

# Ancient War Games: Sport and Spectacle in Greece and Rome

(GRC 0829, sec. 001, 3 credit hours)

<b>Class Meeting Time</b>	MWF 10–11 a.m.
<b>Classroom</b>	Mazur Hall 008
<b>Instructor</b>	<a href="#">Dr. Marian Makins</a>
<b>Email</b>	<a href="mailto:m.w.makins@temple.edu">m.w.makins@temple.edu</a>
<b>Office Location</b>	Mazur Hall 326
<b>Office Hours</b>	MF 3–4 p.m., W 11 a.m.–12 p.m., or by appointment

## **BASIC INFORMATION**

### **Course Description**

Every four years the world stages athletic contests that are based on the practices of ancient Greece. Every year the NFL assigns a Roman numeral to the Super Bowl and suggests its players are modern gladiators. Greek athletic games and Roman gladiatorial battles developed from the practice of warfare in their societies. American sports may be viewed as the descendants of these ancient “war games.” This class examines the similarities and differences in such sports and the societies that enjoyed (and enjoy) them. The Greek games replaced the blood of the battlefield with dramatic displays of military physicality, while the Roman games replicated this blood with armed combat before crowds of thousands. We begin by examining the origins, events, architecture, and rules of the Greek games, from Homer’s funeral contests to the development of the circuit of athletic festivals. Next we look at the “re-foundation” of the modern Olympics and its romanticized mythology in several important films. Then we turn to Roman blood-sports (animal fights, gladiatorial contests and spectacular criminal punishments) and chariot-racing, considering also the filters of modern Hollywood. We end with the rise of modern spectator sports, especially football.

NOTE: This course fulfills the [Human Behavior \(GB\) requirement](#) for students under GenEd and Individual & Society (IN) for students under Core.

## Prerequisites

None! No prior knowledge of ancient history (or sports, for that matter) is assumed.

## Course Learning Goals

Human Behavior GenEd courses are intended to teach students how to:

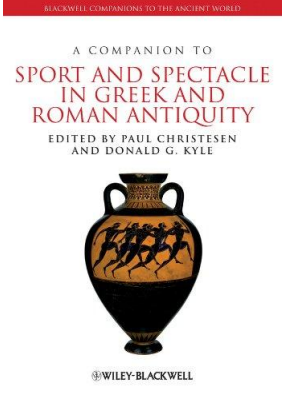
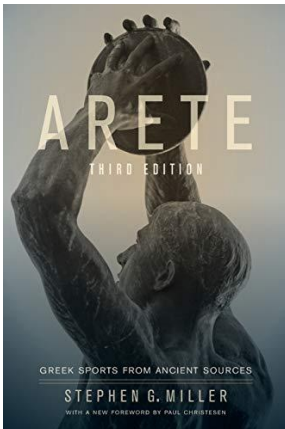
- Understand relationships between individuals and communities;
- Understand theories or explanations of human behavior used to describe social phenomena;
- Examine the development of individuals' beliefs, behaviors, and assumptions and how these affect individuals and communities;
- Apply one disciplinary method to understand human behavior or explain social phenomena;
- Access and analyze materials related to individuals, communities or social phenomena; and
- Compare and contrast similar social phenomena across individuals or communities.

In addition, this course has specific learning goals of its own. Students can expect to:

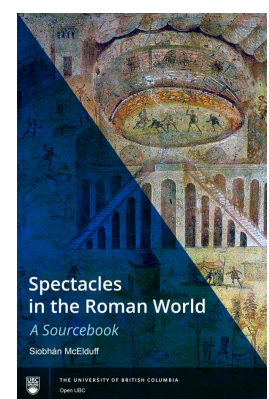
- Put ancient sporting practices in their historical and sociocultural context;
- Evaluate, analyze, and explain different kinds of evidence for ancient sport and spectacle;
- Understand how ancient sports relate to modern sports; and
- Reflect on how their own participation in modern sporting culture ties into broader social processes and civic engagement.

