

Sex and the City: Lysias' Oratory — GRK 381A, Spring 2013

Andrew Scholtz, Instructor

Credits 4
Room, Time: LN 1404, TR 4:40–6:05
GenEd: H “humanities,” foreign language
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SEX, VIOLENCE, JEALOUSY, DOMESTIC ARCHITECTURE — all that and more will come under scrutiny as we study two courtroom speeches from Greek antiquity: Lysias’ *On the Murder of Eratosthenes* (outraged husband slays wife’s lover) and his *Against Simon on a Charge of Battery* (rival lovers brawl over boy). Both speeches delve into the messier side of love in fourth-century BCE Athens. Both have a lot to say about classical Athenian society, law, and rhetoric: how seduction counted as worse than rape, how separation of the sexes mattered a great deal, how affluent Athenians facing court dates could care enough about rhetorical self-presentation to hire pricy consultants like Lysias.

We shall, then, be exploring the intersections of Athenian social history and rhetoric, but how shall we go about it? First and foremost, by studying, translating, and discussing specimens of ancient Athenian courtroom oratory. But we’ll also be exploring classical Athenian courtroom rhetoric more broadly, including the legal and social background. And that will entail reading and discussion of ancillary texts in English.

Another project will be to strengthen and deepen our grasp of Greek grammar and to improve Greek reading and translating skills through (form quizzing, English-to-Greek composition). We’ll have frequent quizzing of texts prepared for class, but there will be no exams. Finally, we shall be having a realistic, student-directed mock homicide trial, Athens-style.

Learning Objectives (Goals)

General-Education-Specific Goals (Foreign Language, O, H)

From the Bulletin:

“Students who satisfy the Foreign Language requirement will demonstrate

- 1. “Basic proficiency in the understanding and use of a foreign language.*
- 2. “Knowledge of the distinctive features of cultures(s) associated with the languages they are studying.”*

“Students in O courses will demonstrate

- 1. “Proficiency in oral presentations.*
- 2. “The ability to improve oral presentations in response to critiques.*
- 3. “Skill in listening to and critiquing oral presentations.”*

“Students in H courses will demonstrate an understanding of human experience through the study of literature or philosophy.”

Course-Specific Goals

- To read and enjoy Lysias' Orations I, III
- To explore ancient Athenian court-room rhetoric
 - The thing itself
 - Its legal-social-historical context
- To increase proficiency in oral presentations
- To review and solidify one's grasp of Attic Greek grammar and vocabulary
- To read Attic Greek more fluently than previously

Terms and Conditions

By enrolling in this course, students agree to abide by all terms and conditions set forth in this and similar documents. That includes regulations concerning *academic honesty*, as defined and elaborated in the [University Bulletin](#). Note, too, that students enrolled in GRK 381A implicitly consent to submit their class-assigned writings to textual similarity review of by Turnitin.com or other, similar databases or services.

Please note that the instructor may, if necessary and at his discretion, alter the syllabus in ways that make sense for the course and that won't unreasonably burden students.

Blackboard and Related

This is a blackboard course. Please consult the Bb site for:

- Listing of assigned readings, translation, etc. from class to class
- Communication
- All the other, usual Bb functions. . .

Please also check E-mail regularly for messages from the instructor.

Attendance

Required! Unexcused absence will compromise your grade, as I will not have evidence of your presence or participation for the affected class meeting. The instructor will "have the right to deny a student the privilege . . . of receiving credit for the course, or may prescribe other academic penalties if the student misses more than 25 percent of the total class sessions. Excessive tardiness may count as absence" (University Bulletin).

☞ If an excusable absence (e.g., illness, job interview, family obligation, *not* vacation travel, alarm malfunction, etc.), *please*, E-mail me (ascholtz@binghamton.edu) ASAP, both to be credited for the class and to arrange for any necessary make-up. You will need to get a doctor's excuse or similar.

Academic Honesty

Academic honesty means genuine effort to make progress for which you can take credit. That will involve avoiding the following:

Plagiarism. Presenting work not your own as if your own.

Cheating. Copying homework, exercises, answers, etc. from others, “cheat sheets” brought to class, unfair help, etc.

