
EMPIRE AND INDIVIDUAL: FROM ALEXANDER TO CAESAR in Spring 2021 (CL3117)

Course Code	CL3117	Professor(s)	Jula Wildberger
Prerequisites	None	Office Number	Off campus
Class Schedule	T: 15:20-18:15 in C-104 T: 15:20-18:15 in RMOTE-00	Office Hours	https://aup.libcal.com/appointments/julawildberger
Credits	4	Email	jwildberger@aup.edu
Semester	Spring 2021	Office Tel. Ext.	01 40 62 06 81

Course Description

Spanning three hundred years of Greek and Roman history this course will take you on a tour through the literature and philosophy of shifting new multiethnic empires, flashy kings, warlords, and stern traditional values growing stale. Come and encounter the experimental creations of poets redefining Greekness beyond the city state! Witness philosophers barking in the streets, imagining a world-wide citizenship in the service of the Common Law, or seeking pleasure in a Garden shared with slaves and women. Read sharp-witted historical analyses of Roman virtue and vice, and learn how Caesar, supposedly, could not help but conquer Gaul. Hone your eloquence by the model of the greatest Roman orator (or so he himself believed). Get to know New Comedy, the mother of all sitcoms and soap operas. AND meet Catullus, the Latin poet all Latin students love, and rightly so.

Course Learning Outcomes

You will acquire a basic overview of the history of the Hellenistic (c. 300-30 BCE) period the Roman Republic (500-30 BCE), including political history, social history, and history of ideas
You will have a good idea of the literature of that time, having read samples of almost all great authors of that period
You will improve your reading skills by studying a wide range of complex texts from a different time period
You will become able to read critically, using basic techniques of historical source criticism and generic analysis
You will learn to apply methods of philology and new historicism to avoid anachronistic interpretations and become able to recognize the alterity of a different culture

You will come to understand key ideas of Hellenistic philosophy (Skepticism, Cynicism, Epicureanism, Stoicism) and explore its reception in Rome

Get used to tackling a difficult philosophical text and to discussing it both as a philosophical argument (structure of argument, meaning of terms, is the argument valid, role in the context of a theory developed by the author, etc.) and a literary work (genre, audience, style and figures of style, text function, etc.)

Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate (CCI LO1)

Aesthetic Inquiry and Creative Expression: Students will engage with artistic or creative objects (e.g., visual art, theatrical works, film) in different media and from a range of cultural traditions (CCI LO2)

Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class (CCI LO3)

Civic and Ethical Engagement: Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world (CCI LO4)

General Education

GLACC

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

- Integrative Inquiry (coded CCI)
- Experiential learning (coded CCX)
- Research, Interpretation, and Writing (coded CCE)
- Digital Literacy and Communication (coded CCD)
- Disciplinary Research Methods and Writing (coded CCR)
- Quantitative Reasoning (coded CCM)
- Experimental Reasoning Course with Lab (coded CCS)
- Expression Française (coded FR)
- AUP Capstone (coded CCC)

This course can be used to fulfill the CCI requirement and as such has the following learning outcomes:

- Local and Global Perspectives: Students will enhance their intercultural understanding

of languages, cultures, and histories of local societies and the global issues to which these relate.

- Aesthetic Inquiry and Creative Expression: Students will engage with artistic or creative objects (e.g., visual art, theatrical works, film) in different media and from a range of cultural traditions.
- Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class.
- Civic and Ethical Engagement: Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world.

Course Outline

Last update 7 April 2021

Week 1: Alexandria through the poet's eye (19 January)

Theocritus *Idyll* 15: *Adoniazousai*

Herodas. *Mime* 1

Week 2: Introduction to the Hellenistic world (26 January)

Reading in preparation for class: Peter Thonemann. *The Hellenistic Age* -- The whole book! Yes, I mean it. (Sorry) [Link to ebook at AUP Library](#)

There is a lecture on Blackboard > [Classes and Readings > Week 2](#), which we will go through together in class. I'd suggest that you download a version of the file (or make yourself a print-out) and take notes. The lecture can help you a bit to focus on key information and also supplies a few more maps.

Please don't forget to complete your questionnaire before class and upload it to your private Teams channel. You can download the questionnaires on the entry page on Blackboard.

Week 3: Shorter narrative forms (2 February)

Read in preparation for class:

Theocritus. [Idyll 7](#) (transl. Neil Hopkinson, 2015, Loeb Classical Library)

Callimachus. *Hymn to Apollo*

Callimachus. *Aitia* (excerpts)

Callimachus. *Iambi* 1 and 4 (for the next questionnaire)

(The Callimachus texts can be found [on Blackboard](#))

Also don't forget your questionnaire, which is due before the class begins. You find it on the entry page on Blackboard.

Week 4: *The new epic* (16 February)

Ample excerpts of Apollonius Rhodius' *Argonautica* in the translation by Peter Green. An ebook version is available via the AUP Library: <https://www-jstor-org.proxy.aup.fr/stable/10.1525/j.ctt1ppw8n>

Please read: Book 1 completely, Book 3 completely, Book 4, lines 1-1222. In book 1 the Argonauts set out for their trip to fetch the Golden Fleece. In book 2 they reach the Black sea. In Book 3 they arrive at Colchis and Iason meets Medea. Book 4 then narrates their flight with the Golden Fleece.

