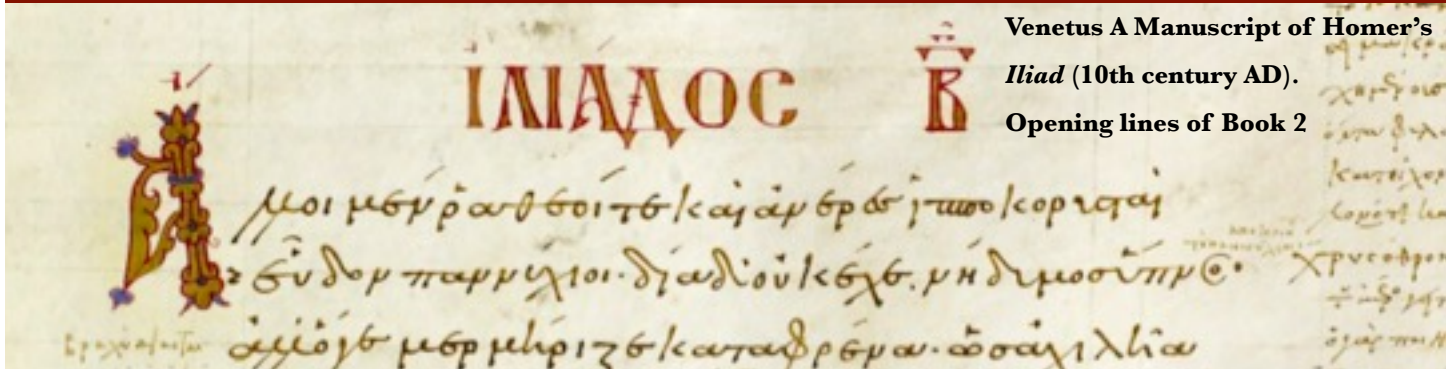


Masterpieces of Greek and Roman Literature

UNIVERSITY OF PITTSBURGH
DEPARTMENT OF CLASSICS
PITT IN SICILY

CLASSICS 100
SUMMER 2017



**Venetus A Manuscript of Homer's
Iliad (10th century AD).
Opening lines of Book 2**

Is there a pattern of human behavior? Would man pursue his extravagant projects if he appreciated the price he must pay for them? Personal vendetta or law-court justice? What limits must the state observe towards the individual and vice versa? These are central questions in early European literature, and they have never lost their relevance.

The course starts out with the laborious homecoming of Odysseus after the siege of Troy (Homer's *Odyssey*), then moves on to the heroic lyrics of Pindar, poems written in celebration and commemoration of victorious athletes. We then turn to the quest for justice in Aeschylus' *Oresteia*, a tragic trilogy illustrating the dangers of vendetta and charting the development of democratic jurisprudence. Our

final selections consider mankind's place in history (Thucydides), before turning to the confrontation between philosopher and community: Socrates, depicted by his student Plato (*Apology*, *Crito*, *Phaedo*).

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The masterpieces of Classical Greek literature engage their readers not only through their stimulating and insightful depictions of the human condition, but also through their diverse and idiosyncratic forms. Analyzing the formal elements is a major objective of this introductory course. Students will acquire basic skills necessary for reading both ancient and later

literatures, and will develop skills in analysis, discussion, and exposition. All texts are read in English translations.



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Grading & Assessments

*This class will employ a version of **specifications grading**: All work will be graded as a high-standards pass/fail (B = pass). “Pass/fail” connotes “satisfactory/unsatisfactory”, or more accurately “done/not done”. If you get a 75% on a worksheet or activity, you aren’t “done” studying. Written feedback will indicate only if you pass or fail, and your final grade will depend on how much work you successfully complete during the term. Failure to meet “minimum” expectations will result in an incomplete “G” grade, although instructor reserves the right to give an outright “F”, when clear evidence exists of <60% effort.*

Minimum Expectations (= “B”):

- Attend all lectures and excursions
- Participate actively in 5 class discussion/week
- Complete 1 blog post and 1 daybook entry
- Answer 24 in-class writing prompts
- Complete 1 exploratory essay
- 1 in-class presentation (10-15 minutes)

Average Expectations (= “B+”):

- Attend all lectures and excursions
- Participate actively in 5 class discussion/week
- Complete 1 blog post and 1 daybook entry
- Complete 1 additional blog post **or** daybook entry
- Answer 26 in-class writing prompts
- Complete 2 exploratory essays
- 1 in-class presentation (10-15 minutes)

High-Average Expectations (= “A-”):

- Attend all lectures and excursions
- Participate actively in 5 class discussion/week
- Complete 2 blog posts and 2 daybook entries
- Answer 28 in-class writing prompts
- Complete 3 exploratory essays
- 1 in-class presentation (10-15 minutes)

Exceeding Expectations (= “A”):

- Attend all lectures and excursions
- Participate actively in 5 class discussion/week
- Complete 2 blog posts and 2 daybook entries
- Write a 1-page reflection after the end of the program
- Answer 30 in-class writing prompts
- Complete 4 exploratory essays
- 2 in-class presentations

Grading & Assessments

Engagement & Participation

Classics 100 is a discussion seminar whose goal is the interpretation of literature. Participation by everyone in class is vital to its success! There are many forms of participation: asking questions about the texts, volunteering to read and provide commentary, sharing your observations and reactions, or offering interpretive suggestions based on your own knowledge and library of experiences. Every day I will carefully keep track of each of your contributions, and offer feedback as the discussion develops.

