



**CLAS 2220. Great Works of Ancient Literature I: Greece**

<http://myweb.ecu.edu/stevensj/>

Prof. John Stevens  
Classical Studies, Dept. Foreign Languages & Literatures  
Fall 2016 Office Hours: TTh 2-3, W 10-1 and by apt.

Ragsdale 133  
stevensj@ecu.edu  
(252) 328-6056

**Foundations Goals:**

Goal 1. Subject Knowledge in the Discipline (Classics). To develop a knowledge and understanding of Greek Literature from different genres (history, drama, philosophy, lyric and epic poetry, novel)

Goal 2. Research Methodology. To acquire the analytical skills necessary to interpret a work of classical literature as an organic whole and situate it in its cultural context, i.e., understand how literature reveals the problems and ideals of Greek civilization, and to develop a beginner's understanding of how texts interact with earlier models (intertextuality).

Goal 3. Contribution to General Knowledge. To become familiar with the main events and literary culture of Greece (VIBC-III BC) that are relevant for application to the modern world.

**Writing Intensive (WI)**

CLAS 2220 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. With committee approval, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at: <http://www.ecu.edu/writing/wac/>. WI goals:

- Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources;
- Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multi-modal components) of their major disciplines and/or career fields;
- Demonstrate an understanding that writing as a process made more effective through drafts and revision;
- Produce writing that is proofread and edited to avoid grammatical and mechanical errors;
- Assess and explain the major choices made in the writing process.

Students are responsible for uploading the following to iWebfolio, via My Apps/Student Portfolio in Pirate Port (<http://pirateport.ecu.edu>).

- 1) A final draft of a major writing project from the WI course,
- 2) A description of the assignment for which the project was written, and
- 3) A writing self-analysis document (a component of our QEP). The questions to be answered in this self-analysis document are included within the University Writing Portfolio.

Online and face to face tutoring are available at the University Writing Center.

<http://www.ecu.edu/writing/writingcenter/>

## Textbooks:

- Hesiod: *Theogony, Works and Days, Shield* (tr. Athanassakis) 9780801879845 (Johns Hopkins 2004<sup>2</sup>)
- Lattimore, Richmond (trans.), *Greek Lyrics* 9780226469447 (U. Chicago 1960<sup>2</sup>)
- Aeschylus *Tragedies Vol 1: The Persians, The Seven Against Thebes, The Suppliant Maidens, Prometheus Bound*, (trans. David Grene et al.) ISBN: 9780226311449 (U. Chicago 2013)
- Thucydides, *History of the Peloponnesian War* (trans. Warner) 9780140440393 (Penguin 1954)
- Four Plays by Aristophanes (tr. Arrowsmith) 9780452007178 (Meridian 1984)
- Plato, *Great Dialogues* 9780451530851 (Penguin 2008)
- Xenophon, *The Education of Cyrus* 9780801487507 (tr. Ambler, Cornell UP 2001)
- Apollonius, *Argonautica: Voyage of the Argo* (trans. Rieu) 9780140440850 (Penguin 1959<sup>2</sup>)

## Links:

- Concise History of Ancient Greece: <http://www.ancient-greece.org/history/classical.html>
- Timeline: <http://www.ancient-greece.org/resources/timeline.html>
- Map of Persian Wars (Marathon 490; Thermopylae-Salamis-Plataea 480-79): <http://goo.gl/F4mHz3>
- Map of the Peloponnesian War (431-21; 415-404): <http://goo.gl/2BbNV2>
- Thucydides Outline (M. Katz): [http://mkatz.web.wesleyan.edu/thucydides\\_lecture/contents.htm](http://mkatz.web.wesleyan.edu/thucydides_lecture/contents.htm)

## Grading:

Reading quizzes and Class Participation	20%	Scale:
Four 3-page syntheses	40%	A 93-100, A- 90-92
5-page draft final paper	10%	B+ 87-89, B 83-86, B- 80-82
Peer comment on 5-page draft paper	10%	C+ 77-79, C 73-76, C- 70-72
Final 7-8 page paper	20%	D+ 67-69, D 63-66, D- 60-62, F 0-59

20% of the course grade will be based on attendance, doing the assigned reading, and contributions to class discussion. There will be a reading quiz each week on a random day at which you will be asked 3 simple factual questions about the day's assignment. The class discussion grade will be based on how evident it is from your engagement with your fellow students to advance the discussion that you have read the work closely. Alternating with reading quizzes, you may be asked to write down the most important question raised by the reading that day.