## Course Materials

This course has been redesigned with support from the [Textbook Affordability Project](#) at [Temple University Libraries](#). To keep your course materials costs to a minimum, this course uses ebooks available at no cost to you through Temple University Libraries, rather than traditional textbooks. The following table shows the two ebooks that we will be using the most during the semester:

 <p>BLACKWELL COMPANIONS TO THE ANCIENT WORLD</p> <p>A COMPANION TO SPORT AND SPECTACLE IN GREEK AND ROMAN ANTIQUITY EDITED BY PAUL CHRISTESEN AND DONALD G. KYLE</p> <p>WILEY-BLACKWELL</p>	<ul style="list-style-type: none"> <li>● P. Christesen &amp; D. G. Kyle (eds.), <i>A Companion to Sport and Spectacle in Greek and Roman Antiquity</i> (2014). <ul style="list-style-type: none"> <li>○ ISBN: 9781444339529</li> <li>○ Print edition at the <a href="#">Temple Bookstore</a> <ul style="list-style-type: none"> <li>■ Cost: \$104.40 (rent used)–\$231.95 (buy new)</li> </ul> </li> <li>○ <a href="#">Ebook</a> (unlimited users) via Temple Libraries <ul style="list-style-type: none"> <li>■ Cost: free to you!</li> </ul> </li> </ul> </li> </ul>
 <p>ARETE THIRD EDITION</p> <p>GREEK SPORTS FROM ANCIENT SOURCES STEPHEN G. MILLER WITH A NEW FOREWORD BY PAUL CHRISTESEN</p>	<ul style="list-style-type: none"> <li>● Stephen G. Miller, <i>Arete: Greek Sports from Ancient Sources</i>, third edition (2012). <ul style="list-style-type: none"> <li>○ ISBN: 9780520274334</li> <li>○ Print edition at the <a href="#">Temple Bookstore</a> <ul style="list-style-type: none"> <li>■ Cost: \$15.00 (rent used)–\$29.95 (buy new)</li> </ul> </li> <li>○ <a href="#">Ebook</a> (unlimited users) via Temple Libraries <ul style="list-style-type: none"> <li>■ Cost: free to you!</li> </ul> </li> </ul> </li> </ul>

In addition to the ebooks above, this course also uses Open Educational Resources (OER). These are high-quality, openly licensed educational materials available at no cost to you. The OER materials are licensed under a Creative Commons license which means you are free to use, reuse, modify, and share with attribution, for noncommercial purposes, and under the same license. We will be making extensive use of one OER in particular during the second half of the semester:

 <p>Spectacles in the Roman World A Sourcebook Siobhán McElduff</p> <p>THE UNIVERSITY OF BRITISH COLUMBIA OpenBC</p>	<ul style="list-style-type: none"> <li>● Siobhán McElduff, <i>Spectacles in the Roman World: A Sourcebook</i> (2020). <ul style="list-style-type: none"> <li>○ ISBN: 9780888654595</li> <li>○ <a href="#">Ebook</a> (unlimited users) via <a href="#">BCcampus</a> <ul style="list-style-type: none"> <li>■ Cost: free to everyone!</li> </ul> </li> </ul> </li> </ul>
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You can access these ebooks and OER through the Course Reserves tab on Canvas, or by using the direct links provided in individual assignments.

In addition to ebook access, students will need a supply of notebook paper to use for in-class activities and free-writes.

### **Instructional Methods**

The class will meet in person in Mazur Hall 008 unless otherwise announced ahead of time. Class time will be devoted to lecture, discussion, and small-group activities.

Homework will involve readings and viewings (two feature films plus short videos on YouTube or similar), open-book Canvas quizzes that can be taken multiple times for credit, collaborative annotation assignments, and three Canvas discussion boards.

### **Content Warning**

Since we will be studying the history, art, and literature of the ancient world, some of our readings and lectures will involve references to and/or images of sexuality, violence, and oppression. We will confront these challenging subjects as befits Owls, with dignity. Bear in mind that ancient Greeks and Romans had different ideas about the world that do not necessarily reflect the opinions of the professor or Temple University. We are studying cultures that are foreign to *all* of us.

### **Course Communication**

You can expect me to help you with course-related issues during my office hours and over email. I will do my best to reply to emails within 24 hours during the week and 48 hours on the weekend; if you do not receive a reply within that time frame, feel free to write to me again. You can also visit me during my regularly scheduled office hours or, if those times don't work for you, email me to make an appointment.

**Please make sure to use your temple.edu email** account for all class-related emails, as University policy does not permit me to reply to your non-university email address. Canvas messages are also fine.

### **Expectations**

As your professor, I have certain expectations of you that you should know up front. These are not frivolous personal preferences on my part; rather, I ask you to do these things because I want everyone to succeed and have a good time doing so.

**Read the syllabus.** Seriously, read it. Even the boring parts. There's useful information in here. And I might get salty if you ask me questions you should know the answers to.

**Check Canvas daily.** I will be posting your daily homework assignments on Canvas, with detailed instructions on what to do before each class meeting, where and how to submit each thing, and so on. Check the site frequently to make sure you're up to date.

