



SAPIENZA
UNIVERSITÀ DI ROMA

McGill University and La Sapienza

School of Religious Studies & Department of Languages, Literatures, and Cultures

RELG 321, HIST 320 **MIGRATION IN ROMAN HISTORY AND LITERATURE: HOMELESSNESS & HOMECOMING**
LLCU 301

Everywhere we look migration is presented as a new force threatening to disrupt the delicate balance of civilisation. In fact, the mass movement of people across the globe is a constant force that has shaped human history. Through the study of historical and literary texts this course will explore the theme of migration in the context of ancient Rome. We will examine an account of the *Ius migrandi* in the legendary foundation of the city by Titus Livy in his *History of Rome* (27 BCE); the mythical narrative of the Trojan migration to Italy in Virgil's epic poem the *Aeneid* (19 BCE); the migration of the manifold divinities of the ancient world and their installation in the Pantheon, a temple of "all the gods"—an icon of Roman universality; the dedication of the *Ara Pacis* as a monument to the Augustan Peace; Ovid's plaintive voice in his journey of exile on his banishment from Rome to the outer limits of the Empire in his *Letters from Pontus*; Philo Judæus's account of the Embassy to the Emperor Caligula on behalf of Jews in Alexandria (40 CE); Plutarch's meditation "On Exile" in his *Moralia* (ca. 100 CE); Roman persecution of early Christians in North Africa as recounted in the *Martyrdom of Perpetua and Felicity* (206 CE); Eusebius of Caesarea's panegyric addressed to the Emperor Constantine on 25 June 335 CE; and finally selections from the *Confessions* and *City of God* (426 CE) by Aurelius Augustine, a Christian reflection on the Visigoths' sack of the "eternal City". On Wednesdays students will have the opportunity to discover some of the major historical sites of Rome—the Capitol, *Ara Pacis*, the Pantheon, Colosseum, Forum, and San Clemente—providing an occasion to explore their significance in the history of migration. Students are encouraged to read R.H. Barrow's *The Romans* or Mary Beard's *SPQR* in preparation for this seminar. **RELG 321=Western Intellectual Tradition; HIST 320=Themes in Intellectual History; LLCU 301=Topics in Culture and Thought.**

Place: La Sapienza, Piazzale Aldo Moro, 5, Rome

Time: Mon/Tues/Wed/Thurs 10:00 am – Noon

Professor: Torrance Kirby

Email: torrance.kirby@mcgill.ca

Office Hrs: Tues/Thurs 9:00—10:00 am

COURSE SYLLABUS — SUMMER TERM (JUNE/JULY) 2020

<i>Date</i>	<i>Reading/Activity</i>
8 June	INTRODUCTION
9 June	<i>IUS MIGRANDI</i> Rome's Foundation through the 'Right of Migration' Titus Livy, <i>History of Rome</i> (27 BCE) Books I & II (selections) Tacitus, <i>Annals of Imperial Rome</i> , Book XI
10 June	THE CAPITOL A visit to the Capitoline Museum
11 June	MIGRATIONS IN LAZIO, ROMA & MAGNA GRÆCIA Guest Lecture: Professor Paolo Carafa, Ordinarius in Classical Archaeology, La Sapienza

