Classics 210 Love and War in the Ancient World-CT

Fall, 2010

TR 9:30-10:45

HH 403

Instructor: E.Del Chrol, HH 412, 696-4243 or 6749, chrol@marshall.edu. Office hours: MWF, 11-12; TR, 11-12., and by appointment.

Course description:

Catalogue Description: Taught in English, this course examines the themes of love and war in Greek and Roman poetry and prose.

Course Description: Love and war, on the surface, are seemingly at odds with one another: love brings people together, while war divides them. While this is true, it is useful to look at these two prominent themes in literature together, for they bring into sharp focus two of the most powerful drives in humanity, the drive to reproduce and the drive to conquer. Both love and war possess aspects of both of these drives. The theme of love can span topics such as sex, power, friendship, family, marriage, children, infidelity, masculinity, femininity, and murder, just as the theme of war can span topics such as sex, power, friendship, family, marriage, children, infidelity, masculinity, femininity, and murder. Love and war actually have much in common. In this class, we will focus on the conflicts between the personal and political, self and other, masculinity and femininity, and private and public through the lens of love and war in ancient classical texts.

Required Texts:

Bing, P. Games of Venus: An Anthology of Greek and Roman Erotic Verse from Sappho to Ovid

Corrigan R. (ed). Classical Tragedy - Greek and Roman: Eight Plays in Authoriative Modern Translations

Shelton, Jo-Ann. As The Romans Did: A Sourcebook in Roman Social History

Other readings will be posted on Vista.

Computer Requirements:

- For minimum hardware/software requirements please see: http://www.marshall.edu/muonline/support/hardwaresoftware.asp
- Be sure to run the free web browser tuneup: http://www.marshall.edu/muonline/support/tuneup.asp
- You will need to have **Adobe Acrobat Reader** to read some of the course materials. You can easily check your computer to see if you have this free

programs (and if you don't install it for free), by running the browser tuneup available at the Help Desk.

- The free program, if you need it, is also available at our **Download Center**. http://www.marshall.edu/muonline/support/download.asp
- If you have technical problems, please go to the Help Desk: http://www.marshall.edu/muonline/support/
- ***HELP DESK PHONE NUMBERS***:
  (304) 696-3200 (Huntington, WV)
  (304) 746-1969 (Charleston, WV)
  (877) 689-8638 (Toll free)

Course Goals and Learner Outcomes:

By the end of this course you will have learned how to think and write effectively about Greek and Roman language, history, epic, religion, poetry, and culture. You will be familiar with authors, time periods, mythological content of the literature, political context, subjects and themes of the literature, structure of the poetry and prose, and literature as a reflection of the culture and people for whom it is produced. Specifically you will have learned:

I. How to analyze, evaluate, and create texts with a view to discovering their content, genre, language and cultural connections; and how language and artistic representations can enhance the understanding of a text and its cultural and literary contexts. This learning will come about through class discussion, informal in-class writings, and formal writing assignments. Components of this learning include:

1. the analysis and evaluation of art and literature through class discussion and informal and formal writing.
2. the close-reading and explication of a text with a view to such literary elements as plot, theme, character and literary devices; and such cultural elements as literary and cultural contexts through class discussion and informal and formal writing.
3. the planning, creation, revision, evaluation, and editing of interpretive essays and creative representations through formal writing and a process that includes per reviews, student-teacher conferences, revisions and reflections.

II. How to develop your skills with Marshall's approaches to critical thinking.

1. Reasoning: Through class discussion, informal and formal writings, group work and other presentations. You will learn how to establish an argument, present a counter argument and reason against the counter argument.
2. Cultural Judgment: Through class discussion, informal and formal writings, group work and other presentations. You will understand the literary and cultural contexts of a text through understanding your own cultural contexts and how they affect

your perception of the representations of another culture.

3. Representation: Through the reading of texts and the study of visual representations both from the Ancient world and later periods that are connected with these texts. You will learn how to analyze and evaluate these representations both from the viewpoint of the culture that created them and from your own.

4. Reflection: Through an awareness of your learning process. For each major assignment and often at the end of class you will be asked to evaluate your learning process.

5. Information Literacy: through the acquisition of course material via the web, and through communication with professors and each other you will acquire and/or hone your internet skills. You will also learn the importance of ethical use of electronic media and proper sourcing.

III. How to develop your writing skills. The writing goals of this course are to:

1. Encourage and reinforce your learning in the course by using writing as a learning tool

2. Help you write more effectively

3. Help you learn critical thinking skills by using writing as a learning tool

4.Prepare you for writing in your careers and in your personal and community lives

Course Requirements and Grading:

1. Class participation in the form of attendance, participation in discussion and formal debates; informal in class writing and prompts.

2. A **midterm** and **final** will that assess your mastery and understanding of the course material. Both will consist of passage identification and short answer questions.
Passage identification consists of identifying the author, work, and context of a passage of text. You will also discuss and reflect on relevant themes and importance to the work as a whole, as well as theme, tone, and imagery. Short answer questions ask you to synthesize more broadly the knowledge, themes, symbolism, and imagery we have discussed in class. In these questions, you may link themes or images throughout works and you must reflect upon the works widely.

3. Weekly prompts that you prepare before class (see schedule for details). You will also write two short formal papers, and revise and expand one of those papers for the longer, final, formal, term paper.

