cult at a specific locale would have their own story about how the god came there or why he was worshipped there.
- The epithet describes the function the god performed at that site. (Athena Hygieia of Athens: dedicated after plague)
- The different cults would have separate altars, rituals, festivals, priests
- Discuss: What do these different names tell us about people’s concerns/hopes or what they expected from the gods? (e.g. health, protection for the city, horses, protection from natural disasters)

Myths
- People find comfort in traditions (making a wish for birthday candles, falling stars; Thanksgiving dinners, fairy godmothers)
- Teach national history/morality (cherry trees, Aesop’s fables) & create a commonality amongst people of a state/country
- Discuss: Myth of Athena & Poseidon (olive wood statue of Athena, olives/olive oil so important to Greek economy, the importance of the sea to Athens & sea faring way of life, Athenian navy)
- Explain cultural traditions (fireworks)
- Serve spiritual/psychological need: many people want to believe in something bigger than themselves, superhuman powers
- So, passing on these cultural traditions could produce deep emotion/loyalty (Athena to Athenians)

In the beginning:
- From Hesiod (8th century BCE), imported from mostly East
- Slide: Hesiod’s genealogy (briefly discuss line from Gaia to Olympians)
- Discuss: Creation myth, Pandora

Ouranic (Olympian)
- Father of the God, Zeus (ruled from Mt. Olympus)
- Zeus’ wife, Hera (marriage, family)
- Zeus’ brothers: Poseidon (seas) & Hades (underworld)
Zeus’ sister: Hestia (hearth/sacred flame)
Zeus’ children (twins): Apollo (sun, prophecy, music, medicine, voice of reason, order) & Artemis (moon, chastity, childbirth, wild animals)
Zeus’ son: Ares (war)
Zeus’ daughter: Aphrodite (love & beauty); affair with Ares
Zeus’ son: Hephaestus (fire, patron of artisans); husband to Aphrodite
Zeus’ daughter: Athena (wisdom, Athens, warfare, arts, virgin)
Zeus’ son: Hermes (trade, good fortune, thieves, messenger)

Chthonian

Dionysus (wine, uncontrolled aspects of human nature, emotion); contrast/complement Apollo. We will explore this more with the Oracle of Delphi.
Zeus’ sister: Demeter (harvest, fertility)
Demeter’s daughter: Persephone (abducted by Hades)
Discuss: Demeter & Eleusinian Mysteries

Hero Cults

Dedicated to individuals who had attributed/accomplished some type of superhuman feat. (e.g. Theseus)
Worshipped at their tombs, which would have been found at a single location. Therefore, tribute to the hero was centered in that region as was his sphere of influence.
People looked for healing, material gain, protection

Vocabulary

theogony
cosmogony
cosmology
chthonic
ouanian
anthropomorphic
Overview

- Gods want honor and respect, not love or spiritual relationship.

How were cult sites chosen?

- Sometimes a place that had an “inspirational” feeling to it, such as a grove of trees or a cave.
- Sometimes a place that related to the function of the god, such as a mountain top for Zeus or overlooking the sea for Poseidon.
- Sometimes because a deity was special to a city or there was a myth pertaining to the god regarding that city/area, such as Athena on the Acropolis in Athens.
- In any event, there was a close relationship/allegiance between the god and the location of the shrine/temple/sanctuary.

What were the parts of the temple/sanctuary area?

- Slide: Sanctuary of Twelve Gods
  Note: altar, peribolos, perirrhanterion

Altar:

For the chthonic gods, the sacrifice would go into the earth so the altar was either a pit or a structure with a hole into the earth. (bothroi or escharai).
For ouranic gods, the sacrifice would be burnt offerings offered outside so the smoke could rise upward. Facing east towards rising sun, made of stone (limestone or marble) to withstand heat from burnt offerings (a protective metal covering might also be used).

The altar must be inscribed with the god’s name because altars were specific to the deity, e.g., an offering to Athena would not work if sacrificed on an altar of Zeus.
The size of the altar was commensurate to the size of the temple.

- Temenos (temnein: to cut off)

A sacred (hieron) area around the altar was demarcated by a fence (peribolos) or boundary stones (horoi).
Once this area was presented to the god, everything within the *temenos* was considered the god’s property. It was a serious crime for anyone or anything to be removed from the *temenos*, including a person seeking asylum.

- **Statue/Temple**
- **Slides: statue, temple**

As dedications for military success or averting some other crisis, such as health/protection, or votive offering (the gift offering after some type of request to fulfill a vow) people would give gifts to the deity at their cult location.

Sometimes these would be sacrifice offerings, but could also be more permanent, such as valuable objects made of gold (tripods, cups), booty from military victories, and statues.

If a cult was large enough/important enough to a city, there may be a large statue of the god dedicated to the cult. Though the statue was considered important to the sanctuary, it was not considered divine nor did it embody the spirit/aspects of the deity. The altar was the focal point.

In order to protect the statue from the elements and also as part of a dedication to the god, the Greeks would build a temple. Remember that the altar would be facing east, so the temple would be oriented to the east as well. The statue would be housed in the main room of the temple called the *cella*.

- **Priests/Priestesses**

A priest would be in charge of managing/caring for the sanctuary’s property/treasury and for performing sacrifices especially on sacred/festival days. His role was to serve the deity, not the members of the cult, like a pastor or Catholic priest.

If the deity were male, then a priest (*hierëus*) or if female, then priestesss (*hereia*). The role of priest was often hereditary, passed down from one generation to the next. Sometimes, this originated from an aristocratic family who initially donated the land for the sanctuary, sometimes (after democracy) elected. The position was not typically a full time job, so the priest may have some other profession.

In larger temples/sanctuaries, the priest may also have assistants to help. His payment for services was usually part of the food offerings from sacrifices.
How did Greeks worship?

- **Discuss:**
  - If there was not a uniform religion system in Greece, why was worship important? How did the religion serve Greek society?
  - Build community/culture from the ground up:
    That is, each village would have their own important deities that brought cohesiveness amongst neighbors, and then a city would have regional deities that brought commonality to a region. There were also Panhellenic deities that allowed these city states to act as a nation as a whole.
    Common gods forged common bonds. The people accepted/respected slightly different rituals/myths from different locations, but the loyalty could still be allotted to the same god.

  Worship was a way for individuals/communities to effect good will from the gods.
  Note how frequently sacrifices are mentioned in *Odyssey* by gods and mortals. This teaches that the gods are cognizant of the offerings and respond to them.
  For the Greeks, it was important to believe in and show respect for the gods. This was not a matter of faith, but a result of reason/commonsense, that an individual/community should honor the gods so they will provide protection and feel benevolent.

  **So,** how did the Greeks work to build this goodwill with the gods?

  - **Sacred Days**
    
    Each cult had a specific day of the year to celebrate the deity. These celebrations varied in the number of people, maybe just a family or village, sometimes Panhellenic, that is all of Greece.
    The activities of the day may include just a morning prayer or a large sacrifice with a meal after.

  - **Dedications**
    
    Throughout the year, individuals might seek protection or good will from a god. Perhaps they have experienced some good fortune and are thankful. They would present votive offerings or thank offerings at the sanctuary.
    A merchant may promise to give a percentage of his profits for a successful business transaction. This is a vow and is called a votive offering.
    An individual may have been healed from an illness or perhaps the birth of a child. This dedication is to express appreciation and is called a thank offering.
Once given, these items become the property of the god and are stored within the boundaries of the *temenos*. When there are many/valuable offerings, there may be a treasury building to shelter/store these offerings.

**Discuss:**
What do these offerings represent?
(e.g. the power of the deity, proof of his existence, honor, the number of dedications visible at a sanctuary would attest to the strength/influence)

- **Sacrifice**
  Pouring libations, offering foods, sacrificing animals

- **Festival**
  Procession, hymn, prayer, sacrifice, event/competition, communal meal

  **Discuss:** Pananthenaea

  **Slide:** Acropolis frieze with procession/peplos

Celebrated on Hekatombaion 28 (midsummer, June/July)
The crowd would be tens of thousands.

**Procession:**
At dawn, lead by priestess of Athena & priest of Poseidon-Erechtheus
(because of close relationship), cult & civic leaders, 100 Athenian girls with baskets.
Slaves and resident foreigners were allowed to attend as well.
As many as 100 – 300 animals were sacrificed.
These animals were themselves decorated with garlands or their horns were gilded with gold.
At the altar, the priestess would offer a prayer & and there would be accompanying music from flutes and a chorus to sing hymns.
The animal would suffer a blow to the head to stun it and then throat slit by assistants and the blood collected in bowls.
Some parts of the animal were burned on the altar (thigh & fat), some were roasted and given to official party (internal organs), and the rest boiled and distributed later in the day.
During the ceremony the priestess would receive a newly woven *peplos*
which was placed on the statue of Athena in the Erechtheum.
This festival would also include competitions including mock battles, chariot races, and other athletic events.
Prizes included cash, but also jars of olive oil because Athena “gave” the olive tree to Athens (in competition with Poseidon).

- **Panehellenic games**

- **Pythian, Nemean, Isthmian, and Olympic:**
  *stephanistic* (*stephanoi*, crown in Greek)
Athletics were a way to celebrate/honor gods, develop civic/national pride, and showcase accomplishment. This spirit of competition was common to Greeks.

Olympic Games established in 776 BCE, Zeus at Olympia. One writer (Pausanias) describes the origination as a response to a Delphic/Apollo order to reinstitute the mythic/ancient tradition in order to rid Greece of plague and war troubles. They were every 4 years, & only for men (free Greek citizens of their city), banned by Christian Byzantine Emperor, Theodosius, in 393 CE; restarted in early 19th century.

- Discuss:
  How did the Greeks define “Greek”? How did religious customs help define Greekness? How does any group define themselves?
  Same blood, language, common gods, sacrifices, customs
  Sacrifices before and after
  Sacred truce, forbade any war and guaranteed safe passage for contestants/visitors
  At first a footrace around the stadium was the only event, but others added over time. For example, longer footraces, pentathlon, chariots racing, wrestling.
  Contestants were barefoot and naked. Winners received crown of olive leaves. This may not seem like a valuable prize, but illustrates the importance of success/winning in competition. However, some cities did reward the winners because they brought fame/glory to the city by association.

- Slides: athletics, epinician (victory ode) examples

Vocabulary

Panhellenic
votive offering
appease
Week 5
Greek philosophers & what they taught

“Nothing is more active than thought, for it travels over the universe and nothing is stronger than necessity for all must submit to it.” Thales

“The most difficult thing in life is to know yourself.” Thales

How did philosophy develop?

- Just as democracy was developing as a response to tyranny and people were questioning civic authority, they were beginning to look at other authority structures and this included the natural world around them; leading to thoughts regarding the gods and their power/influence.
- Beginning in the Ionian Miletus, perhaps influenced by Eastern ideas/scientific development and observation
- Broke with traditional pantheon and began to observe the patterns/structures of the world around them
- These early philosophers began regarding and observing the world around them and tried to apply their own reason and logic to explain purpose
- Natural philosophy: philosophy & science
- Materialists vs. idealists
  Materialists: believe everything is made of matter & some fundamental material
  Idealists: believe that there was an immaterial explanation for nature; can be explained by patterns or ideas.
- Sophists

Who were the philosophers/what did they teach?

Pre- Socratic:

Natural Philosophy
- Thales of Miletus (fl. 585 BCE)
  Melesian school, believed that there was an underlying/unchanging matter or essence
  Thales believed it was water, other believed in earth, air, fire. Whatever the substance was, the earth rested on it.
  These people started a train of thought that humans can study and understand the way nature works by their own reason, and that there is an unchanging order to it. That is, there are laws of nature. This, of course, is in opposition to religious beliefs that the gods were in control of natural forces.
- **Pythagoras (570 BCE)**
  A competing school of thought from southern Italy. Believed that mathematics and numerical relationships explained nature. For example, the predictable orbit of planets and the relationship of vibrations of string to the notes.

- **Parmenides:**
  For example, tried to reconcile naturalist/materialist
e.g. that the world is made out of a constant matter that could be understood by human reason.

- **Heraclitus of Ephesus**
  Dualist. Two worlds: one of constant change; but order is achieved by the balance of opposing forces (tension, mixing, reordering), movement & diversity. This is the one we inhabit. And another ideal world attained by reason.
  *logos*: underlying order to things
  Truth is relative to the situation. (water good for fish, not for people)
  “It is not possible to step in same river twice”.

- **Democritus of Thrace (460 BCE)**
  Atomic theory; indivisible particles with space between them.

- **Sophist (sophia: wisdom)**
  Itinerant teachers
  Believed/taught in humans have the ability/power to define himself and the world around him.
  Protagoras (490 – 420 BCE):
  “Man is the measure of all things, of the existence of those that exist, and the nonexistence of those that do not.”
  Any belief can be valid, depending on the person’s senses.

**Socrates (469 BCE)**

- Most of what we know about Socrates comes from the writings of his student, Plato
- What does it mean to live a good life? How to define morals?
- How to define truth, courage, beauty?
- “Virtue is Knowledge”
- Dialectic method: question/answer to examine all aspects of issue
- Importance of *psyche*: mind & soul/intelligence & character
  It exists before and after the body, a separate entity from the body, the superior part & character of a person. Gives the ability to reason.
The psyche provides a path toward defining morality.
- Once a person had searched and found truth, they could not but help to live according to that principle.
- Arrested in 399 BCE on charges of not believing in the gods and corrupting the youth

Plato (428 - 347 BCE)
- Student of Socrates
- Apology: Socrates’ trial, Crito: Socrates refusal to escape, Phaedo: Socrates’ last day
- Founded the Academy in Athens, 387 BCE
- An idealist who emphasizes the realm of ideas as the foundation of the world over matter
- Developed the Theory of Forms: There is a world in which all things exist in their perfect forms, what we see in this world is just a reflection.
Through intellectual study (mathematics, logic and abstract thinking), the psyche can “remember” the non material, perfect world.
The body is part of the material world and the psyche is from the world of forms (ideal/spiritual) world. These two are in conflict, and after death psyche returns to world of forms.
Psyche has 3 parts: reasoning (mind/conscious awareness), “spirited” (emotional), baser (appetites). Just as reasoning portion should govern a person, the reasoned people of society should govern the state.
It is easy to see how this philosophy will be used later by Christian theologians (e.g. Augustine).
- Discuss: Allegory of the Cave

Aristotle (384 – 322 BCE)
- From Macedonia, student of Plato
- Tutor to young Alexander the Great
- Wrote Metaphysics, and opposing view to Plato’s Theory of Forms.
- Founded the Lyceum, a competitor to the Academy
- Presented an alternate philosophy which emphasized the human senses and the singularity of this world, i.e. no other “ideal” world exists.
- Empirical method of understanding the world (nature), through observation & study
  Trying to understand the essence of things, and the processes and changes imposed on that essence
Believing that there needed to be some higher/supreme being to coordinate all the processes of nature, he termed the “Unmoved Mover”
- Taught the importance of striking balance to live a “good life”. Eudaimonia.
This concept of balance is fundamental in Greek culture.
“The way to happiness is through the pursuit of moral virtue; the pursuit of the good life is the way to happiness; therefore, the good life consists in the pursuit of moral virtue.”
- Practiced a method termed syllogism (two propositions which lead to a conclusion)
e.g. “All men are mortal, Socrates is a man, therefore, Socrates is mortal.”

Vocabulary

epistemology: philosophy concerned with the nature of knowledge
sophia: wisdom
syllogism: the process of proving a final assumption based on two or more premises which are held to be true.
dialectic method
psyche
eudaimonia
“The unexamined life is not worth living.” Socrates

“The greatest way to live with honor in this world is to be what we pretend to be.” Socrates

Overview

- The turn of the 4th century BCE was a turbulent time in Athens. They had just suffered defeat by Sparta from the Peloponnesian Wars which ended in 404 BCE. There was a lot of political angst as Sparta tried to impose its oligarchic system on Athens.
- Socrates was caught up in this political turmoil, and his enemies brought him to trial on the charges of “not acknowledging the gods, inventing new gods, and corrupting the youth of Athens.”
- He was sentenced to death by a narrow margin (just 30 votes out of 501) in 399 BCE.
- It is through Plato’s writings that we know about Socrates, because Socrates himself never wrote about his teachings.
- Plato wrote four accounts concerning Socrates’ trial and execution. (Apology, Crito, Phaedo,).
- The Crito was written about a month after Socrates’ guilty verdict and illustrates Socrates’ commitment to virtue & Athens.

1. The public will think badly about Socrates’ friends because they did not save him.
   - Only an expert can give advice regarding the health of the “body”. That is the opinion that should be acted on/listened to, not that of the masses.
   - The advice of the non-experts would harm the “body”, and if this “body” is harmed, “life is not worth living”.
   - It is more important to live well (honorable) than to merely exist.

2. Socrates should not be worried about inconveniencing/endangering his friends financially.

3. By accepting a questionable verdict, Socrates is allowing an injustice.
   - No injurious action can be just
- By living under the “social contract” of Athens for so long, Socrates must abide by its laws.
- To not obey those laws is to injure the Law. If people chose which laws only they wanted to obey, society would revert to chaos.
- Even though his verdict may be unjust, it was nevertheless, lawful.
- Laws have been an important part of Socrates’ whole life. For example, his parents’ marriage and his upbringing.

- Just as it is not right for a child to disobey a parent, he may not disobey the laws. If he wants to be free, he needs to extricate himself through lawful means. This tends to personify the Laws and State.
- If Socrates were to live in exile, what example would he set? Because he has lived by/supported the laws of Athens in the past, can he elude them now when a verdict pertains to him? He would not be able to teach virtue if he himself has not behaved with virtue himself.
- How will he be judged in his afterlife if he has not lived a good life?

4. He should try and live for the sake of his sons.
   - If he takes them to Thessaly, they will be raised as foreigners, also in exile.
   - If he leaves them behind, will his friends be as willing to care for them?
   - If he dies, his friends will surely take good care of them.
Poetry

- Lyric Poetry:
  Instead of recounting heroic tales/events found in Homer’s stories, searches the author’s feelings/emotions. This marks a change in society. As the hero ideal of the past dies away, the new ideal of the individual is starting to arise. Just as the aristocratic government is declining, this new way to respond to life represents the awakening of the individual spirit.

