

Greece and Rome: Texts, Traditions, and Transformations (HUMA 12250) Spring

COURSE DESCRIPTION

The Greece and Rome sequence is about traditions—not as stable, pre-given structures, but as bodies of texts that influence and transform each other across historical time periods. Students gain a grounding in some major texts of the Classical Greek and Latin traditions (read in English translation) as well as their reception at pivotal moments in modernity. These texts have sustained a community of reading, commentary, and debate ever since their inception, and they continue to resonate through our institutions and values today. In our encounter with them, we will develop the tools to read in inquiring and original ways, as well as to defend our readings with respect to the texts.

In the Spring quarter, the theme of love is explored through philosophical and literary texts, including Plato's *Symposium*, Lucretius' *The Way Things Are*, Augustine's *Confessions*, as well as Apuleius, Shakespeare, and Shelley's *Frankenstein*.

REQUIRED TEXTS (available at the Seminary Co-op Bookstore, 5751 S. Woodlawn Avenue)

Plato, *Symposium*, tr. Woodruff, Hackett (1989).

Lucretius, *The Way Things Are*; tr. R. Humphries, Indiana Univ. Press (1968).

Augustine, *Confessions*, tr. Sarah Ruden. Modern Library (2018)

Apuleius, *Tale of Cupid and Psyche*, tr. J. Relihan, Hackett (2009).

Shakespeare, *Troilus and Cressida*, ed. D. Bevington. The Arden Shakespeare, Bloomsbury (2015).

Shelley, *Frankenstein*, ed. MacDonald, Sherf. Broadview (2012).

Please make sure to purchase these exact translations. You may not use other translations of these texts. It's important that we're all on the same page (literally).

COURSE REQUIREMENTS

May vary from section to section

As a seminar-style class, this course requires substantial reading and writing as well as your active involvement in class. Specific course requirements are:

Participation (including writing seminars and one sequence-wide lecture): **25%** of final grade

Three Papers (approx. 4-5 pages each): **75%** of final grade

Participation

Your informed, thoughtful participation is crucial to the success of this course and our collective learning. Please speak up to voice your thoughts, no matter how incomplete they may be. Some ideas for how to participate meaningfully:

- bring to class questions and observations about specific aspects of the reading. Be ready to direct us to a passage that you think is important for discussion (so bring the readings with you!)
- respond to the readings generously and thoughtfully: be ready to talk about what you think is important or relevant about them, as well as things that are troubling or questionable.
- introduce new topics or issues for discussion *while also being responsive to the comments or questions that others have introduced*, so that we can generate sustained discussion.

You will each take one turn leading the discussion on a particular day, to be determined on the first day of class.

Writing Seminars

The writing intern for this course will conduct writing seminars and meet with you individually. Participation in these seminars is mandatory and absences will affect your grade for the course.

Papers

The prompts for each paper will be distributed one week before each draft is due. These writing assignments are not research papers, but rather opportunities to build an original argument based on close readings of the text. I will evaluate your papers according to the quality of your own thought, argument, and style. Be sure to follow the instructions of each prompt.

Events

Sequence-Wide Event TBD.

COURSE POLICIES

Academic Honesty

Your education requires you to come up with your own ideas and express them in your own words. Plagiarism can occur not just intentionally but also through carelessness about the attribution of others' ideas and the citation of sources. Since the writing assignments do not entail secondary reading, we will not be covering proper citation practices in class. If you do read secondary sources to form your ideas, however, you must cite them. The following resources are helpful in explaining what constitutes plagiarism and how to avoid it, and in providing guidelines for citation practices:

<http://writing-program.uchicago.edu/undergrads/wic5stuck>

<http://guides.lib.uchicago.edu/c.php?g=297265&p=1984219>

If you submit plagiarized material, you will receive a 0 in this course.

Attendance and Lateness

You are permitted two absences in this class, no emails or explanations required. More than two absences will reduce your participation grade by one letter. Three such absences will lower your participation grade by another letter and may affect your standing in the course. Repeated lateness will also affect your participation grade; if you are more than twenty minutes late to class you will be counted as absent for that session.

Electronic Devices

This classroom is a no-device space. Phones must be turned off and kept out of sight at all times. You are expected to print out and bring to class hardcopies of the readings posted on Canvas. Please do not read from tablets and laptops.

Accessibility

I am committed to making this class fully accessible. If you have a disability that requires accommodation so that you can participate in class and complete assignments, please be in touch with me as soon as possible. You will need to provide me with a copy of your Accommodation Determination Letter, which you can obtain from the Student Disability Services office.

Late Papers and Extensions

Late papers will be penalized by a third of a grade each day. I will not accept papers that are more than three days late. You are allowed *one* 48-hour extension during the quarter, no questions asked. The extension must be **requested** at least **48 hours in advance** of the paper's due date.

COURSE SCHEDULE

Subject to Change. Please arrive to each class prepared to discuss the reading that is listed for the day.

Week 1:

M, Mar. 27: Introduction

W. Mar. 29: Plato's *Symposium*: pp. 3-30 of Waterfield's translation)

Week 2:

M, Apr. 3; pp. 30-56 of *Symposium*

W, Apr 5: remainder of *Symposium*

Week 3:

M, Apr 10: Lucretius Book 1, pp. 19- 34 and 46-51 of Humphries translation

W. Apr. 12: Lucretius Book 2, pp. 52-62 and 74-85.

F. Apr 14: **draft paper 1 due by email to WRITING INTERN by 10pm**

Week 4: meetings throughout week with WRITING INTERN to go over drafts

M. Apr 17: Lucretius, Book 3, pp. 86-95 and 98-118.

W. Apr 19: Lucretius, Book 4, pp. 119-125 and 147-57.

Week 5:

Sun. Apr. 23: **paper 1 due by email to INSTRUCTOR NAME by 10pm**

M. Apr 24: Lucretius, Book 5, pp. 158-66 and 182-201.

W. Apr 26. **WIGGLE ROOM**

Week 6

M, May 1: Shakespeare *Pericles*

W, May 3: Shakespeare *Pericles*

F. May 5: **draft paper 2 due to WRITING INTERN by 10pm**

Week 7 meetings throughout week with WRITING INTERN to go over drafts

M. May 8: Mary Shelley, *Frankenstein* **READINGS**

W. May 10: Mary Shelley, *Frankenstein* **READINGS**

Week 8

S. May 14: **paper 2 due to INSTRUCTOR NAME by 10pm**

M. May 15: Mary Shelley, *Frankenstein* **READINGS**

W. May 17: Mary Shelley, *Frankenstein* **READINGS**

Week 9

M. May 22: Mary Shelley, *Frankenstein* **READINGS**

W. May 24: Mary Shelley, *Frankenstein* **READINGS**

Week 10

M. May 29 **Memorial Day**

W. May 31: Mary Shelley, *Frankenstein* **READINGS**

F. June 2: **draft paper 3 due to WRITING INTERN by 10pm**

Finals week: meetings throughout the week with WRITING INTERN to go over draft

Fri, June 9: **paper 3 due to INSTRUCTOR NAME by 10pm**