<i>Date</i>	<i>Reading/Activity</i>
15 June	MIGRATION FROM TROY Virgil, <i>Aeneid</i> (19 BCE), Books I & II
16 June	FROM CARTHAGE TO ITALY Virgil, <i>Aeneid</i> , Books III & IV
17 June	THE PANTHEON AND ARA PACIS Visit to one of Rome's great temples and a monument dedicated to the Augustan Peace
18 June	FOUNDING AN UNSACKABLE CITY Virgil, <i>Aeneid</i> , Books V & VI
22 June	VOICE OF AN EXILIC JOURNEY Ovid, <i>Tristia</i> and <i>Letters from Pontus</i> (ca. 8-18 CE)
23 June	JEWS IN ANCIENT ROME Philo of Alexandria, <i>Embassy to Gaius Caligula</i> (40 CE)
24 June	COLOSSEUM Tour of the Flavian Amphitheatre at the centre of Ancient Rome ROMAN FORUM and the ARCH OF CONSTANTINE Tour of the Roman Forum and viewing of the triumphal arch commemorating Constantine's victory over Maxentius at the Battle of Milvian Bridge.
25 June	FORCED EMIGRATION Plutarch, "On Exile", <i>Moralia</i> (ca. 100 CE)
22 June	ROMAN PERSECUTION OF RELIGIOUS MINORITIES Pliny the Younger, <i>Letter to the Emperor Trajan</i> (113 CE) Ignatius of Antioch, <i>Letter to the Christians in Rome</i> (ca. 100 CE) Vibia Perpetua, <i>Martyrdom of Perpetua and Felicity: A Prison Diary</i> (206 CE) *First Essay (1200-1500 words) due at beginning of class.
29 June	IMPERIAL CHURCH Eusebius of Caesarea, <i>Oration in Praise of the Emperor Constantine</i> (335 CE) Rome's migration from Polytheism to Monotheism
30 June	LAYERS OF ROME AT SAN CLEMENTE A visit to the Basilica of San Clemente al Laterano: with foundations dating back to the Roman Republic, beneath the present basilica is a 4th-century basilica that had been converted out of the home of a Roman nobleman, part of which had served as a church in the 1 st century. The current basilica was completed ca. 1120 CE.
1 July	MIGRATION OF VISIGOTHS: SACK OF ROME Aurelius Augustine, <i>On the City of God</i> (426 CE) Book I
2 July	VIA AD PATRIAM PACIS: MIGRATION AS PILGRIMAGE Aurelius Augustine, <i>Confessions</i> Books VII & VIII *Term Essays (2500-3000 words) due at beginning of class.

EVALUATION

Preparation and participation in seminar discussion 40%
 Seminar presentation 15%
 Short Essay 15%
 Term Essay 30%
 Absence Policy: maximum of two un-excused absences permitted

SOURCES ONLINE

Roman Religion: https://www.ancient.eu/Roman_Religion/
 Cicero, *De natura deorum*: <http://oll.libertyfund.org/titles/cicero-on-the-nature-of-the-gods>
 Plutarch, "On Exile": http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Moralia/De_exilio*.html
 Ovid, *Tristia*: <https://www.poetryintranslation.com/PITBR/Latin/OvidTristiaBkOne.php>
 Ovid, text: https://archive.org/stream/ovidtristiaexpon011949mbp/ovidtristiaexpon011949mbp_djvu.txt
 Augustine, *Confessions*, transl. Outler (1955): <http://www.fordham.edu/halsall/basis/confessions-bod.html>
 Augustine, Latin text (Knoll's *editio minor* of 1898): <http://ccat.sas.upenn.edu/jod/latinconf/latinconf.html>
 Augustine, *City of God Against the Pagans* (English): <http://newadvent.org/fathers/1201.html>
 Augustine, *De civitate dei contra paganos* (Latin): <http://patriot.net/~lillard/cp/august.html>
 Augustine of Hippo, Homepage: <http://ccat.sas.upenn.edu/jod/augustine.html>
Augustinian Studies: http://ccat.sas.upenn.edu/jod/texts/reviews_intro.html
 Philo Judaeus: <http://www.earlyjewishwritings.com/philo.html>
 Virgil, *Aeneid*, Bks. I-VI, Transl. Fairclough (Loeb): <http://www.theoi.com/Text/VirgilAeneid1.html>
 Google Earth, Explore Ancient Rome:
 Introduction: http://www.openculture.com/2009/03/ancient_rome_in_3d_on_google_earth.html
<https://www.google.com/search?client=firefox-b-1-d&q=google+earth+%22ancient+rome%22>
 Rome Reborn (Virtual Reality): <https://www.romereborn.org/>
 Rome Flyover 3D: <https://www.youtube.com/watch?v=Nw5oKxyp9Do>

