

The Heroic Temper: Roman Reimaginings (HN 111-03)
MWF 9:00-10:00

Spring 2011
JH 348

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Office Hours: **M:** 12-1; 2-3; **W:** 2-3; **F:** 12-1

Required Texts (2):

Virgil's *Aeneid* (trans. Fagles)

Ovid's *Metamorphoses* (trans. Martin and Knox)

Course Objective: The Roman comic playwright Plautus once remarked, "I want to follow up on this, whether we are our own selves or somebody else's, lest one of our neighbors changed us when we weren't looking." A poetic genre is always in flux, as poets attempt to carve out a space for their own ideas. Roman poets, such as Vergil and Ovid, looked to previous models of epic poetry, and they found within those models room for their own projects. In this course, we will be interested in how these poets explored the untapped potentials of epic poetry. How do poets of different generations find creative potential in an age old model such as Homer? Why do we continue to turn to these poems? What can we as residents of the 21st century take away from these poems?

Seminar expectations and policies: The First-Year Seminar as part of Butler's Core Curriculum uses the "seminar" method quite intentionally. In this environment, students study a topic of interest, think deeply about the issues of this same topic, and share the fruits with one another. The goal is for each of us to develop authority over the material through our engagement with primary and secondary texts as well as with one another. Much like the ancient Romans, we will engage ourselves in the process of interpreting these texts where cultural and literary issues come into conflict.

Much like last semester in our investigation of the ancient Greeks, cultural issues will abound as we look at how the Romans responded to Homer and the tragedians. Once again, it will be our task to look at the issues for ourselves and to better understand the reasons the stories of Vergil and Ovid have held and continue to hold such significance in the culture of western civilization. We need to think about why we continue to read these works and why so much of our literature uses the heroes of these stories as the standards by which others are created and judged.

To this end, the class will operate primarily as a student-oriented discussion class—which means that responsibility for preparedness falls squarely on everyone's shoulders. Have the material read and responses prepared the day they are due on the schedule of assignments. Contribution to class discussion will be counted towards your final grade.

As part of an Honors section of this course, you will also be required to meet weekly outside of class with a smaller group of fellow-classmates in tutorial sections. Throughout the semester, your tutorial section will be called upon to guide classroom discussion, introducing us to your group's thoughts and reactions to the text of the week.

This course is required to address academic writing and clear, civil discourse, which serves as a guarantee that the university sees a direct relationship between serious and provocative writing and speaking and the quality of such a liberal arts education. To foster and promote intellectual development, the course will include a variety of writing and speaking opportunities including personal response, critical analysis, and academic research. The goal is to study, learn, record, report, synthesize, and create—to leave the course with much more than when we came.

Assignments:

- Two (2) analytical/interpretive essays on topics of interest connected to the material we will study. These essays need to be 1500-2000 words. It is important that you have a clearly stated, unified, coherent thesis, well developed discussion, and an effective conclusion. It is essential that you edit and proofread your essays. Simply running spell-check is not enough. Outside sources will be required for some of these essays.
- One (1) research essay, taking our texts as a basis, but also incorporating several secondary sources. This essay needs to be 2000-2500 words. You will need to have a minimum of five (5) secondary sources incorporated into the essay. In preparation for this essay, students will compose an annotated bibliography of the sources that will be used for the essay. MLA, APA, or Chicago Manual of Style Documentation will be required. You should use the formatting conventions appropriate for your major's discipline.

- One (1) annotated bibliography in preparation for your research essay. The specifics about this assignment will be posted later in the semester on Blackboard.
- Approximately five (5) 400-600 word reflections. These will be in response to our material, analyzing and responding to a small section of the week's readings. The format for these assignments will be the same as last semester, and they will be due as listed on the schedule of assignments.
- Approximately five (5) 500-700 word reimaginings. This assignment asks for a different twist on your reactions to the works under study. You will need to choose a small section of a reading and re-imagine the episode in a modern context. Imitating our Latin authors, you will render the ancient work in a 21st century context. Your entries should build upon each other so at the end of the semester you will have one continuous narrative that will reflect the changes in the epics as the semester progresses.
- Reader/Writer Portfolio. This portfolio will ask you to reflect on your development as both a reader and as a writer. You will be asked to do work that will contribute to your portfolio throughout the semester.

Oral Communication Assignments

- Throughout the semester, your tutorial group will be asked to lead discussions. As part of these discussions, you will on occasion be asked to work through secondary material (scholarly essays, journal articles, etc.) and to lead a class discussion that helps us think about how we use secondary materials to better understand our primary sources.
- A 4-6 minute digital story. In your tutorial groups, you will take one of the myths from Ovid and tell it in your own words. The events of the story will need to stay the same, but you may change the emphasis.

Electronic Needs

- **Butler email:** Much communication will come to you via electronic format, generally through Butler email. All students should get in the habit of using and checking your email regularly – daily.
- **Microsoft Word or Rich Text Format:** All written assignments must be in typed form (hard copy) and electronic form. I will ask for an electronic copy of each of your written assignments – formal and informal.
- **Blackboard:** All course materials and assignments including student grades will be posted on Blackboard.

Reading Quizzes: If needed, and as needed. This is meant to keep us reading and to keep us honest.

