

Syllabus: CLA 3930, Section 2291, Spring 2018: AMERICA AND ANTIQUITY
Tu 12:50-1:40pm, Th. 12:50-2:45pm, Room FIG 230

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Course goals and objectives (summary):

This course aims to expose the student to the history and myths, institutions, literary works, and arts of ancient Greece and Rome that influenced colonial through post-Revolutionary America and that, despite many modern developments and changes, continue to affect both American and Western culture in general. Students will gain a fundamental knowledge of and critical appreciation for the classical legacy as one of the formative intellectual and spiritual sources in America's heritage and in its ongoing process of self-definition. You will learn about Thomas Jefferson's promotion of the classical curriculum, the Greek Revival in Architecture and the Arts, the philosophical underpinnings of the American constitution, etc., but also about the Greek and Roman justifications for slavery and about the "colonialist" interferences with the nation-building project of post-independence Greece. This course demonstrates the relevance of Greek culture through the ages but highlights political expediencies as much as historical and cultural achievements.

Required writing:

Student writing is an integral component of this course. All required formats of writing amount to a minimum of 20 pages over the course of the semester and include:

- one 1-page report (ungraded),
- four short quizzes (pop quiz type, i.e. unannounced) (1 page each)
- one short paper (3 pages)
- one longer paper (5 pages)
- two midterm exams, all with fact-oriented and essay questions (2 x 3 pages).

Assessment activities:

Students will be graded on their overall work, including their attendance and participation in class activities, papers, and two midterm exams, according to the following system:

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|--------------------------|-----|---|
| 1) attendance/ 4 quizzes | 20% | (5 pts. per quiz; can be given any class time between 12:50-2:45pm) |
| 2) first paper | 10% | (10 pts.; 2 pages + 1p. illustration and works cited; no rewrites possible) |
| 3) second paper | 20% | (20 pts.; 4 pages + 1 p. works cited; no rewrites possible) |
| 4) two midterm exams | 50% | (15 pts. for first and second test; 20 pts. for third test) |

Computation of grades:

Grading scale with total of 100 points

A = 93-100	A- = 90-92.9		
B+ = 87-89.0	B = 83-86.9	B- = 80-82.9	
C+ = 77-79.9	C = 73-76.9	C- = 70-72.9	
D+ = 67-69.9	D = 63-66.9	D- = 60-62.9	E = 59.9 and below

Grades and make-up tests:

Grades will be posted approximately two weeks after a test has been administered. There is no curve. There are no "make-ups" for the tests since they are given during regularly scheduled classes at which you are required to be present. Exceptions to this rule will only be made when notification of an absence is submitted with documentation 24 hours BEFORE the scheduled test, or when a valid medical emergency is documented WITHIN 24 hours after the class. In the case of such exceptions, only one particular day and time will be arranged for all those taking the make-up test.

There are no "make-up" quizzes. Any discussion about quizzes will only be tolerated for 24 hours after the quiz date. No options to earn "extra credit" are available in this course. Work hard throughout the semester to achieve the grade you want. You are also responsible for checking your grade throughout the semester.

Students with special learning needs who require extended time or other test-taking accommodations should inform the instructor IN WRITING. Students with disabilities should contact the UF Disability Resource Center (<http://www.dso.ufl.edu/drc/>) for any accommodations of special needs.

Quality and amount of work required of students:

- Close reading of the assigned materials, active class participation, and regular attendance are expected of all students. If a student accumulates more than four unauthorized absences, his or her final grade will be lowered. Attending only part of a class may count as an absence for that day. Keep up with daily reading assignments and bring the day's readings to class with you. If you are absent for any reason, you must still keep up with the scheduled assignments. Copy the notes from one of your classmates to find out what you have missed.
- Papers should be concisely and persuasively written essays based on careful and critical analysis of the source materials or visual evidence. Papers are due on the days scheduled. A late paper will receive a penalty of 1 point for each day late.
- All the midterm exams will consist of three components:
 - (a) a set of short questions testing analytical and basic factual knowledge (30%);
 - (b) a question testing the student's critical assimilation of the assigned reading materials (30%);
 - (c) a choice of two or three essay questions from which the instructor selects one (40%). Answers should be logically structured and should demonstrate the student's capability to integrate and critically assess facts, source materials, and the modern interpretations of both.
- You are required to do your own work at all times and to abide by the university's *Student Honor Code*: <http://www.dso.ufl.edu/sccr/honorcode.php>. Any and all acts of academic dishonesty or plagiarism will be prosecuted to the fullest extent. Recording of lectures in this course is prohibited. Acts of disruptive behavior during class time will not be tolerated, either.

