

Roman Elegy



The University of Western Ontario

Latin 9222B, Winter 2019

Randall Pogorzelski

Welcome

Welcome to “Roman Elegy”! In this course we’re going to read some selections of Roman elegy in Latin as well as some secondary material. We’ll try to strike the right balance between working on Latin language skills and developing research projects.

Instructor

My name is Randall Pogorzelski, and I will be your instructor for this class. Please call me Randy. I arrived at Western in July of 2011 as an Assistant Professor of Classical Studies. Before I came to Western I was a Lecturer at Scripps College in Claremont, California, at the University of California, Irvine, and at the University of New England in Armidale, New South Wales. I teach mostly classical Latin language and literature courses, but I also have some experience with Greek language and literature courses as well as ancient history courses. My research focus is on the poetry of the early Roman Empire, most especially Virgil and Lucan. I also have an interest in the use of classical literature and myth in modern literature and culture. I wrote my Ph.D. thesis at the University of California, Santa Barbara on Virgil and James Joyce, and I’ve taught courses including texts like *Watchmen* and *Frankenstein*. There are few things I enjoy more than talking about classical literature and history, so please feel free to contact me any time with questions about the course or about ancient Greece and Rome in general.

Contact Details

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Office Hours: Mondays from 9:30am-11:20am

Class Meetings

This class meets Mondays from 2:30 to 5:30 in the Western Interdisciplinary Research Building room 1110.

UWO Policies

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

UWO Accessibility Policy

Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: <http://accessibility.uwo.ca/>

Mental Health

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Course Policies

Class Attendance

Attendance for this course is required. If you need to miss class for any reason, please contact me in advance to explain that reason. Not only will attendance allow you to participate actively in the learning process and allow me to provide instant feedback, but it will also foster the sense of community that is such a valuable part of the field of Classics.

Accommodation

Staying healthy – physically and mentally – is an essential part of achieving your academic goals. There are many resources on campus available to help you maintain your health and wellness (start here: <http://wec.uwo.ca/> and <https://www.uwo.ca/health/>). Please contact the Graduate Chair if you have any concerns about health or wellness interfering with your studies.

If academic accommodation should become necessary at any point, students should contact their course instructor(s) and/or supervisor, as appropriate. Students should also contact the Graduate Chair in most cases, and especially if accommodation is needed for:

- more than one course
- more than one week
- any tests, exams, and/or assignments worth 10% or more of a final grade
- any program milestone (comprehensive exams, thesis, etc.)

In these cases, the Graduate Chair may request that a student work with Student Accessibility Services (<http://www.sdc.uwo.ca/ssd/>) to arrange a plan for accommodation (see SGPS Regulation 14: http://www.grad.uwo.ca/current_students/regulations/14.html).

Using Published Translations and Online Tools

Reading works in translation is an important part of your training in Classics, but please avoid using a translation to aid your own Latin reading. One of the aims of the course is to improve your independent Latin reading ability, and you will impede your progress in that area by relying on published translations. I encourage you to use online tools like the morphological analysis tool of the Perseus Project occasionally, but do not become too dependent on such aids. It is essential that you learn to read independently, and you will be asked to read and translate Latin without access to online morphological analysis tools both in class and on the exams. The work you put in to increasing your independence now will pay off by making Latin easier for you in the future.

Course Information

Course Description

Between 60 BCE and 20 CE, Roman poets developed a style of poetry in elegiac couplets that would define the conventions of romantic love for centuries. Mediated by medieval courtly love and early modern sonnets, the image of devoted, painful, and difficult love that burst onto the Roman poetic scene in the dying years of the Republic only to disappear after Augustus resonates with modern audiences more than any other Latin poetry. The social and historical forces that produced erotic elegy in Rome were radically different from modern social conditions, and yet modernity seems impossible without love in the elegiac style. In this course we will read selections from the four major poets of Roman elegy: Catullus, Tibullus, Propertius, and Ovid. We will also discuss major trends in scholarship of the genre from the late twentieth and early twenty-first centuries.

Learning Outcomes

At the end of this course you will be familiar with Roman elegy. You will understand the most important scholarly issues and debates surrounding the genre. In some cases, you may make a substantive contribution to these debates.

You will have practiced and improved your ability to read Latin, gaining familiarity with the stylistic features of the Roman elegy in particular and Latin poetry in general.

You will have practiced and developed your scholarly research and writing ability—an ability useful not only for professional scholars, but in a variety of careers.

You will have read, evaluated, and critiqued both primary and secondary sources, communicating your views orally and in writing. In the process you will have developed your critical reading and thinking skills as well as your oral and written communication skills.

You will have practiced public speaking in your presentation, which will be useful for future academics as practice for conferences and well as teaching. Public speaking skills are also useful in a variety of professions.

By practicing and advancing these skills, you will make studying Classics in general and Latin literature in particular easier, increasing your enjoyment of reading Latin, discussing it, and writing about it. This will encourage a lifelong interest in Latin literature, whether you intend to become a professional specialist in the area or not.

Required Texts

There are no officially required texts for this course. You may use any texts of the assigned readings you like. Sometimes using different texts will allow us to discuss critical issues. If you're looking for help from commentaries, I'd suggest starting with the following: For Catullus, Garrison's *The Student's Catullus* is the best starting place. For Tibullus, I'd suggest Maltby, but Putnam is also an option, as is Murgatroyd. For Propertius, I'd start with Richardson, but Camps might also be helpful. For Ovid's *Amores*, I'd use Turpin's Dickinson College Commentary, but you might also look at Ryan and Perkins. For *Tristia* 4.10, I'm not aware of a good commentary in English. Finally, it's worth pointing out that the assignments have some overlap with the selection in Miller's anthology, *Latin Erotic Elegy*, and where our texts are covered in that anthology there is helpful commentary.