BIBLIOGRAPHY OF SOURCEBOOK TEXTS

Augustine, Aurelius. *The City of God against the Pagans*. Transl. by Marcus Dodds Library of Nicene and Post Nicene Fathers, 1st Series, Vol. 2. Grand Rapids, Michigan: Eerdmans, 1956-1962.
 ———. *Confessions*. English translation with an introduction and notes by Henry Chadwick. Oxford: Oxford University Press, 1991.
 Cicero, Marcus Tullius. *De Natura Deorum (On the Nature of the Gods)*, transl. Francis Brooks. London: Methuen, 1896.
 Eusebius, *Oration in Praise of the Emperor Constantine*. Nicene and Post-Nicene Fathers, 2nd Series, Vol. 1, ed. P. Schaff and H. Wace. Edinburgh: repr. Grand Rapids, Michigan: Wm. B. Eerdmans, 1955.
 Livius, Titus. *History of Rome*. Edited by J. C. Yardley, 10, Books 35-37. Cambridge, Mass.: Harvard University Press, 2018.
 Ovid. *Tristia: Ex Ponto*. Edited by Arthur Leslie Wheeler and G.P. Goold, 2nd ed., Harvard University Press, 1988.
 Perpetua, Vibia. *The Passion of Perpetua and Felicity*. Transl. by R.E. Wallace. The Ante-Nicene Fathers. Translations of the Writings of the Fathers down to A.D. 325. Vol. 1. Alexander Roberts and James Donaldson, eds. revised by A. Cleveland Coxe. Grand Rapids, Michigan: Eerdmans, 1956-1962.
 Philo of Alexandria. *The Works of Philo Judaeus, the Contemporary of Josephus*. Translated by Charles Duke Yonge. Bohn's Classical Library. London: H.G. Bohn, 1854.
 Plutarch. *Moralia*. The Loeb Classical Library, vol. 7. London: Heinemann, 1959.
 Virgil. *The Aeneid*. Translated by Sarah Ruden. New Haven: Yale University Press, 2008.

SELECT BIBLIOGRAPHY

Augustine, Aurelius. *The City of God Against the Pagans*. Cambridge Texts in the History of Political Thought. Edited and translated by R.W. Dyson. Cambridge; New York: Cambridge University Press, 1998.