**Come to class... and be present.** I aim for all my classes to provide a dynamic, interactive experience, and regular attendance is a major predictor of success. So come to class, prepared, whenever you are able. And let's all plan on putting our phones away while we're in class together; it's only for fifty minutes each time!

**Do the work.** This should probably go without saying, but you will learn more and have a way better time in class if you keep up with the homework assignments. You will also be doing your classmates and me a favor; I'm sure you all know how frustrating it is to do a group activity or try to hold a conversation with people who aren't prepared. Finally, cramming right before tests is less effective—particularly for long-term acquisition of skills and knowledge—than you might (want to) believe.

**Treat me and one another with respect.** The best learning happens when everyone in the classroom feels safe, supported, and respected. Please do not interrupt when your teacher or a fellow student is having their say; let everyone have a chance to volunteer; refrain from phone use and other distracted/distracting behavior in the classroom; and, above all, be respectful of one another's identities, feelings, and opinions. Students who do not follow this policy may be asked, politely, to leave.

**Talk to me.** Over the years, my colleagues and I have noticed that students who do well follow a simple recipe for success: they come to class, they study hard, and, most importantly, they ask for help right away when they don't understand something. Being confused about a difficult concept is no crime; it's part of learning. So don't be afraid to ask questions if something seems confusing, or you'd just like more explanation. You can also email me or come talk to office hours any time; that's what they're for!

As my students, you can expect certain things from us too. You can expect me to be enthusiastic about my work, to care about you and your learning, and to be available for assistance with course material during office hours and over email. You can also expect me to work with you if you're approved for disability accommodations through [Disability Resources and Services \(DRS\)](#).

For that matter, even if you are not officially registered for accommodations, I hope you will let me know about anything that is negatively impacting your learning. I may or may not be able to help resolve the difficulty, but I definitely can't if I don't know about it!

## **Greek and Roman Classics at Temple**

Ancient War Games is offered by the [Department of Greek and Roman Classics](#). The department offers a variety of other courses in translation on Ancient Greek and Roman history and culture, including several others that satisfy GenEd Requirements (e.g., The Art of Sacred Space, Greek Theater and Society, Race in the Ancient Mediterranean), and a range of courses in the Latin and Ancient Greek languages. We also have a thriving student-led Classics Club and host the Zeta Beta Chapter of [Eta Sigma Phi](#), the national Classical Studies honorary society. For more information on our course offerings and upcoming events, please visit our website, follow us on Instagram ([@temple.classics](#)), and join us in the (virtual) [Temple Classics Module](#) on Discord.

If you don't already, start hanging out in the Greek and Roman Classics module (just upstairs in Mazur Hall 321) to study, eat lunch, or just chat. It is the happiest place on earth, and you will make instant best friends.

## GRADING AND ASSESSMENT

### Grading Scale

A Range	B Range	C Range	D Range	F Range
A 94–100	B+ 87–89	C+ 77–79	D+ 67–69	F 0–59
	B 84–86	C 74–76	D 64–66	
A- 90–93	B- 80–83	C- 70–73	D- 60–63	

### Course Minimum Grade

Although D- is technically a passing grade, GenEd courses must be completed with a grade of C- or higher to satisfy a GenEd requirement. For more information, please see [General Education Policies and Requirements](#) as well as Temple University's overall policies on [Grades and Grading](#).

### Weighting Details

- Annotation: 15%
- Attendance: 10%
- Discussion boards (3): 15%
- Exams (midterm and final): 35%
- Quizzes (~weekly): 25%

### Assignment Descriptions

**Annotation.** Via the Perusall social annotation app, integrated with Canvas.

**Attendance.** Tracked via Qwickly and graded, but with a theoretically unlimited number of excused absences so long as you have good reasons (e.g., illness, religious observance) and communicate with me in a timely fashion.

**Discussions.** Three (planned) Canvas discussion boards, plus replies.

**Exams.** Midterm (Wed. 10/25) and final (Fri. 12/15), given in person in our classroom.

**Quizzes.** Weekly auto-graded quizzes on Canvas. These will be open-book and -note quizzes that you can retake multiple times until you get a grade you're happy with.

## **Policy on Late Work**

A student must contact me by email or Canvas message before any exam or discussion you expect to miss, unless the absence is due to a medical emergency and they are unable to write. The student may be asked to present appropriate documentation for their absence in order to take a make-up exam, which may be different from the one given in class.

Late work will receive, at most, half credit; if it is submitted more than two days late (without prior approval), no credit will be given.



