

MODULE SYLLABUS

The Muses' Playground: Epic in Antiquity

CLCS5001

Module Code:	CLCS5001
Credit points:	20
Pre-requisites/restrictions:	None
Taught:	Semester 1
Lecturer:	Dr Magdalena Ohrman

GENERAL INFORMATION

This module focuses on three epics – this year the focus is on Roman epic. We will be studying Vergil's *Aeneid*, Ovid's *Metamorphoses*, and Lucan's *Pharsalia* against the background of the epic genre as a whole. The module provides students with a detailed study of the genre of epic, and we will devote the first classes to tracing the history and development of the genre from Homer to Catullus. As such, the module highlights the historical development of the genre and the importance of intertextuality for the appreciation particularly of later epic, but also considers overarching themes such as descriptions of warfare, portrayals of gods and use of mythology. The module also allows students to develop their methodological skills by applying, for instance, narratological, historicist, and gender-focussed readings, to the studied texts.

AIM(S)

- To develop students' knowledge and understanding of the epic genre;
- To provide students with the tools to critically evaluate epic texts in the contexts of genre and socio-historical situations.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a sound knowledge of the genre of epic and of the three individual epics read as part of the module;
- display an understanding and critical appreciation of key themes and diverse scholarly approaches to epic;
- demonstrate an understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the chosen set texts.

OFFICE HOURS/HOW TO CONTACT ME

Please feel free to come and see me if you would like to discuss any problems you may have concerning this module. Try, if at all possible, to come during my office hours. My office hours are Tuesdays 9-10, Thursdays 15-16, and Friday 10-11. If you come to see me at another time and I am not in because of teaching or other commitments, please email me (m.ohrman@tsd.ac.uk). You can also ask questions (not confidential) in the discussion board available in the Moodle space for this course.

STRUCTURE AND ORGANISATION

This 20-credit module has 30 contact hours, inclusive of 4 seminars and 2 revision classes. Attendance is compulsory for ALL lectures, workshops and seminars. If you cannot make a class because of illness or other good reason, you need to inform me (m.ohrman@tsd.ac.uk) and your personal tutor about this.

Lectures and workshops take place on Mondays at 13.15-14.05 (LR7) and 17.15-18.05 (LR11); Fridays at 17.15-18.05 (LR11).

Course Outline:

Number	Date	Type	Content
1	7 October	Lecture	Module introduction
2	10 October	Lecture	Epic in antiquity
3	10 October	Workshop	Gobbet workshop
4	14 October	Lecture	Performing epic
5	17 October	Lecture	Epic and text
6	17 October	Lecture	Approaching Vergil: Book 1
7	21 October	Lecture	Vergil Books 2 and 3
8	24 October	Lecture	Vergil Book 4
9	24 October	Workshop	Early epic
10	28 October	Lecture	Vergil Book 6: The Augustan context 1
11	31 October	Lecture	Vergil & The Augustan context 2
12	4 November	Lecture	Vergil Books 7-8: Aeneas and Italy
13	14 November	Lecture	Vergil Books 9-12: Characters and battle
14	14 November	Workshop	Vergil workshop
15	18 November	Lecture	Ovid: <i>Met.</i> 1 and 15
16	21 November	Lecture	Ovid: Narratives and narrators in the <i>Met.</i>
17	25 November	Lecture	Ovid: Humour in the <i>Met.</i> (Book 8)
18	28 November	Workshop	Ovid workshop
19	2 December	Lecture	Ovid: Metapoetics in the <i>Met.</i> : Books 6 and 9
20	5 December	Lecture	Lucan: The proemium of Book 1
21	5 December	Lecture	Lucan: Civil war characters (esp. books 1 and 2)
22	8 December 9.15 LR7	Lecture	Lucan: Rhetoric and generic enrichment
23	9 December	Workshop	Lucan workshop
24	12 December	Lecture	Lucan and late epic
25	12 December	Revision class	Exam preparation
26	16 December	Revision class	Exam preparation

Seminars

You will need to sign-up for a seminar group in the sign-up sheets in the first lecture of the module. If you have not done this, please contact me (m.ohrman@tsd.ac.uk) as soon as possible, so that you can be allocated to a seminar group.

