

UNIVERSITY of GUELPH
SCHOOL of LANGUAGES and LITERATURES
FALL 2021
COURSE OUTLINE

CLAS*4000: Novel & Romance in Antiquity (0.5 credits)
Prerequisites: CLAS*3030 or CLAS*3040

Instructor: Dr Jay Oliver (he/they)
Lectures: M/W/F 2:30 PM-3:20 PM, MCKN 311
Exam: Dec 15, 2021, 8.30-10.30am

NB: Classes will be held remotely and synchronously, via Zoom, until September 28th, or until further notice. Please make sure you are checking your UoG email and Courselink for updates.

Office: MCKN 258
Office Hours: M/W 11.30am-12.30pm (**via Zoom; no in-person office hours until further notice**)
Email: jolive18@uoguelph.ca
Email policy: Whenever possible on business days, emails will be answered within 48 hours. Students should not expect an immediate response, particularly on weekends or holidays. Please use your UoG email address; emails from other domains may be flagged as spam. Inquiries about assessments/extensions should be sent as far in advance as possible; I cannot guarantee I will be able to help you if you contact me too close to a due date. If I haven't gotten back to you within 48 hours, feel free to resend your message as a reminder!

Calendar description:
The historical and formal roots of fiction in the classical prose romances. Special attention is paid to the influence of myth, religion, historiography and ethical biography. Among texts studied are *Daphnis and Chloe*, *Satyricon*, and *Aithiopika*.

Course description:
This course will examine the development, historical/social context, themes, narrative technique, and literary texture of ancient Greek and Roman prose fiction, in particular three of the five "canonical" Greek novels (Heliiodorus' *Aethiopica*, Achilles Tatius' *Leucippe and Clitophon*, and Longus' *Daphnis and Chloe*), and both of the Roman novels, Petronius' *Satyricon* and Apuleius' *Metamorphoses*. A special focus will be the representation of gender and sexuality in these texts. The course will combine a close sequential reading of the primary texts and an exploration of selected secondary scholarship, much of which utilizes the methodologies and vocabularies of contemporary critical theory.

Content note:
Some of these primary texts and secondary readings touch on challenging topics, such as sexual assault, sex with minors, gendered violence, hostility towards gender/sexual minorities, and suicide, and some of the material is sexually explicit. Students should be respectful of the differing experiences and perspectives of their peers, and open to addressing difficult topics in discussion. I am happy to expand upon the content of readings for any particular class, or individually address any concerns you may have – just send me a message.

Learning outcomes:

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

1. Place the ancient Greek and Roman novels in their literary, cultural, social, political, and historical contexts.
2. Develop a familiarity with the characteristics of the novel as a genre in antiquity, including tropes, narratives and narrators, use of myth, relationship to/use of other genres (e.g., epic, tragedy, comedy, historiography), and influence on later literature.
3. Develop a broadened understanding of how to read and interpret Greek and Roman primary texts in translation, as well as how to produce a sophisticated research paper utilizing a range of quality secondary sources.
4. Explain the significance of ancient prose fiction for the history of sexuality.

Course materials (required):

- Bryan Reardon (ed.), *Collected Ancient Greek Novels*, Revised Edition (University of California Press, 2008)
- P.G. Walsh (trans.), *Petronius' Satyricon* (Oxford World Classics, 2009)
- P.G. Walsh (trans.), *Apuleius' Golden Ass* (Oxford World Classics, 2008)
- Additional material, including secondary sources, will be provided via the Courselink page.

Assessment:

- 15% reading responses (x3, 5% each)
 - You will complete 3 short responses (approximately 400-500 words), addressing a given prompt. The due date for each reading response is marked on the schedule of classes. Responses will be submitted on Courselink, and must be submitted by **11.59pm** on the due date (I strongly suggest submitting earlier than this). I will post a prompt on Courselink outlining each upcoming assignment one week before it is due.
 - Late submissions will be accepted, but one point out of five will be deducted from your grade for each 24 hours the assignment is late. Make sure you leave yourself enough time before the deadline to sort out any last-minute technological complications that may arise!
- 20% secondary source analysis
 - This assignment will involve a critical appraisal of a piece of secondary literature related to ancient prose fiction. Intelligent engagement with secondary literature will be vital for success in your research paper.
 - You may choose one of the pieces of secondary literature assigned in class, or another (hopefully relevant to your eventual research paper topic). If you are not writing about one of the sources assigned for class, please run your proposed source by me first (ideally, it should be from the past 30 years, and include enough content for a detailed appraisal).
 - More guidance will be provided closer to the due date.
- 5% research paper proposal
 - Your proposal must include two components: your research question, and an annotated bibliography.
 - Your research question will be 4-5 sentences long. It will explain what ancient text(s) you will be analyzing, and what question you hope to answer about the text—you do not need to have an argument already, just a thoughtful question! Your annotated bibliography will list seven secondary sources you plan on consulting in answering this question, listed in whatever bibliographical format you prefer. For each source, you will write a 1-2 sentence

explanation of how you expect this source will be relevant to your project. You will not receive a grade for your proposal, but I will give you feedback on how best to proceed.

