In the world of the everyday, speech and conversation grant us the opportunity to express our thoughts and to listen to the thoughts of those around us. This is not an entirely transparent interaction, as there is plenty within our minds that we keep to ourselves, and for good reason. There is little I can gain by letting everyone know around me about my constant stream of thought, and there is little for them to gain as well. (In fact, it would be quite annoying). We do not, however, simply restrain ourselves from constantly shouting that the sky is blue. There are critical moments in which we contain information and thoughts to ourselves that might, at worst, endanger us in respect to others (or endanger them), or at the very least, may jeopardize the fulfillment of a desire or an objective.

It is too easy to assume, while reading a good book, that what the character is saying is what he or she is actually feeling or thinking. The appearance of a structured narrative can often lull its readers into taking the characters at face value. It is rather fruitful, however, to treat written characters as their own human beings, capable of doing anything they want inside the narrative, and with their own desires and goals they wish to see fulfilled. Dialogue and the confrontations between characters provide a rich panoply of motivations, inconsistencies, and personal agenda. If we pay careful attention, and treat these characters as if they were standing in front of us and living in a world as real as ours, we can come to some surprising revelations. The authors who wrote these characters, after all, would have written them as living beings. The best authors will create intricate and faceted characters, whose minds we can begin to understand as they open their mouths to speak.

In this course, we will be particularly interested in the ways in which speech, silence, and deception affects the storylines and characters we read, particularly in respect to the uses in which speech augments or deteriorates the power and control of those characters over their surroundings and their fellows. How should Hesiod’s exhortation to the ruling political class in *The Works and Days* be received? Does Agamemnon verify his kingly persona in the *Iliad* when he speaks to his subjects and vassal-kings? Is Clytemnestra’s silence in the *Agamemnon* enough to conceal her ultimate plans, or does her excitement and exultation give the game away too soon? Why do Odysseus’ schemings fail in the *Philoctetes*? Why can’t he persuade Neoptolemus to follow his lead, and why does Philoctetes seem heedless to all persuasion? Can we bring ourselves to understand Prospero’s seemingly fragile frame of mind in *The Tempest* from what he says? What of his daughter Miranda? Is she as sweetly passive as her initial character seems to portray, or is there something subtle lurking behind her words? Depending on how we seek answers to these questions, we may find ourselves down radically different interpretive paths.
Core Curriculum goals addressed by this course

· To develop the ability to think critically and creatively, to reason logically, and to express one’s thoughts orally and in writing with clarity and precision.
· To understand the arts, histories and cultures of the past as a foundation for those of the present.
· To be capable of integrating knowledge from different sources.

Course objectives

· to use with accuracy and precision basic terms of literary analysis relevant to the texts read in class, and to describe differences among the literary genres represented by the class readings.
· to read literary texts critically.
· to identify traditions and practices specific to ancient cultures and describe how they help shape the texts produced within those cultures.
· to write interpretive prose which is clear and cogent.
· to make articulate contributions to classroom discussion of texts.

GRADE BREAKDOWN:

Attendance: 40%
First Paper: 10%
Second Paper: 10%
Weekly Blog Entries: 25%
Weekly Blog Comments/Contributions: 5%
Final Exam: 10%

PARTICIPATION AND ATTENDANCE:

Participation and attendance is key to the student's success in this course, and it is imperative that the student complete the assigned readings before class. We shall try to address the texts on their own terms and that will require of the student both the patience and the effort to grapple with the texts and the problems they present. Hence, a sum total of 40% of the grade in this class will depend on the student's attendance and participation in class. Timely attendance in class is absolutely necessary if you intend to pass the class. I allow for 3 unexcused absences. Any other unexcused absences will be counted against your grade.
PAPERS:

Papers will demonstrate the student's capability to grapple with the textual material and execute a well-constructed argument in support of his/her assertion. The first and final papers should be approximately 1000 words in length (~ 4-5 double-spaced pages), and can either respond to a topic suggested by the instructor, or can be drafted around a topic of the student's own choosing (with instructor's approval).

HOMEWORK COMPLETION || PAPER DEADLINES:

All assigned readings must be completed ahead of allotted class time. Some weeks will require more devoted reading time than others. The length of the assigned readings are recorded in the syllabus for the student to plan their schedule accordingly.

The first paper will be assigned on the 12th of March, and will be due by 11:59pm on the 19th of March. The final paper will be assigned on the 16th of April and will be due by 11:59pm the 2nd of May. Students are welcome to begin papers and projects early if they have an instructor-approved topic before the papers are officially assigned. The deadline for the first paper is marginally flexible - extensions can be made as long as they are instructor-approved, and the extension deadlines are met promptly (maximum length of an extension: 1 week). The deadline for the final paper, however, cannot be extended and the final turn-in date and time is non-negotiable.

LATE PAPERS:

For each day a paper is late without an approved extension, the paper will automatically lose one whole letter grade. In other words, if you need help, please schedule a time to see me. Note that the final paper cannot be extended, and late submission is an automatic fail for that assignment.