There are 2 seminar groups:

Group	Day	Time	Place	Notes
Group 1	Tuesday	17.15-18.05	LR06	Students taking CLAH5001 cannot attend this seminar group.
Group 2	Friday	14.15-15.05	LR07	Students also taking CLAH5001 please attend this seminar group.

Preparation material for the seminars will be available on the Moodle space for this course in the week preceding each seminar.

Seminar	Topic	Week Beginning...
Seminar 1	Homer	10.10.11
Seminar 2	Vergil	24.10.11
Seminar 3	Ovid	21.11.11
Seminar 4	Lucan	05.12.11

ASSESSMENT

Course Work:

1. one 500-word exercise (20%)
2. one 1,500-word essay (30%)

Examination:

One two-hour exam (50%)

Course work

Coursework 1: 500 word gobbet

To be submitted by Tuesday 18th October no later than 3 pm, returned by Tuesday 22nd November.

You should choose ONE of the following gobbets and comment on its context and content in an essay of 500 **words** (worth 20% of your final mark).

EITHER

- 1] Epic poetry agreed with tragedy only in so far as it was a metrical representation of heroic action, but inasmuch as it has a single meter and is narrative in that respect they are different. And then as regards length, tragedy tends to fall within a single revolution of the sun or slightly to exceed that, whereas epic is unlimited in point of time; and that is another difference, although originally the practice was the same in tragedy as in epic poetry. The constituent parts are some of them the same and some peculiar to tragedy. Consequently any one who knows about tragedy, good and bad, knows about epics too, since tragedy has all the elements of epic poetry, though the elements of tragedy are not all present in the epic. (Aristotle, *Poetics* 1449b)

OR

- 2] And one day they taught Hesiod glorious song while he was shepherding his lambs under holy Helicon, and this word first the goddesses said to me — the Muses of Olympus, daughters of Zeus who holds the aegis: “Shepherds of the wilderness, wretched things of shame, mere bellies, we know how to speak many false things as though they were true; but we know, when we will, to utter true things.” So said the ready-voiced daughters of great Zeus, and they plucked and gave me a rod, a shoot of sturdy laurel, a marvelous thing, and breathed into me a divine voice to celebrate things that shall be and things that were aforetime; and they bade me sing of the race of the blessed gods that are eternally, but ever to sing of themselves both first and last. (Hesiod, *Works and Days* 1.22-34)

OR

- 3] Then the herald drew near, leading the good minstrel, whom the Muse loved above all other men, and gave him both good and evil; of his sight she deprived him, but gave him the gift of sweet song. For him Pontonous, the herald, set a silver-studded chair in the midst of the banqueters, leaning it against a tall pillar, and he hung the clear-toned lyre from a peg close above his head, and showed him how to reach it with his hands. And beside him he placed a basket and a beautiful table, and a cup of wine, to drink when his heart should bid him. (Homer, *Odyssey* 8.62-71)

OR

- 4] So the people wait, worry on each face for their
Affairs, for which should be given the victory of highest rule.
Meanwhile the sun had set into the depth of night.
Then struck by rays a shining light showed itself openly
And at once on high from far away a beautiful winged
Left-moving flight advanced. Just as the golden sun arises,
There came from heaven a dozen blessed bodies
Of birds, settling on the place with noble wings.
Thus Romulus saw that given to himself alone,
Confirmed by auspices, were the base and bulwark of a kingdom. (Ennius, *Annals* 1.82-91)

Coursework 2: 1,500 word essay

To be submitted by Tuesday, 29th November no later than 3 pm, returned by Tuesday January 17th.

You should choose ONE of the following essay titles and write an essay of 1,500 words (worth 30% of your final mark).

EITHER

- 1] Evaluate the effects of Vergil's description of Dido as Sychaeus' widow in the *Aeneid* 4 and 6.

OR

- 2] Discuss critically why the issue of the *Aeneid* as a pro- or anti-Augustan text is so hotly debated amongst scholars.