- Slide: lyre, Sappho, Sappho poem excerpts
- A type of poetry to be accompanied by a lyre.
- For example,
  - Sappho: born ca. 612 BCE, Lesbos. Part of a young woman’s education system on Lesbos; probably in preparation for marriage.
  - Affiliated with worship of Aphrodite, the goddess of love.
  - Many of her works no longer exist. She is mentioned by other authors.
  - Discuss: How do these poems differ from Homer? What do these poems say about Sappho? Describe the imagery she uses.

Hesiod

- Slide: Hesiod, Hesiod poem excerpt
- Lived around 700 BCE
- Wrote the poems Theogony & Works and Days
- His poems are composed in the same dactylic hexameter as Homer.
- He claims that while he was tending sheep, the Muses (9 sister goddesses who were responsible for creativity, such as music, writing, dancing) came to him, gave him a staff to signify his role as a poet, and instructed him to relate stories of the gods (family of the immortals).
- Remember that during this time period in Greece, there was a lot of interaction with the east, and some of his stories about the gods came from eastern (particularly Babylonian) creation myths.
- Discuss: What does this excerpt tell us about Greek life? What advice does Hesiod give the farmer?
Drama

Slide: theater
- Aeschylus (525 – 456 BCE), Sophocles (496 – 406 BCE), & Euripides (484 – 406 BCE)
- Part of celebration to Dionysus; held every spring (March/April). Participation in the festivities was considered an act of worship.
- His statue was brought out of his temple to “watch” the plays & the temple priests were given seats of honor.
- People came from all over. Businesses closed and inmates were let out on bail to attend.
- 3 authors submitted 4 plays (3 tragedies/1 satyr) which were presented over the 4 day festival. Typical to Greeks & competition, the plays were judged and authors awarded prizes.
- Performances were outside; some backdrops & scenery; approximately 14,000 people attended
- Chorus: generally, point of view of the spectator; provided entertainment during the breaks by singing, dancing, or other music. Also, provides a connection between actors and audience. Foundations lay in the original aspect of worship.
- Orchestra: dancing place; because basis of plays were religious, the chorus would perform in this area which also contained an altar. Behind this area was a building (skene) which was used by the actors and its walls could be painted to reflect a scene/background for the play.
- Topics of the plays combined culturally panhellenic themes (myths, history) with contemporary issues.
- Tragedies were used to explore human emotions, man’s place in the world, discovering morality & boundaries
- Tragedy: goat song, perhaps because prize for very early (prehistoric) competition was a goat.
- Sophocles: 123 plays, but only 7 survive, most financially successful. Won the Dionysia 18 times.
- **Handout**: Sophocles worksheet to be used for the class discussion on Greek drama.

**Vocabulary**

*hamartia*: flaw
*lyre*
*muses*
*orchestra*
Week 6  
Antigone

Sophocles:
- Antigone written around 441 BCE
- Was a general who served with Pericles in conflict between Samos and Athens.

Background:
- This play is part of a trilogy. Even though it was likely written first, its story line occurs last in the set.
- In the first play, Oedipus the King, Oedipus unknowingly kills his father, marries his mother and fathers 4 children (Eteocles, Polynices, Antigone, & Ismene). That he would murder his father and marry his mother had been prophesized.
- In the second play, Oedipus at Colonus, the exiled, wandering Oedipus arrives at Athens where King Theseus takes pity on him and allows him to die in that city. His daughters return to Thebes to try and prevent a power struggle/battle between their two brothers.
- Note difference between Socrates who dies unjustly because of his belief in state laws and Antigone who challenges the conflict of those laws with religious duty. Socrates views that his virtue would be questioned if he did not accept his sentence. Antigone believes she will be judged poorly if she does not perform the gods’ rites.

There are sometimes choices between two equally good or bad actions. People do not always have control over the outcomes/destiny.

Explores fate in its relation to the individual and how they deal with their circumstances.

How do a person’s own flaws impact their destiny? Are there ways to avoid what gods have predetermined?

Creon: loyalty to state takes precedence over personal loyalty regarding family, friends. Antigone: exposure violates divine law
Remember in Odyssey how Odysseus must go back and bury the crew member left behind. Proper burial rites were important.

Understand the importance of family relationships in Greece. Even though technically the aristocratic families were not rulers, they held considerable influence. Many political positions were chosen by lot and/or served for only a year long term, however, important families could still influence the careers of their members. Just like today, “it’s not what you know, it’s who you know”.

**Antigone**

Importance of family relationships.

She feels a duty to her brother through the “unwritten” laws of the gods for proper burial rites.

As she is led to her death, she appeals to sympathy of the city, but she has up until now only spoken about the importance of family relationship (934) even over that to the city. Talks a lot about death and her family.

She contradicts her position regarding brother’s rites in speech where she says she would not do the same for her children (995).

She sees the rights of the family and dead over the demands of the state.

She feels she is sent to death unjustly for the sake of divine law, “reverence for the gods” (1034).

She refuses to accept the authority of Creon (men) or acknowledge the limits of what she is able to do. Even going to death over what she feels are her principles.

The gods punishment of Creon (the deaths of his son & wife) seem to illustrate their approval of Antigone’s actions.

Is Antigone a hero?

**Creon**

“When whoever places a friend/relative above the good of his own country, he is nothing.”

Zeus Homaimos (associated with family worship, 735)

He feels he is operating in a proper religious realm as well, because he understands it is his job to protect the gods of the city and their temples/shrines. Why would the gods want him to give a traitor and invader proper rites? This is like giving a proper funeral to an Athenian who fought with the invading Persians or an American who conspired with ISIS against the US.
Part of Creon’s problem is his hubris against the gods (Hades is a word for death.) and lack of respect for tradition, and of the city and citizens he rules (The city is the king’s – that’s the law, 825) Refuses the advice from Tiresias (1151 – 53). Afraid to be “defeated” by a woman. (541)

Creon is behaving like a tyrant.
Agora

- **Slide: Athens’ map, agora, stoa**
- An important place in the life of a Greek
- It was a marketplace
- A place to decide legal issues
- A forum for political debate
- *Bouleuterion* (meeting place for city council) located in *agora*.
- The *stoa* (porch) was a covered colonnade. Shelter from sun and weather. Housed marketplace and other activities on the *agora*.

Symposium

- **Slides: pottery scene, krater, kylix**
- Men only dinner/drinking party
- Typically held in a room with couches and low tables. (*andrion* – man cave)
- Entertainment (dancers, music, *hetairia*)
- Discussion of current events or topics
- Wine mixed in *krater*, served in *kylix*

Household

- *Kyrios* (head of the house, *oikos*)
- Sons inherited equally
- If an estate did not have a legitimate male heir, the daughter would “inherit” but must marry nearest male relative or someone her father had designated. That man would take control of her inheritance.
- Not just for the property, but also for the responsibility of caring/managing the household and its members.

Homes

- **Slide: ruins of Greek home, house exterior, floor plan**
- Small and sparsely furnished
- Little hygiene standards
- Very private
- Separate entrances for women
- Entryway from street
Diet

- Food was scarce because of limited arable land
- 3 – 4 meals per day characterized by frugality & simplicity
- Men and women typically ate separately.
- Consisted of mostly breads (wheat/expensive & imported, barley), olives, vegetables, cheese
- Flavored with olive oil, herbs, honey
- Fruits: figs, raisins, pomegranates
- Meat was expensive. Type of animals available depended on the wealth of the household, i.e. chickens for lower class; larger farms could raise pigs & sheep. Religious festivals were an opportunity for meats.
- Because of proximity to sea, fish was common
- Spartan black broth: pork, salt, vinegar & blood

Clothing

- Slides: man’s chiton, woman’s chiton, himation, peplos, chlamys, chiton, peplos
- A chiton was the typical Greek apparel. It was arranged with one or two pieces of material, pinned or buttoned at the shoulder and tied at waist. Sown up one or both sides. They were mostly made of linen, sometimes wool; during Hellenistic period when Greece came into contact with the East, they introduced cotton & silk. Men’s were usually short, women’s were ankle length.
- The himation was a type of cloak which was draped over shoulders/body and large enough to go over the head. Philosophers frequently portrayed with himation.
- Women also wore a peplos. Peplos is different from chiton because it usually had a type of fold at the top and was fastened with pins/brooches (fibulae).
- Chlamys cloak was shorter than the himation and pinned at the shoulder. More typically worn by men.

Classes of People

- In 5th/4th century, population was about 275,000
  40,000 citizens, 80,000 slaves, balance was metics & women
- Citizenship: was very exclusive. Originally, citizenship could be claimed if the father was a citizen, however, by mid 5th century, both parents needed to be Athenian. Sometimes, foreigners could be granted citizenship for some extraordinary service.
- Slaves: common for household to have at least one or two slaves. Performed all kinds of work, such as construction, mining, agriculture, household. However,
wages were usually given to their owners. About the only right a slave had was the right of sanctuary, but even that was decided by the priest. Usually obtained by military conquest, unwanted children, and piracy. Sometimes slaves were granted freedom in a master’s will, sometimes they were able to buy their freedom by paying their own purchase price.

- **Metics**: free men who were not citizens of Athens. Resident foreigners. Performed blue collar/trades work, for example, construction, clothing. These people needed to register with the state, have a Greek protector (legal representative), pay taxes, and serve in the military. Penalties for not following procedures included being forced into slavery. But also, artists and philosophers because they were not citizens

- **Women**: not citizens; except for lower classes, not expected to leave the home. Married around 15 y/o, husbands usually about 30 y/o. Not expected to have an education. However, women did participate in religious events (priestesses), and some exerted considerable influence, such as Aspasia (mistress to Pericles)

**Hetaira**: courtesan

Spartan women: as discussed earlier, home life in Sparta was much different. Women were encouraged to be physically fit. Husbands only made conjugal visits and boys were taken to be educated/indoctrinated by age 7. Women could own property.

**Discuss**: *Husbands, Wives and the Household*

**oikos** (house) & **nomos** (law): **oikonomia** (household management, economics)

What does the opening conversation tell us about the lifestyle of a “fine and good man”? What about the expectations of a new wife? What seem to be important aspects of home life? What are the divisions of duties? How does this sense of balance within the home reflect the Greek standard of moderation?

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**Vocabulary**

- *agora*
- *stoa*
- *colonnade*
- *eudaimonia*
- *oikonomia*
- *kyrios*
- *chiton*
- *metic*
- *hetaira*
Week 6
Hellenistic Period
323 – 31 BCE

“The aim of art is to represent not the outward appearance of things, but their inward significance.”

Aristotle

“I am a barbarian and do not know how to behave like a Greek.” Egyptian camel driver (Freeman, p.359)

Rise of Macedon & Alexander

- Video, “Alexander the Great and the Birth of Hellenism”, youtube.com, Andrea Cirla

Alexander’s Successors

- Slides: Alexander’s Empire, Hellenistic Kingdoms
- Antigonids: Macedonia and Greece
- Ptolemies: Egypt
  Alexandria: commercial and intellectual center of the world; 1 million people from all over the world.
  1st museum (mouseion: temple to the muses) a place for scholars and students;
  largest library (700,000 texts)
- Seleucids: Syria
  Pergamon: an independent state within the Seleucidic kingdom, ruled by Attalids. Housed Alexander’s fortunes/spoils from wars. The library in Pergamon copied thousands of Greek manuscripts onto parchment (pergamene: from Pergamon).

Character of Hellenistic World

- Cosmopolitan: cosmos (world), polis (city)
- Breakdown of poleis boundaries as new rulers emerged in the larger kingdoms taken over by Alexander’s generals and their successors.
- People more mobile and therefore influenced by other cultures; open to experimenting with new ideas.
- Koine (common) Greek widely spoken and written.
Philosophy

- **Slides: Diogenes, Epicurus, Zeno**

- Political turmoil was unsettling and people looked for ways to explain why things happened the way they did. One of the manifestations of this search for comfort/explanation was the emergence of philosophies and new/revised religions.

- Some of these beliefs were new whereas some were developed by combining thought from different cultures.

- Cynicism: freedom is realized shunning a particular society and its mores. People are citizens of the world (cosmopolis)

  - Reject everything and live in a state of nature. Aesthetic.

  - Self-sufficiency: *autarky*

  - “If one wants nothing, then one will never lack for anything.”

- Cynic: “doglike”; as if to live like an animal

- Diogenes was important cynic. Alexander met him in Greece and asked if Diogenes needed anything. Diogenes responded by asking him to move aside because he was blocking the sun. Also, when Alexander asked Diogenes if he wasn’t afraid of him, Diogenes asked if he was good or bad. When Alexander replied, “good”, Diogenes then told him that he need not be afraid of anything that was good.

  **Discuss:** “Diogenes the Cynic and the Simple Life”

- Skepticism: nothing can be known for certain; truth is unknowable

  Pyrrhon of Elis (365 – 275 BCE)

- Epicureanism: freedom came from freedom of the mind of worries/cares/fear (even of the gods).

  Epicurus (342 – 270 BCE)

  - *Ataraxia*: peacefulness (freedom from passion). This means searching for “pleasure”, but not in a carnal/material way, but rather the absence of pain.

  - Live to fulfill basic needs, but not so much more as to upset the mind.

  - Self sufficiency was a way toward this state of no worry; this included a withdrawal from society, therefore epicureans attracted more wealthy people who could afford this lifestyle.

  - Atomic theory: the world is made up of atoms which are constantly regrouping; new matter is created when these atoms collide with each other.

- Stoicism:

  Zeno (f. 300 BCE)

  - All parts of the universe work together. Made up of different elements (fire, air, water & earth)
Logos: supreme deity or active force (reason) that worked for good of all and held the universe together.

Religion

- One of the main concerns people had was about Fate. Greeks had previously viewed Fate as controlled by the gods, and they could only try to change Fate by influenced the gods through sacrifices. Again, as people from different regions interacted with each other (e.g. through trade) or relocated, their religious beliefs intermingled.
  
  Syncretism: combination of different beliefs (philosophical or religious)

- Will discuss more with regard to Roman mystery religions.

- Dionysus: Greece
- Isis: Egypt
- Mithra: Persia

Art & Architecture

- Slides: Corinthian capital, Olympian Temple of Zeus
  
  In order to express the new feeling of dominance of this empire and its rulers, architecture became grander. The Corinthian capital with its more elaborate acanthus leaf decorations contributed to this display.

- Hellenistic kings sought to assert their wealth/supremacy/power by building grand palaces, temples, public buildings (e.g. libraries). This building was in contrast to the theme of simplicity and moderation of Classic Greece.

- Slides: Boy with Goose, Old Market woman, Laocoon Group, Dying Gaul

- Less emphasis on traditional gods, and influence from foreign trade/rulers contributed to more secular art.

- The art created for the previous, Classical, period reflected calm, balance, stability and served to reflect ideals of the Greek state (political & religious). With the expansion of the empire and introduction of other wealthy, non Greek patrons, art was commissioned to decorate foreign palaces and cities. Even though some art works were gifts to Athens or other Greek cities, they may have been commissioned by a foreign ruler and reflect his ideas. This happens in medieval era as well. When patrons of art change from church to wealthy citizens, the subjects portrayed in the art change.

- This shift away from traditional Greek emphasis on gods and heroes, allowed for artistic portrayals of common people.

- New art reflected more emotion/movement/action. Expressionism.

- Laocoon Group: Laocoon is a Trojan priest who tries to warn the Trojans that the wooden horse may be a trick. He is held back by sea serpents, sent by Apollo.
Note Laocoon’s struggle, the feeling of trying to get away from the serpents’ grasp. Compare this to the image of the “spear thrower” from earlier class/slide.
- Dying Gaul: in this sculpture you can feel the weight/expression of the Gaul warrior’s impending death. That an artist would portray an enemy in such a sympathetic reflects the newfound/cosmopolitan tolerance of the Greek society.
- Old Market Woman: another image of real life/common person. Note the expression not only on her face but her posture/body. It’s hard to get old, but she’s still making her way in life.

Drama & Literature

- New Comedy
  In the democratic environment, playwrights were free to expose the issues of the day and even to criticize community leaders. However, with the new political system of the empire, kings & rulers, these authors felt intimidated and changed the subject material.
  Reflected common person’s life/concerns; light subject material (romance, slapstick, mistaken identity); portrays lower class characters as superior to their “dumb” masters.
  Menander (343 – 329 BCE): “comedy of manners”,

- Poetry
  The decline of the poleis structure found expression in some of the philosophies and religions, but also in poetry which celebrated the countryside. The poems promote the feelings of the good in nature.

Pastoral: Theocritus (3rd century BCE) & Apollonius
Discuss: Theocritus’ *Idyll* 1

Vocabulary

- syncretism
- cosmopolitan
- autarky
- ataraxia
- koine
- logos
- mouseiou
- cynic
- pastoral
UNIT TWO: ROME

Week 7
Introduction to Rome

“When Numa died, Rome by the twin disciplines of peace and war was as eminent for self-mastery as for military power.” Titus Livy

Meanwhile, what was happening in the Western Mediterranean?

Slides: Maps: Mediterranean, Early Roman Italy, Seven Hills of Rome
- Note: Etruscans, Greeks, Latins, Sabines
- Rome was sandwiched between Etruscans and Greeks and influenced by both.
- Location: near river which led to Mediterranean, settlements on top of hills, fertile land

Founding of Rome

- Roman history divided into three periods
  Kings (753 BCE – 510 BCE), Republic (509 BCE – 27 BCE), Empire (27 BCE – 476/1453)
- 753 BCE traditional founding of Rome
- Very little is known about early Roman history.
- Archeological evidence supports a settlement on the Palentine Hill around 100 BCE.
- The people known as the Latins formed settlements around the Tiber.
- Based loosely on traditions and Greek sources.
- Their texts promote Rome’s destiny of greatness and traditional Roman values. They were patriotic.
- Political (attaching to Greek history provides antiquity/substance)
- Based loosely on traditions and Greek sources.

