



TEXAS TECH UNIVERSITY

Classical & Modern Languages & Literatures

Course Syllabus

CLAS 2303, section 001 – crn: 51476

Sports and Public Spectacles in the Ancient World

1. **instructor:** William Tortorelli **office:** FL 272
e-mail: william.tortorelli@ttu.edu **office hours:** M / Th 11am, and by appointment

Teaching Assistants:

Jenna Glassburner – jenna.glassburner@ttu.edu – office hours M 11:45-1:45, CMLL 006, #7
Drew Lytle – drew.lytle@ttu.edu – office hours M 10-11am, T 1:30-2:30pm, CMLL 004, # 3
Mason Shrader – mason.shrader@ttu.edu – office hours M noon-2pm, CMLL 002

2. Course Description

This course will be conducted primarily in English, with some vocabulary in Ancient Greek and Latin.

TTU Catalog Description:

Survey of Greek and Roman athletics, the Roman Triumph, gladiatorial combat, and other spectacles in the Ancient World. Fulfills core Language, Philosophy, and Culture and Multicultural requirements.

Additional Description:

This course introduces students to the centrality of athletics and spectacle in Ancient Greek and Roman culture. After beginning with a survey of sport practices in the Bronze Age cultures of the Mediterranean, we move on to discuss the role of athletics in Greek culture; we first look at the sporting practices of the ancient Greeks (e.g., the ancient Olympics), before turning to examine the cultural importance of athletics in the areas of religion, sex, and politics. We finish our look at Greek sports with an examination of art and literature from the context of spectacle, as well as the development of Greek athletics in the Hellenistic and Roman periods. The last portion of the class concentrates on contest and spectacle in the Roman Republican and Imperial periods. In particular, we look at the three definitive Roman spectacles: gladiatorial combat, chariot races, and the Roman triumph. Beyond these, we examine other spectacles such as beast hunts and public executions. The course finishes with a look at athletics in late antiquity before turning to the 19th century reception of Greek sport in, among other instances, the modern Olympic Movement, and the concurrent development of sport and society in the 20th century.

Core Curriculum Statement: This course satisfies the Texas Tech University core curriculum requirement in Language, Philosophy, and Culture.

Core Curriculum Objective Statement: Courses in this category focus on how ideas, values, beliefs, and other aspects of culture reflect and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

3. Expected Learning Outcomes & Their Assessments

Most **outcomes** will be evaluated using VALUE rubrics produced by the American Association of Colleges and Universities (AACU). These rubrics can be downloaded at: <http://www.aacu.org/value/rubrics>. The rubrics measure outcomes on a scale of 0-4, where 1 is the benchmark, 2 and 3 are milestones, and 4 is the capstone. All students should achieve the benchmarks for all outcomes and most of them will reach the milestones or the capstones. On average students will achieve at least a 2.5 on the scale for each rubric. The descriptions of the rubrics below are paraphrases or direct borrowings from Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.

Texas Higher Education Coordinating Board Learning (THECB) Objectives

Outcome 1--Critical Thinking Skills: *to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.* CLAS 2303 teaches students to analyze the complex cultural interplay of public spectacles and to interpret their symbolic meanings. The students are required to evaluate and synthesize information from a wide variety of sources (visual, written, archaeological) and cultural traditions (Greek, Roman, and Near Eastern). Students learn to connect social structures and values to the societies that created them and to their own. They are required to develop an appreciation of the many innovative ways in which Classical and modern sports have been theorized, reevaluated, and reworked in the Western tradition and in contemporary American and world culture.

Assessment 1: Students' written work will be evaluated using the AACU's VALUE rubric for critical thinking. This rubric measures students' ability to do the following.

