



BLHS 102 The Ancient World: Greeks and Romans

Instructor Information

Professor Charles A. McNelis (Course Director)

Email: cam72@georgetown.edu

Tel: 202-687-8714

Professor Alexander Sens

Email: sensa@georgetown.edu

Tel: 202-687-7634

Course Description

This course is an introduction to the literature of the ancient Greek and Roman worlds. Its focus is on exploring the relationship and responsibilities of the individual to authorities, both civic and divine. It pursues these issues through the lens of some of the major genres of Classical literature, including epic, history, tragedy and comedy, and philosophy. The course emphasizes the common interests in all these forms but also takes note of their particular approaches. Students will pay particularly close attention to the ways in which the texts they are reading offer a particular vision of the relationship of human beings to one another and to the gods; in the process, they will be introduced to the ways in which these texts both reflect and respond to the broader cultures of which they are a part.

Office Hours

Individual faculty will arrange their own office hours. For issues about the course as a whole, however, Professor McNelis (Healy 322; 687-8714) is the primary contact. Please call or email to confirm a meeting time.

Textbooks and Readings

For purchase at Georgetown bookstore or online vendor:

Homer, *The Iliad*, tr. R. Lattimore (ISBN 0-226-46940-0)
Herodotus, *The Histories*, tr. Marincola (ISBN 9780140449082)
Aeschylus, *Oresteia*, tr. Meineck (ISBN 978-0872203907)
Livy, *Rise of Rome; Books 1-5*, tr. T. Luce (ISBN 019-282296-9)
Vergil, *The Aeneid*, tr. R. Fitzgerald (ISBN 067-972952-6)
Sophocles, *The Theban Plays*, tr. R. Blondell (ISBN 1-58510-037-4)
Plautus, *Amphitryo* (provided as xerox)
Apuleius, *The Golden Ass*, tr. E.J. Kenney (014-043590-5)

PDF provided for download from Canvas:

Computer Requirements

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need software to read course documents in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to the Adobe Reader download website. If you do not have access to a computer and the internet during the summer, there are computer labs at most public libraries with internet access that you can use for free.

Canvas Requirements

Operating Systems

- Windows XP SP3 and newer
- Mac OS X 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Format

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using Georgetown University's learning management system called Canvas. You can access the learning management system at [this URL](#).

Technical skills

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Communicate via email including sending attachments
2. Navigate the World Wide Web using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Upload and download saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas.

Learning Goals and Objectives

By the end of the course you should be able to:

- Articulate basic, formal features of the ancient genres of epic, history, tragedy, comedy, philosophy, and the novel
- Use these formal features to analyze and develop arguments regarding central points that cut across genres
- Develop the basic form and style of academic writing including close and accurate reading of the text, and identifying and applying evidence to support your argument

Course Activities and Assignments

Graded Assignments

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| 3 Longer essays (up to 500 words)..... | 30% |
| 9 Weekly analytical paragraphs..... | 30% |
| 13 Posts in Discussion Board..... | 15% |

Final Paper (2-4 pgs.)

25%

Total..... **100%**

*The Timeline and weekly Self-Assessments are not graded. They must be completed, however, in order to progress through the course on Canvas.

Descriptions of and Expectations for assignments:

3 Longer essays (up to 500 words): these essays come at the end of units on epic, history and tragedy, three of the major genres that we will cover this semester. At the end of the unit, a question will be posed, and you will need to succinctly and accurately answer the question. The goal for these assignments is for you to demonstrate a factual and analytical command of the material that you have read, particularly in light of the genres that you have read. There is no need for you to seek outside sources or information; rather, the point is to engage with the text and to provide analysis (not plot summary or introductory material) that answers the question. It is important to write concisely in a way that articulates your point, and that then follows through upon that point.

9 Weekly analytical paragraphs: placed at the end of a week of reading, these assignments allow you to demonstrate a factual and analytical command of the material that you have read for the week. Specific questions will be posed, and you should use your analysis of the text, as well as discussions that occur in the discussion forum, to develop thoughtful and precise essays. There is no need for you to seek outside sources or information; rather, the point is to engage with the text and to provide analysis (not plot summary or introductory material) that answers the question.

13 Posts in Discussion forum: three times each week (M, T, Th), a professor will post a question or comment in the discussion forum. You will have to engage with questions or comments one day per week, and post a comment, question or an answer for the group to see. Your posts should be clear and thoughtful, and reflect an earnest effort. Once you post for the week, you are no longer *required* to do so, but the professors will respond to posts, and try to develop an exchange of ideas and information that may enhance your reading and understanding of the material for the week. In that sense, it will be useful for you to go back to the board on a daily basis and to check-in on your ideas and how you can develop, modify or strengthen your views.

Grading Scheme

- 93 - 100 % = A
- 90 - 92 % = A-

- 87 - 89 % = B+
- 83 - 86 % = B
- 80 - 82 % = B-
- 77 - 79 % = C+
- 73 - 76 % = C
- 70 - 72 % = C
- 67 - 69 % = D+
- 60 - 66 % = D
- Below 60 % = F

Written Work

These assignments are designed to help students think critically and independently about the issues raised in the reading. These will be graded on a standard scale from A to F. Grades in the B and C range will be common and normal; only truly excellent work will receive the highest grades. Do not, however, worry if your initial grades are low, since we are looking for significant improvement from the beginning to the end of the class.