CLASSROOM RULES:

Part of your participation and attendance grade will be determined by your engagement in the class and the respect you show for your peers and the instructor. Thus, mobile device usage of any kind is prohibited in class. Laptops and tablets are permitted, but these devices must be utilized for class purposes only. Food and drink are permitted in the classroom, as long as these edibles do not disrupt classroom activity (i.e. use discretion when bringing food into class).
WEEKLY BLOG ENTRIES/COMMENTS:

Each week, you will be required to contribute to the class blog (built by the instructor). You will have the opportunity to share your thoughts and interpretations of the works we read each week, and to contribute on each other’s blogs. Each week, by 11:59pm **Friday**, you will be required to write a 150 word minimum blog post. It does not have to be an intensively interpretive piece of writing, but rather a way to keep track of your thoughts, feelings, and suspicions about the texts we read throughout the semester. It may be a good way for you to build up preliminary work towards one of your term papers!

You also must provide thoughtful and intelligent comments and contributions to **2 other blogs before 11:59pm Monday**. That means you must read two other students’ posts in their entirety and make valuable contributions to the conversation before Tuesday of the following week.

To succeed with this assignment, first and foremost, you must post and comment. That is the bare minimum. I will be judging the quality of your post, and grade it accordingly. Again, these posts do not have to have the same quality of thought as a full term paper. You can express confusion, or keep your post open ended, as long as it aims towards some greater interpretive thought. (For instance, a post where you simply express that the reading was difficult is not a good post. A post where you express confusion at an interaction between two different characters, and then raise insightful questions you hope to answer at some point in your reading, is a good post.) You don’t have to be a know-it-all, you just have to show that you are trying to know.

FINAL EXAM:

The final exam will be held in class unless otherwise specified. There will be a study guide distributed the week before.

UNIVERSITY POLICY ON ACADEMIC INTEGRITY:

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member
suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member must report the violation.

NOTE: In accordance with the policy of the Classics Department, all written essays for this class must be uploaded to SafeAssign via BlackBoard. You will find information on how to use BB and SafeAssign here:


In person individual help is available in the library media center and the library cafe. Your paper will not be given a final grade until a SafeAssign report is generated.”

CENTER FOR STUDENT DISABILITY SERVICES:

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at (718) 951-5538. If you have already registered with the Center for Student Disability Services, please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

IMPORTANT DATES AND DEADLINES:

Friday, February 2 Last day to add a course

Monday, February 5 Last day to file for elective course Pass/Fail

Friday, February 16 Last day to drop a course without a grade

Tuesday, February 20 Conversion Day; Classes follow a Monday Schedule

Friday, April 6 Last day to resolve Fall 2017 and Winter 2018 incomplete grades (INC)

Wednesday, April 11 Conversion Day; Classes follow a Friday Schedule

Monday, April 16 Last day to withdraw from course with a W (non-penalty) grade
CUNY POLICY ON NON-ATTENDANCE BECAUSE OF RELIGIOUS BELIEFS:

The New York State Education Law provides that no student shall be expelled or refused admission to an institution of higher education because he or she is unable to attend classes or participate in examinations or study or work requirements on any particular day or days because of religious beliefs. Students who are unable to attend classes on a particular day or days because of religious beliefs will be excused from any examination or study or work requirements. Faculty must make good-faith efforts to provide students absent from class because of religious beliefs equivalent opportunities to make up the work missed; no additional fees may be charged for this consideration. If classes, examinations, or study or work requirements occur on Friday after 4 p.m. or on Saturday, similar or makeup classes, examinations, or study or work requirements will be made available on other days, where possible and practical. The faculty and the administration will not allow any adverse or prejudicial effects to accrue to students availing themselves of this regulation. If students have complaints about the application of this policy, they are entitled to bring action or a proceeding for enforcement of their rights in the Supreme Court of Kings County.

REQUIRED BOOKS:


Tempest (Folger Shakespeare Library): ISBN-10: 0743482832

Please note: Brooklyn College has switched to an online-only bookstore. Go to CUNYBrooklynBooks.com to review and order your course materials for this course.

CLASS SCHEDULE:

January

Week 1: 1/29 - Class Introduction
          1/31 - Hesiod, Works and Days (lines 1-828)

February

Week 2:  2/05: Homer, Iliad (Books 1-3)
          2/07: Homer, Iliad (Books 4-5)

Week 3:  2/12 (no class)
          2/14: Homer, Iliad (Books 6-8)

Week 4:  2/19 (no class)
          2/21: Homer, Iliad (Books 9-11)

Week 5:  2/26: Homer, Iliad (Books 12-14)
          2/28: Homer, Iliad (Books 15-16)

March

Week 6:  3/05: Homer, Iliad (Books 17-19)
          3/07: Homer, Iliad (Books 20-21)

Week 7:  3/12: Homer, Iliad (Books 22-23)
          3/14: Homer, Iliad (Books 24)

Week 8:  3/19: Aeschylus Agamemnon
          3/21: Aeschylus Agamemnon
Week 9: 3/26: Sophocles *Philoctetes*  
3/28: Sophocles *Philoctetes*

April

Week 10: 4/02 - 4/04 (no class; spring break)

Week 11: 4/09: Aeschylus *Prometheus Bound*  
4/11 (no class)

Week 12: 4/16: Aeschylus *Prometheus Bound*  
4/18: Sophocles *Antigone*

Week 13: 4/23: Sophocles *Antigone*  
4/25: Thucydides *The Peloponnesian War* “Pericles’ Funeral Oration”


May

5/02: Shakespeare *The Tempest* (Readings TBD)

Week 15: 5/07: Shakespeare *The Tempest* (Readings TBD)  
5/09: Shakespeare *The Tempest* (Readings TBD)

Week 16: 5/14: Catch-up Day  
5/16: Catch-up Day and Closing Reflections

Week 17: 5/21 - 5/23 (final exam week)