## **MISCELLANEOUS POLICIES**

### **General Policies**

All [Temple University Academic Policies](#) will be upheld.

### **Statement on Academic Rights & Responsibilities**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on [Student and Faculty Academic Rights and Responsibilities](#) (Policy #03.70.02).

### **Academic Honesty**

According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the [University Code of Conduct](#).

The use of generative AI tools (such as Chat GPT, DALL-E, etc.) is not permitted in this class; therefore, any use of AI tools for work in this class (such as on quizzes, exams, and discussion board posts) may be considered a violation of Temple University's [Academic Honesty policy](#) and Student Conduct Code, since the work is not your own. Unauthorized use of generative AI will result in, at minimum, a failing grade on the assignment in question.

### **Disability Disclosure Statement**

Any student who has a need for accommodation based on the impact of a documented disability should contact [Disability Resources and Services](#) (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786 (TTY) or [drs@temple.edu](mailto:drs@temple.edu), to make arrangements. Students requesting accommodations should meet with the instructor as soon as possible after the start of classes to discuss their needs and to provide documentation from DRS. Accommodations are not retroactive.

Information regarding accessibility for additional technologies is provided below:

- [Canvas](#)
- [Zoom](#)
- [VoiceThread](#)
- [Perusall](#)

## Technology Requirements

This course requires the use of Canvas, including access to materials and assignment submission. Some videos posted via Canvas will require the use of speakers. The instructor may utilize web-conferencing tools to deliver synchronous material if necessary. In order to participate in any such synchronous sessions, you should have a computer, a webcam, headphones, and a microphone.

Students should check their Temple email and our Canvas page daily for updates.

All students are required to comply with [Temple University's Computer and Network Security Policies](#).

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi access, should submit a Student Technology Assistance Application located in TUPortal and linked from the [Dean of Students Support and Resources](#) webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. The [Affordable Connectivity Program](#) is available to purchase discounted internet services and devices for qualified individuals.

Note that there are [technology resources](#) available for students, including on-campus computer labs, laptop share, battery share, some software available for free download, and other specialty software that may be available for remote access through ITS.

## Technical Support

For a listing of technical support services available to Temple University students, see the [Tech Support page](#).

## Academic and Support Services

Temple University provides a variety of services to support you throughout your studies. Please take a moment to view these by visiting the [Academic Support Services page](#).

The following academic support services are available to students:

- [Student Success Center](#)
- [University Libraries](#)
- [Undergraduate Research Support](#)
- [Career Center](#)
- [Tuttleman Counseling Services](#)
- [Disability Resources and Services](#)

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the [Temple University Cherry Pantry](#) and the [Temple University Emergency Student Aid Program](#) are in operation as well as a variety of resources from the [Division of Student Affairs](#).

## **Continuity of Instruction in Event of Emergency**

Students are encouraged to register for the TUAAlert System to be made aware of University closures due to weather or other emergency situations and follow all additional university-wide emergency instructions. Students can register for this system on the [Campus Safety Services website](#). Students registered for the class will be alerted to any alternate testing procedures and submission of assignment requirements from the instructor via email. Please note that online classes are generally not affected by campus closures.

## **Attendance and Your Health**

To achieve course learning goals, students must attend and participate in classes according to their instructors' requirements. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to COVID-19 or tested positive for it, you should not come to campus or attend in-person classes or activities.

Please visit [this webpage](#) for up-to-date information on the University's policies regarding various aspects of the COVID-19 pandemic, such as masking, vaccination, and quarantine and isolation protocols.

It is your responsibility to contact me to create a plan for participation and engagement in the course as soon as you are able and to make a plan to complete all assignments in a timely fashion when illness delays their completion.

Bottom line: Don't come to class if you are unwell! Get in touch with me and I will work with you to make sure you don't fall behind.

## **Privacy and Recording**

Except in cases of an approved accommodation from the Office of Disability Resources (DRS), no recordings may be made of my lectures or of your fellow students. As with other class rules, these were instituted to keep the course enjoyable and fair to all.

Please see the links below to learn about the privacy policies for each of the following:

- [Temple University](#)
- [Canvas Instructure](#)
- [Zoom](#)
- [Perusall](#)

## COURSE SCHEDULE

### A Few Important Dates

Labor Day, no class	Mon. Sep. 4
Last day to add/drop a course	Mon. Sep. 11
<a href="#">CLA Beyond the Classroom Fest</a>	Wed. Oct. 11, 12–4 p.m.
Fall Wellness Day, no class	Fri. Oct. 13
Midterm exam	Fri. Oct. 25
Fall Break, no classes	Mon. Nov. 20–Fri. Nov. 24
Last day to withdraw from a course	Mon. Dec. 11
Study Day	Tue. Dec. 12
Final exam	Fri. Dec. 15, 8–10 a.m.

