

## CLAS 4000. Seminar in the Classics: The Ancient City



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

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Hours: TTh 8:30-9:30, 1:45-3:15, and <https://ecu.webex.com/meet/stevensj>

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This is a face to face course with synchronous videoconference via WebEx in Canvas, available to online students and campus students with an accepted excuse for not attending in person. In the event of campus closure due to an emergency, it will switch to all synchronous videoconference.

### Course Objectives:

- Analyze the ancient city through a variety of interpretive lenses from the humanities, including its literary, religious and philosophical aspects.
- Locate, organize, and evaluate information to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources
- Apply evidence from material culture to the study of ancient civilizations, including art, architecture, urban design, and archeology.

### Writing Intensive (WI)

CLAS 4000 is a writing intensive course in the Writing Across the Curriculum program at East Carolina University. This course will focus on the development of writing skills. Upon completion of the course students will:

1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.
2. 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 multimodal components) of their major disciplines and/or career fields.
3. Demonstrate that they understand writing as a process that can be made more effective through drafting revision.
4. Proofread and edit their own writing, avoiding grammatical and mechanical errors.
5. Assess and explain the major choices that they make in their writing.

This course contributes to the four-course WI requirement for students at ECU. Additional information is available at the following site: <https://writing.ecu.edu/>.

### University Writing Portfolio Requirement (WI 5)

- Students in all writing intensive courses are required to submit at least one completed written project to their University Writing Portfolio. In this course, students will submit assignments using the Portfolium tool. The university uses these writing samples to assess the writing program and to make improvements where necessary. To report problems with Portfolium, contact ITCS: <https://go.ecu.edu/Portfolium>.

- By default, assignments that you submit to your University Writing Portfolio become part of your personal Portfolium website (<https://ecu.portfolium.com>), which you may use or not as you please. Be aware that you are in control of the privacy settings of your Portfolium site and should review the settings to ensure your privacy settings are set to your preference. Making items on your personal Portfolium site public or private does not impact your grade in your writing intensive courses. Your Portfolium account remains yours after you leave ECU.

### Grading. CLAS 4000:

Class discussion	20%
Oral Presentation, 4 pp. write-up, and Map	20%
4-page paper due 2/20, revision due 2/29	20%
Journal (8 pp) due 3/26	20%
6-8 page final paper due 4/29	20%

Scale: A 92.5-100, A- 89.5-92.49, B+ 86.5-89.49, B 82.5-86.49, B- 79.5-82.49, C+ 76.5-79.49, C 72.5-76.49, C- 69.5-72.49, D+ 66.5-69.49, D 62.5-66.49, D- 59.5-62.49, F 0-59.49

### Description of Writing Assignments. General guidance (WI 3-4):

Proofread; use a spelling and grammar check (MSWord has automated tools for this); 12 pt font double-spaced; italicize titles and foreign words. If you must use the ideas of another source, footnote and carefully distinguish which ideas are yours and which are borrowed; ideally all writing in this seminar should come exclusively from your own ideas about the readings. Observe a formal academic tone & language and argue as if before a someone who has also read the text. Do not re-narrate plot. Your opening paragraph should efficiently anticipate your argument (no general flowery introductions). Do not re-trace the arc of your learning experience; cut to the persuasive argument. Do not praise, blame, or critique ancient texts. Assume they have an integral purpose. Use fact-filled arguments, cite passages from the text by work, book and line #, and analyze them closely. Edit your work before submission: read aloud to detect usage errors and breakdowns in sentence structure. In a 2nd draft, expect that 1/3 to 1/2 of the paper is the strong core, leaving space for promising threads.

**1. Presentation (WI 1,4).** The oral presentation should be 10-15 min. and will be graded on the following: 1. situating your topic in the history of your city (names, dates, places, events); 2. indicating its significance for our subject of the the ancient city, and issues like imperial iconography; 3. the clarity and quality of the materials you share with the class in a handout or powerpoint; 4. richness of content, citation of sources, and bonus points for use of ancient sources, esp. if you incorporate them into the presentation. After oral presentation, the write-up should be 4 pp. double spaced, including a copy of the handout or .pptx used in the oral report. It will be graded on style, grammar, selection of material to emphasize etc. Also due at this time is a **Map** of the cities discussed in this course.

**2. Short 4pp Paper (WI 1-4).** The purpose of this paper on the city in speech is to introduce the use of close reading and multiple modes of analysis. The ideal paper will comment on vocabulary, imagery, and allusion and intertextuality between authors and genres. The rough draft will be critiqued on the use of these techniques as well as the quality of the writing. The final grade will take into consideration how well you react to criticism and show your willingness to cut and rewrite in order to maximize the quality of the content in your paper.