Discuss: Abbreviated Aeneid myth & Romulus/Remus story
- Note: infant abandonment trope (e.g. Sargon, Moses, Oedipus)
- Slides: Sculptures: She-Wolf, Rape of Sabines
- **Aeneid Myth:**
  - By Virgil
  - Aeneas is a Trojan and son of Anchises/Venus (divine mother). Leaves Troy with his father and son (Ascanius) and some other survivors.
  - At Delos, Apollo gives Aeneas a prophecy that he must go to the land of his forefathers and build a new city.
  - As he travels to Rome he encounters various people/lands that will historically play a significant part in Rome’s history. (e.g. Dido/Carthage)
  - When he arrives in Italy, he is forced to wage war with Turnus (leader of a Latin tribe) and with the help of another Italian king (Evander of Greek origin) defeats him.
  - Another prophecy from the “Old Tiber” river god marks the spot for the development of Alba Longa, a precursor to the settlement of Rome.

- **What does this story tell us?**
  - This story defines the city of Rome as: land of Trojan ancestors (a sense of ownership), the role of divinity (Venus) of the founder, predestination (prophecy of Apollo and Tiber)
  - Throughout the story, Aeneas is portrayed as obedient to his destiny, pious in his religious observances, brave without being reckless, dutiful. In contrast, Turnus (his opponent), is rash in his judgment, prideful.

- **Romulus/Remus Myth:**
  - Livy
  - Numitor is a descendent of Aeneas several generations later. He is ousted from power by his younger brother (Amulius).
  - Amulius kills Numitor’s sons and sequesters Numitor’s daughter (Rhea Silva) as a Vestal Virgin.
  - Rhea Silva, however, becomes pregnant by the god Mars and bears twin boys, Romulus & Remus. As punishment, she is thrown into the Tiber. Again the river god intervenes and marries her.
  - The boys are set onto the river in a reed basket and are rescued/raised by a she-wolf.
    (note similarity to Sargon, Moses, Oedipus; infant abandoned and then becomes ruler/hero)
  - They eventually decide to found a new city. Romulus claims the Palentine Hill and Remus claims the Aventine Hill. They quarrel (omens or jumping over boundary) and Romulus kills Remus.
  - Romulus becomes the first king of Rome, founded on the Palentine Hill.
  - He populated this city by offering his city as a refuge/place for a new start for refugees/exiles.
  - He acquired women by inviting the neighboring Sabines for a series of games and then capturing 600 of the women.
What does this story tell us?
- Division of classes (Palentine is favored by patricians/upper class, Aventine is favored by plebs/lower class)
- Original citizens were of humble origin
- Boundary of Rome is inviolate. Terminalia
- Importance of omens
- Roman values: *pietas, gravitas, constantia, magnitudo animi* (greatness of soul), family

Seven Roman Kings
- Slide: List of Roman Kings
- Romulus: already discussed
- Numa: Restructured/established religious traditions (combining Etruscan/Sabine/Latin)
  - Established *flamines* (special priests for Jupiter/Mars/Quirinus) and *pontifices*
    - Organized first Roman calendar
      - Will discuss more about Religion & Calendar in later class meeting
- Tarquinus Superbus (Tarquin the Proud): Etruscan, last king of Rome, deposed in 510 BC, considered a tyrant.
  - Assassinated his father in law, Servius Tullus, to become king & then refused to bury his body.
  - Physically forced peasants to work (quarry, timber) on public projects (temples, Circus benches) for low wages (grain rations).
  - Disrespected leading families & Senate (not consulting with them, no show at meetings).
  - Story of the rape of Lucretia: virtuous noble woman who was seduced by Tarquin’s son, Sextus. She confesses to husband/father and then commits suicide. Tarquin is removed from power (Lucius Brutus). Exiled to Etruria, then Cumae

Who were the Etruscans and how did they influence Rome?
- Inhabited area of Tuscany, unknown origin
- Significant trade partners throughout the Mediterranean (pottery, bronze, jewelry)
- Developed the marshy land around the Tiber and built first temples and forum to begin city
- Responsible for games, toga, religious tradition, alphabet
- Architecture
**Don’t discount Greek Influence**

- Historical accounts of the founding of Rome derived from Greek texts
- Sculpture, architecture, literature. Will compare these in a later class.
- Magna Graecia; Greeks populated much of southern Italy

**Note comparisons between Greek & Roman**

- Both states oust tyrants at about the same time.
- Citizens: Greeks vs. Barbarians (rest of the world); Rome a melting pot of exiles from surrounding areas blending cultures/languages
- Greeks wealth vs. Rome’s humble beginning

**Vocabulary**

Romulus
Numa
trope
Rome has grown since its humble beginnings that it is now overwhelmed by its own greatness. Livy

Let the welfare of the people be the ultimate law. Cicero

Themes from Republican Era

- Republic: res (thing) publica (people), “of the people”
- Population rose from approximately 30,000 to over 90,000 from 350’s to 270 BCE
- Plebians gradually gain rights:
  - From Rome’s founding there had been division between classes. Remember Romulus (Palatine Hill) vs Remus (Aventine Hill). This continued in Republic. Even though the Consuls were elected by all citizens and Tribunes were elected by plebeians for representation, the Senate was still dominated by aristocratic families. Will discuss more specific government structure in a later class.
  - “Conflict of the Orders”
- Events that marked gradual shift in power:
  451 BCE: 12 tablets written for plebeians, displayed in the Forum, made of bronze
  By writing and displaying Rome’s laws, there was less opportunity for manipulation.
  Defined by an elected decemvirate (10 men)
  Examples of these laws include that deformed children could be killed by their father & fathers could sell children into slavery, ban on intermarriage between plebs and patricians, bronze as a basis for currency.
  287 BCE: Hortensian Law. Quintus Hortensius. This made decisions by plebeian assembly apply to both the Senate and Roman people. This development brought more equality between the different classes of citizens.

- Rome expanding and building empire:
  - Slide: Roman expansion map
  - 265 BCE: City of Rome secured control of Italian peninsula
  - 264 - 146 BCE: Punic Wars: against North African Carthage. This city originally founded by the Phoenicians (800 BCE), Roman word for Phoenician is Poeni. This is why called Punic.
Carthage was a very wealthy city and controlled much of the Mediterranean, and an historical adversary of Rome. (Remember Aeneas). These were the well known battles with Hannibal marching up through Spain over the Alps and down into Italy. By defeating Hannibal in Carthage and teaming against him with allies in Greece, the Romans came to control most of the Mediterranean world.

- **Slide: *Aes signatum* with pig & elephant**
  Coins were often minted to commemorate battles/events. These bronze ingots, which weigh about 6 pounds, portray one of the ways Romans defeated armies with elephants. They used pigs covered with pitch, then lit on fire to scare elephants & anti-elephant chariots, perhaps with spikes on the front.

- Conflict with Cleopatra and Marc Antony

- **Battle of Actium: 31 BCE**

- The status of a defeated region varied from city to city depending on the perceived attitude/loyalty expressed by the city. Some were granted citizenship & voting, some were colonies.

- **Rome controlled by patrician/aristocratic families**
  - Claudians, Fabians, Scipios: all could trace their lineage to founding of the Republic

  - **Optimates vs. Populares**

  - **Gracchi Brothers: Tiberius & Gaius**
    - Aristocratic & wealthy families purchased/confiscated farms & land, often from soldiers who were away fighting in Rome’s many wars. When they returned, their lands were gone and family homeless/poor.
    - They were from aristocratic family, but sought to improve the land situation for the poor.

  - 133 BCE – Tiberius proposed a law which would redistribute public lands amongst the landless people. This gave land to returning soldiers, created more landowners, and encouraged discontent people in city to move away. His political maneuvers were not appreciated by the Senate, and he was beaten to death on the steps of the Capitol. However, his reforms remained in place.

  - 123 BCE – Gaius also elected Tribune and tries to initiate legal reforms, such as more inclusive jury selection. Again, the Senate saw his changes as a threat and issued a death sentence for him.

- **Discuss:**
- Plutarch: Tiberius Gracchus “Land Reforms Legislation of Gaius Gracchus”
   What do these events with the Gracchi say about the situation between classes/attitudes of Roman leadership?
- (e.g. strong reaction of Senate to threat on their power hold, “might over right”)
- Rome’s wealth
- Construction of aqueducts, roads, monuments
- Minting of coins
- An example of blending of cultures is that Roman generals would build victory temples in Rome (a Roman monument), but used Greek styles, artisans, & materials.

Discuss: What does this overview tell us about the Romans?
(e.g. Skilled at government, laws, & military. Definite class society. Appreciated innovation, getting things done. Able to blend with other cultures.)
“Unless a state maintains a balance of rights, duties and functions, so that state officials possess enough power, deliberations of the leading citizenry and enough authority, and the people enough freedom, it is not possible for it to remain stable.”

Cicero

Class Activity

- Using Polybius’, *The Roman Constitution*, create a flow chart/diagram illustrating Roman government structure.
- **Discuss:**
  - How does this illustrate separation of duties?
  - What were the checks & balances?
  - How does this compare to Greek? US?

Notes on government offices

**Slide: Roman Forum**

Imperium: power, command. The term for legal authority granted by the state to an individual to act on behalf of the state.

Novus homo: “new man”. Someone who has become the first of his family to be elected to the high office of consul or senate. Not a complimentary term.

1. Consuls
   - Varro “Consul so named because he consults with the people & senate.”
   - 2 at a time, equal power, elected by citizens
   - Served 1 year terms, alternated months
   - Presided over assemblies, judicial issues, and could suggest laws.
   - Each consul could veto the other
   - Dealt with military matters
   - From 367 BCE one consulship held by a plebian

2. Senate
   - Did not pass laws. It was an advisory board.
   - Made up of retired government officials nominated by consuls, censors or family status.
   - Controlled the treasury.
- Responsible for foreign relations
- Adjudicated on religious matters and acted as intermediary between people & the gods.

3. Assemblies (law making bodies, but senate could ignore)
   - Centuriate Assembly: elected senior officials, approved legislation, wars/treaties, 193 voting blocs distributed by means/wealth.
   - Tribal Assembly: elected minor officials, also approved legislation but more fair to plebeians because of voting structure.

4. Tribune (494 BCE)
   - Represented plebeians. Presented the people’s grievances to consul/senate.
   - Veto power

An important part of government not mentioned by Polybius, was the way religion shaped the way the government operated. Religion permeated every aspect of an individual’s life.

5. College of Priests
   - Attended to the major state gods (flamines for Jupiter, Mars, Quirinus)
   - Sought divine support for the state and the people.
   - Auspices: taken before wars, legislative meetings, and installation of officials
   - Participation in religious festivals & rites was viewed as a patriotic duty.
   - Priests in charge of the calendar which impacted the daily life of everyone.

In certain times of crisis, the government could appoint a dictator. Though the term has a pejorative tone now, not all dictators were bad.

6. Dictator
   - 6 month term, maximum
   - Nominated by the two consuls
   - Special authority, not subject to veto of Tribune, went so far as to allow death of Roman citizen.
   - Used primarily in times of war
   - Master of the Horse was his assistant and executive officer, who could use the authority of the dictator.
Roman Law

For those creatures to whom Nature gave the gift of reason were also given right reason and, as a result, they received the gift of Law, which is right reason applied in relation to those things which must be done and those which must not be done. And, if they were given Law, they were given Justice as well. Cicero

How did Roman law structure society?

Slide: Twelve Tables

Mos maiorum: “way of the elders”

1. Persons
   a. The kind of person you were determined your rights and opportunities. There were different types of citizenship. For example, full citizenship allowed you to vote, hold office, enter into contracts and marry other citizens. A freedman was allowed to vote and enter contracts, but not marry a citizen or hold office.
   b. Government had to decide the status of conquered peoples. Often decided by the attitudes/loyalty of city.
   c. Paterfamilia was the absolute head of household. Owned and was responsible for everything in his household. Women did very gradually gain some rights over time.
   d. Slaves were not considered people, they were property of owner. Owner could treat however they wanted. Later years brought reforms.

2. Property
   a. Defined ownership (inheritance, acquired, contracts)
   b. How to transfer ownership
   c. Contracts

3. Procedure
   a. Romans were a litigious people.
   b. Any citizen could be a prosecutor.
   c. Different kinds of lawyers (avocati, progmati, juris consulti) and courts (praetor, senate).
   d. Different punishments for different types of people. (e.g. Jesus vs. Paul)

4. Nations
   a. This is not to be considered international law, but rather laws to administer different parts of the empire.
   b. This was needed because the Romans had conquered so many different types of people. Roman law had to adapt. For example, the Romans allowed the
Jews to use money without an image on it because this was against their religion (idol).
c. Designed to govern the conquered people without giving rights, such as citizenship. This was not out of goodwill toward the people, but rather to manage them most effectively.
Week 8
Roman Religion

“The gods are on the side of the stronger.” Tacitus

“It is convenient there be gods, and as it is convenient, let us believe that there are.” Ovid

“Woe is me. I think I am becoming a god.” Emperor Vespasian as he was dying.

Overview

- Daily life was saturated with religion for the Romans. From the time they awoke, throughout their day.
- Roman religion was not a “revealed” religion. That is, there was not revelation for God as with Islam (Mohammed) or 10 Commandments (Moses). There was divination & prophecy; however, this was to do with current/future events and not a presentation of doctrine.
- There was not a central religious book on which everything depends. Priests were trained in the proper practice of rites for their deity, but there was no theological text.
- No official doctrine or creed
- For Romans, the proper procedure for rituals was more important than correct beliefs. That is orthopraxis (correct practice) was more important than orthodoxy (correct belief). If a ritual was not done correctly, a propitiation sacrifice was made, and then the original rite was begun again.
- The religion was based on religious duties that depended on your role with the home or society.
- There was no set moral code, such as the 10 Commandments or the Sermon on the Mount. Roman laws/traditions were set on how to be Roman, not a better/improved person.
- Absolutely based on a concept of trying to secure material blessings/benefits for the individual and the state.
- There was no central authority that controlled religion, such as the Vatican. However, there were colleges of priests who were associates. Above all these was the pontifex maximus (bridge builder). Even though he was the highest of priests, he was not a supervisor of the other priests.
- Polytheistic. A Roman did not need to limit himself to one god. Different gods had different uses/purview.
- Legalistic. “Do ut des”. I give so that you might give. They might give an offering of bread with their breakfast tossed into the family’s hearth or more elaborate animal sacrifices at the temple.
There was no creation story. Unlike what we might think of God today, their gods were not transcendent. They were symbolic. They were considered more powerful & immortal, though not eternal, infinite or omnipotent.

Virtues associated with religion. Such as *pietas* (piety, dutiful, faithful). *Pax deorum* is to be “at peace with the gods”, and *religio* (being properly mindful of one’s duties to the gods, appropriate religious expression)

**Important Roman Gods**

**Slides**
- Jupiter: Greek Zeus. Ruler of the pantheon of gods. Associated with the sky, storm, rain, “father”, justice
- Mars: Originally with fertility & seeds, later became associated with war. March
- Quirinus: Romulus became this god. Apotheosis. Associated with farmers & common people.
- These three were the original important triad of gods for Rome.
- Janus: doorways, openings, 2 faces. First sacrifice of every year, first hour of every day. January.
- Juno: wife of Jupiter. All things for women (marriage, childbirth, household). June
- Venus: Greek Aphrodite. Erotic love, fertility, agriculture.
- Ceres: grain & harvest
- Bacchus: wine & drunkenness
- Minerva: Greek Athena. Wisdom, bravery, women & domestic
- Household gods:
  - Every family had a shrine for household gods.
  - Genus: the generative spirit of males
  - Juno: the female counterpart to Genus
  - Lares: for the family, outdoor property
  - Penates: for the family, indoors for example the pantry
  - Lemures: ghosts & spirits of the dead

**State Religion**

**Slides: haruspex, bull sacrifice, Vestals**
- Involved the whole empire like a big family
- The state funded cults for most of the greater gods
- These cults were presided over by priests who were organized into colleges/associations
- Priests were not formally educated through any type of seminary. They were chosen because they were “good citizens”. Lifetime appointment
- Priests were required to perform all rituals religiously/timely/correctly.
- All priests were under the pontifex maximus (great bridge builder). There isn’t a specific origin for this title, however, recall the early involvement of the river with Rome’s founding. There were also some early rituals which included the Vestal Virgins throwing corn husk dolls into the river from the bridge.
- Usually priests served just one god.
- Some of the priests (augeres) specialized in augury (interpreting omens). Avis=bird. For example, a magistrate would perform a ceremony and the augere would make a prediction based on the flight pattern of the birds.
- These procedures were so important, that there were “augury kits” that generals would take to the battlefields which consisted of a box with some birds and grain. If the birds ate the grain that was a good sign.
- Livy tells the story of the consul, Charles the Fair, who was about to initiate an important naval battle near Sicily. He took auspices, but the sacred chickens would not eat. So, he shouted, “If they won’t eat then let them drink!” He threw the birds off the boat into the water, and ultimately lost the battle!
- Another type of priest was the haruspice, whose job was to read the signs from the entrails of sacrificed animals.
- These types of beliefs are from Etruscan influence, and they represent a type of sympathetic magic. The belief that everything in the world is connected. That is, if something isn’t right for the chickens or the way a bull’s liver is formed, then that means bad luck for you as well.

**Household Religion**

**Slides: Lares, Ancestor Busts, genius, penates, Janus, suovetaurilia**

- A reflection of state religion
- Religious duties were the mainly the responsibility of the paterfamilia, however, the wife did have a role in some rites.
- Every Roman household kept a hearth fire at all times to symbolize family’s continuity. This is mirrored by the Vestal Virgins who were responsible for the “hearth of Rome”.
- Every morning would be prayers and offerings at family shrine (lararium). This lararium included the lares, penates, genius, Janus, di manes (death masks of ancestors)
- These offerings might be as simple as pouring some wine into a bowl of the lares or tossing a piece of bread into the hearth (Vesta).
- There was a numa (numen) for every aspect of life. For rites of passage, such as marriage and toga virilis, and all events of life (pregnancy, birth, death. These
spirits were responsible for the outcomes of the events and so were honored to assure a positive consequence.
- **Discuss**: Cato the Elder, *Sacrifices*. Suovetaurilia

**Curse Tablets**
- Power point and case study from Kamm website.
Week 8
Roman Festivals & Calendar

“Beware the Ides of March.” Shakespeare

Important Festivals

- Many of the Roman religious festivals included games, such as chariot racing.
- Sometimes we don’t know the origin of the festival and sometimes the original meaning changes over the years.
- Every month of the Roman calendar had some sort of religious festival.