Multiple Submission. Reusing papers, homeworks, etc. for more than one class.

Fabrication. Knowingly presenting fictions as if facts. Also, presenting the instructor with false excuses for absence, etc.

Forgery of signatures, of paper-authorship, etc.

Sabotage. Knowingly undermining the efforts of other students.

Bribery. Inducements to affect grade.

Academic dishonesty will be handled in accordance with University and College guidelines. Typically, it will result in *course failure* and *disciplinary action*. For details, see rules and regulations (including those pertaining to academic honesty, classroom conduct, etc.) set forth in the syllabus for “Persuasion in Ancient Greece,” viewable at:

<http://bingweb.binghamton.edu/~clas381a/syllabus.htm#honesty>

Texts

Required Print

Scodel, Ruth. *Lysias Orations I, III*. Bryn Mawr Greek Commentaries. Bryn Mawr, Pa.: Thomas Library, Bryn Mawr College, 1986. Print. [\[ISBN 978-0929524191, avail. Amazon\]](#)

Online

Find additional assigned and suggested readings, texts, links etc. via links on [Blackboard course site](#) under “Content.”

Note also the following optional, but very useful, Perseus links:

- [Lysias 1 \(On the Murder of Eratosthenes\)](#)
- [Lysias 2 \(Against Simon\)](#)
- [Henry George Liddell, Robert Scott. A Greek-English Lexicon \(“Big Liddell”\)](#)
- [Word Study Tool](#)

Note as well the online version of [Woodhouse’s English-Greek Dictionary: A Vocabulary of the Attic Language](#).

Note finally the online version of [Brill’s New Pauly](#) (pods login required).

Assessment (Grading)

Participation-recitation (includes all in-class work on the Greek text of Lysias on composition/morphology, on ancillary readings).	45%
Biweekly quizzing of Lysias’ Greek text.	40%
Homicide Oral/Written Project. (For the “O.”)	15%

Course Work, Assignments

Coursework will be divided into three, more or less concurrent, projects:

1. Study of the language, content, and rhetoric of Lysias *Oration*s 1 and 3 (“recitation”).
2. Continued study and review of language/grammar.
3. Topically relevant readings in English/English translation.

Plus a fourth project:

4. Mock Athenian homicide trial.

Assignments and their due-dates will be posted [TO BLACKBOARD > “ASSIGNMENTS”](#) prior to each class:

- Recitation, grammar assignments (including form quizzing) for a given class as soon as previous class finishes (e.g., Wed. assignment on Mon. after class)
- Quizzes assigned with at least one week’s prior notice
- Other assignments (readings in English, presentations, etc.) according to a fixed schedule arranged well in advance

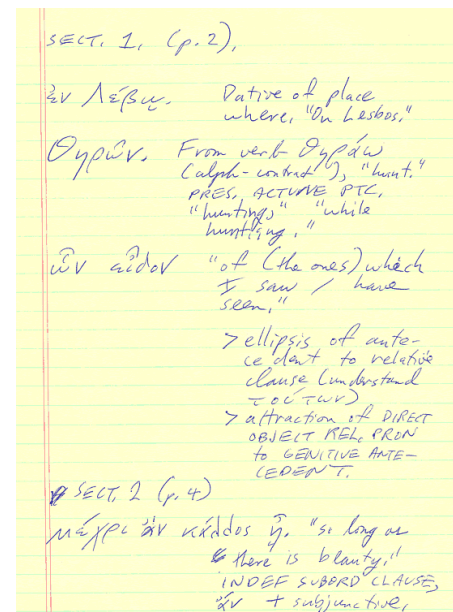
Study of Lysias *Oration*s 1 and 3 (“Recitation”). Ancillary Material

Preparation of Greek Texts

- Prepare a *detailed, vocabulary-and-grammar commentary*: troublesome words/phrases on the left, explanation of grammar and/or meaning on the right
- In creating that, *read aloud*, “*construe*” (work out translation and analysis of), *interpret* (ponder meaning and implications of) Greek as per Blackboard assignment
- In preparing, use *Bryn Mawr* commentary plus Perseus resources (as per [above](#)). Be ready to translate, to discuss vocab and grammar

“Trots” (translations used as homework aids) must be used *intelligently* as “reality checks.” Reading the trot by itself is F work. Dictionaries (e.g., the [online “Big Liddell”](#)), too, need to be used intelligently. Don’t stop with definition #1; *find the sense the fits*.