### Tentative Schedule of Topics

<b>Week 1</b>	<b>Bronze Age Sport</b>
<b>M 8/28</b>	First day of class; Sport and Sport History
<b>W 8/30</b>	Sport in Ancient Egypt and the Near East
<b>F 9/1</b>	Sport in the Aegean Bronze Age

<b>Week 2</b>	<b>Archaic Greek Sport</b>
<b>M 9/4</b>	Labor Day, no class
<b>W 9/6</b>	The “Dark Age” and Homeric Epic
<b>F 9/8</b>	Funeral Games for Patroclus (Homer, <i>Iliad</i> )

<b>Week 3</b>	<b>Archaic Greek Sport, cont.</b>
<b>M 9/11</b>	Odysseus among the Phaeacians (Homer, <i>Odyssey</i> )
<b>W 9/13</b>	The Rise of Athletic Festivals
<b>F 9/15</b>	Physical Education

<b>Week 4</b>	<b>Classical Greek Sport</b>
<b>M 9/18</b>	Gymnasium Culture
<b>W 9/20</b>	Organizing the Ancient Olympics
<b>F 9/22</b>	Experiencing the Ancient Olympics

<b>Week 5</b>	<b>Classical Greek Sport, cont.</b>
<b>M 9/25</b>	The <i>Periodos</i> : Delphi and the Pythian Games
<b>W 9/27</b>	The <i>Periodos</i> : The Isthmian and Nemean Games
<b>F 9/29</b>	Events: Track and Field

<b>Week 6</b>	<b>Classical Greek Sport, cont.</b>
<b>M 10/2</b>	Events: Combat and Equestrian
<b>W 10/4</b>	Refounding the Olympic Festival
<b>F 10/6</b>	Civic Athletics: Athens and the Panathenaea

<b>Week 7</b>	<b>Classical Greek Sport, cont.</b>
<b>M 10/9</b>	Civic Athletics: Sparta
<b>W 10/11</b>	Kyniska and Other Ladies in Greek Sport
<b>F 10/13</b>	Fall Wellness Day, no class

<b>Week 8</b>	<b>Classical Greek Sport, cont.</b>
<b>M 10/16</b>	Commemorating Athletic Victory
<b>W 10/18</b>	Celebrities and Heroes
<b>F 10/20</b>	Amateurs vs Professionals

<b>Week 9</b>	<b>Macedon, Alexander, and the Etruscans</b>
<b>M 10/23</b>	Macedon and Alexander
<b>W 10/25</b>	Midterm exam
<b>F 10/27</b>	Etruscan Sport

<b>Week 10</b>	<b>Roman Sport and Spectacle</b>
<b>M 10/30</b>	The Roman Games: <i>Ludi</i> and <i>Munera</i>
<b>W 11/1</b>	Overview: Sport in the Roman Republic
<b>F 11/3</b>	Overview: Sport in the Roman Empire

<b>Week 11</b>	<b>Roman Sport and Spectacle, cont.</b>
<b>M 11/6</b>	Venues: Circuses
<b>W 11/8</b>	Chariot Racing
<b>F 11/10</b>	Venues: Amphitheaters

<b>Week 12</b>	<b>Roman Sport and Spectacle, cont.</b>
<b>M 11/13</b>	Morning: Animal Shows
<b>W 11/15</b>	Midday: Public Executions
<b>F 11/17</b>	Afternoon: Gladiator Fights

<b>Week 13</b>	<b>Fall break, no classes</b>
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<b>Week 14</b>	<b>Roman Sport and Spectacle, cont.</b>
<b>M 11/27</b>	Gladiatorial Training
<b>W 11/29</b>	Spartacus and Maximus
<b>F 12/1</b>	Women in/and the Arena

<b>Week 15</b>	<b>Roman Sport and Spectacle, cont.</b>
<b>M 12/4</b>	The Crowd at the Games
<b>W 12/6</b>	Violence and Riots
<b>F 12/8</b>	Christians and the Games

<b>Week 16</b>	<b>Roman Sport and Spectacle, cont.</b>
<b>M 12/11</b>	Last day of class; Greek Athletics in/and Rome
<b>F 12/15</b>	Final exam, 8–10 a.m.