OR

- 3] Evaluate the impact of oral tradition of epic in the ancient world on Ovid's *Metamorphoses*.

OR

- 4] Discuss critically the role of Orpheus as a narrator in book 10 of the *Metamorphoses*.

General assessment information: coursework

Coursework submission for this module will be through Moodle. Please follow the instructions on the module's Moodle page for how to submit your work. The deadline for submission will be at 3 pm on the day given above. You will also need to retain a second electronic copy of your work to be submitted, if deemed appropriate, to the module convenor.

Word count

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised.

REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the School Office as soon as possible to make arrangements for this.

Special needs / requirements

If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Welfare Officer, Dr Kyle Erickson (k.erickson@tsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

Your coursework will be returned electronically through Moodle. Detailed feedback is given on the essay cover sheet but if you would like to discuss your work in more detail, do come and see me during one of my office hours (see times given above).

Extensions

Extensions for the submission of coursework will only be granted in exceptional circumstances; for more information please consult the Student Guide (or the *Academic Quality Handbook* 7.2.16 pages 180-181). In order to request an extension, you will need to fill in an extension request form, available on the Faculty Office Moodle page, and submit it in good time before the coursework submission deadline to the co-ordinator of your programme of study.

Please note that if you are given an extension, there may be a corresponding delay to the return of your work.

Some extra assignment/essay guidelines

Help for the writing of coursework is available in the TSD and School of Classics Reference Guides, as well as through the Student Support Moodle page. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

***** You need to watch plagiarism whenever you use secondary literature (ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

In case of problems....

Do come and see me during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

Bibliography

A bibliography is provided in the Moodle space for this course. Please note that the books mentioned there are only recommendations. You should also make use of the relevant lecture notes and handouts and do some independent research.

Unless they are available in electronic format, all items for the reading list have been placed on library-only or short loan and are kept behind the library counter. Note that all these items can be reserved via the computerised catalogue – a very useful device that allows you to plan ahead with your reading for the essay.

Exam

The exam for this module will take place in the January examination period.

The exam will constitute x% of your final mark will last 2 hours. The exam consists of two parts (A and B). You need to answer three gobbet questions and one essay question. In part A you are asked to comment the context and content of **three** of six gobbets. You should not spend more than 60 minutes on this question. Part A will give you 1/3 of your total mark for the exam. In part B you will be given a choice of four questions. You will need to write **one** essay. You should reserve app 60 minutes for this part of the exam. Part B will give you 2/3 of your total mark for the exam. The exam will test breadth of knowledge and you will be required to show knowledge of different areas in the exam from that chosen in the course work. You should also ensure that you avoid repetition in your answer to different questions within the exam itself.

RECOMMENDED PURCHASES AND READING:

Essential

Foley, J. M. *A Companion to Ancient Epic*. Malden (MA) and Oxford: Blackwell, 2005.

Toohey, P. *Reading Epic: An Introduction to the Ancient Narratives*. New York and London: Routledge, 1992.

Braund, S. H. *Lucan. Civil War. A New Translation by Susan H. Braund*, Oxford World's Classics. Oxford: Oxford University Press, 1992 or later.

Melville, A. D. *Ovid. Metamorphoses. A New Translation by A. D. Melville*, Oxford World's Classics. Oxford: Oxford University Press, 1987 or later.

West, D. Virgil. *The Aeneid. Translated and with an Introduction by David West*, Penguin Classics. Penguin Books: London.

Recommended (general)

Boyle, A. J. *Roman Epic*. London: Routledge, 1996.

Feeney, D. C. *The Gods in Epic: Poets and Critics of the Classical Tradition*. New York and Oxford: Clarendon Press, 1991.

Gutzwiller, K. *A Guide to Hellenistic Literature*. Oxford: Blackwell, 2007.

Hainsworth, J. B. *The Idea of Epic*. Berkeley (CA) and Oxford: University of California Press, 1991.

Jenkyns, R. *Classical Epic*. Bristol: Bristol Classical Press, 1992.