- Barnes, Timothy D. *Constantine and Eusebius*. Cambridge, Mass.: Harvard University Press, 1981.
- *Barrow, R. H. *The Romans*. Penguin Books, 1963.
- *Beard, Mary. *SPQR: A History of Ancient Rome*. London: Profile Books, 2015.
- Bowra, C. M. *From Virgil to Milton*. Papermac, 24. London: Macmillan, 1967.
- Bragova A. "Cicero on the Gods and Roman Religious Practices." *Studia Antiqua et Archaeologica* 23.2 (2017): 303-13.
- Brenk, Frederick E, and Luisa Lesage. *Plutarch, Religious Thinker and Biographer*. Ed. Lautaro Roig Lanzillotta. Brill's Plutarch Studies, Volume 1. Leiden: Brill, 2017.
- Chaplin, Jane D, and Christina Shuttleworth Kraus, eds. *Livy*. Oxford Readings in Classical Studies. Oxford: Oxford University Press, 2009.
- Commager, Steele, ed. *Virgil: A Collection of Critical Essays*. A Spectrum Book: Twentieth Century Views. Englewood Cliffs, N.J: Prentice-Hall, 1966.
- Fustel de Coulanges, Numa Denis. *The Ancient City: A Study on the Religions, Laws, and Institutions of Greece and Rome*. New York: Doubleday, 1956.
- Giusti, Elena. *Carthage in Virgil's Aeneid: Staging the Enemy Under Augustus*. Cambridge: Cambridge University Press, 2018.
- Goar, Robert J. *Cicero and the State Religion*. Amsterdam: Hakkert, 1972.
- Gold, Barbara K. *Perpetua: Athlete of God*. Women in Antiquity. New York: Oxford University Press, 2018.
- Greenough, J.B., George Lyman Kittredge, and Thornton Jenkins, eds. *Virgil, Horace, Ovid, and Gaius Valerius Catullus. Virgil and Other Latin Poets*. Boston: Ginn and Company, 1930.
- Harrison, S. J, ed. *Oxford Readings in Vergil's Aeneid*. Oxford: Oxford University Press, 1990.
- Keeline, Thomas J. *The Reception of Cicero in the Early Roman Empire: The Rhetorical Schoolroom and the Creation of a Cultural Legend*. Cambridge: Cambridge University Press, 2018.
- Lamberton, Robert. "Plutarch's Practical Ethics: The Social Dynamics of Philosophy (review)." *Classical World* 105.4 (2012): 564-65.
- Loar, Matthew, et al., editors. *Rome, Empire of Plunder: The Dynamics of Cultural Appropriation*. Cambridge University Press, 2018.
- Luce, T. James, ed. *Livy—the Rise of Rome. Books One to Five*. Oxford World's Classics. Oxford: Oxford University Press, 2016.
- Markus, R.A. *Sacred and Secular: Studies on Augustine and Latin Christianity*. Aldershot, Hampshire; Brookfield, VT: Variorum, 1994.
- McGowan, Matthew M. *Ovid in Exile: Power and Poetic Redress in the Tristia and Epistulae Ex Ponto*. Leiden: Brill, 2009.
- Miles, Gary B. *Livy: Reconstructing Early Rome*. Ithaca: Cornell University Press, 1995.
- O'Daly, Gerard J. P. *Augustine's City of God: a reader's guide*. Oxford: Clarendon Press; New York: Oxford University Press, 1999.
- Oort, Johannes van. *Jerusalem and Babylon: A Study Into Augustine's City of God and the Sources of His Doctrine of the Two Cities*. Leiden; New York: E.J. Brill, 1991.
- Parvis, Sara. "Perpetua." *The Expository Times* 120.8 (2009): 365-72.
- Runia, David T. *Exegesis and Philosophy: Studies on Philo of Alexandria*. Aldershot, Hampshire, Great Britain: Variorum, 1990.
- Rüpke, Jörg. *Pantheon: A New History of Roman Religion*. Princeton: Princeton University Press, 2018.
- . *A Companion to Roman Religion*. Malden, MA: Wiley-Blackwell, 2011.
- Rüpke, Jörg, and R.L. Gordon. *Religion of the Romans*. Cambridge: Polity, 2007.
- Tissol, Garth. *Ovid's Epistulae Ex Ponto. Book I*. Cambridge Greek and Latin Classics. Cambridge: Cambridge University Press, 2014.
- Van Hoof, Lieve. *Plutarch's Practical Ethics: The Social Dynamics of Philosophy*. Oxford: Oxford University Press, 2010.

McGILL UNIVERSITY
School of Religious Studies
STYLE SHEET

ESSAYS AND TERM-PAPERS

Individual professors will specify the length of papers, though the text of term-papers, excluding endnotes and bibliography, is usually fifteen (15) to twenty (20) pages (3750 to 5000 words) long.

Individual professors will also generally give specifications about research protocols and methodologies.

In the Human Sciences, there is an increasing tendency to use the "author-date" system of documentation. This is rapidly replacing the older "footnote-bibliography" system and is recommended by this style sheet. The author-date system is more efficient and takes up less space. Instead of footnotes or endnotes, all references are placed within the body of the paper by noting in brackets simply the author's name, the date of publication when necessary, and the page number(s). A List of References with full bibliographic data is then given at the end of the paper. (Examples are given below in sec. IV A-C).

Since some professors may wish to retain the footnote-bibliography system, section IV D below gives examples for this kind of procedure.

RESPONSIBILITY

Students are responsible for checking the accuracy of all citations and quotations in their papers.