Written work is due by the assigned due date on Canvas. **You must submit your weekly written assignment online by the time assigned in Canvas; DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES. NO LATE PAPERS WILL BE ACCEPTED FOR ANY REASON FROM ANY STUDENT.** Follow-ups and class participation is contingent on the timely submission of your initial responses.

The Final Paper (2–4 pp.) will be due on the first day of exam period and will involve a brief essay in which students consider the similarities and differences among the various genres they have read.

PLEASE NOTE THAT THE FIRST FOUR WEEKS OF CLASS REQUIRE A GREAT DEAL OF READING. SUBSEQUENT READING LOADS ARE LIGHTER, BUT IT IS IMPORTANT THAT YOU BEGIN TO READ THE ILIAD AS SOON AS POSSIBLE.

Absences

The instructor will count a student as “absent” in any week in which the student fails to submit any of the assignments due that week, including discussion postings, knowledge checks, and/or writing assignments.

After the student accumulates two such “absent” weeks, the student will receive a failing grade in this course, regardless of grades earned in any other assignment.

Honor Code

This class, like all classes at Georgetown, expects adherence to the Georgetown Honor Code. For practical purposes, that means that all of your work must be your own. If you draw on someone else's ideas, you must properly attribute them. Details of what this means will be discussed in class. Papers are subject to review using www.TurnItIn.com.

Students with Disabilities

If you are a student with a documented disability who requires accommodations, or you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at [202-687-8354](tel:202-687-8354) or arc@georgetown.edu.

Schedule (subject to revision)

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| <p>Module 1 January 13-24</p> <p>Introduction/Epic We establish a broad chronological and geographic overview of the course and its themes and focuses. Read <i>Iliad</i>, books 1-8/</p> | <p><u>Watch</u>: Introductory videos on Greek History and Homer</p> <p><u>Assignment</u>: Complete the Online Interactive Timeline activity on Canvas</p> <p><u>Read</u>: Homer <i>Iliad</i> 1-8</p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraphs</u>: Post short answers (250 words) after analyzing specific passages; due Sunday by 11:59 PM on Canvas</p> |
| <p>Module 2 January 25-31</p> <p>Epic</p> | <p><u>Read</u>: Homer <i>Iliad</i> 9-16</p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraphs</u>: Post short answers (250 words) after analyzing specific passages; due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 3 February 1-7</p> <p>Epic</p> | <p><u>Read</u>: Homer, <i>The Iliad</i> 17-24</p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM.</p> |

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| | <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraphs</u>: Post short answers (250 words) after analyzing specific passages; due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 4 February 8-14</p> <p>Epic</p> | <p><u>Read</u>: Vergil, <i>Aeneid</i> 1-6</p> <p><u>Watch</u>: Overview of Roman History</p> <p>Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM.</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraphs</u>: Post short answers (250 words) after analyzing specific passages; due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 5 February 15- 21</p> <p>Epic</p> | <p><u>Read</u>: Vergil, <i>Aeneid</i> 7-12</p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraphs</u>: Write a longer essay applying a theme or motif from previous Modules to the content of this week. (500 word max); due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 6 February 22-28</p> <p>History</p> | <p><u>Read</u>: Herodotus, <i>The Histories</i> 1</p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraphs</u>: Post short answers (250 words) after analyzing specific passages; due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 7 February 29- March 6</p> <p>History</p> | <p><u>Read</u>: Livy, <i>Rise of Rome</i> Book 1</p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> |

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| | <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical essay (assignment tool)</u>: Write a longer essay applying a theme or motif from previous Modules to the content of this week. (500 word max); due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 8 March 14-20</p> <p>Tragedy</p> | <p><u>Read</u>: Aeschylus, <i>Agamemnon</i></p> <p><u>Watch</u>: 2 Lectures capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraph</u>: Post short answers (250 words) after analyzing specific passages; due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 9 March 21-27</p> <p>Tragedy</p> | <p><u>Read</u>: Sophocles, <i>Antigone</i></p> <p><u>Watch</u>: Lectures capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraph</u>: Write a longer essay applying a theme or motif from previous Modules to the content of this week. (500 word max); due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 10 March 28- April 3</p> <p>Philosophy</p> | <p><u>Read</u>: Plato, <i>Apology</i></p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical essay (assignment tool)</u>: Post short answers (250 words) after analyzing specific passages; due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 11 April 4-10</p> <p>Philosophy</p> | <p><u>Read</u>: Plato, <i>Republic</i></p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> |

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| | <p><u>Analytical paragraph (assignment tool)</u>: Post short answers (250 words) after analyzing specific passages; due Sunday by 11:59 PM on Canvas</p> |
| <p>MODULE 12 April 11-17</p> <p>Comedy</p> | <p><u>Read</u>: Plautus, <i>Amphitryo</i></p> <p><u>Watch</u>: Lecture capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraph (assignment tool)</u>: Post short answers (250 words) after analyzing specific passages; due Monday by 11:59 PM on Canvas</p> |
| <p>Module 13 April 18-24</p> | <p><u>Read</u>: Apuleius, <i>The Golden Ass</i></p> <p><u>Watch</u>: Lecture Capture on Canvas</p> <p><u>Assignment</u>: Post a response to one of the questions posted in the discussion; due Thursday by 6:00 PM</p> <p><u>Self-Assessment</u>: Complete on Canvas</p> <p><u>Analytical paragraph (assignment tool)</u>: Post short answers (250 words paragraph max) after analyzing specific passages; due Tuesday by 11:59 PM on Canvas</p> |