Pitt in Sicily Blog

Our Pitt in Sicily Blog will serve as our link to the community back in Pittsburgh and with the general public. It is also an opportunity for you to develop your interests and writing skills. Students will take turns posting entries daily after excursions, discussing aspects of Sicilian cultural heritage relevant to the week's topics, and presenting on sites, objects, texts, and other topics of interest to them.

Pitt in Sicily Daybook

At the end of each day of the program, a student will be assigned to compose a handwritten account of the day's activities. This may take many forms: a response to or summary of a lecture/discussion/excursion, an exploration of a topic from class, notes or highlights from a site and/or museum visit.

Presentation

You will be asked to select a text or author that interests you from the syllabus; on the day of your presentation, you will present a critical reading (10-15 minutes) of a selected passage or text.

In-Class Writing Assignments

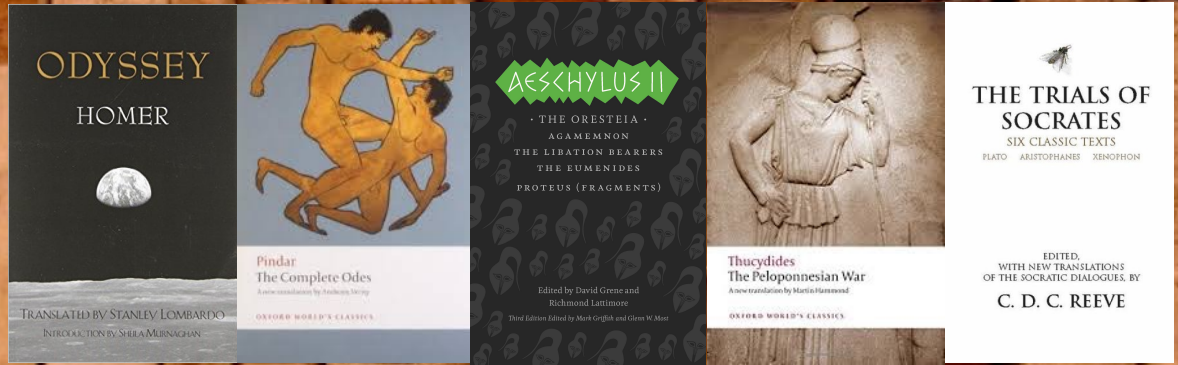
Like our worksheets in the *Greek Archaeology* class I will prepare some very short-answer writing assignments for each class, just to keep us from getting too bored with discussion. You can expect approximately two per class.

Exploratory Writing Assignments

At the beginning of each week, I will share a selection of interpretive questions for you to consider as you complete the readings. At the week's end, you will be asked to choose one question and to write a short (700-800 word) exploratory essay in response. You may turn in your response in hard-copy, or e-mail me a Word (.docx) or Adobe (.pdf) file.



Course Texts



I appreciate that some of you may already own copies of one (or more) of these texts. I do ask, however, that you purchase the following editions:

- 1) *Odyssey*, by Homer, translated by Stanley Lombardo (Hackett, 2000)
ISBN 0872204847
- 2) *The Complete Odes* (Oxford World's Classics), by Pindar, translated by Anthony Verity (Oxford, 2008) ISBN 0199553904
- 3) *Aeschylus II: The Oresteia* (The Complete Greek Tragedies) Third Edition, by Aeschylus, edited by Greene, Latimore, Griffith, Most (Chicago, 2013)
ISBN 0226311473
- 4) *The Peloponnesian War* (Oxford World's Classics), by Thucydides, translated by Martin Hammond (Oxford, 2009) ISBN 0192821911
- 5) *The Trials of Socrates: Six Classic Texts*, by Plato, Aristophanes, Xenophon (Hackett, 2002) ISBN 0872205894



Rubrics

Pitt in Sicily Blog & Daybook (20%)

Each day of the program, a student will be selected at random (or by volunteer) to compose a page-long (approx. 200 words), handwritten and signed entry in the Pitt in Sicily daybook. In addition, after each excursion or site visit, one or two students will be asked to write longer entries (approx. 500 words) in the Pitt in Sicily Blog. Over the course of the term, students should expect to write at least two daybook entries and at least two blog entries. A 10% extra credit bonus may be added especially creative submissions. I will grade both blog and daybook entries according to the following rubric:

<i>Accuracy</i> 40%	All facts are accurate and relate back to the topic. Provided specific reference to primary source material or course readings.	All facts are accurate and relate back to the answer, yet there was a disproportionate amount of opinion based statements then facts.	No direct quotes used or referred to in the paper. Incorrect facts and/or citations.
<i>Focus</i> 30%	Answers address the questions clearly and fully, showing higher level analysis and synthesis of concepts and uses course vocabulary.	The answers are not as detailed and/or concise as needed; and/or use limited course vocabulary.	Some of the documentation relates to the assigned topic; misuses or uses limited course vocabulary.
<i>Reasoning</i> 20%	Clear and accurate answers; insightful, specific.	Reasons support answers with some/ an important reason(s) overlooked; general examination and assessment.	Weak reasons and/ or irrelevant or confusing reasons given that don't support the answers; incomplete answers.
<i>Mechanics</i> 10%	Use of correct grammar, spelling, and punctuation; well organized; format easy to navigate.	Enough errors to distract the reader; organization problems; and/or format difficult to navigate.	Numerous errors, paper hard to read and hard to follow; format details are not adhered to.

Presentation (20%)

Students are responsible for one, individual presentation in this course. As early in the term as possible, you should meet with me to identify a topic that interests you from the syllabus. On the day of your presentation, you will present a critical analysis (10-15 minutes) of a selected passage or text, and lead a class discussion for 10-15 minutes. You will be graded according to the following rubric:

<i>Accuracy</i> 40%	All facts are accurate and relate back to the topic. Provides specific reference to primary source material or course readings.	All facts are accurate and relate to the subject, yet there was a disproportionate amount of opinion-based statements than facts.	No references made to primary source material or course readings. Incorrect facts and/or citations.
<i>Focus</i> 30%	Presentation addresses the subject clearly and fully, showing higher level analysis and synthesis of concepts and uses course vocabulary.	Presentation is not as detailed and/or concise as needed; and/or use limited course vocabulary.	Some/little of the documentation relates to the assigned topic; misuses or uses limited course vocabulary.
<i>Reasoning</i> 20%	Logic of presentation is clear and accurate, insightful, specific. One point leads naturally to another, and evidence supports conclusions.	Evidence support conclusions with some/an important reason(s) overlooked; presentations includes general examination and assessment only.	Weak reasons and/or irrelevant or confusing reasons given that don't completely relate to subject; incomplete and/or unorganized.
<i>Discussion</i> 10%	Able to sustain significant and/or in-depth discussion of subject matter with little instructor intervention.	Able to maintain brief discussion, or a lengthy one but only with significant instructor assistance.	Unable or unprepared to sustain discussion of topic.

Writing Assignments (40%)

Students are responsible for three brief (3-5 page) writing assignments over the course of the program. Each will be due in hard-copy at the beginning of the day on Friday (except for the week of the road-trip, when we will do a directed writing assignment instead). At the beginning of each week, I will offer a selection of interpretive questions for you to consider as you complete the readings. At the week's end, you will be asked to choose one question (or to propose a subject of your own interest) and to write a short (3-5 page) exploratory essay. Your essays will be graded according to similar criteria as your presentations (accuracy, focus, reasoning) with mechanics substituted for discussion:

<i>Accuracy</i> 40%	All facts are accurate and relate to the topic. Provided specific reference to primary source material or course readings.	All facts are accurate and relate back to the answer, yet there was a disproportionate amount of opinion-based statements then facts.	No direct quotes used or referred to in the paper. Incorrect facts and/or citations.
<i>Focus</i> 30%	Answers address the questions clearly and fully, showing higher level analysis and synthesis of concepts and uses course vocabulary.	The answers are not as detailed and/or concise as needed; and/or use limited course vocabulary.	Some of the documentation relates to the assigned topic; misuses or uses limited course vocabulary.
<i>Reasoning</i> 20%	Clear and accurate answers; insightful, specific.	Reasons support answers with some/ an important reason(s) overlooked; general examination and assessment.	Weak reasons and/ or irrelevant or confusing reasons given that don't support the answers; incomplete answers.
<i>Mechanics</i> 10%	Use of correct grammar, spelling, and punctuation; well organized; format easy to navigate.	Enough errors to distract the reader; organization problems; and/or format difficult to navigate.	Numerous errors, paper hard to read and hard to follow; format details are not adhered to.

Course Policies and Statements

Disability Resource Services Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-383-3346 (Fax), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course.

Academic Integrity Policy

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. (For the full Academic Integrity policy, go to www.provost.pitt.edu/info/ai1.html.)

E-mail Communication Policy

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)