

Seminar in Classics and Great Books
(CLAS 4000, GRBK 4000, GRK 3001) on the theme:
Ancient Receptions of Homer's *Odyssey*



<http://myweb.ecu.edu/stevensj/CLAS4000/2018syllabus.pdf>

Prof. John Stevens
Office: Ragsdale 133
Office Hours: T-Th 3:30-4:30, Wed. 12-3 and by appt.

Dept. Foreign Languages
stevensj@ecu.edu
252.328.6056

This course participates in the humanities by providing a means of questioning what it means to be a human being (the purpose, value, and beauty of life), how one should live (imagining ideals of civilization and happiness), and how being mortal should affect us (death and its effect on our beliefs and choices – questions about mind, body, soul, and theology, and how the answers affect engagement in civic life). In order to address life's aesthetic, ethical and moral dimensions, humanities courses teach knowledge in related fields, such as literature, philosophy, and religion. They also teach methods of critical analysis which facilitate the application of this knowledge to diverse fields and objects of study, and to the question of how to choose a life worth living.

In a GenEd Humanities course, students will:

1. Distinguish artistic, literary, philosophical or religious creations from other types of work and describe how they address enduring human concerns and the human condition.
2. Apply discipline-specific criteria and evaluate the significance of specific literary, artistic, philosophical or religious works to enduring human concerns and the human condition.
3. Apply discipline-specific knowledge in the humanities to contrast their understanding with that of others of the significance of specific artistic, literary, philosophical or religious works to enduring human concerns and the human condition.

In a writing intensive 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.

Course Objectives. In this course, students will:

- Discuss the significance of Homer's *Odyssey* and its reception in the ancient world with peers in the seminar, with a view to how an ancient audience would have understood it, by reading works of literature that imitate, react to, and adapt its imagery. Each student will lead class discussion once as part of the Class Participation grade (HU 3).
- Identify and interpret passages in Homer's *Odyssey* that merit close study, and apply observations to identify passages influenced by *Odyssey* in other works. Students will demonstrate this knowledge in close readings (HU 2, WI 1).
- Evaluate critically the definition of civilization posed by the *Odyssey* and its imitations (HU 1). Students will demonstrate this critical understanding in the final paper (WI 1).
- Apply the skills of the Classicist and the Great Books to the interpretation of literary texts (close reading, intertextual analysis, the allusive modes of classical political philosophy, and the compositional and narrative modes of ancient poetry, HU 2). Students will apply basic skills in the close readings and short paper, and more advanced skills in the final paper (WI 1-2).
- Analyze the relation between later texts and their Homeric models, noting the techniques employed by the author to invite comparison, such as imagery, allusive language, wordplay, and modes of allegory (HU 2). Students will discuss the relation between imitations and models in the seminar, and will demonstrate a synthetic understanding of Classical techniques of composition and imitation in the final paper (WI 1-2).

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 them and carefully distinguish which ideas are yours and which are borrowed; ideally all writing in this seminar should come exclusively from your own ideas. Observe a formal academic tone and language, and argue as if before a testy Supreme Court judge who has already 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 are important and worthy of an interpretation that suggests an integral purpose. Use fact-filled arguments, cite passages from the text by *Work*, book and line #, and analyze them closely. Edit your own work before submission: read it out loud 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 of the argument, and that the whole can be improved by deep cutting to make space to frame the argument to its best effect, and tease out promising threads to their conclusion.

Students in CLAS 4000 and GRBK 4000 will turn in a close reading of a passage from the assigned text which imitates the *Odyssey* (on Thursdays **marked in red***). The close reading should be 1-2 pages typed, in three paragraphs: 1) give the contexts of the passages to be compared; 2) compare the imagery, language, and purposes and argue the connection you detect; 3) show how the reading interprets *Odyssey* in a new way, or clarifies something that is not obvious from reading the *Odyssey* itself. These are your own readings, prior to class discussion, and are not expected to be perfect, but should improve in quality as the semester progresses. You need only complete five close readings, but if you wish to write more of them to improve your grade, I will count the best five. Students in GRK 3001 will instead give an oral presentation on a scholarly article that will be used in the final paper.

