

Spring 2006, TR 9:30-10:52, MCDL 242

Instructor: Christopher M. Chinn

Office: COLE 61

Office Hours: MT 2:00-2:50 or by appointment. I am generally available most days and times, except when I'm teaching or eating.

Contact: If you would like to make an appointment or would like help with the class, please feel free to get in touch with me by any of the following methods.

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Course objective: The purpose of this course is for the student to gain an appreciation of the ancient novel through close examination of representative texts. These “ancient soap operas” formed the core of ancient popular literature, and hence constitute a corpus of material that stands in an interesting contrast to the better-known and highly aestheticized literature of Classical Antiquity. By the end of the term you should be able to interpret these works from a variety of perspectives, and be able to negotiate the scholarship on them.

Course outline: We will read in translation four of the five “canonical” Greek romances and the two main Latin novels (Petronius’ *Satyricon* and Apuleius’ *Golden Ass*). We will read the Greek novels first, then proceed to the Roman ones. For the first couple days we will spend time acquainting ourselves with the historical context of these works. At the end of the term, we will look at some possible influences on the development of the ancient novel, particularly drama, historiography, and epic poetry. In order to facilitate class discussion and to increase your critical engagement with the texts, you will be asked to keep a daily journal of notes and questions (see below). I will occasionally assign in-class quizzes and writing assignments. One essay and one longer research paper constitute the rest of your grade.

Academic responsibility: I take the issues of cheating and plagiarism seriously. In order to familiarize yourself with Bucknell’s policies and procedures regarding appropriate academic behavior, please read the following site: <http://www.bucknell.edu/AcademicResponsibility/>. It is your responsibility to be aware of what constitutes academic misconduct, plagiarism, and other violations of academic responsibility.

Course expectations: I expect you to engage in critical reading of the texts, active participation in class, and good writing. Below I have detailed my expectations of you.

I. Reading

A. Expect to read about 25-45 pages per class session. The texts we will be examining are translations of ancient Greek and Latin writers, and are sometimes difficult. I expect you to read critically, which means you need to take notes and formulate discussion questions (see section B below).

B. Please keep detailed notes and formulate discussion questions on the readings in a loose-leaf notebook and be ready to hand in reading questions every day. What I’m looking for here are questions that occurred to you while reading the assigned texts. Questions can range from the most basic factual issues to the most sophisticated theoretical ones. Your questions

will help shape in-class discussion. I will not necessarily collect these every day, and when I do, I won't necessarily grade them. The purpose of this exercise is (1) to make sure you're keeping up with the readings, (2) to monitor how your understanding of the ancient novel progresses over the course of the term, and (3) to improve your writing through practice.

C. Occasionally I will assign a brief in-class diagnostic essay or quiz. The purpose of these assignments is the same as in section B.

II. Writing

A. There will be one interpretive essay (about 5 pages) due on March 9. This essay will address one of several potential pre-assigned topics. You are not required to do in-depth research for this assignment. I will provide more detail regarding my expectations on the actual assignment (distributed in Week 4 or thereabouts).

B. On April 18 you will turn in a complete draft of research paper (see below), including bibliography. You will have been working with me on formulating your thesis and bibliography since about the end of Spring Break.

C. Your main project for the course will be an in-depth research paper (10-15 pages). The research paper is due on May 8.

D. For all papers I expect good writing and complete documentation (see my "Writing guidelines/Citation of ancient writers" sheet).

Grading: I don't believe in grade inflation. I also don't believe in arbitrary averages. It is perfectly possible for every student in my classes to get an A. Nevertheless it usually turns out that students tend to distribute themselves along a curve centered around a B- or so. I do not design my courses that way, however. I set standards, and then observe how students perform.

| <u>Grade Breakdown</u> | <u>Grading Scale</u> | | |
|-----------------------------------|----------------------|---------|-----------|
| Interpretive essay: 25% | A | 94-100% | C+ 77-79% |
| Research paper: 40% | A- | 90-93% | C 73-76% |
| In-class assignments: 10% | B+ | 87-89% | C- 70-72% |
| Reading journal: 10% | B | 83-86% | D 60-69% |
| Participation and attendance: 15% | B- | 80-82% | F 0-59% |

A=superior achievement; B=high pass; C=pass; D=low pass; F=failing work.

Required texts: Please obtain the following texts. Do not substitute other translations, since chapter and line numbering can differ, as well as the translator's interpretation.

R. Fagles (translator), *Homer: The Odyssey*, New York, 1996.

B.P. Reardon (editor), *Collected Ancient Greek Novels*, Berkeley and Los Angeles, 1989.

P.G. Walsh (translator), *Apuleius: The Golden Ass*, Oxford 1994.

P.G. Walsh (translator), *Petronius: The Satyricon*, Oxford, 1997.

Final advice: Our chosen texts are novels that seem meant to be read at leisure. I would recommend breaking down the readings down into shorter chunks, and tackle these a little bit each day. Do not expect that you'll understand every twist and turn of the narrative, nor all the cultural and literary references contained within them. We'll cover these in class. Just get what you can out of the novels, and be ready to discuss them.

Course Schedule: We will try to follow the course of readings below. This schedule is subject to change, depending upon the pace of our discussions. Please have the assignments read BEFORE the date indicated. As mentioned above, I will expect that you will come to class not only having read the material, but also prepared to discuss it critically. "Reardon" = B.P. Reardon, *Collected Ancient Greek Novels*.

Week 1: Jumping in...

