

MODULE SYLLABUS

AUGUSTAN LOVERS
CLCS6005

Module Code: CLCS6005
Credit points: 20
Pre-requisites/restrictions: None
Taught: Semester 2
Lecturer: Dr Magdalena Ohrman

GENERAL INFORMATION

What happened when a young man at Rome fell in love? What did the neighbours think, and his peers? Was he supposed to, and did he *really*? Who was the girl, and was she really there? These questions will accompany us through readings of the Roman love elegists, Propertius, Tibullus and Ovid.

The genre of Roman love elegy flourished in the reign of Augustus, shaped both by the political changes of the time, and by the influence from the poems of Catullus and Hellenistic poetry. This course will illuminate the literary background of the genre – we take, for instance, a tantalising peek at the first Roman elegist, Gallus, who is known to us through fragments only – and compare depictions of elegiac lovers to love stories told by Horace in the *Odes* and by Vergil in the *Eclogues*. We will draw on some theoretical approaches to better consider how elegy reflects on gender patterns in ancient Rome as well as on contemporary events, but we will also highlight the genre's use of mythological allusions and literary artifice.

We will investigate how the genre of elegy developed as a tightly focussed nexus of 'in-crowd' authors and (inter-)texts, how it defined itself in relation to other genres and authors like pastoral poetry, epic and tragedy, and how it at the same time reached beyond its usual scope to take on new forms and tackle new topics.

AIM(S)

- To enable students to explore critically a range of texts relating to the genre of Roman love elegy individually and within a peer group.
- To establish the literary, social, and historical contexts of the ancient world to which the genre of Roman love elegy both refers and responds.

LEARNING OUTCOMES

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

- demonstrate a coherent and detailed knowledge of the genre of Roman love elegy and of individual texts in particular;
- display a thorough knowledge of the literary, historical and socio-cultural contexts of Roman love elegy generally and individual texts in particular;
- systematically present their own theoretically and critically informed close textual analyses of texts within the genre of Roman love elegy;
- demonstrate the ability to take independent responsibility for planning and executing work, whether individually or as part of a team, and demonstrate the ability and skills to evaluate and reflect on one's performance.

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 Mon. 10-11; Tues. 1-2 and Fri. 11-12. If you come to see me at another time and I am not in because of teaching or other commitments, please email (m.ohrman@uwtsd.ac.uk). You can also ask questions (not confidential) on the discussion board available in the Moodle space for this course

STRUCTURE AND ORGANISATION

This 20-credit module has **30** contact hours, inclusive of 2 revision classes and 4 seminars. 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 the Faculty Office (classics@tsd.ac.uk).

Lectures and workshops take place on:

Wednesdays	11-12	LR9
Thursdays	10-12	LR10

Seminars take place at **11.15-12.05 on Tuesdays** in LR18. Seminar groups will be assigned through Moodle.

Course Outline:

The course outline indicates the title and primary sources for each particular lecture/workshop only. In order to contextualise these individual poems, you will need to read and familiarise yourself with ALL poems in the set texts, i.e. Prop. Books 1-4, Ovid's *Amores* Books 1-3, and Tibullus Books 1-2.

Lecture choice:

This course contains a combination of set lectures and lectures chosen by the student group. For the final ten lectures, options will be given on Moodle and the lecture will be set according to the group's choice. You must complete your selection (your 'vote') no later than Friday before Reading Week (19 February).

Type	Content	Essential Reading
Lecture	Falling in love with elegy	Prop. 1.1
Lecture	Historical backgrounds of the puella	Tib. 1.3; Prop. 1.2; 1.6; 1.8; 1.15; Cic. <i>Fam.</i> 9.26
Lecture	The womanufacture debate: Propertius	Prop. 1.1; 1.3; 2.1; 2.4; 2.13; 2.22A; 2.29A;
Lecture	The womanufacture debate: Ovid	Ov. <i>Am.</i> 1.1-5; 2.4; Ov. <i>Met.</i> 10
Lecture	The Poet and the Lover: the Poet Lover	Prop. 2.13; 2.31; 3.1; Tib. 2.3; Ov. <i>Am.</i> 2.6
Lecture	Slavery of love	Prop. 1.4; Tib. 2.3
Workshop	Foedus aeternum	Prop. 1.19; Tib. 1.1
Lecture	Outside the door: Paraklausithyra	Tib. 1.2; Ov. <i>Am.</i> 1.6; 3.4
Lecture	Banqueting scenes and secret signs	Ov. <i>Am.</i> 1.4; 2.5; Tib. 1.10
Lecture	Militia amoris	Prop. 2.15; 2.22A; Tib. 1.1; Ov. <i>Am.</i> 1.9
Lecture	The Augustan Context	Prop. 3.4; 3.11; Tib. 1.1; 1.10
Lecture	Chosen lecture 1	<i>Set reading for all chosen lectures will be presented on Moodle only</i>
Lecture	Chosen lecture 2	
Lecture	Chosen lecture 3	
Lecture	Chosen lecture 4	
Lecture	Chosen lecture 5	
Lecture	Preparing your presentation	
Lecture	Chosen lecture 6	
Lecture	Chosen lecture 7	
Lecture	Chosen lecture 8	
Lecture	Chosen lecture 9	
Lecture	Chosen lecture 10	
Lecture	Chosen lecture 11	
Lecture	Chosen lecture 12	
Workshop	Reflection and feed forward session	

ASSESSMENT

Course work (100%)

Coursework 1: Essay

To be submitted by **22 March** no later than 3 pm. To be returned by 17 May (allowing for marking processing over 20 term time working days).