- Explain issues
- Analyze data and arguments collected and made by others
- Understand and appreciate the context of an argument, whether it is another's or their own
- Express clearly their position on an issue, while revealing an understanding of its complexities
- Draw convincing conclusions tied to a range of information, including opposing viewpoints
- Anticipate and describe the consequences and implications of their argument

Outcome 2--Communication Skills: *to include effective development, interpretation and expression of ideas through written, oral and visual communication.* Students will be required to produce group writing and a final essay analyzing the structures, symbols, and contemporary relevance of athletic and non-athletic spectacles. In addition, they will be required to respond and interact with their peers on written group assignments. Course materials also help them acquire the verbal agility that enhances effective delivery to various audiences. Students are required to analyze visual representations of cultural practice through exposure to wide range of images (from Greek vases, mosaics, Roman painting, sculpture, architecture and inscriptions). They are also required to express their interpretations of the visual material to their peers in succinct and lucid oral form. Critiques from the instructor and from peer reviews help students strengthen their argumentation skills and expand their capacity for vibrant exposition. The same assessment mechanisms are used for offering constructive criticism of analytical, rhetorical, and descriptive visual presentations.

Assessment 2: Students' written work will be evaluated using the AACU's VALUE rubric for written communication. This rubric measures the students' ability to do the following:

- Recognize the context and purpose of the written assignment
- Develop content in an appropriate, relevant, and compelling manner
- Follow the appropriate conventions for the genre and discipline of the assignment
- Cite credible and relevant sources
- Exhibit proficiency in using proper syntax and language mechanics

Students' oral assignments will be evaluated using the AACU's VALUE rubric for oral communication. This rubric measures the students' organization, language, and delivery, as well as the quality and appropriateness of the supporting materials. It also measures the extent to which the central message of the presentation is clear and compelling.

Students' visual communication will be evaluated according to its relevance and their ability to cite sources correctly and accurately.

Outcome 3--Personal Responsibility: *to include the ability to connect choices, actions and consequences to ethical decision-making.* Ancient literature offers students many opportunities for examining how individuals become responsible to certain local, regional and global communities. Ancient athletics and public spectacles offer a variety of situations where individuals struggle with moral dilemmas and social responsibilities. Examining these events provokes students to develop more a sophisticated understanding of what responsibility requires in their own culture.

Assessment 3: Students' written work will be evaluated using the AACU's VALUE rubric for ethical reasoning. This rubric measures the students' ethical self-awareness, understanding of different ethical concepts and perspectives, and recognition of ethical issues. It also takes into account their ability to evaluate and apply various ethical concepts and perspectives.

Outcome 4--Social Responsibility: *to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.* Accounts of societal foundation, lawgivers, rulers and family relationships offer a mirror in which to contemplate the bonds which hold societies together as well as the tensions which divide them. The recognition that civic identity shapes our lives and the way we talk about our lives, directly impacts

student awareness of civic responsibility. In their assignments students are required to trace the continuing relevance of sports and public spectacles in contemporary society.

Assessment 4: Students' written work and group projects will be evaluated using the AACU's VALUE rubrics for civic engagement and for intercultural knowledge and competence.

The rubric for civic engagement measures the following:

- Recognition of and appreciation for the diversity of communities and cultures
- Ability to analyze knowledge and extend field specific knowledge to civic engagement
- Civic identity and commitment
- Ability to communicate in a civic context
- Potential for civic action as reflected in teamwork and leadership skills
- The ability to work within community context and structures

The rubric for intercultural knowledge and competence measures the following:

- Cultural self- awareness
- Knowledge of cultural worldview frameworks
- Empathy
- Verbal and nonverbal communication
- Curiosity
- Openness

TTU Student Learning Objectives

•**Outcome 1:** Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life.

The ancient Greeks and the Romans participated in public events and athletic competitions in part as an arena for contemplating difficult and complicated social and cultural issues. As students explore the ways in which these people discussed the important topics of ancient societies, they are encouraged to recognize how modern societies enact civic ideologies through the proxy of sports or the platform of spectacle.

