 COURSE DESCRIPTION AND GOALS

What is leadership and can it be learned? Modern leadership theory appears in management books and airport bookstores. But in the Ancient World, most thinkers believed that leadership was ‘learned’ by contemplating the examples (and counterexamples) offered in myth, literature and history. Texts from epic through philosophy, then, were performed, written and consumed for the explicit purpose of exemplification. How does understanding this intended function of ancient literature alter the way we read it? Do ancient models of leadership ‘training’ still have something to offer the modern world?

This course introduces students to some of the major approaches to leadership in the Ancient World by surveying the progression of ideology and exemplification from the earliest examples of political debate in Homer to the more specific moralizing texts of biographers like Plutarch. Students will examine issues of leadership in Greek texts especially (including epic, tragedy, historiography, biography and philosophy) and participate in a dynamic interrogation of the values communicated by these traditions and the effectiveness of their presentations.

By the end of the course students will be able to (1) articulate different theories about leadership, ancient and modern; (2) explain the difference(s) between ancient and modern approaches to ‘leadership training’; (3) describe the advantages and disadvantages of using ancient texts for investigating issues of leadership; (4) summarize personal views on leadership impacted by reading ancient texts; and (5) use new media and other forms of writing effectively to present the results of their investigations.

[N.B. This course has been designed collaboratively and is offered in conjunction with the Synoikisis Leadership Group: http://scalar.usc.edu/works/sunoikisis-ancient-leadership/index]

ASSESSMENT, PROCEDURES AND POLICIES

GRADING

Attendance and Weekly Assignments (20%); Four Short Written Assignments (10% Each); Take Home Midterm (15%) and Final Project (25%). Assignments, rubrics, and extra reading will be made available online and announced via campus email. Emergency class cancellations will be communicated in the same fashion.

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

ATTENDANCE AND WEEKLY ASSIGNMENTS
Each student is expected to attend every class. Students are expected to come to class with detailed notes on the readings and three interpretive questions typed and available to circulate to the class. **Success in a four-credit hour class is contingent upon an average of three-hours of homework (reading, writing, thinking) for each hour of scheduled class time.**

**SHORT WRITTEN ASSIGNMENTS**

All written assignments will be graded on rubrics that will be distributed along with the official assignment prompt. Students will be assigned three short (3-5 page) written assignments during the course of the semester which include (1) an abstract of a scholarly article; (2) an interpretive essay discussing leadership problems in a course text; (3) an interpretive essay discussing a leadership problem in a non-course text; and (4) a letter to a public leader. Written assignments will be graded for their technical (college-level writing) and topical (subject and course-relevant) qualities.

**TAKE-HOME MIDTERM**

Students will have one week to complete a take-home essay exam. The exam will consist of multiple questions in two categories (text-based and general). Exams will be typed and of quality commensurate with college-level writing.

**FINAL PROJECT**

The final project will be a team-based collaborative class project that will focus on the use of new media and research projects to present classics-oriented leadership material to a wider audience. The project will be ongoing during the second-half of the semester. Students will be graded on their portion of the project and a final personal essay describing both the positive and negative aspects of their experience.

**ACADEMIC INTEGRITY**

You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides.

*If you are at all unsure about issues of academic integrity or about course expectations, please contact me at any time.*

**ASSIGNED TEXTS**

- *Stanley Lombardo*  
  *Homer’s Iliad*  
  *Hackett*  

- *Stanley Lombardo*  
  *Homer’s Odyssey*  
  *Hackett*  

- *R. B. Strassler*  
  *The Landmark Herodotus: The Histories*  
  978-1400031146

- *Ian Scott-Kilvert*  
  *The Rise and Fall of Athens: Nine Greek Lives*  
  978-0140441024
# LEADERSHIP IN THE ANCIENT WORLD (CLA171A)

**Fall 2016**

Office Hours: MWR 1-2 or by appointment

Mandel 214

jchristensen@brandeis.edu

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**Alan Sommerstein**  
*Aristophanes’ Lysistrata and Other Plays* ISBN 978-0140448146

**Woodruff and Meineck**  

**W. S. Merwin**  
*Euripides’ Iphigenia at Aulis* ISBN 978-0195077094

**Norman Sandridge**  

**N.B.** Additional course readings will be provided weekly

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**SCHEDULE** *(N.B. This is a provisional schedule; assigned readings may change during the term)*

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<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td><strong>Reading for Class</strong></td>
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<tr>
<td><em>Iliad</em> 1, 2</td>
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<tr>
<td>Dean Hammer, “Who Shall Readily Obey” <em>CJ</em></td>
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<td>Elton Barker, “Institutionalizing Dissent in the <em>Iliad,“</em> <em>PCPS</em></td>
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<tr>
<td>Selections: Hesiod’s <em>Theogony</em></td>
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<td>Selections: Hesiod’s <em>Works and Days</em></td>
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<td><em>Iliad</em> 9, 18, 19, 23</td>
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<td>Hans Van Wees, “Leaders of Men”</td>
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<td>Bruce Heiden, “The Common Man in Homer”</td>
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<th>Week 3</th>
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<tr>
<td><strong>Writing Assignment 1 DUE</strong></td>
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<tr>
<td><em>Odyssey</em> 1, 9-12</td>
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<tr>
<td>Selections from Jonathan Shay, <em>Odysseus in America</em></td>
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<tr>
<td><em>Odyssey</em> 22-24</td>
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<td>W.B. Stanford, “The End of the <em>Odyssey</em> An Ethical Approach,” <em>Hermathena</em></td>
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<td>Selections from Plato, <em>Hippias Minor</em></td>
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<td><strong>Writing Assignment 2 DUE</strong></td>
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<tr>
<td>Sophocles, <em>Oedipus Rex</em></td>
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<td>Froma Zeitlin, “A City Called Thebes”</td>
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<td>Martha Nussbaum on Tragedy</td>
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<td>Selections from Aristotle’s <em>Poetics</em></td>
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<th>Week 6</th>
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<td><em>Euripides, Iphigenia at Aulis</em></td>
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LEADERSHIP IN THE ANCIENT WORLD (CLA171A)  
Christensen  
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Selections from

Week 7  
**Take-Home Exam Distributed**
Herodotus, book 1
Selections from Greek Lyric: Solon and Archilochus
Selections from Plutarch’s *Life of Solon*

Week 8  
**Project Outlines DUE**
Herodotus, books 7 and 9
Plutarch’s *Life of Themistokles*
Michael Kochin, “Democratic Leadership between Inside and Outside: Meditations on Herodotus and Thucydides”

Week 9  
**Writing Assignment 3 DUE**
Thucydides, books 1-2
Plutarch’s, *Life of Perikles*
Malcolm Heath, “Thucydides’ Political Judgment”

Week 10  
Thucydides, Sicilian Expedition
Melian and Mytilenean Episodes
Plutarch’s *Life of Alcibiades*

Week 11  
**Writing Assignment 4**
Female Leadership in the Ancient World
Aristophanes, *Lysistrata*
Selections from Plutarch’s *On the Virtues of Women*
Vergil, *Aeneid* book 4
Sian Lewis, “Women and Tyranny”

Week 12  
Plato, *Apology*
Xenophon, *Apology*
Selections from Plato’s *Phaedo*
William Deresiewicz, “Solitude and Leadership.”
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Selections from Norman Sandridge’s *Loving Humanity*...  

Week 13  
Selections from Xenophon’s *Cyropaedia* (Education of Cyrus)  
Selections from Norman Sandridge’s *Loving Humanity*...  
Selections from Plutarch’s *Life of Alexander*