- Parentalia: in February, to honor family dead

- Lupercalia: February 15. Fertility. Young men, who have been smeared with the blood of sacrificed animals, run through the city waving thongs made from goat skin. Young women line the streets hoping to be hit by the thongs for fertility.

- Parilia: April 21. Originally a festival for the shepherds and purification of their flocks, but became the occasion for the birthday of Rome.

Discuss Parilia: Read/Refer to Ovid’s, Fasti

- Romulus chose Parilia as the time to found the city of Rome. He delineated the city’s boundaries by making a furrow. He looked for approval from the gods (Jupiter, Mars, Vest) and Jupiter approved. Romulus ordered that if anyone crossed the boundary, they should be killed. Unfortunately, Remus, unaware of this prohibition, jumped over the furrow and was killed. This boundary, known as the pomerium, is sacred. The dead are not allowed to be buried within the walls of the city, certain activities and authorities were only allowed within these borders also. Such as powers of the Tribune and assembly meetings. A general was not allowed to enter the city without laying down his power first. This area was defined as sacred because of the original favorable auspices regarding its location and the death of Romulus’ twin.

- October Horse: During the games there would be a chariot race. One of the horses of the winning team was sacrificed to Mars.

- Saturnalia: December 17 – 24. In honor of Saturn. All work suspended, slaves given freedoms, presents exchanged.

Slide: Filocalus Calendar
Roman Calendar

- Calendar is a means of regulating activities. It is a tool used by society to recognize the passing of time and to indicate what may or must happen on particular days.
- For Romans the calendar has symbolic power as a religious instrument. Brought together and defined the community.
- Smooth functioning of an ordered society depends in part on the possession of the means of regularizing activities according to a calendar.
- A means for predicting weather, seasons

- Calendar from Romulus originally had 10 lunar months to coincide with agricultural year. Began in March and ended in December. The last months of our calendar refer to their original names.
- Some months had 30 days (6) and some had 31 (4). This equals 304.
- Numa revised not only religious system but also calendar.
- He added 50 days to the end of the year and took a day from the even day months because even numbers were considered unlucky, except for February.
- February at this point was the last day of the year and considered an appropriate time for purification. Februa is word for purification.
- The solar calendar, which is more relevant for seasons, is about 11 days longer than a lunar year. Over time, you can see how predicting the seasons by the calendar, which was one of its primary functions, would be out of alignment.
- This is why it was necessary to devise a system of intercalation. The priests who were in charge of the calendar were not very good at this.
- Sometimes they were superstitious and did not want to add the additional days if the state was in the middle of a crisis.
- But also, remember that the calendar was very regulated. Only certain activities could occur on certain types of days. So, sometimes for political reasons, the priests would add or withhold days to manipulate elections or holidays.
- These problems plagued the Roman calendar throughout the Republic. However, in 46 BCE, a new calendar was presented by Caesar which was based on the science of Egyptian astronomer, Sosigenes. This is the basis for the calendar system we use today.

- Nundinae: every 8 days, market days
- Kalends: pontifices announced when the nones would fall; the day after the evening on which the crescent is first sighted; calere – to call out
- Nones: rex sacrorum would announce the first festival of the month; people from the country would come to the city to learn which festivals/rituals must be done; first quarter; 9 days before ides.
- Ides: the day of the full moon, a sheep sacrificed to Jupiter; iduare – to divide.
- **Slides:**
- **Astronomy Terms:** Solstice, Equinox, Gnomon, Year (Lunar, Solar), Intercalation
- **Solar Cycle Diagram** (note shadows, sun position)
- **Lunar Cycle Diagram** (note moon relation to earth & sun)
- **Roman Moon Phases** (Ides, Nones, Kalends)
- **Roman Regal Calendar** (note Romulus 10 month, Numa added 2 months)
- **Roman Republican Calendar** (note pontifical manipulation, New Year to January)
- **Calendar – Fasti Antiates** (note oldest extant calendar, only one from the Republic, 8 day week, but called nundinae, festival dates, none, ides, kalends)
- **Roman Imperial Calendar** (note Julius Caesar & Augustus reforms)
- **Horologium of Augustus** (note large sundial)
- **Latium Parapegma** (note cities, peg holes, days of week, for market circuit)

**Vocabulary**

Parilia
Ides
Intercalation
Solstice
Art
- Whereas the Greeks focused on the images of their gods, myths, & perfect human form, the Romans included real images & people. They portray a variety of styles and emotions from their subjects

- Sculptures:
- Used to commemorate events, honor ancestors

- Slides: Trajan’s column, Augustus, funerary altar, tombstones, Julia Domna

- Painting:
- Used to decorate the walls in homes and public buildings. Frescoes (paint applied to wet plaster)
- Often portrayed Greek mythology or landscape scenes.
- Many still visible in the ruins at Pompeii & Herculaneum

- Slides: Villa of Livia garden scene, landscape scene,

- Mosaics:
- Some styles were of equal sized pieces (opus tessellatum), various shaped pieces (opus sectile), various sized and shaped pieces (opus vermiculatum).
- Used in floors and walls. Could be constructed on site or transferred from a studio.

- Slides: examples of each kind of mosaic, other mosaic pictures

- Gem engraving:
- Signet rings were used to authenticate legal documents. Rings could be used to indicate the status/citizenship/office of the wearer. Freemen would wear gold or silver, slaves had iron.
- Intaglio (design cut into the stone), cameo (design comes out of the stone)

- Slides: Circus Maximus ring, poet ring
Architecture

- One of Rome’s most enduring legacies. Though some of these construction concepts were not new, the Romans improved and made more use of them.
- Arches: post & lintel construction did not allow for a lot of interior space. Greek temples had many posts and only a relatively small cella area. The invention of the arch allowed for the force of the weight of the ceiling to be disbursed to the side walls and downward instead of all on the posts. This allowed for opening up of the interior space. These arches evolved into barrel vaults and domes. 
  Vousoirs (wedge shape) & keystone.
- Concrete: lime, sand, small rocks. To cover unsightly mortar, Romans would cover with a veneer of marble or some other more attractive stone.
- Domestic space:
  - Slides: Domestic space slides from Kamm’s website
  - (labeled house plan, House of Vetti, Apartments of Diana)
  - Note: atrium, vestibule, impluvium, bedrooms with frescoes, peristyle, triclinium,
- Public space:
  - Slides: Pantheon, Pont du Gard, Colisseum, baths, theater, roads
  - 
  - Pantheon: round temple, illustrates blending with Greek portico and Roman rotunda/dome. Oculus. Recessed panels. Marble floor
  - Pont du Gard: Romans like a lot of water & fountains. Aqueducts like this could bring water from far distances. This one to Nimes. River Gardon. 3 rows of arches.
  - Colisseum: 3 tiers of arches. A different type of column on each tier. Retractable awnings. Different levels of seating. Arena (sand) with waiting/storage rooms underneath.
  - History:
  - Livy, Tacitus, Plutarch
  - Suetonius: Twelve Caesars

Vocabulary

Fresco
Keystone
Concrete
Impluvium
Week 9
Philosophy

“It is great wealth to a soul to live frugally with a contented mind.” — Lucretius

“It is not because things are difficult that we do not dare, it is because we do not dare that they are difficult.” — Seneca

“A gem cannot be polished without friction nor a man perfected without trials.” — Seneca

Overview

- Love of Wisdom
  - The acquiring of knowledge and wisdom invented by the Greeks. Searching for the truth by relying solely on the human intellect.
  - This is something the Romans imported from the Greeks, but altered to fit Roman ideals.

Epicureanism

- Slide: Epicurus
  - Founded by Epicurus in 300 BCE in Greece.
  - Focus is on intellectual pleasure contentment of the soul, not the hedonism it has come to represent (sensual, indulgent)
  - This philosophy mostly had wealthy followers because they were the ones who could afford to practice. Most Romans distrusted teachings because they thought it lead to over indulgence.

- Epicurus taught that the key to happiness is to empty the mind of those thoughts/ideas that agitate the mind. For example, belief in gods, worry, and social expectations.
- Gods exist but are not interested, involved in human lives.
- In order to be happy, an individual should withdraw from the trying cares of the world and live a quiet life. Excessive wealth and fame only bring unhappiness and disappointment.
- Taught the importance of supporting shared needs, friendships amongst all classes of people.
- Two universal elements: atoms & space. We are just a collection of atoms that have randomly come together in form.
- Because events are random, we have no control and shouldn’t worry
- All things are driven by the random movement of atoms swirling through space and after death the atoms simply disperse.
- There is no original cause or explanation for life, therefore people should just let go and enjoy life.
- *Ataraxia*: calmness, a state of no desires

- Lucretius (1st century BCE) wrote “De Rerum Natura”, “On the Nature of Things”
- It taught to realize the nature of reality which is always changing. Don’t cling to or worry about things. Don’t need to worry about death.
- “We only exist when our component parts are together.”
- “Piety is a mind at peace.” It is not offering sacrifices to gods.
- Gods aren’t as important as people think.

**Stoicism**

- **Slide: Stoa**
  - Also comes from Greece. Originated with Zeno of cypress around 300 BCE.
  - Developed in the Athenian *stoa*, which is how it derives its name.
  - Stoicism appealed to many Romans who were struggling for survival and also because of its practical no nonsense view of life, use of reason. Romans were very practical.
  - The government wanted citizens willing to sacrifice their own interests in recognition of a higher good (the state).
  - Virtue, *virtus* (*vir*=man, mental/physical strength)

- Greek stoicism taught:
  - Universe has a purpose, but man doesn’t know/understand that purpose, but we all have a duty/part to play. These things are bigger than ourselves and are interconnected.
  - Every part is filled with the *logos*, divine reason, supreme deity
  - Brotherhood of mankind, no differences between class/station/sex/race of people.
  - For Romans this fit nicely with the Roman values of:
    - Do your duty, don’t complain, don’t disrupt the order of things
    - Live in harmony with logos

- Stoicism taught the notion of *apatheia* (the virtue of not being moved away from serenity/equilibrium),
- Stoics taught living with the attitude of performing one’s duty as it related to the plan of the deity. Consistency to duty brought virtue which to Stoics was a freedom for emotion. By not being a prisoner to their emotions, they achieved the state of *autarky*: a sense of self-sufficiency.
- Important Stoics:
  - **Slides: Seneca, Epictetus, Marcus Aurelius**
  - Seneca.
  - (4 BCE – 65 CE) Was a tutor to Nero. Wrote about the virtues of living correctly by following reason.
  - He taught that virtue was “old Roman morality”, which was being usurped by Eastern influences and sensory pleasure.
  - His actions did not always match his writings. Being involved with imperial family, was implicated with various murders, an affair with Caligula’s sister, and became very wealthy.
  - The Emperor Nero accused him of being involved in a plot to assassinate him, so Seneca was asked to commit suicide, which he did.

  - Epictetus.
  - (50 CE – 134 CE) He was a slave brought to Rome and established a school of philosophy.
  - *Epiktetos*: to be acquired
  - As a young person, he was able to hear stoic (Musonius Rufus).
  - After he became a free man, he started a stoic school.
  - “It is the nature of the wise to resist pleasures, but the foolish to be a slave to them.”

  - Marcus Aurelius.
  - (121 CE – 180 CE) Roman emperor.
  - “Accept the things to which fate binds you and love the people with whom fate brings you together, but do so with all your heart.”

**Review: Philosophy Worksheet.**

**Vocabulary**

Philosophy

*Virtus*

*Ataraxia*

*Apatheia*

Lucretius

Seneca

Epictetus

Marcus Aurelius
Overview

- Life was structured and regulated. Structure came from the laws and traditions of classes of people. Regulated by calendar.
- Mos maiorum: way of the elders, the way it’s always been done
- Familia: all that was subject to the authority of the paterfamilia. Wives, children, slaves, unmarried sisters
- Domus: home. Extended family

Education

- **Slides: students, tutor, wax tablets**
- In the early republic, education was primarily the responsibility of the parents. However, as the Romans became exposed to educated people from other countries, they started to hire tutor and set up informal schools.
- Both boys and girls (from more wealthy families) would attend lessons in reading, writing, & arithmetic starting at about age 7.
- Girls would end their formal training at about age 12 and the boys might move on to literature, philosophy, and rhetorical skills.
- The goal of education for Roman society was to provide polish and culture for the boys and their social status and interaction. There was not so much an emphasis on education as a means to a career. Future roles in society often came from the status/profession of the family.

Marriage

- **Slides: Roman wedding, betrothal rings, wedding scene**
- Marriages were arranged. Accompanies with a dowry which was commensurate with the status of the bridegroom.
- Marriageable age for girls was 12 – 13. Men didn’t usually marry until mid 20’s.
- 3 ways:
  - Usus: living together for a year
  - Coemptio: a form of purchase, negotiation
  - Confarraetio: usually with patrician families. More of a marriage ceremony with pontifex maximus and sacrifice.
- The tradition of carrying a bride over the threshold is because it was a bad omen for someone to trip on their way into the house. By the groom carrying her over, it ensured to avoid that misstep.
- Divorce was just a matter of announcing the intention in front of witnesses (7).
Entertainment

- **Slides: baths, Coliseum, theater, Circus Maximus**
- **Banquets:**
  Roman banquets were similar to the Greek symposia. They were for men only, there was wine, and exotic dishes, such as peacock

- **Baths:**
  - For most Romans this was a daily social event which took place in the afternoon after work.
  - Sponsored by the state, nominal fee
  - Facilities offered dressing rooms, saunas, cold pools, exercise areas, massage, game rooms.
  - Scraped the oil off with a *stigel*.
  - Both men and women

- **Games:**
  - There were many Roman religious holidays throughout the year.
  - The games were sponsored by the emperor/state.
  - There were gladiatorial contests at the coliseum involving animals, often reenacting historical events.
  - Some of these animals were exotic: elephants, apes, lions, and the numbers could be outrageous. For example, when the coliseum was dedicated 5,000 animals died. Emperor Nero had his praetorian guard fight 400 bears, 300 lions, 400 tigers.
  - There were races at the Circus Maximus which was a large race track in the middle of the city. This stadium could seat 180,000 people.
  - Why would the Romans enjoy these events?
  - By watching the fighters, they may have been learning to be courageous, not to fear death and to anticipate how to “die well”.

Women

- **Slides: mosaic of female athletes, prostitute, market stall, gladiators**
- **At home**
  - Always under some male guardianship. This could be a father, husband or other male relative.
  - Relatively few actually had professions. However, there are records of some who were trained as doctors, hairdressers, teachers, dressmakers and some merchants. Of course there were prostitutes who were required to register with the civic authorities.
  - There were also female gladiators.
- **Discuss:** Story of Seneca’s wife, Pompeia Paulina
Nero had ordered Seneca to commit suicide, but his wife, Paulina, chose to die with him. They cut their wrists with the same stroke of the knife. Seneca, however, took a long time to pass. He had to slit his ankles, took poison, and eventually died in a hot, steaming bath. Nero ordered that Paulina be saved, and she lived, but did not recover well.

Economy

- Slides: slaves, bread stall, Pompeii
- Much of the work done by slaves
- Large amount of imported goods
- Only a few wealthy, the rest slaves or poor
- A lot of money spent on public works projects (temples, ) and entertainment (games)
- Upper classes mostly involved with law and politics
- Freedman performed trades such as architecture, health care, teaching
- Clients: a custom where unemployed/poor would solicit gifts/donations of money from wealthy patrons. salutatio

Dress

- Slides: toga, palla, shoes, hairstyles, clothing by types of people
- Only wool and linen were available for materials and their needles were rather crude, they were not able to sew well.
- Some seams were sown, but also use of large pins and clips, and belts.
- Toga for men and palla for women
- The straight edge of the toga had a purple stripe for children, officials & senators.
- Sometimes togas were whitened with chalk when people were running for a public office; those candidates were known as candidati (clothed in glittering white).
- During colder seasons and in bad weather, a person would wear a cloak.
- Footwear, sandals, was similar for men and women. Soft leather shoes might be worn for more formal occasions.
Food & drink

- **Slides: family meal, restaurant**

- The army’s diet was the best and most balanced. Consisted of grains, vegetables, meat.
- The poorer Romans relied on the grain dole given out each day. They would stand in line with a wooden coin. Meals would consist of bread, porridge.
- The more prosperous could count on a breakfast (bread, cheese, dried fruits), lunch (left overs from the previous evening) and elaborate dinners using exotic ingredients.

- Wine was a typical drink.

Vocabulary

Toga
Palla
Mos maiorum
Paterfamilia
Domus
End of Republic
Emperors
Literature

“I found Rome a city of bricks and left it a city of marble.” Augustus

End of Republic

- **Reasons/conflicts**
  - Gracchi incidents highlight problems between soldiers/farmers and aristocracy
  - Administrative problems managing such a large empire. For example, interactions with other countries, cultures. Hard to communicate/maintain consistency with such large distances.
  - Corruption within Rome & in the provinces.
  - High unemployment, no land & no opportunities for common person

- *Optimates* (“the best” members of society, senators, traditionalists) vs. *Populares* (the people’s men, sought reforms for common people)
- **Discuss:** Sallust’s description of Marius election. *The Romans*, p.55
- Marius’ nephew was, incidentally, Julius Caesar.

- **Military Reform**
  - Marius created a professional military. Instead of enlisting from landowners, he recruited from the poor and offered to pay from the spoils of their battles.
  - Updated the way the army fought/operated. More mobile, new weapons & tactics.
  - This concept of a professional army was successful for a time, but set up the dangerous precedent of an army more loyal to its general than the government/state and upset the balance of power.

- The triumvirates illustrate the growing pains/political dysfunction of Rome.

- **1st triumvirate**
  - Pompey, Caesar, Crassus
  - Even though this coalition was successful with its agenda in the beginning (land reforms for soldiers, managing provinces), it eventually dissolved into a civil war between Caesar and Pompey.
After some major struggles throughout the empire between the two generals, Pompey was assassinated in Egypt. Shortly after, he meets Cleopatra and they have a son.

Caesar returned to Rome where the Senate awarded him with many honors, such as dictator for life and *pater patriae* (father of his country), and Imperator.

He was able to institute many reforms, such as the calendar and citizenship status in some provinces.