- 30% research paper
 - By the end of the semester, you will write a research paper on a topic of your choice, related to one or more of the primary texts studied in this class. This paper will make an argument about an ancient source, while also engaging **at least five** works of secondary scholarship. We will discuss the components of an effective research paper throughout the semester.
- 30% final exam
 - The final exam will demonstrate your ability to closely analyze primary texts, and synthesize the range of texts we will read this semester. It will incorporate commentary on primary source passages, and longer essay questions. More details will be given throughout the semester.

Policy on late work:

- As mentioned above, reading responses will be deducted one point out of five for each 24 hours of lateness.
- In the absence of an extension, the secondary source analysis and research paper will be deducted 5% (out of 100) for each 24 hours of lateness.
- Given the difficult circumstances at present, I will not require documentation for any requests for extensions. All I ask is that you please contact me as far in advance as possible if you will need an extension – I cannot grant them at the last minute. The best thing you can do if you are having trouble keeping up is to stay in touch; provided you keep me informed, we will be able to find a solution.

Schedule of classes

1	Sept 10	Introduction	
2	Sept 13	Longus, book 1	Reardon, p.288-303
	Sept 15	Longus, book 2	Reardon, p.303-318
	Sept 17	Longus, book 3	Reardon, p.318-333
3	Sept 20	Longus, book 4	Reardon, p.333-348
	Sept 22	Gender, violence, and virginity in Longus	John J. Winkler, "The Education of Chloe: Hidden Injuries of Sex" (on Courselink)
	Sept 24	Achilles Tatius, book 1 Reading response 1 due	Reardon, p.175-189
4	Sept 27	Achilles Tatius, books 2-3	Reardon, p.189-221
	Sept 29	Achilles Tatius, books 4-5	Reardon, p.221-249
	Oct 1	Achilles Tatius, books 6-7	Reardon, p.249-269
5	Oct 4	Achilles Tatius, book 8	Reardon, p.269-284
	Oct 6	Reading Longus and Achilles Tatius together: the Second Sophistic	Froma Zeitlin, "Longus and Achilles Tatius" (CL)
	Oct 8	Masculinity and male homoeroticism in the Greek novel Reading response 2 due	Meriel Jones, "Masculinity and Sexual Ideology" (CL)
Oct 9-12: Break			
6	Oct 13	Petronius 1-26	<ul style="list-style-type: none"> • Walsh <i>Satyricon</i>, p.1-19 • Gottskalk Jenson's speculative reconstruction of the plot (CL) • Amy Richlin, "Sex in the <i>Satyricon</i>" (CL)
	Oct 15	Petronius 27-46	Walsh <i>Satyricon</i> , p.20-37
7	Oct 18	Petronius 47-78	Walsh <i>Satyricon</i> , p.37-66
	Oct 20	Petronius 79-99	Walsh <i>Satyricon</i> , p.67-87
	Oct 22	Petronius 100-115	Walsh <i>Satyricon</i> , p.88-109
8	Oct 25	Petronius 116-141	Walsh <i>Satyricon</i> , p.110-148
	Oct 27	Queer world-making in Petronius	Jack Halberstam, "Dude, Where's My Phallus?" (CL)
	Oct 29	Fellini-Satyricon Secondary source analysis due	<ul style="list-style-type: none"> • Watch Fellini-Satyricon before class (link provided) • Joanna Paul, "Petronius in Film" (CL)
9	Nov 1	Apuleius, book 1	Walsh Ass, p.1-17

	Nov 3	Apuleius, books 2-3	Walsh Ass, p.18-57
	Nov 5	Apuleius, books 4-5 Reading response 3 due	Walsh Ass, p.58-99
10	Nov 8	Apuleius, books 6-7	Walsh Ass, p.100-137
	Nov 10	Apuleius, books 8-9	Walsh Ass, p.138-190
	Nov 12	Apuleius, book 10 Research paper proposal due	Walsh Ass, p.191-217
11	Nov 15	Apuleius, book 11	Walsh Ass, p.218-240
	Nov 17	Witchy women in the ancient novel	Hunter Gardner, “ <i>Curiositas</i> , Horror, and the Monstrous-Feminine in Apuleius’ <i>Metamorphoses</i> ” (CL)
	Nov 19	Heliodorus, books 1-2	Reardon, p.353-409
12	Nov 22	Heliodorus, books 3-4	Reardon, p.409-445
	Nov 24	Heliodorus, books 5-6	Reardon, p.445-487
	Nov 26	Heliodorus, books 7-8	Reardon, p.488-535
13	Nov 29	Heliodorus, books 9-10	Reardon, p.536-588
	Dec 1	The novel & desire	Tim Whitmarsh, “ <i>Pothos</i> ” (CL)
	Dec 3	Summaries & fragments; wrap-up Research paper due	Reardon, p.775-827

University Statements

1. Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

2. When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

3. Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

4. Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

5. Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

6. Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7. Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8. Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

9. Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

10. Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

11. Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.