Assessment 1: Students' written and oral assignments will be evaluated using a humanities rubric developed by the University of Tennessee, Chattanooga

(<http://www.utc.edu/Administration/GeneralEducation/Assessment/HFARubric.pdf>). This rubric evaluates the following:

- Knowledge of significant developments and achievements in the humanities, particularly in relation to the culture of ancient Greece and Rome.
- Knowledge of the historical context of significant developments and achievements in the humanities.
- Knowledge of the relationship between creative expression and human experience and its evolution over time.
- Knowledge of value and belief systems and their ramifications for humanistic inquiry and expression.
- Knowledge of disciplinary methods in the humanities.

This rubric employs a five point scale and the desired outcome for this class is that the students average 3.5 or higher in all areas.

•**Outcome 2:** Develop analytical arguments in written and/or oral forms.

Assessment 2: This outcome will be assessed in the same manner as the Texas Higher Education Coordinating Board's Learning Objective Outcome 2 above.

•**Outcome 3:** Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.

Assessment 3: This outcome will be assessed in the same manner as the Texas Higher Education Coordinating Board's learning objective outcome 4 above.

•**Outcome 4:** Demonstrate ways in which the humanities are fundamental to the health and survival of any society.

Assessment: There will be an in-class essay that asks students to discuss the importance of the humanities to society and to compare the role of the humanities in classical Greek and Roman society to the role of the humanities in their own society. This essay will be evaluated on a four point scale with the desired average level of performance equal to 2.5.

•**College-Level Competency Objective:** Students graduating from Texas Tech should be able to think critically and evaluate possible multiple interpretations, cultural contexts, and values.

Assessment: This outcome will be assessed using the AACU's VALUE rubrics for critical thinking (described under THECB assessment 1 above) and intercultural knowledge and competence (described under THECB assessment 4 above).

4. Prerequisites: None

5. Class Meeting Times & Location: TTh 9:30-10:50am, CMLL 105

6. Texts & Other Materials/Supplies

Required text (available in local bookstores):

- Donald G. Kyle, *Sport and Spectacle in the Ancient World*, 2nd edition.
ISBN: 9781118613566

Recommended text:

- Euripides: Ten Plays (translated by Paul Roche).
ISBN: 9780451527004

You will also be required to establish an account with *CourseKey*, which will cost \$20.

1. On your mobile device, go to the App store.
2. Search for "CourseKey Student" and download the App.
3. Click "SIGN UP"
4. Input your information
 - a. NOTE: your "School-Issued ID" is your student ID
5. When logged in, click on the "+" sign on the top-right corner of your App.
6. Add this class with the join code: ck510142cj

7. Course Requirements

Daily Readings: Readings are due for the day they are listed on the schedule.

Evaluation: Each student will be evaluated under the following criteria:

- 10 of 14 unannounced quizzes (in-class or *via* Blackboard): 40%
- three in-class tests: 40%
- timed essay: 10%
- final project: 10%

Attendance: see below.

8. Grading Policies

- 90%-100% = A (excellent, beyond expectations)
- 80%-90% = B (excellent, at the highest standard)
- 70%-80% = C (average, met all expectations)
- 60%-70% = D (poor, below expected quality level)
- below 60% = F (poor, below standard benchmark for passing grade)

9. Class Attendance & Preparation

Regular attendance, prompt arrival, preparation for, and participation in class are expected. Attendance will be monitored with the CourseKey system, described above in section 6. Each missed attendance check counts for 2% off of your final grade. If you plan to be absent, you must inform the instructor by email **before class** to have your absence not count against your final grade. Students are not considered *in attendance* if they arrive excessively late, leave early, fall asleep, or are in any other way inattentive in class and unprepared to answer questions and participate. **No student will be considered to have a valid absence unless they notify the instructor via email.**

Reasonable excuses for missing class:

- *Illness:* Verifiable documentation will be needed for absences due to illness.
- *Absence Due to Religious Observance:* Texas law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. While no prior notification of the instructor is required, OP 34.19 indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. The student should make up any missed work.
- *Absence Due to University Approved Trips:* Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips should

notify the student's instructors of the departure and return schedules in advance of the trip. The instructor so notified must not penalize the student, although the student is responsible for material missed. Students absent because of university business must be given the same privileges as other students (e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege).