However, some in the Senate were annoyed by his abuse of power and afraid of his growing power. He was assassinated by a group of senators on the Ides of March in 44 BC.

- **Slide: Coin with Brutus and 2 swords**

- *2nd triumvirate*

- Octavian, Antony, Lepidus

- Antony & Lepidus assumed control after Caesar’s death
- Octavian assumed consul position and formed second triumvirate. Using the goal of “restoring the Republic”, they instituted reforms and laws without approval/authority from Senate.
- This alliance also frayed and culminated with the Battle of Actium in 31 BCE. Octavian’s naval fleet defeated Antony’s. Antony, who had aligned himself with Cleopatra, committed suicide as did Cleopatra.
- Octavian, who would later be referred to as Augustus, returned to Rome and consolidated his power.

- After all the wars and political sparring, it would seem Rome was ready to allow one person to lead; especially when that person, Augustus, based his reforms on returning to “the good old days” (earlier Republic) of Rome.
Emperors

**Slide: Important Roman Emperors, Prima Porta Augustus, Ara Pacis**

- **Augustus** (reigned 31 BCE – 14 CE)
- Beginning of principate (princeps – first citizen) and *Pax Romana* (Roman Peace)
- Octavian returns to Rome to consolidate power, however is wise enough to not appear like a king. Even though his victory at Actium is an end to the Roman Republic. The empire had become too large and the political arena so dysfunctional, that a strong leader was needed.

- He symbolically gives up his accumulated powers and territories, but the senate pleads with him to continue as leader. He keeps control of several of the most militarily strategic provinces (the ones with the most legions). Gives him *imperium* over the empire and grants him the title Augustus (revered one). Military *imperator* (commander). However, he distributed power amongst his power base and created loyalty by installing others instead of himself in important positions.

- Themes: return of peace, agriculture, simple life, Rome’s destiny
- **Reforms:**
  - Army used to defend borders. Soldiers helped build roads, farm, and keep peace. The generals and commanders looked to Augustus/Rome as their leader, not individual generals on the field. This consolidates/makes military goals coordinated.
  - Using people from not just the patricians, but *equites* as well, a government bureaucracy developed to help administer empire with career paths for civil servants. For example, just like today, an individual might start at an entry level job, prove himself through transfers in job postings throughout the empire, and eventually serve in a higher management position.

Today, of course, we can see the parallel between the US government and Rome with separation of duties. A senate, an assembly (like the people’s assemblies), and an executive power. Similarly, this Roman administration had provincial governments (under Rome authority), that were able to handle issues with sensitivity to regional values, which corresponds to our state governments. Though our states came together to make a republic as opposed to being conquered/annexed.

- Encouraged family life, by requiring men and women (ages 20 – 50/60) to marry. He wanted to increase family size and structure that had worked well during republic. Remember how family authority/religious structure paralleled state structure.
This was a Golden Age for Rome artistically. Writers, such as Virgil flourished \textit{(Aeneid \& Georgics)}, and sculpture such as \textit{Ara Pacis} (Alter of Peace).

- **Julio-Claudian Dynasty**
  - Ended with Nero

- **Year of 4**
  - Problem was that there was no mechanism for succession

- **Flavian Dynasty**
  - Generals who control armies

- **Age of Five Good Emperors**
  - Decided that emperor should adopt someone who was most qualified to succeed him.

- **Diocletion**
  - A general who decides the empire is too big for just one man to rule and creates Tetrarchy (rule of 4)

- **Constantine**
  - Was a Tetrarch who became sole ruler of the empire
  - First Christian emperor

**Literature**

- **Comedy**:
  - New comedy vs Old comedy. Greek comedy highlighted problems in society. Because of their democracy, they were more free to discuss social problems. Roman comedy tended to lampoon different types of people, often making fun of the old, stodgy \textit{paterfamilia} with the lowly slave/woman being cleverer. With their political scene, it was safer to avoid sensitive topics and lampoon different types of people, slapstick.
  - Plautus: \textit{The Braggart Warrior}
  - Show short Roman comedy film

- **Poetry**:
  - Catullus: \textit{Epigrams} (short poem)
- Ovid: *Art of Love*
- Martial: *Epigrams*
- Virgil: not only *Aeneid*, which celebrated the simple, noble origins of Rome and allusions to Augustus. Eclogues on the benefits of country life and reminiscence of the “good old days”.
Who were the Hebrews/Jews?

- Slides: map of Canaan, 10 Commandments, map of 2 kingdoms, temple, Herod’s palace, Assyrian relief, Titus Arch, Capernaum synagogue

- Hebrew Bible: a collection of history, prophecy, poetry, & hymns written over a period of about 500 years (800 BCE – 400 BCE) pertaining to Israelite history.
- Their moral/ethical concepts, as well as monotheism, have a great impact on Western Culture.
- Judaism has had a great impact on art, literature, thought & society

- First of the patriarchs, Abraham settled in Canaan
- Abraham makes covenant with God; Hebrews see themselves as a “chosen” people. This does not mean that they were God’s favorite people, but that they were to set an example and abide by his law.
- Because of drought, Israelites migrate to Egypt where they are at first welcomed and do well. However, after changes in Egyptian leadership and because Egyptians start to feel threatened by numbers and success of Israelites, they become slaves to Egyptians.
- According to scriptures, Moses leads the people out of Egypt and they return to Promised Land, Canaan, again. Passover.
- During this exodus, Moses presents 10 Commandments to the Israelites.
- Shepherd boy to king, David, was one of Israel’s greatest rulers. David/Goliath. Captured and made Jerusalem capitol. Began temple. Bathsheeba.
- Solomon, David’s son, completes the temple and Israel enjoys a very prosperous period.
- After Solomon’s death, the state of Israel splits into two kingdoms. The northern kingdom is called Israel (capitol Samaria) & southern kingdom is called Judah (capitol Jerusalem).
- Assyrians destroy city and disperse citizens of Israel in 722 BCE
- Babylonians destroy city and temple of Judah in 587 BCE. Many of the Israelites, especially prominent families taken to Babylon where they live in captivity for 60 years.
Cyrus and the Persians defeat Babylon in 520 BCE and allow Israelites to return to homeland. Some do elect to stay in Babylon. Cyrus even gives some funds to help rebuild the temple. Some Jews return, some don’t. The ones who don’t are termed Jews of Diaspora, because they are dispersed throughout different countries.

What was the Jewish relationship to Rome?

- Alexander conquered Judah, 332 BCE. After his death, it becomes part of Seleucid kingdom.
- Maccabees recapture temple after Seleucid king (Antiochus IV) tries to force Jews to worship Greek gods. 168 BCE
- Romans conquer and incorporate Judah/Judea (63 BCE), and region is ruled by client kings.
- Understand that during these years, some Jews become more Hellenized, some adhere closely to their traditions, and some want to maintain power/privilege by “just getting along” with new Roman authority. This is the case with Herod. He is technically Jewish, but one of those who sought positive relationship with Romans.
- Scholars estimate the numbers of Jews to be at least 7% of the entire Roman Empire (anywhere between 3 – 8 million by 1st century CE).
- Greeks and Romans generally held negative opinion/attitudes towards Jews. This was because of prejudice towards eastern cultures, their beliefs/practices were considered strange (monotheistic, aniconic, dietary restrictions, moral ideals, obedience to law of Moses), and resentment for some of their privileges (different tax, allowed to keep religion, self governance within their own communities, no military service)
- Jews were tolerated by Roman government because: They were an ancient religion and the Romans had a respect for established traditions. They had helped Rome militarily in the past (e.g. when Caesar invaded Egypt after Pompey’s assassination, the Jews helped Caesar defeat the forces of Ptolemy XII) They performed a daily sacrifice to emperor and Rome in lieu of sacrifice to Roman gods
- Jews could be found on every level of the economic scale.
- Discuss: Caligula & the Jews, Josephus
- What does this tell us about how Roman authority worked?
- About Caligula (& Roman emperors, Emperor worship
- What is the perspective of the author, Josephus?
- What can we learn about Jewish ideals from this text?
Emergence of Christianity

- Conditions for the Jews in 1st century BCE/CE, however, were not good.
- There were three distinct responses to oppressive Roman rule:
  - Essenes: withdrew to the desert awaiting God’s help
  - Zealots: insurrectionists who practiced guerilla tactics
  - Sadducees/Pharisees: Jewish leaders of temple & law who sought to get along with Rome
- Many Jews hoped for God to intervene like he had with Egypt & Babylonia. They hoped for an “anointed one”: Messiah (Hebrew), Christos (Greek)
- Christian Bible consists of Hebrew Bible (Old Testament) and New Testament. The word testament, is used more like covenant or will.
- Christianity views itself as the fulfillment of OT prophecy.
- There are 27 texts in the NT. The first 4 are the Gospels – evangelion – good news
  - 13 of these texts are letters written by Paul, and 8 are letters written by others
  - There is one book which gives a history of events just after Jesus’ death and one book which presents images concerning the end of the world and Jesus’ second coming (apocolyptic/eschatology)
- The Gospels were not written as biographies and they contain very little information about Jesus’ youth or family. They are meant to convey the good news about his resurrection and what it means for individuals, and they focus on his ministry. (teaching, miracles)
- Jesus was a devout, charismatic figure who began a ministry in the back water area of Judea.
  - He was born in Bethlehem, grew up in Galilee.
  - At about age 30 he went into the wilderness and was baptized (a Jewish ritual cleansing) by John.
  - He recruited 12 core disciples and accumulates other followers
  - Spent the next 3 years in northern Israel and Galilee teaching and healing
  - He made a fateful trip to Jerusalem around the time of Passover. His teachings and behaviors brought about a lot of unrest amongst/between the Jewish people and Jewish authorities who turned him over to the Romans as a convicted criminal/troubblemaker. The Romans executed him by crucifixion.
- At first believers wanted to view him as a military or political liberator, but his message was more about spiritual liberation.
  - He taught that sin is what separates us from God and in order to find happiness people need to be in sync with God.
  - He preached about the Kingdom of God.
He repeatedly pointed out inconsistencies and hypocrisies of the Jewish authorities and challenged them. This conflict led to his crucifixion by the Romans, who just wanted to keep the peace. According to the Gospels (good news), after 3 days he arose from the dead and spent 40 days with his disciples. He then ascended into heaven, promising to return.

Paul

- **Slide: Paul’s missionary journeys**
- His original name was Saul and he was from Tarsus. Even though he was a Jew, he was also a Roman citizen. First Christian theologian.
- He had a very good education and was a Pharisee in Jerusalem. He was zealous for the Jewish tradition and vehemently opposed the early Messianic/Christian movement. In fact he was involved in the stoning of the 1st Christian martyr, Stephen.
- He embarks on a mission to Damascus to confront the growing Christian movement. On the way, he has a vision/encounter that causes him to convert to Christianity as soon as he reaches Damascus. “Paul, why do you persecute me?”
- His enthusiasm for Christianity is as intense as his support for traditional Judaism had been. He goes on several missionary journeys, writes many letters which are incorporated into the New Testament, and dies as a martyr (probably at the hands of Nero in Rome).
- He taught: sin is a great problem because it separates us from God and Hell is eternal separation from God, people are not able to stop sinning by themselves (nobody is perfect and everyone needs forgiveness), sees Jesus’ death as the perfect sacrifice for that sin. Previously, Jews would have to bring their sacrifices to the temple for atonement.
- **Discuss:** Paul on salvation, Romans 5:1 – 6:11

**Vocabulary**

Monotheism
Polytheism
Henotheism

evangelion
Apocolyptic
Eschatology

Josephus
Lex talionis
Week 11 Class 1

Christianity
Early Christian Thought/Writers

Spread of Christianity
- Slides: missionary journey maps, early churches, Dura Europos, catacomb art
- What was the appeal of Christianity?
- Christianity taught about spiritual immortality. Life was hard, so it helped to think of a better afterlife.
- It was inclusive. Open to people of all classes and genders.
- Christianity inherited a high set of moral ethics from Judaism
- It provided a feeling of forgiveness from guilt and offered an individual spiritual relationship with the divine.
- It had a recognizable and effective set of signs and symbols (baptism, communion)

- Because of the Diaspora, the Jewish concept of monotheism had been diffused throughout the empire. Many people were drawn to the ethics and written/sound laws found in Jewish practice and attended synagogue meetings, but did not want to fully convert (circumcision, social pressure). These people were termed “god-fearers”.
- Christianity offered a way for these “god-fearers” to become a part of the traditions they admired without the full commitment of converting to Judaism

- Discuss: Didache
- What does this text reveal about issues important to Christians?
- Describe some of the rites found in the text.

- Dura Europos: Syria, Christian house church with frescoes, a papyrus fragment of Gospels
**Relationship with Jews & Rome**

- **Slide: Alexamenos Graffiti**

How does Christianity define itself to the world?

**With Jews:**
- Christianity seeks to form itself from the historical background and teaching of ancient Israel, however, their Christology is a stumbling block for Jews.
- Earliest Christian converts were Jews.
- Christianity confronts traditional Judaism: reinterpretation of some scripture and Judaic law, and changes in Israel’s relationship with God. For example, dietary rules, circumcision, and appropriating OT stories as references to Jesus.
- Initially, Jewish authorities try to reprimand/discipline members of the new sect according to their own rules, such as floggings and stoning (Stephen).
- Conflicts come with Gentile influence/accommodation.
- Jews in Rome did not appreciate the Christians proselytizing, messianism. They were already in a precarious position and did not want undue attention from Roman authorities.
- The two beliefs separate from each other by the middle of the first century.

**With Romans:**
- Remember that for Romans, religious and civic duties were inextricably tied together. This causes problems for Christians who, like the Jews, are monotheistic and not willing to participate in pagan rituals.
- Because Christians do not participate in these festivals nor military service, they are considered unpatriotic and anti-social.
- Because they were eventually viewed as separate from Judaism, they lost the status of ancient religion which Jews enjoyed and as apostates from their original beliefs.
- For the Romans, keeping the peace within the empire and its inhabitants was of primary importance, therefore the problems stirred up by Christians with Jews and Roman neighbors caused problems for the Christians with Roman authorities. This included prejudice and persecution.
- Christians were considered stubborn because of their refusal to bend to pressure. (quotes from Pliny and Marcus Aurelius)
- Romans viewed Christians with suspicion because of the Christian practices. For example, a meal where people ate the “body of Christ” (communion) sounded like cannibalism and the celebratory “love feasts” of Christians sounded like orgies.
- Christian rituals took place at night and in secret which also contributed to suspicion.
- Discuss: Martyrdom of Polycarp, Nero’s Persecution Tacitus
  - Martyrdoms actually bring many observers to Christianity and begin reverence of relics.
  - Tertullian: “The blood of the martyrs is the seed of the church.”
  - How does the behavior of the martyrs influence pagans? Believers?
  - Why do the relics become so important?

Apologetics

- Part of the criticism from Romans towards Christianity was its lack of intellectual development. As Christianity reached higher social circles, more educated individuals would write in defense of Christian beliefs. Apologia – a defense.
- These apologies are important development because they begin to define Christian theology.

- Discuss: Justin Martyr or Athenagoras reading (After the New Testament, Ehrman)
  - What were the charges against Christians? How did the author refute these charges?
  - What issues do you find from within the text regarding differences/attitudes between Roman religion and Christianity?

Controversies within Christianity

How does Christianity define itself?

- Established an ecclesiastical hierarchy with the Church. Defined a canon (measure) of scripture. Developed creeds to express orthodox doctrine.

- Christianity spread and continued on past the time of the original apostles. The tenets of the faith were being analyzed by broader intellectual circles. Some issues that arose were interpreted/answered differently from each other. This caused some controversies within Christianity which had to be resolved.
- These new ideas prompted church leaders to create a system of authority and to define orthodoxy.

- Some beliefs were constant: Christ was divine & human, death & resurrection allowed for salvation.
- Some controversies over: relationship of God & Jesus, nature of God, Christ’s humanity/nature, divine/material
- Gnostic: matter is evil, spirit is good. Gnostics focus on finding a way to be liberated from this material world through some secret knowledge. Because the material world and the divine cannot come into contact with each other, they taught the earth was a creation of the Demiurge. Souls within people are merely sparks from a divine source and are trapped within the body. Jesus gave this secret knowledge (*gnosis*) to just a few of his disciples.

- Marcion: from the 2nd century. His father had been a bishop. Marcion was excommunicated from the church twice. Once for “defiling a virgin” and again because of his theology. He founded his own church which taught that the gods of the Old and New Testament are not the same. The OT god was a lesser god of creation. Whereas, the god of Jesus was the more supreme, loving god. He reorganized the NT, keeping mostly only the letters from Paul and the Gospel of Luke.

- Montanism: a former Cybele priest, Montanus, formed a group based on “prophecy”. “The New Prophecy”. He taught that the Holy Spirit was working through him and his followers (initially Maximilla & Priscilla). A charismatic (unnatural spiritual ecstasy). Ardently expected the second coming of Christ. Extended fasting requirements. *Didache* warns against allowing itinerant prophets from staying too long within a church.

**Vocabulary**

- Canon
- Apologia
- Heterodox
- Orthodox

- God fearers
- Didache
- Apologetics
- Gnostic
Instability

- **Slides: Barbarian Invasions,**
- During the 3rd century Rome suffered a series of leadership struggles. Emperors were declared and dead even before coins in their honor could be minted. This instability undermined and weakened the authority of the role of the emperor.
- Between 235 – 284, Rome had 22 emperors.
- External pressures on borders were expensive. Persians in the east, Germans in the north.
- Inflation exacerbated economic problems with trade and commerce.
- Rome had started to use mercenaries because of a lack of available recruits.
- Plague caused cities to become protective of their boundaries; they built walls and restricted access.
- Both of these emperors assumed more Hellenized/eastern customs/traditions and removed their power base from Rome. These moves served to lessen the influence of the Roman Senate, and created more of a **dominate** (one man rule). Recognized the importance of the provinces (they were providing taxes, supplies for military). For Constantine, this also removed pagan influence for religion.