Failure to document a paper properly may result in a charge of plagiarism, which is a serious offence and grounds for expulsion from the University. Plagiarism is the unacknowledged use of another person's words or ideas, usually those which have appeared in published form. Sometimes inexperienced students mistakenly think that research consists in copying out information from encyclopaedias and other reference works. Not only is this not what research is, it technically constitutes plagiarism if the resource works are not properly acknowledged. Research is the collection of data for purposes of the development, clarification, and support of one's own ideas and arguments. A research paper is the report on the results of this kind of investigation.

STYLISTIC GUIDELINES FOR TYPESCRIPTS

Title-page

For a short paper, type the title two (2) or three (3) inches from the top of the page on which the paper begins, double space, and type the student's name, double space again, and start the paper. For a longer paper use a title page, including title, writer's name and student number, course number and name, and date. In this case the title does not appear on the first page of the text.

Page Numbers

The title page, the preface and the table of contents, when used, are unnumbered, as is the first page of the text. Each succeeding page is numbered with an Arabic numeral beginning with page 2. Numerals should be placed in the top right-hand corner, one inch (26 mm) from the top and side edges of the paper. No abbreviations, such as p. or pg., should be used with the numeral.

Format

All papers should be typed double-spaced on one side of the page with adequate margins (1 1/2 inch, 38 mm, for top, bottom, and left-hand margins; 1 inch, 26 mm, for right hand margin). Double-spacing should be used throughout, except for extended quotations, endnotes, and the List of References, which are single-spaced with a double space between separate items. Paragraph indentations should be eight (8) spaces.

Spelling

Following standard Canadian usage, spelling should conform to the *Oxford English Dictionary* (i.e. "British" spelling). Please note that the *O.E.D.* prefers the ending *-ize* to *-ise* for verbs and related formations: civilize, not civilise; civilization, *not* civilisation.

For students trained to use American spelling, usage should conform to *Webster's Third International Dictionary*. What should be avoided is mixing the two spelling systems. If the student uses a word-processor with a spelling check, the system of spelling for which the check is programmed should be determined and followed consistently.

Punctuation

Punctuation should be light and follow the rules of grammar rather than the way in which you hear the text in your head. In practice this means eliminating most non-grammatical commas.

Double quotation marks should be used exclusively, except for quotations within quotations, where single quotation marks are used. Full-stops and commas at the end of a quotation should be placed *within* the closing quotation marks regardless of whether they belong to the quotation or not; colons and semicolons should be placed outside the closing quotation marks. An exception to this rule is when a reference in brackets occurs immediately after the quotation. In this case there is no final mark of punctuation, the quotation marks close the quotation, the reference is given in brackets, and the sentence ends with a full-stop, thus "... irrational rules of uncleanness" (Douglas 1966, 13).

Square brackets are used for parenthetical material within round brackets.

See also Abbreviations, sec. IV D 2 below.

Quotations

Short quotations should be included within the body of the text and enclosed in double quotation marks. Longer quotations (over five lines) should be set off from the body of the text as a block quotation by indenting five spaces and single spacing. In the latter case, quotation marks should *not* be used unless they belong to the passage quoted. Verse quotations should be centred on the page.

Dates

Dates should be given in the order: day, month, year (e.g. 21 March 1685). The abbreviations B.C.E. and C.E. are recommended, though B.C. and A.D. may be used. A.D. *always* precedes the year.

References

In the *author-date system* all footnotes should be eliminated. The material that would go into them should either be incorporated into the main text or be deleted. All references must be included in short form within term-papers, with full bibliographic data given in the List of References at the end.

For a quotation within the text, the reference is given in brackets immediately after the quotation.

In the case of reference to a single book or article by a single author, the author's surname and the page number(s) of the book or article are placed within the brackets, e.g. (Maritain 74-75).

Where more than one book or article by a single author is cited, the date of publication of each work is placed immediately after the author's surname, e.g. (Douglas 1966, 13). For more than one item for the same year, the letters a, b, c, etc are placed after the date.

If reference is made to more than one author with the same surname, the author's initials or first name is placed before the surname, e.g. (Mary Douglas 70).

If a work in more than one volume is cited, the volume number is given in upper-case Roman numerals immediately before the page number(s) and followed by a comma, e.g. (Brown II, 101-102).