Course Outline

Schedule of Readings and Seminar Topics

Week 1 (1/7)

Reading Assignment: None

Seminar Topic: Introduction to Roman Elegy

Week 2 (1/14)

Primary Reading: Catullus 68

Secondary Reading: "Introduction" from Miller, *Latin Erotic Elegy: An Anthology and Reader*

Week 3 (1/21)

Primary Reading: Catullus 76 and 101, Tibullus 1.1

Secondary Reading: Miller, "The Catullan Sublime, Elegy, and the Emergence of the Real"

Week 4 (1/28)

Primary Reading: Tibullus 2.5

Secondary Reading: Gardner, "The Elegiac Domus in the Early Augustan Principate"

Week 5 (2/4)

Primary Reading: Propertius 1.1-4

Secondary Reading: Wilson, "The Politics of Elegy: Propertius and Tibullus"

Week 6 (2/11)

Primary Reading: Propertius 1.5-8

Secondary Reading: Lindheim, "What's Love Got to Do With It?"

Reading Week (2/18-2/22)

Week 7 (2/25)

Midterm test

Week 8 (3/4)

Primary Reading: Ovid *Amores* 1.1-4

Secondary Reading: James, "Approaching Elegy"

Week 9 (3/11)

Primary Reading: Ovid *Amores* 1.5-7

Secondary Reading: James, "Against the Greedy Girl; or, The *Docta Puella* Does Not Live by Elegy Alone"

Week 10 (3/18)

Primary Reading: Ovid *Amores* 1.8-9

Secondary Reading: Kennedy, “Elegy and the Erotics of Narratology”

Week 11 (3/25)

Primary Reading: Ovid *Tristia* 4.10

Secondary Reading: Hallett, “Centering from the Periphery in the Augustan Roman World”

Week 12 (4/1)

Student Presentations

Week 13 (4/8)

Student Presentations

Paper Due Monday, April 15th

Final Exam Date TBA

Assessment Information

Introduction

Your final grade in this course will be determined by class participation, a presentation, a midterm test, a final exam, and a paper. Having your performance in a course assessed and graded can be stressful, but try to keep in mind that grades are an important part of your university experience. You're here not only to learn, but also to have your level of success in learning assessed. Think of having your work graded as an opportunity to show how good you are and to have your achievements officially certified. Also, remember that your grades are a measure of your academic performance and not a judgment of you as a person.

Percentage Breakdown

Class Participation: 10%

Presentation: 10%

Midterm Test: 20%

Final Exam: 30%

Paper: 30%

Important Dates

Midterm Test: Monday, February 25th

Paper Due: Monday, April 15th

Final Exam: TBA

Class Participation

You must be in class and prepared to participate at every class meeting. I will ask you to translate passages of Latin (although we will not translate in class all of the required reading), identify forms, and explain syntax. In addition to this language work, we will discuss critical and theoretical issues arising from both primary and secondary reading. I will assess both the quality and the quantity of your participation. If at any time you would like to know how you are doing in this area, please ask.

In addition to your normal participation responsibilities, you will be assigned one week in which you should take the lead in discussing the secondary material. I will assign a week to you at the beginning of the semester. This will not be a formal presentation, but you should be prepared with some ideas for getting discussion going if things get quiet.

Presentation

In addition to the week in which you will lead the discussion, you will also at the end of the semester give a formal, conference-style presentation. Your presentation may be on any topic related to Roman elegy. If you have difficulty thinking of a topic, please see me outside of class to discuss some possibilities. We will devote the last two class meetings to student presentations. Each presentation should be a formal fifteen to twenty minutes followed by up to ten minutes of discussion. You should read from a prepared paper rather than speak extemporaneously. Pretend you're at a conference rather than teaching a class. The presentation should be a preliminary version of your final paper. It will be graded for presentation style as well as content. Criteria will include the clarity of the presentation, integration with a handout and/or PowerPoint slides, timing, and the quality of the research and argument.

Midterm Test and Final Exam

The midterm test and final exam will ask you to translate and comment on passages selected from Roman elegy. Some of the passages will be drawn from the assigned reading, but there will be unseen passages on both the midterm and final. We will spend some class time working on strategies for unseen

translation. You will not be allowed to use any texts, notes, or reference materials. The final exam will be cumulative.

Paper

Your paper will be a revised version of your presentation. There are a few standard lengths of papers you will need to learn to write. A full-length article should be approximately 8,000-10,000 words. A shorter article or a long presentation (e.g. for a job talk) should be 5,000-6,000 words. A short conference paper should be about 2,500-3,000 words (depending on whether you include footnotes and how long you have to speak). For this course, since 50% of your grade will be determined by translation exams, your essay should be relatively short. Please write approximately 3,500 words, including quotations, translations, and footnotes. You should include your own translations of all Latin and Greek quoted in your paper.

Instructions for Turning in Your Paper

Your paper is due by midnight on Monday, April 15th. I will create an assignment on the OWL site so that you can turn in your paper online. Please attach your paper as a Word document. If you have any problems with OWL, you may also email me your paper.

Style/Formatting Instructions

You will find that when you submit articles to journals, the style guidelines vary considerably, but you will be expected to adhere closely to the sometimes arbitrary guidelines. For this course, please use the guidelines for contributors to *Phoenix*, the journal of the Classical Association of Canada. You can find the reference system on the *Phoenix* website (<http://phoenix.chass.utoronto.ca/index.php/editorial/notes-for-contributors>). For further and more detailed advice, my preferred guide is the *Chicago Manual of Style*, which is accessible online through the UWO library.