The short paper of 3-4 pages will be due Thursday 2/15 on Vergil's *Eclogue* 1 (no reading summary that day). The expectation is that you will go beyond our discussion from Tuesday 2/13, and elicit more information from the text by a close reading of how it interprets themes of shepherds, tyranny, and politics in *Odyssey* IX. It will be graded for general considerations above, as well as for content, then returned to you for revision. The purpose of the short paper is to demonstrate your ability to engage in close reading and to show that you can apply one or more of the skills of the Classicist and one or more of the Classical modes of composition and narration in a close reading. Only the final edited version will receive a grade.

The final thesis will be produced in stages. Students will present ideas for the final paper in class and get feedback from seminar participants. The rough draft of five pages (due 4/10) its purpose is similar to that of the short paper – to start with a close reading of passages from *Odyssey* and an imitative model – but it should be a topic that has promise to develop into a larger analysis of the intertextual relation between imitation and model. It will be graded for style, content, organization, and mechanics and returned to you. The final paper of 8-10 pages (due during the final exam period for the course, 4/26) should be a persuasive interpretation of how and why the imitation reacts to and interprets *Odyssey*. You should anticipate that you will not be able to keep all five 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.

University Writing Portfolio Requirement (WI 5)

- As part of campus writing assessments, you will submit one major writing project, along with a description of the assignment for that project and brief responses to four questions about your writing, near the end of this course. These materials will be uploaded to your 'University Writing Portfolio,' which you will access and create (if you have not already done so in a previous WI course) through the 'iWebfolio Student Portfolio' link in Pirate Port (<https://pirateport.ecu.edu/portal/>).
- Instructions for creating your University Writing Portfolio and uploading your materials are available online (www.ecu.edu/QEP) and in person at the University Writing Center (www.ecu.edu/writing/uwc), located in Joyner Library.

Textbooks:

- Homer. *Odyssey*. Trans. Fagles (Penguin 9780140268867)
- S. Benardete. *The Bow and the Lyre* (Rowman and Littlefield 9780742565968) <https://goo.gl/BXbmjq>
- *The Aeneid of Virgil*, trans. Allen Mandelbaum (Random House 9780553210415)
- Optional: Homer, *Odyssey*. Vols 1-2, Loeb Classical Library (side by side Greek and English. Harvard UP: 9780674995611, 9780674995628)
- Optional: J. Howland, *The Republic. The Odyssey of Philosophy* (Dry Books 978158980153)

Assignments and Grading:

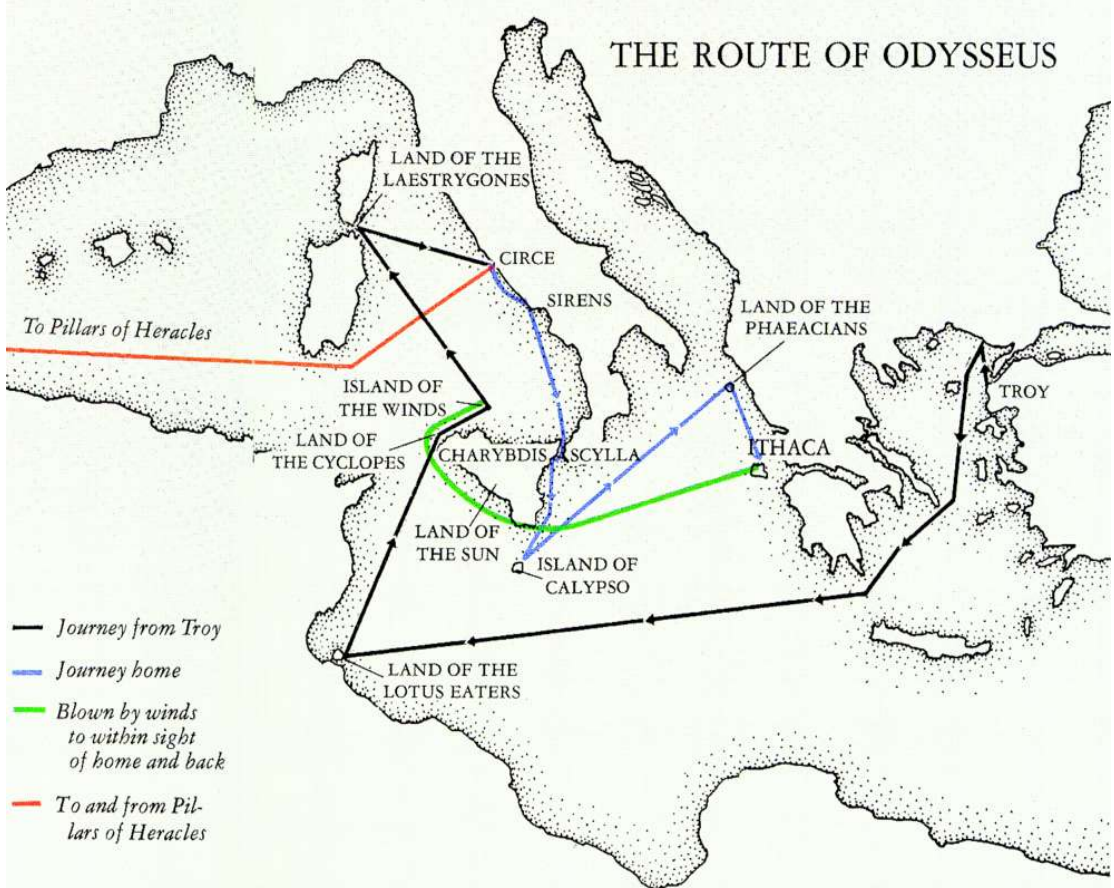
Class Participation	20%	Scale: A 93-100, A- 90-92
Close readings (1-2 pp) / article presentation	20%	B+ 87-89, B 83-86, B- 80-82
Short Paper (3-4 pp) due 2/15	20%	C+ 77-79, C 73-76, C- 70-72
Rough Draft (5 pp) due 4/10	20%	D+ 67-69, D 63-66, D- 60-62
Final paper (8-10 pp) due 4/26	20%	F 0-59

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 Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY). Academic integrity is expected of every East Carolina student. Cheating, plagiarism (using the ideas of others without attribution), and falsification, will be considered a violation of Academic Integrity: (<http://www.ecu.edu/cs-studentaffairs/dos/upload/academic-integrity-manual.pdf>). Do not use *Cliff's Notes* type sites (Shmoop, online paper mills etc.); and do not use ideas from even reputable internet sources without citation. It will result at a minimum in a 0 for the assignment.

Schedule of Assignments:

Homer, *Odyssey* is cited by book and line in the Greek text [*in brackets at top of page in Fagles*] Plato, *Republic* is cited by book and Stephanus page & paragraph (e.g., 359d), not page numbers Vergil, *Aeneid* is cited by book and line in Mandelbaum's translation