Week 5: Philosopher-Poetry (23 February)

A few Hellenistic epigrams; Diogenes the Dog (the only three lines we have); Crates; Cleanthes; Timon of Phlius. Links and reading pack on [Blackboard](#)

Week 6: Introduction to the Roman Republic (2 March)

Please read Gwynn's *The Roman Republic: A Very Short Introduction* (see textbooks below)

Week 7: Greek Historians (9 March)

Ample excerpts from Polybius and Posidonius

See [Blackboard](#) for detailed instructions, links, and reading pack

Week 8: Roman Historians (16 March)

Casar. *The War for Gaul* ([transl. O'Donnell -- please use THIS translation!](#))

Books 1 and 2, excepts of books 4 and 6: 4.1-21 (pp. 87-95); 6.9-29 (pp. 147-158)

Sallustius. *The War with Catiline* at [Loeb Classical Library](#) (complete)

Week 9: Roman Rhetoric, i.e. Cicero in Theory and Practice (23 March)

Excerpts from Cicero. *Brutus* and *De oratore* (see instructions and scan on [Blackboard](#))

Cicero. [Pro Caelio](#), in: Cicero. *Defence Speeches*, translated by D. H. Berry, Oxford University Press, 2000. EBSCOhost.

Week 10: Greek and Latin Comedy (30 March)

Menander. [Dyscolus](#); Plautus. [Miles Gloriosus](#) (all Loeb Classical Library)

Not required: Terence. [Heautontimoroumenos](#)

Week 11: Catullus and the New Poetry (13 April)

Catullus (transl. Krisak; see textbooks below; [digital version available at AUP Library](#))

Ideally you should read the whole book, but if that's not possible, read at least all the short poems:

1-60 ("polymetra", i.e. poems in many different meters)

and 67 to end (all in elegiac distichs), starting from p. 78.

Of the longer poems, please read at least the Peleus-Epyllion, no. 64 (starting on p. 61).

Week 12: Epicurus on the Origin of the World and against the Fear of Death (20 April)

Epicurus. *Letter to Menoeceus* (translation on [Blackboard](#))

Lucretius, transl. Melville (see textbooks below; the bookstore has copies ready for purchase):
Synopsis (pp. xxvii-xxviii)

Book 1, introduction (lines 1-158, pp. 3-8, top of page)

Book 2, proem (lines 1-61, pp. 36-37)

Book 3, lines 1-93 (pp. 70-72) and from line 830 to end (pp. 92-109); in between Lucretius provides a host of arguments that the soul, which is composed of atoms like everything else in the world, perishes completely after death and that there is no sensation whatsoever left.

Book 4, lines 1037 to end, on sex and love (pp. 129-136)

Book 5, lines 772 to end (pp. 152-178)

Week 13: Stoic Paradoxes (27 April)

Plutarch. [On Stoic self-contradictions, chs. 12-14](#) (= Moralia 1038a-1040a, pp. 453-467 in the Loeb edition)

Cicero. [Stoic Paradoxes](#) (completely)

Tue 4 May, 15:00: Final exam period: No written exam; instead presentation and appreciation of your final projects

Fri 7 May: Last day to submit any written coursework. After this day, my inbox will be closed.

Textbooks

Title	Author	Publisher	ISBN	Required
The Hellenistic Age (2016) also available as ebook via AUP Library	Peter Thonemann	Oxford University Press - Ebook	9780198759010	Yes
On the Nature of the Universe (transl. Ronald Melville, 2008)	Lucretius	Oxford University Press (Oxford World's Classics)	9780199555147	Yes
The Roman Republic: A Very Short Introduction	David M. Gwynn (2012)	Oxford University Press - Ebook	9780199595112=pbk (also as ebook)	Yes

The Argonautika (transl. Peter Green, expanded ed. 2008)	Apollonios Rhodios	University of California Press - Ebook	9780520253933=p Yes bk (ebook: 9780520934399)
The War for Gaul (transl. by James J. O'Donnell, 2019)	Julius Caesar	Princeton University Press - Ebook	9780691216690=p Yes bk (ebook: 9780691186047)
Carmina (transl. by Len Krisak, 2014)	C. Valerius Catullus	Fyfield Books, Carcanet (Manchester, UK) Ebook	9781847772596=p Yes bk (ebook: 9781847774934)

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

60 % Weekly questionnaires in which you demonstrate your reading; practice reading; take stock of important facts and historical data. There will be 12 questionnaires during the semester and the grade is cumulative, i.e. each diligently completed questionnaire will earn the grade A. If your answers are very off the mark, I might need to ask you to rewrite them, but it's OK to get things wrong. What is important is that you try and give a serious effort.

25 % Well-prepared attendance and active contribution to in-class sessions and group work, and the tasks set during class.

15 % Final project, where you can let your hair down and demonstrate how you connect with the material. I'm looking forward to your ideas.

Other

A note on plagiarism

Unfortunately, some students try to gain credit for work they have not done themselves. For the sake of fairness and academic integrity, and in order to maintain the reputation of the degree you are earning with us, we are committed to prevent that such attempts succeed. There will be no tolerance with plagiarism and other such forms of academic misconduct.

Ignorance is no excuse. This is a junior-level course, and you will be expected to know the rules as you can find them described, e.g., on our webpage at <https://www.aup.edu/academics/academic-career-resources/academic-resource-center/writing-lab/plagiarism>. If you are in doubt or have questions concerning this issue, you are very welcome to seek further advice. But it will not help you at all to say that you did not know you should not have done it or had not known how to do it correctly. What counts is what has happened. Any conduct, whether intentional or unintentional, which creates the impression that some of the coursework you submit for grading is your own achievement when it is not will be reported to the Academic Integrity Office and penalized at least with a fail grade.

Sometimes students present alien work as their own not because they want to earn an unfair advantage over their peers but rather because they feel unable to cope with the workload for some academic or personal reason. If this is the case, please do not hesitate to seek our support: there is a lot that can be done to help you, and it will certainly be much better for you if you solve your problems together with us rather than against the rules.