For works by two authors or editors, both surnames are cited, followed by the page number(s), e.g. (Morton and McLeman 45). When there are three or more authors or editors, the surname of the first author is cited, followed by the Latin phrase *et al.* (Kee *et al.* 40-41).

In the case of well-known general reference works, such as *The Encyclopaedia Britannica* or the *Oxford English Dictionary*, no information need be given in brackets in the text of the paper. It is sufficient merely to name the work quoted. For signed articles in more specialized reference works, such as the *Encyclopedia of Religion* or the *Encyclopedia of Philosophy*, the author's name and the volume and page numbers are given, e.g. (Joy VII, 105-06). In both cases, the reference sources are included in the List of References at the end of the paper. For examples see IV C 6 below.

Since classical and biblical texts are not copyrighted, they can be cited in brackets in the text of a paper without the usual reference apparatus. Where, however, particular editions of classical and other ancient texts are used, these should be included in the List of References. The translation of the Bible that is being cited should be mentioned in the text of the paper; if more than one translation is used, this can be noted in brackets after the reference, e.g. Mt 25:31-46 (RSV) = Matthew 25:31-46 (Revised Standard Version). It is advisable to use abbreviations, but they should follow a standard and consistent system. For biblical citations, consult *New Testament Studies* 34, 3 (1988): 476-79 and *Journal of Biblical Literature* 107, 3 (1988): 579-96 (the latter also provides citation forms for pseudepigraphal and early patristic texts, Targums, Talmud, Nag Hammadi and Qumran texts). For classical Greek and Latin texts, the abbreviations listed at the beginning of the *Oxford Classical Dictionary*, 2nd ed., are recommended. See IV C 7 below.

Full bibliographic data for books and articles are given in a list at the end of the term-paper and are arranged alphabetically by the authors' surnames.

The following examples may prove helpful.

A. Internal References

One book by one author

"The serpent indeed was persuasive, as the Bible reports" (Brams 22).

More than one book by one author

"Robertson Smith used the idea of survivals to account for the persistence of irrational rules of uncleanness" (Douglas 1966, 13).

"Social intercourse requires that unintended or irrelevant organic processes should be screened out" (Douglas 1973, 100).

One article by one author

"You might expect that English writers would partake of the national character, at any rate to the extent of dodging discussion of the metaphysics of their form" (Kermode 62).

More than one article by one author

"Writing and text are not one and the same problem" (Ricoeur 1975-76, 17).

"It is the naming of God by the biblical texts that specifies the religious at the interior of the poetic" (Ricoeur 1979, 219).

B. Corresponding List of References at End of Papers

Brams, Steven J. *Biblical Games: A Strategic Analysis of Stories in the Old Testament*. Cambridge, Mass.: The MIT Press, 1980.

Douglas, Mary. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge and Kegan Paul, 1966.

_____. *Natural Symbols: Explorations in Cosmology*. Harmondsworth: Penguin Books, 1973.

Kermode, Frank. "The House of Fiction: Interviews with Seven English Novelists." *Partisan Review* 30 (1963): 61-82.

Ricoeur, Paul. "Philosophical Hermeneutics and Theological Hermeneutics." *Studies in Religion/Sciences Religieuses* 5 (1975-76): 14-33.

_____. "Naming God." *Union Seminary Quarterly Review* 34 (1979): 215-27.

N.B. Bibliographic entries are arranged alphabetically by author's surname. For more than one entry under the same surname, the items are arranged chronologically. Alternatively, they may be arranged alphabetically by the initial letter of the first main word of the title ("A" and "The" excluded). For short papers, however, chronological arrangement is recommended. A common practice is to displace the date of publication to immediately after the author's surname. In this case, the publication date is not repeated after the name of the publisher or the journal number.

C. Some Special Cases

A work by more than one author

Kee, Howard Clark, Franklin W. Young, and Karlfried Froelich. *Understanding the New Testament*. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

A Translation

Maritain, Jacques. *Art and Scholasticism and The Frontiers of Poetry*. Trans. Joseph W. Evans. New York: Charles Scribner's Sons, 1962.