January 19: Introduction, syllabus, policies, background

Week 2: Historical and literary context and Chariton

January 24: READ Fox, "Hellenistic culture and literature" (photocopy)

January 26 READ Chariton, *Chareas and Callirhoe* Books 1-2 (pp. 21-49 in Reardon)

Week 3: Chariton, the oldest Greek romance

January 31 READ Chariton, *Chareas and Callirhoe* Books 3-5 (pp. 49-89 in Reardon)
LONG READING

February 2 READ Chariton, *Chareas and Callirhoe* Books 6-8 (pp. 89-124 in Reardon)

Week 4: Xenophon of Ephesus, a dime-store romance?

February 7 READ Xenophon, *An Ephesian Tale* Books 1-2 (pp. 128-146 in Reardon)

February 9 READ Xenophon, *An Ephesian Tale* Books 3-5 (pp. 146-169 in Reardon)

Week 5: Longus, the sophisticated romance

February 14 READ Longus, *Daphnis and Chloe* Books 1-2 (pp. 288-318 in Reardon)

February 16 READ Longus, *Daphnis and Chloe* Books 3-4 (pp. 318-348 in Reardon)

Week 6: Heliodorus, the ultimate Greek novel?

February 21 READ Heliodorus, *An Ethiopian Story* Book 1 (pp. 353-379 in Reardon)

February 23 READ Heliodorus, *An Ethiopian Story* Book 2 (pp. 379-409 in Reardon)

Week 7: Heliodorus, cont.

February 28 READ Heliodorus, *An Ethiopian Story* Books 3-4 (pp. 409-445 in Reardon)

March 2 READ Heliodorus, *An Ethiopian Story* Books 5-6 (pp. 445-487 in Reardon) LONG READING

Week 8: Heliodorus, cont./Petronius, the satiric novel?

March 7 READ Heliodorus, *An Ethiopian Story* Book 7.1-7.8 (pp. 488-495 in Reardon) and 10.7-10.41 (pp. 562-588 in Reardon)

March 9 READ Petronius, *Satyricon* Sections 1-26 (pp. 1-19 in Walsh's translation); **INTERPRETIVE ESSAY DUE**

SPRING BREAK

Week 9: Petronius, cont.

- March 21 READ Petronius, *Satyricon* Sections 27-58 (pp. 20-46 in Walsh's translation)
- March 23 READ Petronius, *Satyricon* Sections 59-90 (pp. 48-78 in Walsh's translation) LONG READING

Week 10: Petronius, cont.

- March 28 READ Petronius, *Satyricon* Sections 91-115 (pp. 79-109 in Walsh's translation)
- March 30 READ Petronius, *Satyricon* Sections 116-141 (pp. 110-148 in Walsh's translation) LONG READING

Week 11: Apuleius, the ultimate Latin novel?

- April 4 READ Apuleius, *The Golden Ass* Books 1-2 (pp. 1-38 in Walsh's translation) LONG READING
- April 6 READ Apuleius, *The Golden Ass* Books 3-4 (pp. 39-79 in Walsh's translation) LONG READING

Week 12: Apuleius, cont.

- April 11 READ Apuleius, *The Golden Ass* Books 5-6 (pp. 80-119 in Walsh's translation) LONG READING
- April 13 READ Apuleius, *The Golden Ass* Books 7-8.14 (pp. 120-147 in Walsh's translation)

Week 13: Apuleius, cont./some literary context

- April 18 READ Apuleius, *The Golden Ass* Book 11 (pp. 218-240 in Walsh's translation); **DRAFT OF RESEARCH PAPER DUE**
- April 20 READ Menander, *Girl from Samos* (photocopy)

Week 14: The epic tradition

- April 25 READ Herodotus, *History* Book 1.1-1.94 (photocopy)
- April 27 READ Homer, *Odyssey* Books 1, 5, 9 (pp. 77-92, 152-167, and 211-229 in Fagle's translation) LONG READING

Week 15: Homer, cont.

- May 2 READ Homer, *Odyssey* Books 10, 16, 23 (pp. 230-248, 338-353, and 455-467 in Fagle's translation) LONG READING

FINAL PAPER DUE MONDAY MAY 8

ChronologiesI. Novelists

| | |
|---------|-------------------------|
| ca. 66 | Petronius |
| ca. 75 | Chariton |
| ca. 150 | Xenophon of Ephesus |
| ca. 180 | Apuleius |
| ca. 200 | Achilles Tatius, Longus |
| ca. 230 | Heliodorus |

II. Roman Emperors

| | |
|---------|---------------------------|
| 54-68 | Nero |
| 69 | “Four emperors” |
| 69-79 | Vespasian |
| 79-81 | Titus |
| 81-96 | Domitian |
| 96-98 | Nerva |
| 98-117 | Trajan |
| 117-138 | Hadrian |
| 138-161 | Antoninus Pius |
| 161-180 | Marcus Aurelius |
| 180-193 | Commodus |
| 193 | Pertinax, Didius Julianus |
| 193-211 | Septimius Severus |
| 211-217 | Caracalla |
| 217-218 | Macrinus |
| 218-222 | Elagabalus |
| 222-235 | Severus Alexander |
| 235-284 | “Military anarchy” |

Categories of Ancient Novels“Ideal” novels

Chariton, *Chareas and Callirhoe*
 Xenophon, *Ephesian Tale*
 Achilles Tatius, *Leucippe and Clitophon*
 Longus, *Daphnis and Chloe*
 Heliodorus, *Ethiopian Story*

Papyrus fragments

Ninus
Metiochus and Parthenope
Phoenician Story

Late summaries

Iamblichus, *Babylonian Tale*
 Antonius Diogenes, *Wonders beyond Thule*

Roman novels

Petronius, *Satyricon*
 Apuleius, *The Golden Ass*

Select Bibliography

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