Diocletian

- **Slides: Diocletian bust, map of Diocletian’s reorganization, tetrarch sculpture**
- Ruled 284 – 305 CE, from Dalmatia (Croatia)
- In order to institute better supervision over provinces, Diocletian reorganizes the empire into 2 Augusti & 2 Caesars, as well as many other organizational/administrative divisions.
- Tetrarchy: rule of 4
- Empire split into 2 parts. Augustus was the senior ruler for each region, with the Caesar in training.
- To restrain inflation, he issues price controls.
- Persecutions against Christians
Constantine

- **Slides:** Constantine bust, Constantine’s Arch, Chi Rho, Old St. Peter’s Basilica, Church of Holy Sepulchre, basilica interiors

- Ruled 305 CE – 337 CE, from Moesia (Serbia)

- **Review:** Battle of the Milvian Bridge (312 CE) against Maxentius & Eusebius’ *Constantine’s Vision*
- “In this sign you shall conquer.”; Chi Rho.

- First Christian emperor.

- Edict of Milan (313 CE) gave Christians freedom to worship.
- **Review:** Lactantius’ *Edict of Milan*
- This increased patronage (money & converts) for Christian churches.

- Nicene Creed: Nicaea in 325 CE

- Constantinople: renaming Byzantium 330 CE

- Architecture: site of St. Peter’s Basilica & Church of Holy Sepulchre
- Note: enter at the atrium, nave with side aisles. Dome on Holy Sepulchre site of Jesus’ grave.

**Vocabulary**

Tetrarchy
Edict of Milan
Week 11                                      Class 3

Fall/Transition of Roman Empire

“Civilizations die from suicide, not by murder.”  Arnold Toynbee

Theories for Fall:

- Divine Will
  Rome’s gods angry because of the rise of Christianity
  It was Rome’s time to fall to make way for a new religion

- Moral Failure/Corruption
  Immorality and vulgarity made Roman society weak & vulnerable
  Rome had lost her traditional values (hard work)

Problems:

- Incompetent rulers: didn’t pay attention to problems, lack of political skills
- Economic problems: inflation because of devalued currency, army demands for cash
- Agricultural decline: Italy became dependent on grain/food imports
- Social: resentment of different classes
- Military: unprepared to fight Germanic tribe, mercenaries (no loyalty to Rom), cash problems,

Video: Fall of Rome by CrashCourse  (youtube.com, 12 min)

Discussion: Worksheet on Rome
The retreat of Roman Empire left a politically fragmented Western Europe.
- Trade declined due to unrest, safety, and lack of maintained roads.
- Europe became less urbanized. Peasants make their life off the land.

However, as the Middle Ages progress, there are forces and ideas that coalesce. For example, the discovery of ancient texts, such as Aristotle and other philosophers and scientists, renews interest in learning. This sparks scholasticism.
- There also comes an urge to bring order to society and to define Christianity. This is illustrated by establishing rules for monks, church liturgy.

**Clovis**

**Slide: Clovis**


- United smaller kingdoms into larger Francia (Gaul). Those were Neustria (western France), Austrasia (mostly Germany), & Burgandy.
- Politically astute. Making alliances with aristocrats and church authorities to consolidate power base.
- Created “counts” to rule smaller areas in exchange for loyalty to king.
- The head of each of the 3 regions was called a “Mayor of the Palace”.

**Discuss:** Salic Law
What categories of laws are found in Salic Law? Give examples.
What conclusions can be made about what was important/valuable to the Franks?
What does the concept of *wergild* tell us about the structure of their society?
Anglo-Saxon

Slide: migration of Angles and Saxons into Britain, Yeavering Hall

- These peoples migrated into Britain and established small kingdoms.
- Britain had been under Christian influence until the Romans left in about 400 CE, but this waned after Romans left. Though still strongly Christian in the north, Ireland.
- Angles & Saxons were pagan.
- Days of the week from Saxon gods: Tiw & Woden (gods of war), Thor (thunder), Frigg (Woden’s wife).
- Influence on language: Canterbury (bury – fort), Hastings (Ings – tribe/family), Dorchester (Chester – Roman camp), Westminster (Minster – monastery), Nottingham (Ham – home)

- Most of Britain farmed by fairly independent peasants who lived in small villages/hamlets. Grains and farm animals.
- In some areas local kings/lords would demand a share of the peasants’ crops.
- Fiefdoms had their basis in the Roman system of patronage. A peasant would work for the protection and the use of the nobleman’s land.
- The Anglo-Saxons (10% of the population) owned the land which the Britons worked.
- Fief would be 3000-5000 acres with a small village (about 50 families) and manor house.
- It was a technological advancement in crop rotation. Originally left ½ land fallow, but then learned to do in 1/3’s. one fallow, and two different crops.

- Discuss: Story of Augustine missionary to England

Slides: Canterbury Cathedral

In 597, Pope Gregory sends missionary to England where he encounters the King Ethelbert whose wife is a Catholic Frankish princess.

King listens to his testimony (though out of doors, so not to be trapped by spirits/magic) and allows Augustine to preach.

Gives him St. Martin’s church (an old Roman church) for services.

This is why head of English church is in Canterbury and not London.

Vocabulary

Wergild
Salic Law
Canterbury Cathedral
Week 12
Charlemagne

Beginning of Dynasty

Slides: map of Carolingian Empire

- Charles Martel
- Carolus – Charles in Latin
  (684 – 742), Mayor of the Palace, defeated invading Muslims from Spain (711)
- Took advantage of increasing fragmentation from Merovingian patrimony
  creating small uninterested kingdoms.

- Pepin III
- 751, was made Frankish king by pope (anointed, divine approval)
- In turn, Pepin defeated the Lombards in Italy and gave land to pope, creating
  Papal States.
- This also signified a growing separation/independence of pope from Byzantium.

- Dynasty lasted until 900’s.

Charlemagne

Slides: Equestrian Charlemagne, Aachen, Palatine Chapel, fealty scene, marble throne, lithograph

- (768 – 814)
- Gained wealth and land through military assertion/aggression.
- Palace and court at Aachen
- Somewhat contradictory figure. He was pious, but had many children outside his
  marriage. 5 successive wives, multiple concubines, & 18 children.
  He could speak several languages, but was not able to write.
- Emphasis on organizing government bureaucracy and elevating education.
- Sought to bring a standard, uniformity, and accountability to governance &
  theology/Christian practice.

- Crowned emperor by Pope Leo III on Christmas Day, 800 at St. Peter’s Basilica
  in Rome.
- This is important as reinstituting an emperor for the West. Holy Roman Emperor.
- The emperor in Constantinople viewed this as a challenge and Charlemagne as a
  usurper.
- Viewed himself as a type of OT king;
- “the idea to rule was not a privilege or a benefit to the ruler but, instead, a massive responsibility conferred on some by God for the benefit of everyone else.”
- Used his great wealth to promote churches, education.
- Carolingian Renaissance

**Government:**

- Feudal: lesser rulers bound by fealty/loyalty to higher.
- Appropriated some of the Roman government institutions, such as hierarchy, imperial decrees
- Annual meeting of counts to discuss/decide. Decisions were called capitularies (edicts which were issued in the form of chapters)
- Envoys were sent every year to inspect/report that these edicts were being followed by the local leaders (counts). The envoys consisted of one layman & one cleric and were called *missi dominici* (envoys of the king).

**Education:**

- Decreed that cathedrals & monasteries establish schools for all boys & men to attend. Some girls, those from influential families, were allowed to attend as well.
- The education provided by these schools developed people capable of serving in official roles, a class of civil servants who were appropriately literate. They were also instilled with church values.
- In order to spread the message of the Gospels, Charlemagne believed people should be able to read/speak & sing liturgical & religious texts.
- By using the church as an instrument of education, Charlemagne was able to create a relationship between Christianity/clergy and the people
- Alcuin from England was instrumental in creating educational program for Charlemagne.
- Liberal Arts curriculum: *trivium* (grammar, rhetoric, & dialectic) & *quadrivium* (arithmetic, geometry, music & astronomy)
- Included study of Roman and liturgical texts.

- Carolingian minuscule. Separation between words, capitals at beginning of sentences, lowercase.
- Slide: before & after texts
Chivalry:

- Chivalric code; French chevalier – horseman.
- Knight; German knecht – young soldier
- The code of chivalry defined characteristics for an ideal knight. This included:
  - Courage in battle, loyalty to his lord, courtesy to women
  - This code along with the feudalism structure, held together social/political order

Economy:

- Standardized currency with a silver *denier* coin.
- Trade, which had declined with the fall of Roman Empire, flourished again.
- Annual trade fairs around the empire, for example near Paris and in Italy.
- Trade routes developed in southern France, such as Marseilles, and up through European rivers, such as Rhine & Moselle.

Review: *The Admonitio Generalis*

Discuss:

What do these passages tell us about the concerns of society?
Why would Charlemagne issue these decrees?

In what ways was the Carolingian rule similar to Roman Emperors?
How was it different?

Vocabulary

Fealty
*Missi dominici*
Scholasticism
Chivalric code
Overview

- **Slides: map of Roncesvalles, engraving of Roland at Roncesvalles**
- Originally written in French; *La Chanson de Roland*, 1100 CE
- It is of the genre, *chanson de geste*, songs of great deeds. Honored the heroes who fought during the era of Charlemagne.
- Based on Christian values and often contained supernatural elements within the story.
- Based on one of Charlemagne’s battles in late 700’s in Roncesvalles. Actually, probably against the Basques of the region, but author has transformed it into a battle against Saracens (Muslims) for political reasons.
- The poem would have been performed by a *jongleur* accompanied by a stringed instrument.
- Themes presented in the poem:
  Feudal values, conflict between Christians & pagans, chivalric code,
“Fishes, if they remain long on dry land, die. And so monks lose their strength if they loiter among you and spend their time with you.” St. Anthony

Beginnings of Christian Asceticism

- How to prove faith/dedication?
- Monk: Greek – *monachos, monos* (alone)
- Originated from Eastern traditions of asceticism (self-denial) & eremitism (solitary life).

- Prior to Edict of Milan, some Christians saw martyrdom as a way of expressing the totality of their faith and to “share an experience” with Jesus.
- After Christianity became legal, some people sought asceticism/rejection of the world as a way to express their faith. A type of daily martyrdom.
- They would abstain from worldly pleasures such as food, sex, family. Some would leave the comfort of their homes to live alone in the desert.
- Foundation of this is from NT scriptures that discuss “the rich giving up all their possessions” and spiritual discipline and self control.
- Would become hermits or live in communities (leaders called abbots/abbesses) which practiced asceticism, continual prayer.

- **Discuss**: Antony of Egypt (251 – 356) is an example.
- **Slides: St. Antony’s Monastery Egypt**

  - Review excerpts: Athanasius’, *Life of St. Antony*
  - Born to wealthy Christian parents. As a child he preferred to stay at home and lead a simple life. Did not do well in school.
  - His parents died when he was about 20 y/o, left him with a younger sister.
  - Soon after their death he overheard the parable of Jesus who told the rich young man to “give up everything and follow him.” Antony felt this was a message directly for him.
  - Matthew 18:21, Acts 4:35
  - He gave away all he had and entered his sister into a convent.
  - After seeking advice from other hermits, he set himself to the desert, memorized scripture, and wrestled with demons.
  - By removing distractions of the world, he felt he would be able to make room for God to work on his spirit, removing vices and replacing with virtues.
  - Became famous for his devotion, which caused him to retreat even further.
  - Died at 105.
Monasteries

- A place apart from this world, they were places where individuals could enjoy basic learning, study & copy manuscripts.
- Western Europe at this time did not have paper or a printing press. Important documents had to be copied by hand onto parchment which was very expensive and time consuming.
- Monasteries also served to keep excesses of the Church in check & encouraged piety amongst leaders and public.
- Rules/behavior/operations of monasteries & monks varied widely.

Celtic:

- Christianity declined in Britain when Romans left in about 400. However, Irish and other northern monasteries continued Christian practice. There is evidence in how Christian practices and pagan practices merged/syncretized. e.g. Caedmon’s Hymn
- As Augustine Christianizes from the south, these monasteries influence from the north.
- Celtic Christianity had some differences from Roman Christianity. These are examples of theological differences that arose as Christianity spread. (e.g. Easter on Vernal Equinox, invented private confession, Celtic cross)
- Characterized by simple living and intellectual tradition.

Benedictine:

- Benedict of Nursia (480 – 547), Monte Cassino, Italy
- Slides: Benedict of Nursia stone carving, picture, order of the day
- Review: excerpts from Rule of St. Benedict
- What were the different kinds of monks? What qualities make a good monk?
- What are the rules regarding food, clothing, possessions, sleep?
- What does this text tell us about Benedictine attitudes towards other monks and the outside world?

- Poverty, stability, chastity
- Freely elected abbot
- “Like-minded individuals, all seeking religious perfection.”
- To possess nothing of their own, worldly poverty.
- No marriage, stayed in one location
- Each day into 8 parts/horarium (Latin hour – hora) with a daily prayer schedule (Divine Office); hymns, songs, prayer
- Their motto was: “pray and work”
- This way of monasticism provided a balance between complete asceticism/hermit life and unstructured ways of other monks/monasteries.
- The daily routine was orderly and balanced.
- Charlemagne sought to create a standard.
- St. Benedict
- St. Gall: Charlemagne’s ideal church
- **Slide: image of St. Gall**
- Set up in orderly/regulated measurements, just like times of the day were ordered.
- Mirrored the idea of Christianity’s order/logic.

**Cluniac:**

- This order had a special status with the church, because they reported directly to the pope. One of the first orders to require celibacy. The monks spent a lot of time working with classical texts. Their monastery reflected the beauty and culture they felt gave glory to God. It had mosaic floors, elaborate sculptures. Emphasis on prayer as work.
- How would Bernard of Clairvaux respond to this church’s emphasis on celebration of arts?

**Cistercian:**

- Bernard of Clairvaux (1090 – 1153). Felt the mission of the monks was to be self-sufficient and lead a simple life. He writes that the opulence of Cluniac type churches is a distraction from prayer. Emphasis on work as prayer.

**Convents:**

- Mostly for aristocratic women. Provided a way for women to express faith, but also a level of intellectual exercise that might not be available otherwise.
- Hilda, abbess of Whitby (614 – 680). Organized a synod to resolve theological issues between Celtic and Roman Christians. (date of Easter)
- Her writings included subjects such as science, medicine, theology

**Vocabulary**

Asceticism
Antony of Egypt
Monastery
Benedict of Nursia
Divine Office
Art

**Anglo-Saxon & Celtic**
- **Slide: purse cover**
- Cloisonné: strips of gold form small cells which are filled in with materials such as enamel glass paste or small pieces of semiprecious stones.
- Animal motifs, which will be repeated in many later art works
- When Pope Gregory sought to Christianize/convert Britain, he saw the wisdom of not eradicating all of their motifs, but instead incorporating them into a Christian message.
- This is an example of syncretism.

- **Slide: Ardagh Chalice**
- Irish metalwork. 800 CE. About 7”w x 7”h x 4”d
- Chalice is used for the wine in communion.
- Found by two boys who were digging in a potato field in 1868.
- 254 separate pieces of silver, gold, bronze, brass, pewter, glass, and enamel.
- 40 different designs.

- **Illuminated Manuscripts**
- **Slides: pages from manuscripts**

- Parchment: made from animal skins (calf, sheep, & goat). Best was from calf because it was a creamier color.
- Cleaned & dehaired. Washed in water, then soaked in a lime solution bath to help remove hair. The parchment maker would place the skin over a wooden beam to remove hair by hand, then use a blade to remove the rest.
- Washed again, then put to dry while stretched over a frame.
- The parchment maker would cut the sheets of skin and then fold into two. Sometimes you can see blemishes in the parchment either from injury while being killed, or skin close to the bone being an off color.
- Scribes would use “prickings” to guide their writing.

- Ink: soaking oak galls in liquid and mixing with metallic salt (copper or iron to make it black). These galls were acidic and would soak into the parchment. Red pigment was made from red lead, which was made from a process of oxidizing white lead. Green was from the green deposits found on copper.
These processes and materials illustrate how expensive books were, even without the gold and jewels added to the book covers.

**Slide: Northumberland map, Lindisfarne carpet page**
- 7th or 8th century. A monastery in Northumberland. Hiberno-Saxon (Irish/English)
- Fusion of Irish, classical and Byzantine elements
- Eadfrith, the Bishop of Lindisfarne.
- Note the symbols for each gospel. Matthew (a man to represent Christ), Mark (lion – a triumphant Christ), Luke (calf – sacrificial victim), John (eagle – second coming). These symbols are called tetramorphs.
- Colors imported from as far as the Mediterranean and even possibly the Himalayas (lapis lazuli)
- Carpet pages are an influence of early Coptic (Egyptian Christian) manuscripts and resemble Islamic prayer rugs. Perhaps to remind the reader to be in a prayerful mode. Each carpet page includes a cross of a different style to remind of the different churches from around the world (ecumenical). Also, includes animal motifs common to Celtic art.

Why does Celtic cross have a circle?
- St. Patrick was preaching to some pagans who showed him a circular stone monument. This monument was the symbol of their moon goddess. The legend states that St. Patrick made the sign of the cross through the circle and blessed the stone. This is another example of syncretism, where the beliefs of two cultures/religions merge into a unified symbol which all understand/relate to.

**Slide: Book of Kells, Chi Rho page**
- From Iona in late 8th century. Another example of blending Anglo-Saxon with Christianity.
- Chi rho iota symbolize the abbreviation for Christi.
- Because the Christian missionaries could not compete with secular wealth, they offered their message of salvation (a greater value) in the form of beautifully adorned objects of their Christian faith.

**Architecture**
- Charlemagne’s palace at Aachen

**Romanesque**
- (1000 – 1200), in the manner of the Romans
- Slides: church interiors (St. Foy, Vezelay), tympanum, exterior sculpture, reliquary
- During this time many people were making pilgrimages to monasteries/churches. Monks responded by building to accommodate the visitors. So, the interiors have wide aisles down the sides and around the transept. (note: nave, choir, apse, transept, tympanum)
- Heavy stone arches & emphasis on outside sculpture
- The use of stone allowed for high barrel type ceilings of stone which were less susceptible to fire and allowed for large interior spaces to accommodate pilgrims.

- Because interior had poor lighting, many sculptures/art on exterior. Particularly on the portal of the entry door and capitals of columns.
- These entry ways were meant to simulate the triumphal arches of the Roman emperors, but now celebrated the triumph of God. Also, a separation of secular and sacred space.