Effects of Absences on Grades: Each missed attendance check counts for 1% off of your final grade. In addition, any absence has a high likelihood of negatively affecting a student's performance since the majority of the material for this course is based upon in-class lectures. In past semesters, absences and failing grades have correlated: Be warned!

Preparation: Students are expected to spend approximately two hours in preparation for each hour of lecture. Completing the readings **before** class is essential; the lectures are not a substitute for the readings, and the readings are not a substitute for the lectures – you should be an alert, engaged, and active reader and listener for both elements of this course.

Participation in Class: Regular, active participation in class is vital to success, and is expected of all students; this means that there should be **absolutely no use of personal digital devices for distracting, irrelevant activities, such as Facebook, email, Twitter, etc. Students in breach of this policy who are distracting those around them will be asked to leave the classroom.**

Make-up Policy: Make-ups must be arranged at **in advance** by email with the instructor.

10. Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are also expected to respect and uphold the TTU Code of Student Conduct at all times.

Help maintain a positive learning environment by arriving on time, muting cellular phones before arriving in class, and avoiding distracting behaviors. Any student whose behavior disturbs our learning environment may be asked to leave.

For more details, please see the official TTU public information on the Code of Student Conduct, found at <http://www.depts.ttu.edu/studentjudicialprograms/conductcode.php>.

11. Students with Disabilities

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from

Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

12. Academic Honesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

We will discuss how to avoid unintentional plagiarism. Intentional plagiarism or other forms of cheating will result in a grade of zero for the assignment. A second offense will result in a failing grade in the course.

13. TTU Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](#) are not tolerated by the University. Report any incidents to the *Office for Student Rights & Resolution*, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center**, 806-742-3674, <https://www.depts.ttu.edu/scc/> (*Provides confidential support on campus*), **TTU Student Counseling Center 24-hour Helpline**, 806-742-5555, (*Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor*), **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, voiceofhopelubbock.org (*24-hour hotline that provides support for survivors of sexual violence*), **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, rise.ttu.edu (*Provides a range of resources and support options focused on prevention education and student wellness*), **Texas Tech Police Department**, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (*To report criminal activity that occurs on or near Texas Tech campus*).

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.

TENTATIVE 15 WEEK SCHEDULE

Reading assignments are posted on Blackboard and should be completed **before** the class meeting for which they have been assigned.

January

- 16 Introduction to the course
- 21 Introduction: Sports, Culture, and Tradition
- 23 Late Bronze Age Minoans, and Mycenaeans
- 28 Sport in Homer
- 30 Archaic Greece: Athletics in an Age of Change

February

- 4 In Search of the Ancient Olympics
- 6 Ancient Olympia and its Games
- 11 Ancient Olympia Continued
- 13 Delphi. Nemea. Isthmia
- 18 **in-class test #1**
- 20 **no class**
- 25 Athens: City of Contests and Prizes
- 27 Athenian drama

March

- 3 Athletes in Greek Society
- 5 Pindar
- 10 Women and Greek Sports
- 12 Macedonian and Hellenistic Sport and Spectacle
- 17/19 **no class – Spring Break**
- 24 Origin of Roman Spectacles – The Etruscans
- 26 **in-class test #2**
- 31 The Roman Republic: Festivals, Celebrations, and Games

April

- 2 Gladiators: Details and Meanings
- 7 Gladiatorial Venues
- 9 Chariots and Circuses
- 14 Other Roman Spectacles; essay writing
- 16 Roman Poets: Ovid and Martial
- 21 **timed essay in class**
- 23 The End of Ancient Sports: The Rise of the Modern Olympics
- 28 **in-class test #3**
- 30 Football and the Olympic Ideal

May

- 5 TBA

Friday, May 8 — final project due by noon