You will have four short writing assignments in which you will **summarize the reading and class discussion** and signal how you would **advance the argument** beyond what was said in class in no more than three pages. Use the first two pages to turn your notes into an analytical presentation of the important things you would want someone to know about the reading and the class discussion. Then use the third page to indicate something additional you detect in the text that would contribute new knowledge. Grammar and persuasiveness will be an important part of the grade. **Do not use the internet or outside sources. Work closely with the text and react to what was said in class. Thus attendance is also absolutely necessary to write these syntheses.**

- Sample Synthesis: <http://myweb.ecu.edu/stevensj/CLAS2220/samplesynthesis.pdf>

The final paper, due the last day of class, will be written in stages. The topic must be a close reading of a work read in class, with the goal of explaining the cultural purpose of the text. You should select a passage that you are prepared to explicate as a window into understanding the most important themes of the text (or roughly a passage that, if properly unpacked, would help a reader critically understand the author's entire approach to an important cultural question). First, a 5-page draft will be due November 17. Two copies, one for me, one for a peer-reader. Your peer feedback of a neighbor's work is due November 22. Two copies, one for me, one for the author. Peer feedback should follow the grading rubric:

- Rubric for papers: <http://myweb.ecu.edu/stevensj/CLAS2220/rubric.pdf>

A final expanded paper of 7-8 pages is due December 1. I will be available to meet with you to discuss your papers during the final exam period December 7.

Writing: Do not use general introductions. Get right into the argument. Do not praise or blame the author. Do not give personal reactions to the text or say how you feel or what you think. Never use "I" (1st person verbs). This is an argument paper that must use evidence from the text, which takes the place of opinion. That is, a paper is an interpretation based on passages in the text; in a good paper, your voice will disappear, and the text will seem to reveal itself. Use commas to set off dependent clauses (when, if, where etc.), to separate items in a series, and set off "appositives" (Cicero, the orator,...). Cite the work by book and line or paragraph number where possible (e.g., *Peloponnesian War* IV.94). Footnotes are optional if in-text citations are properly handled. *Italicize* the titles of works. Quote short relevant words or lines to make your argument grow organically from the original text. Indent (but avoid) quotations of longer than 2 lines. Use clear simple sentences and a style that suggests respect, as if the reader were a member of the Supreme Court with a low threshold for slang, contractions and cuteness. Use "there, their, they're" correctly ("in that place," "belonging to them" and "they are" respectively). Watch verb agreements with plural "of" expressions (genitives) and singular heads: the sum of all fears "is" (because "sum" is singular); vs. the ages of man "are" (because "ages" = plural). Use apostrophes correctly to show possession or contractions (Bob's; its) and (it's = it is).

Please treat this class as a time to put away your cell phones and laptops. This is a time for books and discussion. If you are on your phone or computer, I can only assume you have no imagination or self-control (two things we study in this course). If you are having a crisis that requires you to check them, please tell me.

Late submission of work and make-up for missed assignments may be allowed with an excuse I find acceptable (e.g., medical, personal and family crises). For information about severe weather and university closings, see <http://www.ecu.edu/alert/>. East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY). Academic integrity is expected of every East Carolina student. Cheating, plagiarism (claiming the work of another as your own, including not just copied text, but even ideas rephrased in your own voice from online sources, books, and articles without attribution), and falsification will be considered a violation of Academic Integrity (<http://goo.gl/l6QsdU>). The idea of Plagiarism goes beyond copying, cheating and forging. It starts with where you got your ideas: if from reading the ancient author, taking lecture notes, and personal reflection, you are on safe ground; if from reading the Introduction or Wikipedia or, gulp, SparkNotes, you are in a mine-field. You would have to footnote any of those to use their ideas, and do you have any idea how humiliating it is to footnote Wikipedia or SparkNotes or the Introduction? And how are you going to get those wrong ideas out of your head once you put them in? or not use them as the starting point of further thought? So write YOUR OWN IDEAS based on the text. Stay offline and go right past the intro to the text itself.