For your **2,500 word essay** you should choose ONE of the following **topics** to discuss in an essay of **2,500 words** (the essay is worth **50%** of the total module mark).

1. What (if any) is the relationship between the female characters in Roman Comedy and in Roman love elegy?
2. Why is the heyday of Roman love elegy such a comparatively short period?
3. Roman love elegy is written in elegiac verse. Does the metre matter?
4. Scholarship on Roman love elegy often privileges Propertius and Ovid over Tibullus. What is the impact of this on our scholarly understanding of the genre?

Coursework 2: One 20-minute oral presentation

To be held during the May exam period. You should create your own title after consultation with me. You can present on any aspect covered or clearly related to the module that you prefer according to your own interests. You need to post your proposed presentation title on the Moodle Forum entitled "Submit your Title here" as soon as possible. The presentation title needs to be approved by me, and you need to have an approved title chosen by **24 March**. In preparation for the presentation, you will also need to submit your visual aids (if any) by **9 May** no later than **10 am**. If you present on a title that has not been approved, then you will be marked down.

There should be no overlap between your essay and your presentation.

The oral presentation is worth 50% of the total module mark.

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.

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 Faculty 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 Ruth Parkes (r.parkes@uwtsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

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).

Bibliography

A bibliography is provided in the Moodle space for this course.

RECOMMENDED READING:

Essential

Armstrong R (2005) *Ovid and His Love Poetry*, London (Classical Literature and Society Series)
Keith, A. (2008) *Propertius. Poet of Love and Leisure*, London (Classical Literature and Society Series).
Lee, G. (1999) *Propertius. The Poems*, Oxford (Oxford World Classics Series).

Lee, G. (1990) *Tibullus. Elegies*, Liverpool.

Melville, A. (2008) *Ovid. The Love Poems*, Oxford (Oxford World Classics Series).

Recommended

Galinsky, K. (1997) *Augustan Culture: An Interpretive Introduction*, Princeton.

Hinds, S. (1998) *Allusion and Intertext. Dynamics of Appropriation in Roman Poetry*, Cambridge.

James, S. L. (2003) *Learned Girls and Male Persuasion. Gender and Reading in Roman Love Elegy*, Berkeley.

Janan, M. (2001) *The Politics of Desire. Propertius Book 4*, Berkeley and Los Angeles.

Liveley, G. (2008, ed.) *Latin Elegy and Narratology: Fragments of a Story*, Ohio.

Sharrock, A. (1991) 'Womanufacture', *JRS* 81, 36-49.

Wyke, M. (1987) 'Written Women: Propertius' scripta puella', *JRS* 77, 47-61.

Marking Criteria Oral Presentations

LEVEL 6

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 6. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieved highly effective audience engagement throughout.

Outstanding (80-89%) CLEAR FIRST CLASS. An authoritative answer that provides a fully effective response to the question. It should show a firm command of the literature and an ability to integrate that literature and go beyond it. The analysis must achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieved highly effective audience engagement throughout.

Excellent (70-79%) LOW FIRST CLASS. A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using sources creatively to arrive at its own independent conclusions. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieves highly effective audience engagement throughout.

Very Good (60-69%) Clearly structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and critical judgement in selecting, evaluating and organising material. In the 64-60 range the work will display some of the qualities of excellence outlined above, although some aspects will be less fully realised. The 69-65 range represents a degree of achievement in all or most respects. Presentation is structured and within the specified time limit. There is good and interactive use of presentational aids. The presentation achieves effective audience engagement occasionally.

Good (50-59%) Sound and competent work which covers the subject matter and is appropriately organised and presented. May tend to some narrative and description rather than analysis but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound but to show only a general grasp of the issues which the question is raising, and to be weak in critical awareness and analytical qualities. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument. The presentation may deviate slightly from the specified time limit. There is some use of presentational aids. The presentation achieves sporadic audience engagement.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and narrative. Some aspects of the question may be answered competently, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key issues and arguments. The presentation deviates from the specified time limit, or is too short. There is poor use of presentational aids. There is some effort to engage the audience.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any argument. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Bad Fail (10-19%) Work which fails on all criteria. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Outright Fail (0-9%) Incomplete work, or work with absolutely no relevance to the question. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement. A mark of 0 will be awarded for plagiarism or failure to attend the session.

MARKING CRITERIA FOR ESSAYS WITHIN THE SCHOOL OF CLASSICS

LEVEL 6

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 6.

Outstanding (80-89%) HIGH FIRST CLASS. An authoritative answer that provides a fully effective response to the question. It should show a firm command of the literature and an ability to integrate that literature and go beyond it. The analysis must achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

Excellent (70-79%) FIRST CLASS. A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using sources creatively to arrive at its own independent conclusions.

Very Good (60-69%) Clearly structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and critical judgement in selecting, evaluating and organising material. In the 64-60 range the work will display some of the qualities of excellence outlined above, although some aspects will be less fully realised. The 69-65 range represents a degree of achievement in all or most respects.

Good (50-59%) Sound and competent work which covers the subject matter and is appropriately organised and presented. May tend to some narrative and description rather than analysis but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound but to show only a general grasp of the issues which the question is raising, and to be weak in critical awareness and analytical qualities. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and narrative. Some aspects of the question may be answered competently, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key issues and arguments, or poor style, structure and presentation.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any argument.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning.

Bad Fail (10-19%) Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

Outright Fail (0-9%) Incomplete work, or work with absolutely no relevance to the question. A mark of 0 will be awarded for plagiarism or failure to submit.