Booklist:

***1. Author: Fagles, Robert**

Title: *The Aeneid - Vergil*. ISBN: 0-670-03803. Edition: latest in paperback. Publisher: Viking, New York

2. Author: Grant, Michael

Title: *Cicero: Selected Works*. ISBN: 0-14-044 099-2. Edition: latest in paperback. Publisher: Penguin

3. Author: Peterson, Merrill D.

Title: *The Portable Thomas Jefferson*. ISBN 0 14 015.080 3. Edition: latest in paperback. Publisher: Penguin

***4. Author: Richard, Carl J.**

Title: *The Founders and the Classics: Greece, Rome, and the American Enlightenment*. ISBN: 0-674-31426-3
Edition: latest in paperback. Publisher: Harvard University Press

SYLLABUS (Topics listed by class meeting):

A. INTRODUCTION

Week 1: Tu., Jan. 9:

Description of the course goals and objectives, explanation of the course requirements and the grading system
2-page report (in class). Introduction to Classical America and to Thomas Jefferson
(skype communication with the instructor)

Week 1: Th., Jan. 11:

Instructions and examples for first paper assignment
Introduction to the American Enlightenment
Introduction to the history of Classical Greece and Republican Rome

B. THE CLASSICS IN EARLY AMERICAN EDUCATION

Week 2: Tu., Jan. 16:

The cult of antiquity in early America: mass and elite
Early American education: the Eastcoast grammar schools and the Latin curriculum
Required reading:

- Pdf (2 pp.): "Thomas Jefferson and the Classics"
- Richard, *The Founders and the Classics*, ch. 1: "The Classical Conditioning of the Founders," 12-38
- Pdf (2 pp.): "1712, Curriculum, Boston Latin Grammar School" by Nathaniel Williams
- Pdf (2 pp.): "Curriculum, Latin Grammar School in Philadelphia"

Week 2: Th., Jan. 18:

Early American education, cont'd: teaching ancient virtues and moral values

Required reading:

- Richard, *The Founders and the Classics*, ch. 2: "Symbolism," pp. 39-53
- Pdf (1 pdf of 5 pp. total): "Samuel Croxall, *Fables of Aesop*" + "Ancient Virtues and Moral Values" + "Popular Knowledge of the Classics"
- Pdf (1 pdf of 2 pp. total): "William Lily's 'Carmen de Moribus'" + "18th-Century Views of Vergil's *Aeneid*"

C. VERGIL, AENEID

Week 3: Tu., Jan. 23:

The classics in the early American popular imagination

Vergil's life and work

Required reading:

- Richard, *The Founders and the Classics*, ch. 3: "Models," pp. 53-84
- Vergil, *Aeneid*, books I-IV

Week 3: Th., Jan. 25:

The *Aeneid*: background and purpose

First paper due

Required reading:

- Vergil, *Aeneid*, books V-VIII

Week 4: Tu., Jan. 30:

The *Aeneid*: the essence of the various books

Review and question session

Required reading:

- Vergil, *Aeneid*, books IX-XII

Week 4: Th., Feb. 1:

Vergil in early American art: Benjamin West, Washington Allston, and William Page

Required reading:

- Pdf (1 p.): Vergil, *Eclogue 4*
- Pdf (6 pp.): "Homer, *Odyssey*, etc.": Excerpts from Homer, Horace, Hesiod, Ovid, Vergil, and early American writers that illustrate classical and American images of the garden paradise

Week 5: Tu., Feb. 6:

Wrap-up on Homer and current trends

General evaluation of the first paper assignment; tips, instructions, and topics for the second paper and first midterm

D. DISCOVERY OF THE AMERICAS AND THE REBUILDING OF THE ROMAN REPUBLIC

Week 5: Th., Feb. 8:

Paradise Found: the Adamic and Noahic vision of America and its native population

Brave New World: the creation of a new heroism in the classical mold

Required reading:

- Richard, *The Founders and the Classics*, ch. 4: "Antimodels," 85-122

Week 6: Tu., Feb. 13:

Tantae molis erat Romanam condere gentem (*Aeneid* I 33). Rebuilding the Roman Republic in early American politics: the ideals of a mixed constitution and a balance of powers through the three branches of government

Required reading:

- Richard, *The Founders and the Classics*, ch. 5: "Mixed Government and Classical Pastoralism" and ch. 6: "Philosophy," 123-195
- Pdf (4 pp.): "Rebuilding the Roman Republic in Early American Government," excerpts from Polybius, *The Histories* 6; Cicero, *De Re Publica* 1, among others