Grading:

Prompts: 10%

In-class writing assignments and participation: 30%

Short Papers: 10%

Final Paper: 20%

Midterm Exam: 15%

Final Exam: 15%

COURSE POLICIES:

A. Attendance Policy: Attendance is required. "University excused" absences are accepted only if I am aware of them in advance, or if I am notified within 24 hours of an emergency. Please see your catalogue for definitions and policies concerning excused absences. Employment and scheduled medical appointments do not count as excused absences. Please note that in order to receive credit for excused absences you will have to submit class work for the missed day(s). Please note also that even if excused, excessive absences will affect your grade, and in general, I will not give a passing grade to anyone who misses more than two weeks of class.
B. Academic Dishonesty Policy: All instances of academic dishonesty will result in a course grade of F and I will report the sanction to the Provost's office.
C. Incomplete Policy: I give incompletes only if you have completed 75% or more of the course and a verifiable emergency occurs. Incompletes must be finished by the start of the next semester.
D. Cell Phone Policy: Cells phones must be turned OFF (not put on vibrate) and put away before you enter class. You may not access your messages or text while you are in class. If you in are an emergency situation where you need to keep your cell phone on vibrate you must me before class begins.

University Policies:

Academic Dishonesty Policy: All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 102 – 106 of the undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_09-10.pdf.

or on pp. 61 – 64 in the spring 2009 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2009/gr_sp09_published.pdf. (Faculty are encouraged to add any additional information specific to their expectations and/or rules regarding academic dishonesty in their class).

Policy for Students with Disabilities: Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students

with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit http://www.marshall.edu/disabled or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

University Computing Services' Acceptable Use Policy: All students are responsible for knowing this policy, which can be found on the web at **http://www.marshall.edu/ucs/CS/accptuse.asp.**

Affirmative Action Policy: This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 90 of the 2009-2010 undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_09-10.pdf, or on pp. 16-17 of the spring 2009 graduate catalog http://www.marshall.edu/catalog/Graduate/S2009/gr_sp09_published.pdf. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

Inclement Weather Policy: Students can find information concerning Marshall's policy regarding inclement weather on pp. 92-93 of the 2009-2010 undergraduate online catalog http://www.marshall.edu/catalog/undergraduate/ug_09-10.pdf, or on pp. 22-23 of the spring 2009 graduate catalog http://www.marshall.edu/catalog/Graduate/S2009/gr_sp09_published.pdf.

Schedule

Part 1: Love and War.
The Language of Love and War
The Politics and Erotics of War.

Week 1. Introduction. Language and Culture.

Week 2: Archilochus.

- Assignment: Read Archilochus. Write two poems in the style of Archilochus (similar language, similar phrasing) about modern war and the military. Each poem should be about 10-15 lines long. At the end, write a short paragraph (1/2 page) that talks about what's different about the way he feels and the way you feel

Week 3: *Iliad*, book 3.

- In three short paragraphs (1/2 page ea) explain what Agamemnon values, what Hector values, and what Achilles values. Then in a fourth short paragraph

(1/2 page), explain how they are in conflict with each other. Is there a way for them to be reconciled? Why or why not?

Week 4: *Iliad*, book 6.
Short paper due.

Week 5: *Aeneid*, book 4.

- In 1-2 pages, explain how Aeneas' attitudes towards love and war differ from the Iliad readings of the last two weeks

Part II. Love, Sex, Friendship, Desire

Week 6: Sappho, Alcman.

- Read Sappho and Alcman. Write two poems in the style of these two poets(similar language, similar phrasing) about love. Each poem should be about 10-15 lines long. At the end, write a short paragraph (1/2 page) that talks about what's different about the way they feels and the way you feel

Week 7: Mimnermus et al. Midterm.

- Write 1 page on what idealized love is like in today's society – what are people supposed to find attractive? What's the purpose of love now? What does it make you do? Where do we see love imagery? Then write 1 page on how the other poets we've read present a different set of values. Be precise and quote your sources when you explain how ancient love is or isn't like our love.

Week 8: Plato's *Symposium*.

- Look up the term "Platonic Love". Do a diagram/create a picture that explains the "ladder of desire" on pp. 56-7 in Symposium, and then in a short paragraph (1/2 page), explain how "Platonic love" relates to it.

Week 9: Catullus, Horace.

- In 1 page for each poet, explain how Catullus and Horace present different attitudes towards love, war, and sex.

Week 10: Lucretius, Roman Elegy.

In 1 page, explain the ways that a lover is like a soldier. Then, in a short paragraph (1/2 page), explain whether or not you buy it. Finally, in a short paragraph, explain what the concerns are that a modern elegist would have to deal with.

Part III The Family and the War Within

Week 11: ***Agamemnon*.**

Short paper due.

Week 12: Euripides, *Herakles.*

- In 1-2 pages explain how the Herakles is different from the other folks we've read – how does the play make meaning in a different way?

Week 13: Plautus/Menander

- Take a small passage from the play (10-15 lines long) and explain how all the jokes work – what are the cultural values underlying the jokes? What attitudes about sex or war or women or class do you have to understand in order to find the passage funny? Your answer should be between 1-2 pages long

Week 14: Inscriptions from childrens' and womens' graves; the laudatio Turiae.

- Thinking about the way the inscriptions look, and the artifacts from our WebCT page, what impact does that have on you as a viewer? Use the terms and ideas from our discussion of art (also on WebCT).

Week 15: Conclusion. Final Paper and paper presentations.

Final Exam: TBA.