Tentative Grade Calculation:

Analytical Essays (2)	50 points each	100
Research Essay	75 points	75
Annotated Bibliography	15 points	15
Reflections	5 points each	25
Reimaginings	5 points each	25
Digital Story	10 points	10
Leading Discussion	25 points	25
Participation	15 points	15
Reader-Writer Portfolio	10 points	10
		300 points total

Grade Scale:

100-93	A	79-77	C+
90-92	A-	76-73	C
89-87	B+	72-70	C-
86-83	B	69-67	D+
82-80	B-	66-60	D
	59 or Below	E	

Attendance Policy

Attendance is required. If you are ill or cannot attend for other reasons (competitions, performances, family emergencies, etc.), please provide a brief email explaining your absence. In the event of absence for whatever reason, students are still responsible for material covered in class and for assignments due. Note: Students who miss six classes or more (that equates to two weeks of missed work) will be asked to withdraw. A student who accumulates nine absences or more and still remains in the course will receive an F for the course because of insufficient participation and attendance.

Academic Dishonesty: Students should refer to the *Butler University Student Handbook* (available online at the www.butler.edu website) for a full discussion of student rights and responsibilities regarding “Academic Integrity.”

Cautionary Note on Plagiarism: The research essay gives you the opportunity to generate an original thesis, combining your own reasoning with secondary material. You will need to differentiate your original ideas from these sources. Recording source material as though it is your original idea constitutes plagiarism. All first-year seminar students are asked to take the "Plagiarism Tutorial" on the Library's website as well as to complete the "Plagiarism Quiz" available on Blackboard. **An essay plagiarized in part or in full will receive an F. If you plagiarized your work, you will also be in danger of failing the course. Repeated incidents of Academic Dishonesty results in a student’s suspension from the University.**

Requests for Academic Accommodations

It is the policy and practice of Butler University to make reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one week advance notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Jordan Hall 136 or by phone at extension 9308.

Schedule: This schedule is tentative and may change at any time.

W	January 19 th	Introduction; Form Discussion Groups Work through Batstone
F	January 21 st	<i>Aeneid</i> 1-2 -- Reflection
M	January 24 th	<i>Aeneid</i> 3 -- Reimagining
W	January 26 th	<i>Aeneid</i> 4 (Group 1)
F	January 28 th	<i>Aeneid</i> 5
M	January 31 st	<i>Aeneid</i> 6 -- Reimagining
W	February 2 nd	Film viewing of <i>Dido and Aeneas</i> in Evening
F	February 4 th	Discussion of Film
M	February 7 th	<i>Aeneid</i> 7 -- Reflection
W	February 9 th	<i>Aeneid</i> 8 (Group 2)
F	February 11 th	<i>Aeneid</i> 9 (Group 3)
M	February 14 th	<i>Aeneid</i> 10 -- Reflection
W	February 16 th	<i>Aeneid</i> 11-12 (Group 4)
F	February 18 th	Peer Review
M	February 21 st	<i>Metamorphoses</i> 1
W	February 23 rd	<i>Metamorphoses</i> 2 (Group 5)
F	February 25 th	Essay 1 due by 5pm
M	February 28 th	<i>Metamorphoses</i> 3 -- Reimagining
W	March 2 nd	<i>Metamorphoses</i> 4 (Group 6)
F	March 4 th	<i>Metamorphoses</i> 5
M	March 7 th	<i>Metamorphoses</i> 6 -- Reflection
W	March 9 th	<i>Metamorphoses</i> 7 (Group 1)
F	March 11 th	Technology Day
M	March 14 th	Spring Break
W	March 16 th	Spring Break
F	March 18 th	Spring Break

M	March 21 st	<i>Metamorphoses</i> 8 (Group 2)
W	March 23 rd	<i>Metamorphoses</i> 9 -- Reimagining
F	March 25 th	<i>Metamorphoses</i> 10 (Group 3)
M	March 28 th	Film viewing of <i>Black Orpheus</i>
W	March 30 th	Discussion of Film
F	April 1 st	<i>Metamorphoses</i> 11 (Group 4)
M	April 4 th	<i>Metamorphoses</i> 12 -- Reflection
W	April 6 th	Peer Review (Bungard at CAMWS)
F	April 8 th	(Bungard at CAMWS)
M	April 11 th	<i>Metamorphoses</i> 13 (Group 5)
		Essay 2 due by 5pm
W	April 13 th	<i>Metamorphoses</i> 14 -- Reimagining
F	April 15 th	<i>Metamorphoses</i> 15 (Group 6)
		Research Assignment Due (Proposal)
M	April 18 th	Concluding remarks on <i>Metamorphoses</i>
W	April 20 th	Research Essay Workshop – Annotating Sources
F	April 22 nd	Student Conferences
M	April 25 th	Student Conferences
W	April 27 th	Digital Stories Due
		Annotated Bibliography Due
F	April 29 th	Epic Read-Off
M	May 2 nd	Concluding remarks and evaluations
	Wednesday, May 5th by 5pm	Research Essay Due
	Friday, May 7th by 5pm	Reader-Writer Portfolio Due

This syllabus is subject to change. Any changes will be given in written and oral format.