**3. A journal (WI 1,4)** of class notes or your own diary of paper ideas / stubs (8pp). It should demonstrate what you have learned from close reading in class and to show that you recognize one or more of the skills of the classicist and classical modes of composition and narration in a close reading. Whether you choose to keep notes or write short essays or present ideas for further research, or do a creative project like a poem or website, it must include 8 pages of writing in complete sentences and paragraphs, carefully edited and presented in a coherent, grammatically correct form.

**4. Final paper (WI 1-4)** produced in stages. Students will present ideas for it in class (3/28) and get feedback from seminar participants. The rough draft of four pages (due 4/11) should set out a topic that has sufficient depth and promise to develop into a larger analysis. It will be graded for style, content, organization, and mechanics and returned to you. The final paper is due Monday, 4/29. You should anticipate that you will not be able to keep all four pages from the rough draft. You will be graded on the editing decisions you make about how to revise the rough draft, give it a new frame, and

expand upon promising elements. The starting point for any paper is a question or problem, not a topic. It should have important interpretive implications that the text can answer through close reading.

### Textbooks:

- All readings are in Canvas. No textbooks are required for purchase in this course.

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). If you must be absent for a university event, fall ill, must quarantine, or find yourself dealing with a personal crisis, please tell me in a timely fashion so we can make plans about how to prevent you from falling into academic difficulty.

### Syllabus:

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| Tues. 1/9  | Unit 1. Introduction; Intro on the Seven Wonders of the Ancient World. Video of Colossus of Rhodes: <a href="https://bit.ly/41IGEnC">https://bit.ly/41IGEnC</a>  |
| Thur. 1/11 | Readings on Atlantis from Plato's <i>Timaeus</i> and <i>Critias</i> , and Homer's City at War and City at Peace on the shield of Achilles, <i>Iliad</i> 18.  |
| Tues. 1/16 | Unit 2. Athenian Acropolis. Readings from Pausanias 1.23.7-1.24, 1.26.5-1.27.2,  |
| Thur. 1/18 | Pericles' 'Funeral Oration': Imperial iconography at Athens (and its criticism).   |
| Tues. 1/23 | Unit 3. Athenian Agora, Areopagus, Temple of Hephaestus ( <i>Theseion</i> ), Institutions of Government. Readings from Pausanias 1.15, Plutarch's <i>Life of Theseus</i> and Plato's <i>Euthyphro</i> , <i>Apology</i> , <i>Phaedo</i> , and <i>Republic</i> . Video tour: <a href="https://bit.ly/41P3Kc7">https://bit.ly/41P3Kc7</a>                                       |
| Thur. 1/25 | Student presentations. Suggested topics: Plutarch's Spartan Constitution, Egyptian Thebes, Reforms of Solon, Topography of Homer's Troy or Jerusalem.  |
| Tues. 1/30 | <b>4 pp. write-up of presentation and map due.</b> Unit 4. Piraeus. Readings about Athens' long walls from Pausanias 1.1.2-1.2.2, Thucydides and Plutarch. Video of Piraeus: <a href="https://bit.ly/3RNyhT0">https://bit.ly/3RNyhT0</a>   |
| Thur. 2/1  | Piraeus' urban grid and Hippodamus of Miletus, plans of Thurii and Rhodes. Readings from Aristophanes' <i>Birds</i> , Aristotle and Plato on Hippodamus.   |
| Tues. 2/6  | Unit 5. The City in Speech, Socrates' pastoral city, and the 'beautiful city'. Readings from Plato's <i>Republic</i> bks 1,2,8.  |
| Thur. 2/8  | Babylon as the virtuous city of Cyrus the Great, King of Persia, from Xenophon's <i>Cyropaedia</i> bks 1.1-3, 7.5-8.1. <b>Assignment: 4 page paper on the city in speech (Plato, Xenophon or both). Due 2/20.</b>  |
| Tues. 2/13 | Unit 6. The conquests and funeral of Alexander the Great. Readings from Plutarch's <i>Life of Alexander</i> , the <i>Alexander Romance</i> , Aelian and Diodorus Siculus.  |
| Thur. 2/15 | Alexandria founded upon the tomb of Alexander as the eternal city of the living and the dead and the (paradoxical) pastoral seat of empire. Readings from Plutarch and Wikipedia <i>On Isis and Osiris</i> .   |
| Tues. 2/20 | <b>4 page paper due.</b> Unit 7. Ptolemaic Alexandria: The Platonic City. Plan of Dinocrates of Rhodes, the Library, Lighthouse, the central 'plain' (Broadway), and curriculum. Readings from Smyth's Dictionary and Vitruvius on Dinocrates, Strabo's description of the city in <i>Geography</i> bk17, and Plato's curriculum of Kallipolis in <i>Republic</i> bks 7, 10. |
| Thur. 2/22 | Theocritus' <i>Idyll</i> 1 and Plato's <i>Timaeus</i> .  |