Write out *no translations* of passages. Or, if you do, keep them out of sight, as we want to keep our encounters with the Greek direct.



Recitation Evaluation

A-level work (95). Attentive preparation, not perfection in one’s homework, in-class participation, etc., but strong evidence of a good-faith effort to make progress. All available tools toward learning have been made use of, there is an obvious desire to learn.

B-level work (85). Preparation and learning happen, though in ways less focused on progress than in the previous. A passage was worked on, though attention to detail could have been better. An exercise was prepared, yet some key grammar-vocab helps were ignored.

C-level work (75). The work’s getting done, but more just to get it done, and with tolerance for inattention.

D-level work (65). Some progress may be made, some work is getting done, but very little. Serious worries.

F-level work (0). Total, or near total, disregard of expectations.

Ancillary Texts

Ancillary readings (in English/English translation) must be prepared with the same diligence as Lysias' Greek. Evaluative criteria will be similar to those described above.

Biweekly Quizzes

There are no exams for this course.

Instead, there will be most weeks a *quiz* on the previous post-last-quiz set of Greek readings and vocab. That quizzing will be based on daily recitation prep as described above.

For these quizzes, expect:

1. To translate key vocabulary from assigned readings.
2. To translate a passage selected by me from quiz-targeted readings. (Do not expect to be quizzed on any material not previously gone over in class.)

QUIZ 26-Aug 2009. D&C 1.1.

VOCAB. Just translate:

έν.

ἄλσει, from τὸ ἄλσος, τοῦ ἄλσους.

περιττήν, from περιττός, -ή, όν.

[etc.]

PASSAGE. Just translate.

Καλόν μὲν καὶ τὸ ἄλσος,
πολύδενδρον, ἀνθηρόν, κατάρρυτον.

Quizzing will involve no aids other than your own preparation and mental retention; *be prepared*.

Grammar Continuation and Review

Most Lysias classes, I'll be assigning written form-memorization (morphology) quizzes and composition exercises, the former based on designated sections of the Smyth grammar, the latter, on North & Hillard, both texts available via Bb course site, "Content." Composition assignments will involve reading specified grammar sections and then writing Greek translations of specified English sentences, using vocabulary supplied at back. These are to be completed before class. As with recitation, I don't expect perfection but a good-faith effort. Graded as part of participation, with criteria similar to those applied to [recitation](#).

Topically Relevant Readings in English/English Translation

But I will also assign other readings in English with a view to rounding out our understanding of texts, issues, background, etc. In-class work will consist of discussion of pre-assigned, text-related questions. Graded as part of participation, with criteria similar to those applied to [recitation](#).

Mock Athenian Homicide Trial (in fulfillment of "O"-oral GenEd)

Students will on the first day of class (but no preparation required) begin discussing the selection of a mythical homicide case to argue in the form of an Athenian-style mock trial. *The language of pleading will be English.*

Cases will be drawn from instances of alleged human-on-human killing in Greek myths supplying adequate detail as to victim, alleged perpetrator, act, circumstances, etc., for examples, legendary crimes involving the likes of Oedipus, Agamemnon, Clytemnestra, Medea. Your sources

for the preceding will be the corpus of archaic/classical Greek epic, classical Greek tragedy (a good bet!), ancient artistic representations, Gantz's *Early Greek Myth*, [Brill's New Pauly](#).

☞ You don't have to confine yourselves to a particular version in a particular source. You can, for instance, dispute facts based on variant versions of myths. Those versions will come from primary sources (textual, artistic), but Gantz and (to a lesser degree) *Brill's* assemble and summarize variants. You will, though, need to consult relevant parts of Gantz to gain a sense of those variants.

