



**CLAS 2230: Great Works of Ancient Lit. II: Rome**

<http://personal.ecu.edu/stevensj/clas2230/2015Syllabus.pdf>

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Office Hours: WF 2:30-4, M 1-3 and by appt.

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**Foundations Goals:**

**Goal 1. Subject Knowledge in the Discipline (Classics).** To develop a knowledge and understanding of Roman Literature from different genres (history, comedy, philosophy, lyric and epic poetry, satire, tragedy)

**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 historical background, i.e., understand how literature reveals the problems and ideals of Roman 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 Rome (IIBC-IIAD) that are relevant for comparison to the modern world.

**Writing Intensive (WI)**

CLAS 2230 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 Course 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;
- Understand 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;
- Ability to assess and explain the major choices made in the writing process.
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Students are responsible for uploading the following to iWebfolio (via Courses/Student Portfolio in [OneStop](#)):

- 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.

**Textbooks:**

- Livy, *Early History of Rome*, tr. de Sélincourt (Penguin 2002)
- Petronius, *Satyricon* tr. Arrowsmith (Meridian 1983)
- Ovid, *Metamorphoses*, tr. S. Lombardo / WR Johnson (Hackett 2010)
- Vergil, *The Aeneid*, Tr. Allen Mandelbaum (Bantam)

## Online Texts:

- Livy Book 21
- Cicero "Dream of Scipio"
- Catullus
- Horace
- Seneca's Thyestes

## Grading:

Reading quizzes and Class Participation	20%	Scale:
Two 3-page syntheses, in two drafts each	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 your grade will be based on attendance, doing the assigned reading, and your contributions to class discussion. To assure that you are present and have done the assigned readings, 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 the creativity and consistent quality of your participation, including how evident it is from your answers that you have read the work closely, and how well you engage with your fellow students to advance the discussion.

You will have two 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. That is, you will organize what has been read and said into a consistent argument, and then (briefly!) suggest room for taking the discussion a step further. 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)**

The final paper, due during the assigned final exam period, will be written in stages. The topic must be a close reading of a work read in class, with the goal of explaining how all the elements of whatever passage or passages you select function as an integral whole. 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 April 10. Two copies, one for me, one for a peer-reader. Your peer feedback of a neighbor's work is due April 17. Two copies, one for me, one for the author. Peer feedback should include all the usual elements of commentary: grammar, usage, advice for style, suggestions for clarification, cutting and expansion. A final expanded paper of 7-8 pages is due May 1. I will be available to meet with you to discuss your papers during the final exam period May 8.

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 using information from the internet and or books and articles without attribution), falsification, or attempting any other act that would constitute an academic integrity violation will be considered a violation of the ECU Honor Code.

## Assignments:

- 1/13 Introduction
- 1/15 Livy Book 1.1-21 (pp.33-56). Drop deadline Friday 17th
- 1/20 [Livy Book 21 online](#)
- 1/22 [Cicero's "Dream of Scipio"](#) (conclusion to his *Republic*, Bk VI) online
- 1/27 [Catullus poems 1, 3, 13, 16, 32, 49, 51, 85, 93, 101](#)
- 1/29 [Catullus 64](#)
- 2/3 **1st synthesis due on Catullus 64.** Horace, [Epodes 7, 16](#); [Odes Bk 2.7, 2.13](#)
- 2/5 Horace [Odes Bk 3.1-3](#)
- 2/10 Vergil, *Aeneid*, Bk 1 lines 1-220
- 2/12 **Revision of 1st synthesis due.** Bk 1 rest
- 2/17 Vergil, *Aeneid*, Bk 2
- 2/19 Vergil, *Aeneid*, Bk 4
- 2/24 **2nd synthesis due on Aeneid Book 4.** Vergil, *Aeneid*, Bk 6
- 2/26 Vergil, *Aeneid*, Bk 7-8
- 3/3 Vergil, *Aeneid*, Bk 10
- 3/5 **Revision of 2nd synthesis due.** Vergil, *Aeneid*, Bk 12. Last day to withdraw without grade
- 3/8-3/15 Spring Break, no class
- 3/17 Ovid *Metamorphoses* read Johnson's Introduction, Bk.1 lines 1-469. Advising week
- 3/19 Ovid *Metamorphoses* Bk 1 Apollo and Daphne, Io, Bk. 2 Phaethon and Phoebus. Pre-registration begins Monday
- 3/24 Ovid *Metamorphoses* Bk.3
- 3/26 Ovid *Metamorphoses* Bk.6 lines 1-780
- 3/31 Ovid *Metamorphoses* Bk. 8 lines 184-625, Bk 9 lines 95-304
- 4/2 Ovid *Metamorphoses* Bk. 10 Orpheus and Eurydice, Bk 11 lines 1-220, Bk 13 lines 889-end
- 4/7 Ovid *Metamorphoses* Ovid *Metamorphoses*, Bk 14 lines 194-368, Bk. 15 all
- 4/9 **5-page draft of final paper due.** Petronius' *Satyricon* 1st third
- 4/14 Petronius' *Satyricon* middle third
- 4/16 **Peer feedback of neighbor's paper due.** Petronius' *Satyricon* finish
- 4/21 [Seneca's Atreus online](#) first half
- 4/23 [Seneca's Atreus online](#) finish
- 4/28 Good Friday make-up day, attend Friday classes. No Class.
- 5/1 **Final 7-8 page paper due.**