Tu 1/9	Intro. Ovid, <i>Tristia</i> 1.5.45-84 (https://goo.gl/nqbPUD); 3.3.1-46 (https://goo.gl/J9TThv)
Th 1/11	GRK 3001: <i>Od.</i> 1.1-62 CLAS/GRBK 4000: Benardete preface xi-xiv; On Bb: Graziosi, 'The Ancient Reception of Homer'; Bb Kerns, 'Homer in Virgil'
Tu 1/16	GRK 3001: <i>Od.</i> 1.96-112, 144-155, 178-86, 320-44 CLAS/GRBK 4000: <i>Odyssey</i> Bk 1. Plato on the <i>polis</i> game (Bb <i>Rep.</i> VI.487). Kurke, 'Ancient Greek Board Games' p.253-60 (https://goo.gl/CWUs6Q). Bb: Howland 43-55.
Th 1/18*	GRK 3001: <i>Od.</i> 2.85-110, 146-176, 212-17 CLAS/GRBK 4000: <i>Odyssey</i> Bk 2. Vergil, <i>Aeneid</i> , on Aeneas as a suitor (4.1-372, 7.351-751, 12.75-95, 12.42-51)
Tu 1/23	GRK 3001: <i>Od.</i> 4.219-26, 240-89 CLAS/GRBK 4000: <i>Odyssey</i> Bks 3-4. Ovid, <i>Heroides</i> 1 (https://goo.gl/my8stv)
Th 1/25*	GRK 3001: <i>Od.</i> 4.435-61, 519-37, 555-69 CLAS/GRBK 4000: The Trojan Horse: <i>Aeneid</i> 2.1-345; Plato's allusion in 'The Ring of Gyges' (Bb <i>Rep.</i> II.359d-367e); Benardete 28-9, 53; Bb Howland 79-84
Tu 1/30	GRK 3001: <i>Od.</i> 5.55-75, 151-58, 214-27, 291-312 CLAS/GRBK 4000: <i>Odyssey</i> Bk 5; Vergil, <i>Aeneid</i> 1.13-220; Bb Howland 110-17
Th 2/1*	GRK 3001: <i>Od.</i> 6.1-19, 149-69, 201-5, 223-38 CLAS/GRBK 4000: <i>Odyssey</i> Bk 6; Vergil, <i>Aeneid</i> 1. 816-82
Tu 2/6	GRK 3001: <i>Od.</i> 7.27-47, 81-94, 244-63 CLAS/GRBK 4000: <i>Odyssey</i> Bk 7; Vergil, <i>Aeneid</i> 1.444-717; 7.351-60
Th 2/8*	GRK 3001: <i>Od.</i> 8.266-81, 306-48 CLAS/GRBK 4000: <i>Odyssey</i> Bk 8; Vergil, <i>Aeneid</i> 1.928-1053

<p>Tu 2/13</p>	<p>GRK 3001: <i>Od.</i> 9.91-99, 136-45, 181-92, 218-30, 240-49, 272-82 CLAS/GRBK 4000: <i>Odyssey</i> Bk 9; Vergil, <i>Aeneid</i> 1.221-37, 8.255-300; Theocritus <i>Idyll</i> 11 (https://goo.gl/jsDZvG); Vergil <i>Eclogue</i> 1 (https://goo.gl/bsoSs3)</p> 
<p>Th 2/15</p>	<p>Short Paper due. GRK 3001: <i>Od.</i> 9.287-95, 360-412 CLAS/GRBK 4000: Euripides' <i>Cyclops</i> (https://goo.gl/X6bvAb)</p>
<p>Tu 2/20</p>	<p>GRK 3001: <i>Od.</i> 10.118-32, 148-59, 174-202, 212-19 CLAS/GRBK 4000: <i>Odyssey</i> Bk 10; Vergil, <i>Aeneid</i> 1.251-89, 3.498-515, 7.12-30, 8.44-58; Bb <i>Odyssey</i> Landscapes; Bb Plato, <i>Rep.</i> II.372-3; Bb Howland 87-92</p>
<p>Th 2/22*</p>	<p>GRK 3001: <i>Od.</i> 11.13-33, 180-91, 204-224, 487-491, 601-604 CLAS/GRBK 4000: <i>Odyssey</i> Bk 11; Vergil, <i>Aeneid</i> Bk 6.373-993; Bb Plato <i>Rep.</i> 'Myth of Er' X.614b-621d</p>
<p>Tu 2/27</p>	<p>GRK 3001: <i>Od.</i> 12.181-200, 208-213, 234-59, 279-90 CLAS/GRBK 4000: <i>Odyssey</i> Bk 12; Vergil, <i>Aeneid</i> 1.276-89, 632-97; Bb Plato, <i>Rep.</i> VI.488; Bb Grotto of Tiberius at Sperlonga</p>
<p>Th 3/1</p>	<p>GRK 3001: <i>Od.</i> 12.397-453 CLAS/GRBK 4000: Bb Plato, <i>Rep.</i> VII.514-20; Bb Howland 132-49; Bb Pantheon; Vergil, <i>Aeneid</i> 7.55-252, 8.929-55</p>
<p>March 4-11 Spring Break</p>	