- Tues. 2/27 Unit 8. Syracuse. Hiero the tyrant, Sicilian Expedition, The philosopher king at Syracuse. Readings from Diogenes Laertius' *Life of Plato*, Plato's *Letter VII*. Video tour of Syracuse: <https://bit.ly/48DeDzT>
- Thur. 2/29 **Revisions of 4 page paper due. No class.** The city of science. Readings from Plutarch's *Life of Marcellus* and Cicero on the fall of Syracuse. Watch 2<sup>nd</sup> half of [lecture on Syracuse and Archimedes](#).
- 3/3-3/10 Spring Break, no class
- Tues. 3/12 Advising this week and next. Unit 9. Cicero's consensus of all good people. Readings from his *Against Catiline* IV. Offices and Institutions of Roman Government, Apotheosis of Caesar, Forum Julium, Forum Romanum, Curia, Rostra, and Temple of the Divine Julius. Video of the curia: <https://bit.ly/3ROiww8>. Video tour of the Roman forum: <https://bit.ly/3NQHxVc>
- Thur. 3/14 The Stoic community of the wise. Readings from Cicero's *De re publica*, *De finibus*, *De legibus* and Augustus' *Commentaria de vita sua*.
- Tues. 3/19 Unit 10. The Campus Martius in Rome as imitation of Alexandria. Pantheon (Plato's cave republic), Ara Pacis (pastoral altar of peace), Saepta Julia (voting enclosure), Horologium (sundial / solar calendar), Stagnum (reflecting pool), Mausoleum (tomb) of Augustus. Readings from Plato, *Rep.* 7 (cave). Video tour of the Campus Martius: <https://bit.ly/4aGpsDk>
- Thur. 3/21 Vergil, *Aeneid* bks 1-2, 4; (pastoral) *Eclogue* 1.
- Tues. 3/26 **8pp Journal due.** Pre-registration for Fall and Summer. Unit 11 Augustan Rome: the restoration of the Republic, fate, and the pious city. Readings from Vitruvius, *De architectura*, Augustus' *Res Gestae*, Vergil *Aeneid* bks 1,3,6,8,10,12, Plato on the Danaids.
- Thur. 3/28 **Paper Ideas discussed in class.** Forum Augustum, Temple of Apollo on the Palatine, Hut of Romulus, Temple of the Magna Mater. The Roman city of virtues. Readings from Ovid, *Fasti*; Livy, Horace's *Odes* 3.1-3, 6.
- Tues. 4/2 Unit 12. The city as journey to the divine. The Roman triumph, Forum Boarium, Circus Maximus, triumphal arches, The Sacred Way, Capitolium. Readings from Cassius Dio and Plutarch's *Life of Aemilius Paullus*, Suetonius, and Cicero's 'Dream of Scipio'.
- Thur. 4/4 Vergil's *Aeneid* Bk 8. Video tour, Temple of Jupiter Optimus Maximus: <https://bit.ly/3RMFUct>
- Tues. 4/9 Unit 13. Nero's Golden House: the city as ecphrasis (city within a city / living in a work of art / in a divine pastoral city like a god). Readings on the fire of 64 AD from Suetonius' *Life of Nero*, Tacitus' *Annals*. Video of Nero's *domus aurea* (Golden House): <https://bit.ly/48GpZmY>
- Thur. 4/11 **4 pp rough draft of final paper due.** The imperial city. Flavian Rome and beyond: the Colosseum, Imperial palaces, fora, Roman baths. Readings from Martial, *Scriptores Historiae Augustae*, and Dio Cassius on the triumph of Vespasian and Titus over Jerusalem, and from Suetonius and Plutarch's *Lives*, and Statius' *Silvae* on the imperial palace. Video of Colosseum: <https://bit.ly/3NRj2Y2>. Imperial Palace: <https://bit.ly/4aUk3Zw>. Baths of Caracalla: <https://bit.ly/47pQCLP>
- Tues. 4/16 Unit 14. The spiritual city: Hadrian's Hellenism – city-building in the east, Constantinople (*Nova Roma*), the Roman fort and the medieval city, the catacombs of Rome, Rome as the eternal city, the spiritual city of the heavenly Jerusalem. Readings from the *Life of Hadrian*, Augustine's *City of God*, the *Apocalypse (Revelations)*, Procopius' account of Hagia Sophia.

- Thur. 4/18 Tradition of the Ancient city in Charlemagne's Aachen, Renaissance Rome, Napoleonic Paris, the Washington mall, and New York's Central Park. Readings from Robert of Clari's account of the Sack of Constantinople in the 4<sup>th</sup> crusade, medieval poems about Charlemagne, Pierre L'enfant's plan for Washington DC.
- Mon. 4/29 **6-8 page final paper due.**