

MODULE SYLLABUS

Reading Antiquity: A Survey of Ancient
Literature

CLCS4009

Module Code:	CLCS4009
Credit points:	20
Pre-requisites/restrictions:	None
Taught:	Semester 1
Lecturer:	Dr. Crystal Addey

GENERAL INFORMATION

This module introduces students to the study of Greek and Roman literature by surveying the genre from the Archaic period to Late Antiquity. Drawing on a range of authors such as Aeschylus, Catullus, Homer, Vergil, Herodotus, Livy, Pausanias, and Pliny the younger this module will study individual authors both in terms of their own significance and in light of the features that comprise various prose and poetic genres such as epic, lyric, drama, rhetoric, historiography and letters. By covering a range of texts in a variety of genres, this module will examine the formal aspects of various genres, the influence and contribution to individual genres and ancient literature as a whole by various authors, the interrelationships between individual texts, authors and genres and the historical, social and cultural contexts and influences on text and genre. Furthermore, this module will serve as an introduction to modern scholarship in the field, introducing students to key critical methods in the analysis of ancient literature.

AIM(S)

- To introduce students to a range of ancient literary texts, allowing them to gain a basic understanding of the development of literature in the Greek and Roman world;
- To develop students' understanding of the relationship between literary texts and their literary, social, and historical contexts.

LEARNING OUTCOMES

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

- demonstrate a good knowledge of ancient literature, its development and relationship with literary, social, and historical contexts;
- demonstrate a basic understanding of key theoretical approaches in modern debates on ancient literature;
- demonstrate a basic knowledge of the correct conventions and necessary skills for the writing of academic work.

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 Monday 12.00pm-1.00pm, Tuesday 11.00am-12.00pm and Friday 10.00-11.00am. If you come to see me at another time and I am not in because of teaching or other commitments, please email me (c.addey@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 40 contact hours, inclusive of 4 workshops 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 (c.addey@tsd.ac.uk) and your personal tutor about this.

Lectures and workshops take place on **Tuesday at 3.15pm (Red Room), Thursday at 12.15pm (Red Room) and Friday at 1.15pm (Red Room) and at 3.15pm (Tucker Theatre).**

Course Outline:

Week	Title	Content
1	No Lecture or class	Induction Week
2	Introduction and Orientation	Introduction and course content Introduction to ancient Greek literature
	Greek Epic, Songs and Hierarchies	Homer's <i>Iliad</i> and Hesiod's <i>Theogony</i>
	Rising Rome	Early Latin Literature
3	Greek Epic, Travel and Ordinary Man	Homer's <i>Odyssey</i> and Hesiod's <i>Works and Days</i>
	Changing Rome: Epic in the Augustan period	Virgil's <i>Aeneid</i> and Ovid's <i>Metamorphoses</i>
	Racy Rome: The Case of Love Elegy (Dr. Magdalena Ohrman)	Guest Lecturer: Dr. Magdalena Ohrman Propertius
	NO LECTURE	LECTURE CANCELLED
4	Greek Politics, Education and Sex	The Symposium, Lyric and Elegaic Poetry; Pindar
	Greek Drama: The Politics of Theatre	Greek Tragedy: Aeschylus, Sophocles and Euripides
	Greek Comedy: Staging Reality	Old and New Comedy: Aristophanes and Menander
	Staging Rome	Roman Drama: Plautus and Terence

Week	Title	Content
5	Speech and Characterisation	Lysias and the Sophists
	Speech and Power	Demosthenes and Aeschines
	Roman Rhetoric and moralistic discourse (I)	Rhetoric especially the works of Cicero
	Roman Rhetoric and moralistic discourse (II)	Rhetoric especially the works of Cicero
6	The Development of Prose	Herodotus: the Father of History
	History Speaks	Thucydides and his Speeches
	Rural Rome	Virgil's <i>Eclogues</i> , Horace's <i>Epistles</i>
	No Lecture	No Lecture (Friday 3.15pm): Take the time to finish your essay for next Tuesday!
7	READING WEEK	NO LECTURES OR CLASSES
8	Greece and the Philosophers	The Presocratics and Plato
	Greece and the Philosophers (II)	Plato and his Successors
	Philosophy in Rome	Lucretius and Epicureanism
	Writing the Roman Sky	Manilius' <i>Astronomica</i> ; cosmology and astronomy in Latin Literature
9	Greek Table Talk	Philosophical Discourse and Letter Collections; Plutarch's <i>Moralia</i>
	Between Religion and Philosophy in Late Antique Literature	Philosophical and Religious Discourse; Letter Collections; Porphyry's <i>Letter to Marcella</i>
	Constructing Roman Religion	Cicero's <i>On Divination</i> and <i>On the Nature of the Gods</i> .
	Raising Rome	Philosophical Discourse and Letter Collections; Cicero's <i>Letters</i> , Seneca's <i>Letters</i> and Pliny
10	Being Greek in Rome: <i>Paideia</i>	The Second Sophistic: Plutarch and Lucian
	Travels and Religion	The Second Sophistic: Pausanias
	Living in Rome	Poetry in and from city life: Martial and Juvenal

Week	Title	Content
	Living in Rome	Poetry in and from city life: Martial and Juvenal
11	Love in Roman Greece	The Greek Novel
	Love in Roman Greece	The Greek Novel
	Love and Magic in Roman Africa	The Roman Novel: Apuleius' <i>Metamorphoses</i> (<i>The Golden Ass</i>)
	Love and Magic in Roman Africa	The Roman Novel: Apuleius' <i>Metamorphoses</i> (<i>The Golden Ass</i>)
12	Essay Feedback	Essay Feedback Session
	Essay Feedback	Essay Feedback Session
	Exam preparation / revision	
	Exam preparation / revision	