Week 6: Th., Feb. 15:

Rebuilding the Roman Republic, cont'd. Prevalence of Roman, British (Locke), and French (Montesquieu) models for political thinking about government, state institutions, and citizenship

Required reading:

- Pdf (2 pp.): "The Education of Three Founding Fathers"
- (Pdf still to be posted): R. M. Gummere, *The American Colonial Mind and the Classical Tradition*, ch. 10: "The Classical Ancestry of the Constitution," 173-190;
- (Pdf still to be posted): M. Reinhold, *Classica Americana*, ch. 3: "Classical Influences and Eighteenth-Century American Political Thought," 94-115)

E. RHETORIC

Week 7: Tu., Feb. 20:

! First Midterm, in class

Week 7: Th., Feb. 22:

In defense of the new republic: public speaking and the classical models for inaugural addresses, impeachment and court speeches, sermons, etc. Cicero and the classical models for public speaking

Required reading:

- Richard, *The Founders and the Classics*, ch. 7: "The Myth of Classical Decline," 196-231
- Pdf (4 pp.): "Fiery Oratory"
- Pdf: Lewis Sussman, "The Oratory of Tragedy: Martin Luther King and Robert F. Kennedy April 3-4, 1968." *The Classical Bulletin* 84, no. 2 (2008): 65-75

Week 8: Tu., Feb. 27:

Classical rhetoric and its interpretation by humanist scholars

The importance of classical rhetoric in American politics, literature, and religious life

Required reading:

- Pdf (4 pp.): "Fiery Oratory, Continued"
- View: Douglass: Archives of American Public Address: google this or see p. 4, #10 on your handout "Fiery Oratory" (for more info on Classical Rhetoric, see pdf of Ph. Rollinson and R. Geckle, *A Guide to Classical Rhetoric*, "Introduction" xiii-xxx)
- View: http://avalon.law.yale.edu/subject_menus/inaug.asp for the inaugural address speeches of American presidents
- Pdf: Cicero, *Against Verres I*, in M. Grant, *Cicero: Selected Works*, 35-57 (preceded by "Introduction," 20-32)
- Pdf: Cicero, *On Duties III*, in M. Grant, *Cicero: Selected Works*, 157-209

Week 8: Th., March 1:

General evaluation of the first midterm; tips, instructions, and topics for the second midterm

Ancient rhetorical guidelines and the iconographic meaning of gestures in American classicizing art

Representations of Lincoln and Washington. Review and question session

Required reading:

- Pdf (5 pp.): "Quintilian"
- Pdf: G. Wills, *Lincoln at Gettysburg: The Words that Remade America*, ch. 1: "Oratory of the Greek Revival," 41-62

March 3-11: Spring break

F. ROMAN HISTORIANS AND AGRARIANISM

Week 9: Tu., March 13:

Instructions and useful websites for the second paper assignment

Discussion on the proper use of sources, quotations, footnotes, and references

Required reading:

- Pdf: Joy Connelly, "Classical Education and the Early American Democratic Style." In *Classics and National Cultures*, edited by Susan A. Stephens and Phiroze Vasunia, 78-99. Oxford: OUP, 2010.
- Pdf: Judith Evans-Grubbs, "Thomas Jefferson on Roman Slavery." *Nuntius* 85, no. 1 (2011): 7-11.

Week 9, Th., March 15:

Introduction to the Roman historians; Livy in literature and art

Required reading:

- Pdf (1 p.): "Livy"
- (Pdf still to be posted): C. A. Robinson, *Selections from Greek and Roman Historians*, 161-205
- (Pdf still to be posted): G. Wills, *Cincinnatus: George Washington and the Enlightenment*, ch. 3: "Weems and Cincinnatus," 27-37

Week 10: Tu., March 20:

Agrarianism in early American politics, literature, and art: the moral exaltation of agriculture and rural values

Required reading:

- Vergil, *Georgics*
- Pdf (2 pp.): "The Plough That Broke the Plains," orchestral suite by Virgil Thomson

Recommended reading:

- Reinhold, *Classica Americana*, ch. 2: "The Quest for Useful Knowledge," 50-93

Week 10: Th., March 22:

Agrarianism, cont'd. Views on the late Roman Republic and early Empire

Required reading:

- Pdf (4 pp.): "Agrarianism and Tacitus"
- Peterson, *The Portable Thomas Jefferson*, 1-21, 380-383, 395-398

Week 11: Tu., March 27:

Movie screening

Second paper due

G. REVIVAL ARCHITECTURE AND ART

Week 11: Th., March 29:

Early American classicizing architecture: Washington's Mount Vernon and Jefferson's Monticello and Univ. of Virginia

Required reading:

- Peterson, *The Portable Thomas Jefferson*, 400-412, 490-494, 533-539, 569-574
- Pdf (2 pp.): "Vitruvius and Palladio; Jeffersonian Architecture"

Week 12: Tu., April 3:

The Athenian Parthenon, the Pantheon in Rome, and Palladio's villas of the 16th-century Italian Renaissance

Required reading:

- View sites at The Jefferson Legacy Foundation: <http://www.jeffersonlegacy.org/>
- National Register of Historic Places and US Supreme Court: <http://www.cr.nps.gov/nr/travel/wash/dc78.htm>

Week 12: Th., April 5:

Thomas Jefferson and the Greek expatriate Adamantios Korais: reflections on the impact of the American and French Revolution. The 1821 Greek War of Independence in the American imagination

Required reading:

- Pdf (2 pp.): "Philhellenism in America"

The American South and the models of agrarian Republican Rome and the *pater familias*

Required reading:

- (Pdf still to be posted): Enrico Dal Lago, "Patriarchs and Republicans: Eighteenth-Century Virginian Planters and Classical Politics." *Historical Research* 76, no. 194 (2003): 492-511

Week 13: Tu., April 10:

City-planning after ancient models and the role of Paris as intermediary

The national image of the capital city

Greek revival architecture and classical sculptural motifs in the federal building style of Washington, DC (Federal Triangle, National Building Museum)

Required reading:

- (Pdf still to be posted): J. E. Ziolkowski, *Classical Influence on the Public Architecture of Washington and Paris*, ch. 6: "Nineteenth Century Classical Building in Washington," 95-115
 - Pdf (2 pp.): "City Planning, Washington, DC"
 - Pdf (2 pp.): "The White House"
 - View: "The City Beautiful: The 1901 Plan for Washington D.C.": <http://xroads.virginia.edu/~CAP/CITYBEAUTIFUL/dchome.html>
 - The White House: <http://www.whitehouse.gov/history/whtour/>
 - National Building Museum: <http://www.nbm.org/>
- General evaluation of the second paper

Week 13: Th., April 12:

Greek revival architecture, cont'd (Supreme Court, Capitol, National Gallery of Art, Lincoln Memorial, Jefferson Memorial, Union Station)

Required reading:

- View sites in the Digital Archive of American Architecture: http://www.bc.edu/bc_org/avp/cas/fnart/fa267/
- National Archives and Records Administration: <http://www.archives.gov/index.html>
- Pdf (1 p.): "United States Capitol"
- US Capitol homepage (Architect of the Capitol): <http://www.aoc.gov/>
- National Gallery of Art: <http://www.nga.gov/>

Week 14: Tu., April 17:

! Second Midterm, in class (details TBA)

Week 14: Th., April 19:

General evaluation of the second midterm; tips, instructions, and topics for future written work
Presentations: creative independent projects (conditions TBA)

Week 15: Tu., April 24:

Presentations: creative independent projects, continued

PRELIMINARY LIST OF POSSIBLE PAPER TOPICS

Papers will be evaluated for format and style as well as content and logical argumentation. Students must select their main thoughts with care and support them with clear and relevant evidence. The following list of sample topics for the main 10-page paper focuses on themes that will not be covered in class discussions but will require synthesis and application of critical competencies taught in class:

- the classical tradition in the letters of John and Abigail Adams
- the classical tradition in the retirement correspondence of Jefferson and Adams
- James Madison, the classics, and the Federalist Papers
- Was Benjamin Franklin for or against the use of the classics?
- George Mason and the classical tradition
- Patrick Henry and classical rhetoric in 18th-century America
- study and critique of an (early) American leader who presented himself (herself) as an ancient Roman
- How widespread was the colonial Americans' cult of antiquity? Study and critique a popular pamphlet, newspaper article, almanac, or any other form of popular discourse to answer this question
- analyze the classical themes in a work or works of early American drama
- study and critique the classical architecture of a building, monument, or area of Boston or Philadelphia or ...
- study the classical names, toponyms, or referential anecdotes in your state or local community
- discuss an American city of your choice in terms of models derived from ancient city-planning
- analyze a few sources of criticism of the neoclassical style in architecture, painting, or sculpture
- Explore how a classical myth or legend took root and flourished in early America. In what ways has the myth or legend been adapted to better function in a new land and context?
- How does your fraternity or sorority relate to its Greek letters and legacy? What level of awareness is there among its members about the society's 19th-century roots? How does that awareness express itself in (serious) rituals and traditions?