Preliminary hearing (*anakrisis*). At a "preliminary hearing" (not a very authentic one), you'll be discussing the facts of the case, the legal dimension, and possible rhetorical approaches.

- For the facts, you'll be basing your knowledge of the case on primary-source readings to be assigned
- For the *legal* basis of arguments and procedure, you'll be readings assigned from online and/or shelf reserve texts — more soon
- For the *rhetorical* basis of arguments, I'll be assigning readings in *Brill's New Pauly* online — more soon

Trial days. Over the course of two days you'll be presenting speeches as per standard Athenian procedure:

1. First prosecution speech.
2. First defense speech.
3. Second prosecution speech.
4. Second defense speech.

Tasks, Scheduling

Here follows the what/when. **IMPORTANT NOTE:** Prior to class each trial day, hard copy of speeches will need to be uploaded individually by student-writer-presenters to Bb Turnitin.com. Academic honesty will apply [as per above](#).

1. **28-Jan (first class).** Begin process of selecting a case + main ancient text(s).
2. **27-Feb. Preliminary Hearing (*anakrisis*).** Well in advance of class, have read the assigned ancient texts plus specific, to-be-assigned modern secondary texts. In class, we'll discuss what specific type of infraction and which laws should be invoked. We'll also think about possible rhetorical approaches. Finally, we'll draw up teams.
3. In between the preliminary hearing and the trial itself, there will be team research and prep meetings leading to the writing of first speeches.
4. **8-Apr. Trial Day 1.** At this, teams will deliver one speech each, written in advance, with each team splitting the speaking between a principal pleader (prosecutor-*diokōn*/*diokousa*, defendant-*phengōn*/*phengousa*) and additional pleaders (*sunēgoroi*). Each speaker will *individually write* what she/he intends to present in court (three pages double-spaced), though it is highly advisable that speakers consult with team members on all aspects of speeches.

After the presentation of arguments, trial-day-1 case presentations student-will be critiqued orally, interactively in class [as per assessment criteria below](#) (that in fulfillment of the O).

5. In between trial days 1 and 2, each team will review the other sides arguments and compose speeches for trial day 2. *You will need arrange meetings, to rehearse, and to offer mutual, in-group prep-critique in advance of trial dates (both).*
6. **15-Apr. Trial Day 2.** Final speeches will be presented in the same format as before. Trial-day-2 case presentations will be student-critiqued orally in class [as per assessment criteria below](#) (that in fulfillment of the O).
7. **Evening of 15-Apr. Group-self critique.** Via the designated link on Blackboard, you'll be filing a group- and self-critique. There, I'll be asking you what percentage of the prep was your own, what kind of research you did, how often the group met, how effective/ineffective (functional/dysfunctional) the group was, how well *you* did, how well *colleagues* did. *You are required to be frank. Obvious and avoidable misreporting will show up in your individual, final grade for the project. Frank self-critique reflecting lessons learned will tend to raise grade.*

Assessment Criteria

- Did each side *as a group*. . .
 - Present its case in a way that made sense? Did it present a plausible account of facts, circumstances, etc. as per ancient readings? Did it structure presentation of cases well as per ancient rhetorical practice?
 - Relate its case to Athenian law in convincing ways? (Remember: it just has to *seem* convincing to an audience. There is no technical-jurisprudential aspect as in Roman or modern law. Rhetorical constructions/reinterpretations are acceptable *so long as perceived to be plausible.*)
 - Succeed in its rhetorical construction of the character (*ēthopoia*) of opponents or selves, whether individually or as a group?
 - Listen to the other side in respectful silence
- Did individuals. . .
 - Employ good grammar and syntax (*lexis*) and make effective use of rhetoric (*schemata*, etc.)?
 - Offer forceful and effective oral delivery of speeches (*hupokrisis*, “acting”)?

After each trial-day session, I share my scoring (percentage scale) of each side's performance based on the aforementioned critiques and on my own assessment. I will then share my own critiques and scoring with each side.

Grading

33.3% of the final individual grade for this project will be the group grade as per above. The other 66.6% will be based on individually-produced group-self critiques plus my evaluation of speech texts and delivery.

Select Bibliography

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