Seminars

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

There are 3 seminar groups:

Group	Day	Time	Place	Notes
Group 1	Monday	5.15pm	Lecture Room 06	
Group 2	Tuesday	5.15pm	Lecture Room 18	
Group 3	Friday	12.15pm	Lecture Room 9	

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

Seminar	Topic	Week
Seminar 1	Epic and the Oral Tradition: Homer's <i>Odyssey</i>	4
Seminar 2	Epinicia, athletes and poets: Pindar and Bacchylides	6
Seminar 3	Philosophy and Literature: Greek and Roman contexts	9
Seminar 4	Writing Rome: Cicero, Seneca and Pliny	11

ASSESSMENT

Course Work: 1500-word exercise (50%)

Examination: 2-hour examination (50%)

Course work

Coursework 1: Essay

To be submitted by **Tuesday, 8th November 2011 by 3pm**; returned by 13th December 2011.

ESSAY

You should choose **ONE** of the following essay titles and write an essay of 1500 words (worth 50% of your final mark).

EITHER

1] Compare and contrast the depiction of heroism in Homer's *Iliad* and Virgil's *Aeneid*.

OR

2] Discuss the similarities and differences between Greek Old Comedy and Roman Comedy, with reference to at least two of the following comic poets: Aristophanes, Plautus, Terence.

OR

3] Analyse the roles of the gods and religion (including oracles) in Herodotus Book 1.

OR

4] Examine the portrayal of love and gender roles in Propertius Poem 1.1, 1.6 and 1.12.

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 (see also the short bibliography below under 'Recommended Purchases and Reading'). 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 50% of your final mark will last 2 hour(s). The exam consists of two parts (A and B). You need to answer four gobbet questions and one essay question. In part A you are asked to comment on the context and content of **four** of six gobbets. You should not spend more than 60 minutes on this question. Part A will give you 1/2 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 1/2 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

Edmunds, L. (2001) *Intertextuality and the Reading of Roman Poetry*, Baltimore.

Rutherford, I. (2004) *Ancient and Classical Literature. A Concise History* (Blackwell Introductions to the Ancient World), Oxford.

Whitmarsh, T. J. G. *Ancient Greek Literature*. Cambridge: Cambridge University Press, 2004.

Recommended

Boyle, A. J. (1993) *Roman Epic*, New York.

de Jong, I., Nünlist, R. and Bowie, A. M. *Narrators, Narratees and Narratives in Ancient Greek Literature*. Leiden: Brill, 2004.

Dominik, W. (2007) *A Companion to Roman Rhetoric*, Malden.

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

Goldhill, S. *The Invention of Prose* (New Surveys in the Classics). Cambridge: Cambridge University Press, 2006.

Gutzwiller, K. J. *A Guide to Hellenistic Literature*. Malden (MA) and Oxford: Blackwell, 2007.

Harrison, S. J. (2007) *A Companion to Latin Literature* (Blackwell Companions to the Ancient World), Oxford.

Perkell, V. (1999) *Reading Vergil's Aeneid: An Interpretive Guide*, Oklahoma.

Steel, C. (1999) *Cicero, Rhetoric, and Empire*, Oxford.

Storey, I. C. and Allan, A. *A Guide to Ancient Greek Drama* (Blackwell Guide). Malden (MA) and Oxford: Blackwell, 2005.

West, D. (2003) *Virgil. The Aeneid*. (Penguin Classics), London.

Whitmarsh, T. J. G. *The Second Sophistic* (New Surveys in the Classics). Oxford: Oxford University Press, 2005.

Worthington, I. *A Companion to Greek Rhetoric*. Malden (MA) and Oxford: Blackwell, 2007.

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.

MARKING CRITERIA FOR ALL ESSAYS WITHIN THE SCHOOL OF CLASSICS**Per level****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.

LEVEL 5

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows a high degree of insight and independent thought, together with some flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 5.

Outstanding (80-89%) HIGH FIRST CLASS. A sound answer that provides an effective response to the question. It should show a sound command of the literature and an ability to integrate that literature and an attempt to go beyond it. The analysis should achieve a sustained level of quality. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be some sustained attempt at critical and committed argument, which is 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 focused answer of sound intellectual quality, which adopts a comprehensive approach to the question and maintains a level of analysis throughout. It should show a willingness to engage critically with the literature and an attempt to move beyond it, using sources to arrive at its own conclusions.

Very Good (60-69%) Structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and 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 most respects.

Good (50-59%) Sound work which covers the basic subject matter and is appropriately organised and presented. May tend to 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 for the most part but to show only a general grasp of the issues which the question is raising, and to be weak in 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/or narrative. There may be an attempt to answer some aspects of the question, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key themes, 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 real 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.

LEVEL 4

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows a good degree of insight and some independent thought, together with some flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 4.

Outstanding (80-89%) HIGH FIRST CLASS. A solid answer that provides an effective response to the question. It should show some command of the literature and an ability to integrate that literature. The analysis should achieve a sustained level of quality. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be some attempt at critical and committed argument, which is 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 focused answer of intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of understanding throughout. It should show a willingness to engage critically with the literature, using sources effectively to arrive at its conclusions.

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

Good (50-59%) Competent work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound for the most part but shows only a general grasp of the question, and to be weak in argument. 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/or narrative. Some aspects of the question may be answered, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the relevant themes, 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 real comprehension.

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 (1-9%) Incomplete work, or work with absolutely no relevance to the question. A mark of 0 will be awarded for plagiarism or failure to submit.