#### Assignments:

- 8/23 Introduction
- 8/25 Hesiod (750-650BC), *Theogony*
- 8/30 Hesiod, *Works and Days*
- 9/1 Greek Lyric Poetry. Archilochus 1-6 (pp.1-2); Semonides 1 (pp. 8-11); Solon 2-4 (pp. 20-22); Sappho 1-4 (pp.38-41); Alcaeus 1-5 (pp.42-44); Pindar 12-15 (pp.62-63); **1st synthesis due on Works and Days**
- 9/6 Aeschylus, *Persians* (472BC)
- 9/8 Aeschylus, *Seven Against Thebes* (467BC)
- 9/13 Aeschylus, *Prometheus Bound* (456BC). **2nd synthesis due on Seven Against Thebes**
- 9/15 Thucydides, *Peloponnesian War* 1, esp. ¶1-23, 68-86 (events down to 432 BC)
- 9/20 Thucydides, *Peloponnesian War* 2, esp. ¶35-65 (431-29 BC)
- 9/22 Thucydides, *Peloponnesian War, Selected Speeches*: 3.37-41 (427 BC); 5.85-116; 6.9-27, 53, 89-92 (416-15 BC). **3rd synthesis due on Pericles' Funeral Oration (2.34-46)**
- 9/27 Aristophanes' *Clouds* (1st performed 423 BC; revised 416 BC)

- 9/29 Aristophanes, *Birds* (414 BC) **4th synthesis due on Aristophanes' *Clouds***
- 10/4 Plato, *Symposium* (c. 385-80 BC). Fictional time set in 416 BC.
- 10/6 Plato, *Apology* (c. 390 BC). Fictional time set in 399 BC.
- 10/11 **No Class. Fall Break.**
- 10/13 Plato, *Republic* book 1 (c. 380 BC) Fictional setting at the home of Polemarchus, son of Cephalus, a shield-maker invited to Athens by Pericles, whose sons, Lysias and Polemarchus, would go on to profit from the Peloponnesian War by the sale of arms. Fictional time impossible, but late Peloponnesian War.
- 10/18 Plato, *Republic* 2-3 **Make-up synthesis option on *Republic* 1.**
- 10/20 Plato, *Republic* 4-5
- 10/25 Plato, *Republic* 6-7
- 10/27 Plato, *Republic* 8-9
- 11/1 Plato, *Republic* 10
- 11/3 Xenophon, *Education of Cyrus* (*Cyropaedia*, about Cyrus the Great 580-530 BC, reacting to Plato's *Republic*, and thus written sometime in the 370s BC), Books 1-2
- 11/8 Xenophon, *Education of Cyrus*, Books 3-4
- 11/10 Xenophon, *Education of Cyrus*, Books 5-6
- 11/15 Xenophon, *Education of Cyrus*, Books 7-8
- 11/17 Apollonius, *Argonautica* (c. 265 BC) Bk. 1. Apollonius was from Alexandria Egypt, now under Ptolemaic (Greek) rule after the conquest of Alexander the Great. I think it is also a reaction to Plato's *Republic*. **5-page draft due. Peer papers exchanged (attendance mandatory)**
- 11/22 Apollonius, *Argonautica* Bk. 2. **Peer feedback due.**
- 11/24 **Thanksgiving break**
- 11/29 Apollonius, *Argonautica* Bk. 3
- 12/1 Apollonius, *Argonautica* Bk. 4. **Final 7-8 page paper due.**
- 12/8 11-1:30pm paper review conferences