Tu 3/13	GRK 3001: <i>Od.</i> 13.96-124, 187-96, 366-96 CLAS/GRBK 4000: <i>Odyssey</i> Bk 13; Bb Plato, <i>Phaedrus</i> ending prayer (https://goo.gl/TmySrN); Porphyry 'Cave of the Nymphs' (https://goo.gl/yC7m54)
Th 3/15*	GRK 3001: <i>Od.</i> 14.48-66, 179-84, 321-54 CLAS/GRBK 4000: <i>Odyssey</i> Bk 14; Vergil, <i>Aeneid</i> 2.107-209, 8.470-84
Tu 3/20	GRK 3001: <i>Od.</i> 15.99-108, 125-29, 325-34, 352-60, 403-29, 480-84 CLAS/GRBK 4000: <i>Odyssey</i> Bk 15; Vergil, <i>Aeneid</i> 1.484-522, 898-915, 12.324-47; Bb Plato, <i>Rep.</i> III.414c-415c
Th 3/22	GRK 3001: <i>Od.</i> 16.167-234 CLAS/GRBK 4000: <i>Odyssey</i> Bk 16
Tu 3/27	GRK 3001: <i>Od.</i> 17.283-327, 374-79, 445-57, 483-87 CLAS/GRBK 4000: <i>Odyssey</i> Bk 17; Vergil <i>Aeneid</i> 1.1-7, 1.659, 4.1-3, 12.635-41; Bb Plato, <i>Rep.</i> I.343b-344c, VIII.552, IX.579
Th 3/29	GRK 3001: <i>Od.</i> 18.124-50, 201-214, 256-80 CLAS/GRBK 4000: <i>Odyssey</i> Bk 18; Vergil <i>Aeneid</i> 1.965-89, 4.172-201
Tu 4/3	GRK 3001: <i>Od.</i> 19.186-214, 392-98, 406-9, 532-53, 560-67 CLAS/GRBK 4000: <i>Odyssey</i> Bk 19; Vergil, <i>Aeneid</i> 1.560-72, 4.181-86, 4.346-57, 6.1191-end, 12.331-47; Bb Plato, <i>Apology</i> 34c-end; Benardete 103-16.
Th 4/5	GRK 3001: <i>Od.</i> 20.14-21, 45-51, 87-90, 98-108, 304-19, 345-57 CLAS/GRBK 4000: <i>Odyssey</i> Bk 20; Benardete 116-24
Tu 4/10	GRK 3001: <i>Od.</i> 21.11-30, 118-30, 404-34 CLAS/GRBK 4000: <i>Odyssey</i> Bk 21. Rough Draft of paper due
Th 4/12	GRK 3001: <i>Od.</i> 22.12-20, 34-59, 329, 437-45, 462-84 CLAS/GRBK 4000: <i>Odyssey</i> Bk 22; Vergil, <i>Aeneid</i> 12.635-41; Benardete 124-30
Tu 4/17	GRK 3001: <i>Od.</i> 23.159-208, 225-30, 252 , 266-84 CLAS/GRBK 4000: <i>Odyssey</i> Bk 23; Benardete 143-52
Th 4/19	GRK 3001: <i>Od.</i> 24.1-14, 191-204, 412-16, 478-87, 531-44 CLAS/GRBK 4000: <i>Odyssey</i> Bk 24; Ovid, <i>Tristia</i> 5.14.1-46; Vergil <i>Aeneid</i> 1.522-23, 4.229-59; (https://goo.gl/iuNYGR); Bb Plato, <i>Rep.</i> III.386-87; Benardete 131-41
Th 4/26	Final Papers due