Keith, A. M. *Engendering Rome: Women in Latin Epic*. Cambridge: Cambridge University Press, 2000.

Malpas, S. and Wake, P. *Routledge Companion to Critical Theory*. London: Routledge, 2006.

Newman, J. K. *The Classical Epic Tradition*. Madison: University of Wisconsin Press, 1986.

Pavlock, B. *Eros, Imitation and the Epic Tradition*. Ithaca and London: Cornell University Press, 1990.

Recommended (dependent on set texts):

Ahl, F. M. *Lucan: An Introduction*. Ithaca and London: Cornell University Press, 1976.

Boyd, B. W. *Companion to Ovid*. Leiden: Brill, 2002.

Fowler, R. *The Cambridge Companion to Homer*. Cambridge: Cambridge University Press, 2004.

Martindale, C. *The Cambridge Companion to Virgil*. Cambridge: Cambridge University Press, 1997.

Papanghelis, T. D. and Rengakos, A. *Companion to Apollonius Rhodius*. Leiden: Brill, 2001.

Course Materials and Moodle

All information regarding this course, including lecture, workshop and seminar handouts, powerpoints, this module syllabus, the bibliography, assessment assignment details and lecture podcasts will be available in the Moodle space for this course. Further, the Moodle space for this course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and me.

If you have trouble accessing any of this material or the Moodle space for this course in general, please contact as soon as possible the School Moodle co-ordinator, Dr. Errietta Bissa (e.bissa@tsd.ac.uk).

Undergraduate Marksheet

Student Name:
Module:

Date:
Tutor:

	0-39%	40-49%	50-59%	60-69%	70-100%
Basic descriptor	☐ Work of an unacceptable and unsatisfactory level.	☐ Work of a satisfactory standard.	☐ Work of a good standard.	☐ Work of a very good standard.	☐ Work of an excellent or exceptional standard.
Focus on question	☐ Little or no focus on the question.	☐ Discernible focus on the question.	☐ Generally good focus on the question.	☐ Sound focus on the question.	☐ Acute and relevant focus on the question.
Approach to task	☐ Lack of ability to identify and solve problems. ☐ Poor knowledge and understanding of the subject.	☐ Some attempt at identifying and solving problems. ☐ Little or no evidence of analysis.	☐ Ability to identify and solve problems. ☐ Some awareness of the wider philosophical dimensions of the subject. ☐ Reasonable, but not always complete response. Measure of analysis,	☐ Ability to understand and solve problems. ☐ Sound awareness of the wider philosophical dimensions of the subject. ☐ Wide coverage of topic. ☐ Thoughtful analysis.	☐ Ability to understand and solve problems. ☐ Excellent awareness of the wider philosophical dimensions of subject. ☐ Analytical and critical appreciation. ☐ Subtle and perceptive analysis.
Written style	☐ Response brief and under-developed.	☐ Argument lacks structure and/or relevance. ☐ Work tends to be descriptive in nature. ☐ Need for attention to writing.	☐ Solid level of argument, though not always relevant. ☐ Satisfactory written style. May be some disjointed arguments. ☐ Attempt at originality or critical appreciation.	☐ Well-developed and structured argument. ☐ Coherent writing. ☐ Some originality and/or critical appreciation of the subject.	☐ Cogent and structured argument. ☐ Fluent writing and clarity of expression ☐ Subtlety and/or originality
Evidence of reading	☐ Insufficient reading.	☐ Evidence of a limited range of reading	☐ Evidence of a range of reading.	☐ Evidence of thorough reading and preparation.	☐ Evidence of wide and thorough reading.
Presentation	☐ Poor presentation with many spelling and grammar errors. ☐ No, or few, references and examples.	☐ Need for attention to presentation. ☐ Spelling and grammar errors. ☐ Some references and examples.	☐ Sound presentation. ☐ Some spelling or grammar errors. ☐ Limited use of examples or references.	☐ Clear and careful presentation. ☐ Work well documented and referenced.	☐ Presentation to a high scholarly standard. ☐ Argument is fully documented and well referenced.

ADD PRESENTATION MARKSHEET