**Discuss:** tympanum of St. Madeleine at Vézelay
- Christ ascending, giving gospel/Holy Spirit to apostles. Figures representing all the peoples of the world under apostle section.
- The arch depicts different types of infirmities which need healing/respite.
- The outer arch displays the signs of the zodiac which illustrate the yearly all encompassing time of the world in God’s control.

**Gothic**
- **Slide: cross section of Gothic church, St. Denis, Notre Dame, map of Paris, stained glass windows**

- The whole cathedral experience was to tell a story/relay a message of the need for salvation to the pilgrims and others who visited the cathedral.

- Abbot Suger (1122); a philosophy of showing God & light
- Suger had read theology by Dionysius the Areopagite who was a mystic type of Christian
- Every part of creation shares a part of God’s light. God represents pure light.
- Discuss story of St. Denis.
- St. Denis decorated with OT kings and images to relate the authenticity of past to present kings.
- Crypt for Frankish kings
- Characteristics for Gothic cathedrals:
  - Higher ceilings, flying buttresses (to absorb weight, which Romanesque could not do)
  - Able to add more windows (stained glass to achieve beautiful light)
- Pointed arches, directs attention upwards
- The poor and illiterate could learn Biblical truths from the images of the stained glass windows through which light (God’s light) shown through. These images
would transport focus of a person to heavenly realm from hard times of earthly realm

- Cathedrals were an essential part of every individual’s life. Baptisms, weddings, funerals.
- Education, social services (hospitals, orphanage) performed by cathedral staff

Vocabulary

Parchment
Pilgrimage
Syncretism
St. Denis
Relics

- Slides: reliquaries (St. Foi, Theuderic)
- Monks, nuns, monasteries were one way some people sought God’s grace/salvation. Another way was by being close/viewing/making pilgrimage to relics of saints/martyrs.
- The relics of martyrs and other holy people were thought to contain vestiges of divine power. Their bones, hair, clothes were considered sacred.
- Sometimes these were kept by pious individuals, but the Catholic Church/clergy also wanted them for their cathedrals and churches.
- Relics were stored in reliquaries which were often ornately adorned.
- Many of these relics came from the Middle East crusades. You can imagine their actual authenticity.
- As part of Charlemagne’s reforms, every church (alter) needed to have an authentic relic. This sent many churches/clergy to find/buy/steal relics for their own church.
- Why would this be important to Charlemagne?
- Discuss: St. Chapelle, Paris
  - Slides: St. Chapelle
- In this case, the church itself was built to be a reliquary.
- French King Louis IX collected 22 relics (including crown of thorns, and a piece of the true cross).
- How would the king’s possession of these relics influence his prestige/power?
- How would the construction and building affect this area of Paris?

Pilgrimages

- Slides: map of pilgrimage sites, pilgrimage sites (Santiago de Compostela, Church of St. Foi)
- People believed that their prayers/healing would have a better chance of success if they were performed close to relics. This practice of travelling in order to be closer to a sacred object is called a pilgrimage.
- The commitment and act of the trip itself was also viewed as an act of piety.
- Two examples of church sites are Chartres (tunic of Virgin Mary) and Vezelay (bones of Mary Magdalene) which were presented during architecture.

- **Discuss**: Canterbury Cathedral
- Thomas a Becket
- *Canterbury Tales*

**Who was St. Foy?**

- St. Faith. A young girl who was martyred in 303 CE under Roman Emperor Diocletian for refusing to worship pagan gods.
- Abbey founded in 819.
- The reliquary is from late 900’s. It survived attacks from Protestants because the monks hid it in a wall of the church. Rediscovered in 1860’s.
- The head of her reliquary was made from a wooden Roman mask, covered in gold and decorated with jewels gifted by pilgrims.

- The abbey is located in Conques and is Romanesque (revives traditional Roman elements such as barrel vault ceiling)
- St. Foy is especially known for curing blindness
- **Discuss**: *Miracles of St. Foy*

**Vocabulary**

- Relic
- Thomas a Beckett
- Reliquary
- Pilgrimage
Universities

Slides: map of European universities by 1300, University of Bologna law student sculpture, University of Paris (Sorbonne), Oxford, Cambridge

- Schools attached to monasteries were the basis of education in the earlier Middle Ages.
- Cathedrals in the larger cities also supported schools/learning.
- Education was practical (for preachers, rulers, and priests) and theoretical.
- Some people continued on in their education for law, theology, & medicine.
- There were also independent scholars such as Abelard, Lombard who ran lessons out of their own premises.
- Around 1200, a new system of education, universities, arose.
- First university in Bologna, Italy in 1158.
- University: a union of students & instructors; collegia: groups of students who shared a common interest or background.
- Studium generale: a place where anything could be studied.
- Other professions had formed guilds. In towns where there were several teachers and many students, these people came together and formed a “guild for education”. Students would come from all over Europe to attend.
- Latin was mandatory.
- University of Paris was first northern European university, founded around 1150.
- University of Oxford by late 1100’s, both of these universities were organized into colleges, which were meant to house students.
- University of Cambridge (1209); a group of students who were unhappy at Oxford moved to Cambridge.

Scholasticism

- “The style and substance of learning in the High Middle Ages.”
- 7 liberal arts (grammar, rhetoric, & logic – trivium; math, science, music, astronomy – quadrivium)
- For example, to prove the existence of God through reason & logic, not just by faith.
- Theological issues were addressed/investigated through logical analysis & human reasoning rather than the traditions of the church, opinions of clergy.
This was in a large way influenced by the new availability of Greek texts. These texts contained philosophical material and logical approaches of earlier intellectuals such as Aristotle. The method of these scholars was to identify and issue and view/argue from different perspective in order to draw a logical conclusion. Sought to reconcile faith & reason.

Universals, general concepts, such as “human beings” or “church” are real or if they only exist in the mind. This is a conflict between: Realism vs. Nominalism
- Realism: Like Plato, universals do exist. Individual objects are a reflection of the ideal.
- Nominalism: universals are only names, and only the individual object itself is real.
- Realism

**Scholastics**

- **Peter Abelard** (1079 – 1142); *Sic et Non* (Yes & No)
  - During his time, he was a popular scholar in Paris and had his own school & students.
  - He was considered very brilliant.
  - Used dialectic method (trying to reconcile different points of view) like Socrates.
  - “By doubting, we come to inquire, and by inquiring we arrive at truth.” This type of statement did not sit well with the church, which required absolute faith.
  - He was prosecuted & indicted for heresy by Bernard of Clairvaux (remember the monastery).
  - This was not his only problem. He had a love affair with one of his private students and she became pregnant. When her guardian uncle learned of the tryst, he hired some men to castrate Abelard. Heloise was sent to a convent. She refuses to marry because she worries it would affect his career as an important scholar.

- **Discuss**: Class activity. Split into groups and have each group answer & refute one of the first 5 questions from *Sic et Non*.

- **Thomas Aquinas** (1225 – 1274), Italy
  - Dominican theologian. *Summa theologiae* & *Summa contra gentiles*
  - Spent time in the monastery of Monte Cassino, (likely to help further his family’s influence in the region) but later joined the Dominicans. The Dominicans were an order of priests dedicated to the study of theology.
  - His family was not happy with his decision because this order of monks was different from their expectations and his beginnings. They were a feudal family and expected him to follow the hierarchy of the church. The Dominicans
recognizing his talent and their desire to release him from his family’s influence sent him to university in Paris.

- On the way, however, the family had him kidnapped and imprisoned him for a year. After his release, he made his way to Paris to study with other great scholars (Albertus Magnus).

- The time of his arrival onto the scholastic/religious scene was a period of transformation as the Church wrestled with harmonizing naturalism/rationalism/philosophy/logic that people were experimenting/mastering with traditional church values/faith/control.

- Society was changing as well. Agrarian culture was becoming more urban. People were forming trade guilds and a more open market.

- Heavily influenced by Aristotle.

- Discuss: Aquinas’ Cosmological Argument (see Sayre excerpt p. 417)

**Vocabulary**

- Peter Abelard
- Thomas Aquinas
- *Studium generale*
- *Collegia*
Papacy, Clergy, & Laity

- The Bishop of Rome had traditionally been viewed as a “first among equals” because of the belief that both Peter & Paul had been martyred in Rome and the Christ had said to Peter “on this rock I will build my church”. (Matt 16:17)
- Peter is the traditional (though not proven) first bishop of Rome.
- Apostolic succession: the idea (doctrine) that spiritual (pastoral) authority has been passed down through the bishops since the time of Jesus and the Apostles.
- Bishops elected by the clergy and people of the region

- There was a symbiotic relationship in the West between the church and secular leaders. We saw this with the Carolingians helping Popes who in turn used their authority/influence the crowning of Pepin and Charlemagne.
- This type of relationship existed at lower levels/communities as well. Bishops and priests held appointed secular positions and their divine/spiritual authority helped keep order to society.
- There were power struggles between Rome & Constantinople regarding primacy and theological issues (iconoclasm, priest marriage)
- Also, there were struggles between the Western secular leaders and the pope in Rome.
- There were conflicts over authority and land within Italy itself.
- The status of these conflicts changed as the strength/influence of leaders from each of these factions waxed and waned.

Reform:
- Pope Nicholas II: (1059) established Sacred College of Cardinals to elect pope. This sought to eliminate secular interference in the election of popes and create independence.
- Asserted primacy of Rome, and subordination of all clergy and laity to pope.
- These actions further separated Rome & Constantinople and the church officially split in 1054. Schism of 1054. Roman Catholic & Eastern Orthodox

- The church came to acquire large amounts of land. Some had come in the form of gifts from pious individuals, and some in the form of fiefdoms, both of which planted the church and its officials in the secular world.
- Wealthy families often sought ecclesiastical appointments for relatives to maintain influence/power.
- Simony: the practice of buying and selling ecclesiastical offices
Gregorian Reform:
- Pope Gregory VII, (1073).
- Slide: *Dictates of the Pope, map of Europe*

- Reform clergy, eliminate lay investiture & unify West under spiritual leadership of papacy.
- Sought to restore independence of the church from secular states and distinguish clergy from different types of people in society. (clergy, laity, rulers)

- Clerical marriage: loyalty to wife and children would compete with duty to church and problems with children inheriting office/assets of church, desire to accumulate wealth to provide security might be a conflict. Punishment was excommunication. Gregory’s attempt did not succeed; however, this did later become church doctrine.

- Lay investiture: the practice of secular leaders to appoint laity to ecclesiastical office.
- Gregory would assert that how could someone without any spiritual authority place an individual in a power position within the church.
- Emperors believed their authority to be divine, and that they were protectors of the church and had a right to authority since they were successors to Roman emperors. Gregory stated that even though their positions were by divine appointment, the scope of authority for emperors had to do with worldly affairs, not dominion over church affairs. The church is the one who helps the secular realize what is God’s will.

- This controversy climaxed in a confrontation between Gregory and the German King Henry IV.
- Henry IV (twenty something) ignored Gregory’s dictates and appointed an archbishop of Milan.
- Henry IV convened a council at Worms (1076), where along with German bishops denounced and deposed Gregory, calling him “false monk”.
- Gregory excommunicated Henry and all of the priests who had sided with him. In addition, Gregory released all of his subjects from their oaths of loyalty to him. This gave an opportunity for rival princes to take over the throne, and they of course sided with Gregory.
- An assembly with bishops, nobles, and Gregory was to meet in Augsburg, Germany to decide the fate of Henry’s rule.
- Henry, realizing he had no support for his position, desperately needed to make amends with Gregory before this council. In the middle of winter, he made his way over the Alps to a castle where Gregory was staying over. For three days, Henry stood in the snow, in rags & barefoot, waiting for audience with Gregory to beg forgiveness. Gregory eventually granted him absolution and restored his authority.
These events lead to a civil war, however, and the problems with investiture did not resolve until about a half century later (Concordat at Worms).

What does this event tell us about the attitude/priorities of people concerning religious vs secular?

Clergy: secular (saeculum – world) lived amongst society; regular (regula – rule) lived apart from the world under the structure/rules of a monastery.

Friars: (brothers), mendicant. Franciscans (served within the communities, helping poor and sick) & Dominicans (preachers, scholars, working amongst non believers & to convert heretics)

Beguines: lay clergy, women. Worked in communities serving poor and exemplifying religious devotion

**Crusades**

*Slides: map of crusades, crusader forts*

From the south, Turks were making their way and conquering Christian Byzantine cities. There were reports of Christian persecutions and destruction of Christian artifacts and holy places.

Byzantium could not withstand this surge and appealed to the West.

Western forces had multiple reasons for wanting to join:

- The pope saw it as a way of solidifying his power
- Knights saw it as a way to win booty, display valor, and establish kingdoms.
- Merchants saw it as a way to open trade with the East and amass great profits.
- Christians saw it as a way to prove and fight for their faith and earn indulgence.
- Many younger sons in feudal Europe did not have responsibilities/land of their own and were causing disturbances.
- Causes: desire to retake Holy Land, an opportunity to focus young men elsewhere, fortune, salvation, sense of adventure.
- Indulgence: a removal of the punishment after death for sins committed in this life/world.

November, 1095; Pope Urban II (r. 1088 – 1099)

He gave a stirring speech and called on making a “holy pilgrimage” to stop the Muslims, to regain Jerusalem and other parts of the holy land.

Sees the gain in uniting various players in Europe against a common enemy.

Pope Urban preaches this as a holy war and promises riches but also salvation.

100,000 men participate

Along the way, some crusaders kill Jews in Germany

These raids were barbaric. Wiping out both Jews and Arabs in disturbing ways.

They did recapture Jerusalem, but Islamic armies recaptured.
- In part of the first crusade, the leaders of the armies reneged on their agreements/promises to Constantinople to restore that city’s rights to reclaimed lands. Constantinople had supplied them with food and materials, but after the lands were won back from the Arabs, these leaders established the Latin Kingdom of Jerusalem. They attempted to establish a feudal system similar to Western Europe.

- Subsequent crusades were no less violent. Some gains were made, however, nothing was permanently held and the overall effort was fairly disorganized.

- After a series of 5 crusades, encouraged by succeeding popes and attempted by various kings, the Christian holdings in the East were lost by 1291.

- However, one aspect that did emerge was renewed trade with the East.

Vocabulary

Clergy
Laity
Friars
Simony
Beguines
Indulgence
Apostolic Succession
Chivalry

- One of the consequences of the dissolution of the Carolingian Empire, was the fragmentation of states and a number of unemployed military. The feudal system and the chivalric code was a method to organize/regulate violence and discord.

- Chivalric code; French chevalier – horseman.
- Knight; German knecht – young soldier
- The code of chivalry defined characteristics for an ideal knight. This included:
  - Courage in battle, loyalty to his lord, courtesy to women, generosity
  - It regulated membership. At first a knight just needed his equipment, but later, a noble genealogy was required to separate from common soldier & nouveau riche.
- This code along with the feudalism structure, held together social/political order

- Lords: kings, king representative, local/regional leaders; offered protection and material provisions for vassals
- Vassals: retainers of these lords, swore homage/fealty; public loyalty, advice, military service
- Fiefdom: sometimes land (a village or farmlands) was given to vassal for service, this is called fief.

- Peace & Truce of God: the church tried to establish guidelines for the knights in order to contain violence. These guidelines included no fighting on religious holidays, near a church. Knights were charged with protecting weak, women, & children. Knights should not fight against other Christians, but against pagans. (Crusades influenced by the thought of fighting against pagans.)

Courtly Love

- Vernacular: common regional language. During 12\textsuperscript{th} century the increase of writing in common language was evident with chansons de geste (songs of heroic deeds, like \textit{Song of Roland}) & romance literature.
- Romance comes from the old French term, \textit{romans}, “common language”
- Canzone: love poem; these were lyric poems, originated in the south of France (Provence).
- Minstrels: court entertainers; performed these songs at court assemblies on lyre or lute.
- Troubadours: authors of these poems which often had romantic allusions to ladies at the court.

- The subjects of these poems were often aristocratic women (often married and maybe even the lord) who were in a higher social class than the composer and therefore “unattainable”. The lyrics were highly suggestive and made women the focus of man’s adoration.

- The poems highlight the changing status of women. Many more women were becoming literate. Some women actually held their own estates and were “lords” themselves. Often the poems would draw on allusions to Virgin Mary, “our Lady”.

- The subject of the poems often describes the trials associated with loving someone. It includes perhaps, loss of appetite, sleeplessness, all for the thought of the one he desires.

- There were spiritual aspects as well. On one hand the object of the love in some ways replaces the adoration an individual would feel towards God/salvation. As well, by not succumbing to his desires and resisting temptation shows a moral strength against earthly desires.

- The practice of the canzone/love poem grew into courtly romance stories, such as Sir Lancelot and Guinevere.

- The popularity of these songs and stories heavily influenced not only the courts of the time, but later literature as well.

- **Discuss: The Skylark, Bernard de Ventadour & Lancelot, Chretien de Troyes**

- What do these texts/stories tell us about feudal traditions?
- How does vernacular language change the subjects/topics of what is written?
- Are there conclusions to drawn about religious ideals?
Overview

- **Slide: Dante and His Poem, Dante’s Inferno diagram**

- As we saw earlier with the *Song of Roland*, vernacular literature appeared in Southern France during the 11th century. Before this almost all educated people and literature was spoken/written in Latin.
- This genre came later to Italy, during the 13th century.
- Dante Alighieri (1265 – 1321) native of Florence, Italy in Tuscany region.
- His writing in the Tuscan dialect set the standard for Italian literature.
- During his lifetime there was a struggle for control of Florence between the Blacks and the Whites (not racial; papists vs. imperialists).
- He was involved with politics and held a government position. When his party fell from power, he was exiled from his homeland for the remainder of his life.
- *The Inferno* contains many references to political and religious individuals current to his lifetime.
- The Divine Comedy (Divine Comedy) is made of 3 books, each reflecting a region of the soul’s journey in the afterlife. *Inferno, Purgatorio, Paradiso*
- The poem is written as an allegory and contains many examples of symbolism. For example, Virgil the poet (*Aenid*) represents Divine Reason which shows the soul how it has sinned and the consequences of sin. Beatrice, a woman whom he loved, represents Divine Love which along with Reason shows the way to be with God. This intermingling of ideas illustrates to the individual that both Reason (remember Scholasticism) and spiritual Love are beneficial and necessary for Christian salvation/spiritual journey.
- Note in the poem, how the punishments inflicted are a kind of mirror for the sins the souls have committed. “not punished for their sins, but by their sins” (Sayre p. 44)
- On one level, the poem describes an individual’s journey through what may happen to his soul in the underworld and serve to shock a person into a moral life.
- Taken in a broader, more symbolic way, the poem highlights issues, concerns, conflicts of the Middle Ages. For example, the comparison between classical ideas/texts and Christianity, profane vs. sacred, sacred vs. spiritual. The behavior of clerics and politicians.
- Numerology plays an important part in the poem. For example, rhymes were set by each 3 line section (terza rima: a/b/a, b/c/b, c/d/c...), Satan has 3 heads, 33 cantos per book (plus introduction makes 100, the perfect number), 9 levels of Hell and Heaven.
TESTS AND DISCUSSION WORKSHEETS
Week 4  
Test 1  

Vocabulary  
(1 point each)

1. _____ metropolis  
2. _____ emporion  
3. _____ acropolis  
4. _____ agora  
5. _____ democracy  
6. _____ oligarchy  
7. _____ aristocracy  
8. _____ polis  
9. _____ idiotes  
10. _____ hoplite  
11. _____ phalanx  
12. _____ draconian  
13. _____ helot  
14. _____ philhellene  
15. _____ cella  
16. _____ theogony  
17. _____ cosmogony  
18. _____ chthonic  
19. _____ ouranic  
20. _____ anthropomorphic  
21. _____ panhellenic  
22. _____ votive offering  
23. _____ kouros  
24. _____ myth  
25. _____ humanities  

A. a member of the lower class of Sparta  
B. excessively harsh or severe  
C. someone who loves Greek culture  
D. citizen soldier in Ancient Greece  
E. an individual who is not interested in civic affairs  
F. Greek city-state  
G. main room of a Greek temple which held the deity’s statue  
H. an explanation of the origin of the gods  
I. government ruled by the “best”  
J. the study of the origins of the universe  
K. military formation where soldiers are in close formation  
L. government ruled by the “few”  
M. belonging or coming from the earth  
N. government ruled by the “people”  
O. area of a Greek city considered the market or meeting place  
P. belonging or coming from the sky  
Q. the study of how people express human development/achievement  
R. the citadel or “top” of a Greek city  
S. described with human characteristics  
T. a Greek trading center  
U. encompassing all of Greek culture  
V. Greek word for “mother city”  
W. a story that explains a culture’s traditions  
X. a gift to a deity that fulfills a vow  
Y. early Greek sculpture of a young man  

Short Answer:  
(10 points each)

1. Describe the characteristics of a Greek polis.
2. Briefly describe ways Sparta differed from other Greek poleis.

3. List 5 Greek gods and an aspect/responsibility for each one.

4. Label indicated blanks:

Briefly describe or draw each of the capitals for each order of columns (Doric, Ionic, and Corinthian). Be sure to label each one.

5. List and briefly describe two important physical features of a Greek sanctuary.
6. **Odyssey**  
   (5 points each)  
   These don’t need to be lengthy answers. You should be able to answer with just two or three sentences.

1. Why does Telemachus journey to Pylos and Sparta?

2. How does Odysseus escape the Cyclops, Polyphemos?

3. Who does Odysseus meet in the underworld?

4. Describe how Odysseus is able to defeat the suitors.

5. Describe Penelope’s reaction to Odysseus’ return.
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<tr>
<td>1.</td>
<td>_____ epistemology</td>
<td>A. Supreme Being in Stoicism</td>
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<tr>
<td>2.</td>
<td>_____ sophia</td>
<td>B. branch of philosophy that studies the nature of knowledge</td>
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<td>3.</td>
<td>_____ syllogism</td>
<td>C. central area in Greek theatre where the altar to Dionysus was placed</td>
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<td>4.</td>
<td>_____ dialectic method</td>
<td>D. temple to the Muses</td>
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<td>5.</td>
<td>_____ psyche</td>
<td>E. a Greek dialect commonly used throughout the Hellenistic Empire</td>
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<td>6.</td>
<td>_____ eudaimonia</td>
<td>F. Greek word for wisdom</td>
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<td>7.</td>
<td>_____ lyre</td>
<td>G. a courtesan</td>
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<tr>
<td>8.</td>
<td>_____ muses</td>
<td>H. relating to countryside or to rural life</td>
<td></td>
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<tr>
<td>9.</td>
<td>_____ agora</td>
<td>I. a type of deductive reasoning using 2 true premises to reach a conclusion</td>
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<td>10.</td>
<td>_____ kyrios</td>
<td>J. a philosopher who believes it is best to reject traditional society</td>
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<td>11.</td>
<td>_____ stoa</td>
<td>K. in Athens, a free man who was not a citizen</td>
<td></td>
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<tr>
<td>12.</td>
<td>_____ oikonomia</td>
<td>L. freedom from passion</td>
<td></td>
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<td>13.</td>
<td>_____ chiton</td>
<td>M. mind and soul</td>
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<td>14.</td>
<td>_____ hetairia</td>
<td>N. self sufficiency</td>
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<td>15.</td>
<td>_____ koine</td>
<td>O. living the good life in accordance with virtue</td>
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<tr>
<td>16.</td>
<td>_____ logos</td>
<td>P. relating to the “city of the world”</td>
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<td>17.</td>
<td>_____ syncretism</td>
<td>Q. a type of teaching involving question and answer</td>
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<td>18.</td>
<td>_____ cosmopolitan</td>
<td>R. the art of running a household</td>
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<td>19.</td>
<td>_____ autarky</td>
<td>S. the main commercial and social center in a Greek city</td>
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<tr>
<td>20.</td>
<td>_____ ataraxia</td>
<td>T. a garment made by pinning one or two pieces of material at the shoulder</td>
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<tr>
<td>21.</td>
<td>_____ cynic</td>
<td>U. a U-shaped stringed musical instrument</td>
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<tr>
<td>22.</td>
<td>_____ pastoral</td>
<td>V. the daughters of Zeus who preside over the creative arts</td>
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<tr>
<td>23.</td>
<td>_____ mouseion</td>
<td>W. head of the Greek household</td>
<td></td>
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<tr>
<td>24.</td>
<td>_____ orchestra</td>
<td>X. a covered walkway usually with columns one side and a wall on the other</td>
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</table>
Short Answer
(10 points each)

1. List two pre-Socratic philosophers and briefly describe their beliefs.

2. What was Plato’s *Theory of Forms* and how does this relate to the *Allegory of the Cave*?

3. What are some of the reasons Socrates refuses to escape his execution.

4. In the play *Antigone*, what is the basic disagreement between Antigone and Creon? How do they justify their arguments? What Greek values does this play explore?

5. Describe the different classes of people in Athens.

Hellenism
(5 points each)

1. Name the three new kingdoms created from Alexander’s empire.
2. Name the four Hellenistic philosophies.

3. Why did people turn to new philosophies and religions during this time?

4. Briefly describe how Hellenistic art differed from Classical.

5. What are some characteristics of New Comedy?
### Vocabulary

**(1 point each)**

1. _____ Romulus  
2. _____ *paterfamilia*  
3. _____ republic  
4. _____ consul  
5. _____ polytheistic  
6. _____ Numa  
7. _____ *optimates*  
8. _____ tribune  
9. _____ *lares*  
10. _____ keystone  
11. _____ Lucretius  
12. _____ *palla*  
13. _____ trope  
14. _____ plebian  
15. _____ *mos maiorum*  
16. _____ *pietas*  
17. _____ epigram  
18. _____ Epictetus  
19. _____ Parilia  
20. _____ *impluvium*  
21. _____ intercalation  
22. _____ concrete  
23. _____ solstice  
24. _____ *populares*  
25. _____ philosophy  

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### Short Discussion (10 points each)

1. Describe some of the differences between Epicureanism and Stoicism?
2. Who were the Gracchi brothers and what changes did they try and make?

3. Discuss the First Triumvirate. (e.g. Who was part of it? Why did it form?)

4. Describe the important offices of the Roman government during the Republic.

5. Describe important aspects of Roman religion.

Short Answer (5 points)

1. What were the Twelve Tablets?

2. What were the three monthly phases of the moon important to the Roman calendar?

3. What is augery?

4. What is do ut des?

5. What significant event happened on the Ides of March? Why?
Vocabulary
(1 point each)

1. _____ Pax Romana  A. The idea that the level of punishment should fit the crime
2. _____ princeps  B. The belief that one possesses special or secret knowledge
3. _____ imperium  C. The peace of Rome
4. _____ Constantine  D. A Jewish historian
5. _____ monotheism  E. The rule of four
6. _____ polytheism  F. First citizen
7. _____ henotheism  G. New beliefs practiced in Rome around the 1st century
8. _____ apocalyptic  H. Agreement to treat Christians with benevolence
9. _____ eschatology  I. Power to command
10. _____ god-fearers  J. Songs of brave deeds
11. _____ apologetics  K. The value placed on a person’s life
12. _____ gnostic  L. The first Christian Roman emperor
13. _____ tetrarchy  M. A set of rules pertaining to the behavior of a knight
14. _____ Edict of Milan  N. The belief that there is only one God
15. _____ wergild  O. A Christian pilgrimage site in England
16. _____ fealty  P. The belief in multiple deities
17. _____ missi dominici  Q. Sworn loyalty to a lord
18. _____ scholasticism  R. Ancient Germanic law code
19. _____ Salic Law  S. Worship of one god without denying the existence of other deities
20. _____ Canterbury Cathedral  T. Envoys of the king
21. _____ chivalric code  U. The attempt to harmonize Aristotle’s ideas with Christian theology.
22. _____ chanson de geste  V. Individuals who presented a defense of Christianity
23. _____ mystery religions  W. Describing the destructive end of the world
24. _____ Josephus  X. The concern for the final events of the world
25. _____ lex talionis  Y. People who admired and participated in Jewish faith without converting to Judaism.
Short Discussion (10 points each)

1. Who were the god-fearers and why did Christianity appeal to them?

2. What were some of the conflicts between Christianity and Rome?

3. Explain why Diocletian instituted the Tetrarchy and how it was supposed to work.

4. Where did the Anglo-Saxons originate from and how did they arrive in England?

5. Explain how the poem *Song of Roland* could be used as propaganda for crusades.

Short Answer (5 points each)

1. Cite at least one reason why were the Jews tolerated by the Roman government.

2. Why did Constantine convert to Christianity?

3. What was the significance of Charlemagne being crowned emperor?

4. Why was education so important to Charlemagne?

5. What were some of the characteristics of a knight according to chivalric code?
**Week 15**
**Test 5**

**Vocabulary (1 point each)**

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>_____ asceticism</td>
<td>A. A literary device which can be used to reveal a hidden meaning</td>
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<td>2.</td>
<td>_____ Antony of Egypt</td>
<td>B. A member of a particular religious order for men</td>
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<td>3.</td>
<td>_____ parchment</td>
<td>C. The idea of an unbroken chain of authority from Jesus passed down through bishops</td>
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<td>4.</td>
<td>_____ pilgrimage</td>
<td>D. Rigorous denial of the body for spiritual growth</td>
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<td>5.</td>
<td>_____ relic</td>
<td>E. Groups of students who share common interests</td>
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<td>6.</td>
<td>_____ Thomas a Beckett</td>
<td>F. A group of women from the Middle Ages who devoted themselves to piety and social services</td>
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<td>7.</td>
<td>_____ Peter Abelard</td>
<td>G. One of the very first Christian ascetics</td>
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<td>8.</td>
<td>_____ clergy</td>
<td>H. A place where anything could be studied</td>
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<td>9.</td>
<td>_____ Thomas Aquinas</td>
<td>I. A writing material made from the skins of animals</td>
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<td>10.</td>
<td>_____ laity</td>
<td>J. A religious journey</td>
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<td>11.</td>
<td>_____ simony</td>
<td>K. A container for holy relics</td>
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<td>12.</td>
<td>_____ friars</td>
<td>L. The physical remains of a saint</td>
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<td>13.</td>
<td>_____ Beguines</td>
<td>M. First Gothic cathedral</td>
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<td>14.</td>
<td>_____ indulgence</td>
<td>N. Archbishop of Canterbury, murdered at the cathedral</td>
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<td>15.</td>
<td>_____ monastery</td>
<td>O. Combining different forms of religious beliefs and practices</td>
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<td>16.</td>
<td>_____ Benedict of Nursia</td>
<td>P. Scholastic theologian, wrote <em>Sic et Non</em></td>
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<td>17.</td>
<td>_____ Divine Office</td>
<td>Q. Daily schedule of prayer</td>
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<td>18.</td>
<td>_____ syncretism</td>
<td>R. Body of people ordained for religious duties</td>
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<tr>
<td>19.</td>
<td>_____ St. Denis</td>
<td>S. A monk whose regulations became the basis of western monasticism.</td>
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<td>20.</td>
<td>_____ reliquary</td>
<td>T. Non ordained members of a religious organization</td>
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<td>21.</td>
<td>_____ vernacular</td>
<td>U. A place set apart from the world where members could study and copy manuscripts</td>
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<td>22.</td>
<td>_____ <em>studium generale</em></td>
<td>V. Buying and selling of ecclesiastical offices</td>
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<td>23.</td>
<td>_____ <em>collegia</em></td>
<td>W. A remission of temporal sin</td>
</tr>
<tr>
<td>24.</td>
<td>_____ apostolic succession</td>
<td>X. Theologian who developed Cosmological Argument</td>
</tr>
<tr>
<td>25.</td>
<td>_____ allegory</td>
<td>Y. The language or dialect spoken by ordinary people in a particular region or country</td>
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</tbody>
</table>
Short Answer (5 points each)

1. What were some of the early roles of the cathedral?

2. What is the significance of St. Chapelle in Paris?

3. Briefly describe the idea of Scholasticism from the Middle Ages.

4. Why was the Bishop of Rome considered “first among equals”?

5. What is the difference between secular and regular clergy?

Short Discussion (10 points each)

1. List 5 of the Benedictine Rules.

2. Briefly describe the differences between Romanesque and Gothic architecture.

3. What is lay investiture and why was this a problem?

4. Briefly describe Aquinas’ Cosmological Argument.

5. Describe Dante’s organization of Hell and how it reflects society. Give at least one example.
Week 4         Class 2 & 3

Odyssey Discussion

These two classes will be a class discussion regarding the Odyssey. In order promote class participation, 6 different worksheets will be evenly distributed before the test. These worksheets can be turned in for a small amount of extra credit (5 – 10 points).

There will be a total of six worksheets, each one covering 4 chapters.
*Odyssey* Chapters X - X

Synopsis and Main Events:

Important characters & their significance:

How do they example Greek values?

What does the text tell us about Greek society?
Week 5  
_Crito_ Worksheet

Describe the characters involved in and the setting of this text:

What arguments does Crito use to try and persuade Socrates to escape?

What does Socrates say about public opinion?

What is Socrates’ conclusion regarding injustice?

Who or what would Socrates be harming if he escaped from prison?

Why would this be wrong?

What problems does Socrates foresee if he were to escape?

What does this text tell us about Socrates’ ideas about justice?
**Antigone Worksheet**

Describe the opening scene.

How are the two sisters different? What are their motivations, excuses, or fears?

Which do you think has the stronger case? Give examples.

What are some of the points of Creon’s opening speech?

What is Creon’s attitude toward those who oppose him? What are his motivations? How does his behavior align with Greek virtues?

How does Antigone react to Creon’s charges? What reasons does she give for defying his proclamation?

What are Creon’s ideas of a well run household? State?

Why do you think he refers to anarchy as a woman?

How does Haemon try to convince Creon to change his mind regarding Antigone’s punishment?

How does Creon respond?

What does make Creon finally change his mind?

What does this play tell us about the Greek idea of Fate? Justice? Hubris?
Week 9
Philosophy Worksheet

Read selections from Lucretius’, *On the Nature of Things*, and Marcus Aurelius’, *Meditations*.

Discuss 5 points of comparison between the two philosophies. For example, what were their attitudes towards death, divinity, community?

Happiness as a goal: Epicurean by releasing desires of this world, Stoics by dutifully following Logos. Stoics viewed virtue/duty as the key to happiness.

Relationship to others/community: Epicurean, friendship/relationships to support each other. Stoicism, worldwide brotherhood through connection with deity.

Divinity: Epicurean, gods exist, but not interested in human lives. Stoicism, *logos* has a plan and people find satisfaction in doing their part in that plan.

Death: Epicurean, atoms come together and then disperse. Stoicism, atoms are renewed into something else.

How did their teaching reflect or support Roman ideals? (piety, hard work, etc.) Explain.

Which of these fit your ideals? Explain.
Week 11
Rome Worksheet

1. In what ways did Roman law and Roman government during the Republic help to ensure order and security? How did this change during the Empire?

2. What were the fundamental objectives, beliefs, and practices in traditional Roman religion? How did these change with the Mystery Religions & Christianity?

3. What aspects of Roman civilization were truly Roman? What features were incorporated from other cultures?

4. How does Roman culture/civilization impact our society today?
1. What are some of the characteristics the author uses to describe the pagans?

2. What are some recurring qualities of Charlemagne and his army?

3. Why doesn’t Roland trust the offer from King Marsile?

4. Cite some examples of feudal culture/behavior found in the poem.

5. What deal does Ganelon make with King Marsile?

6. Why won’t Roland call for help? Is this a good idea?

7. How could this poem be used for propaganda?

8. Compare the values/characteristics in Roland to those expressed in the Odyssey.
Week 15  
Inferno Worksheet  

1. What is symbolic about the timing of the beginning of the journey (Easter)?

2. What is Dante’s prediction for souls who lived prior to Christ?

3. What do you think is meant by “symbolic retribution”? Give some examples.

4. Who are some of the individuals from the classics read in class mentioned in the poem?

5. What is Dante’s general attitude toward clerics?

6. How does Dante’s attitude toward the sinners change during his journey? What is Virgil’s response?

7. What does this poem tell us about Dante’s and medieval attitudes toward society?

8. Do you agree with Dante’s organization? How might you arrange it differently?