A work in more than one volume (also an example of a reprint of an older edition)

Hoffding, Harald. *A History of Modern Philosophy*. Trans. B.E. Meyer. 2 vols. 1900; rpt. New York: Dover, 1955.

An edited collection of articles

Tennyson, G.B., and Edward E. Ericson, Jr., eds. *Religion and Modern Literature: Essays in Theory and Criticism*. Grand Rapids: William B. Eerdmans, 1975.

A single article from an edited collection

Kaufman, Maynard. "J.F. Powers and Secularity." *In Adversity and Grace: Studies in Recent American Literature*. Ed. Nathan A. Scott, Jr. Chicago: University of Chicago Press, 1968, pp. 163-81.

Entries and articles in Encyclopaedias and Dictionaries

General

Oxford English Dictionary. 1933 ed. s.v. "Structure," 3d.

Encyclopaedia Britannica. 1967 ed. s.v. "Phenomenology." XVII, 810-12.

Specialized

Joy, Morny. "Images: Images and Imagination." *The Encyclopaedia of Religion*. New York: Macmillan, 1987. VII, 104-09.

Biblical and Classical Texts

Biblical

Gen 1:2; Exod 3:4, 6, 8 and 13:9-14:4; Mt 23:23-24, 29-33; Lk 16:19-31; 2 Cor 1:3-4. JV = King James Version; RSV=Revised Standard Version; NEB=New English Bible; JB=Jerusalem Bible Classical

Homer, Il. XVI. 6-19; Od. I. 1-5. Ovid, Met. X. 79-85. References to Plato should be included in the text, using the Stephanus pagination (e.g. Symposium I 79e-180b), though if a translation is used it should be listed in the References. Likewise, for Aristotle the Bekker pagination is used (e.g. Pol. 1336b12-20), often with the book and chapter numbers prefixed and followed by a colon (e.g. Eth. Nic. VI. i:1130a2-17). Again, translations should be included in the List of References.

D. Use of the Footnote-Bibliography System**Format**

When this system is used, footnotes are numbered consecutively through the paper. They may be placed either at the bottom of each page, beneath a line drawn for twenty spaces, or at the end of the paper. In the latter case, they are simply Notes or Endnotes.

Foot- or endnotes should be single-spaced with double spacing between each entry.

Notes of this type are punctuated as a single sentence, without inversion of the author's names.

Examples:

Book

1 Steven J. Brams, *Biblical Games: A Strategic Analysis of Stories in the Old Testament* (Cambridge, Mass.: The MIT Press, 1980), pp. 22-23.

Article

2 Paul Ricoeur, "Naming God," *Union Seminary Quarterly Review* 34 (1979): 215.

Observe the following characteristics:

The same indentation as for paragraphs (8 spaces) is used.

The number is placed half a space above the author's first name, or superscript is used.

The normal order of names is used; i.e. first name, or initials, surname.

A comma follows the author's name.

The title of a book is underlined, while the title of an article is placed in double quotation marks.

In the case of a book, there is no comma between the title and the publication data given in brackets.

In the case of an article, a comma is used after the title and *within* the closing quotation marks.

For books, the publication data are enclosed in round brackets in the order: first-listed place of publication (followed by a colon), publisher (followed by a comma), date of publication (which is always the date following the copyright symbol on the back of the title page; in the case of a revised edition, it is the second or latest copyright date).

For articles, the name of the journal follows the title of the article and is underlined; it is followed by the volume number of the journal in Arabic numerals (convert Roman numerals to Arabic), the year of the journal in brackets, a colon, and the page number(s) *without* the abbreviation p. or pp.

Further examples*An edited collection of articles*

3 G.B. Tennyson and Edward E. Ericson, Jr. eds., *Religion and Modern Literature: Essays in Theory and Criticism* (Grand Rapids: William B. Eerdmans, 1975), pp. 53-54.

An article from an edited collection

4 Maynard Kaufman, "J.F. Powers and Secularity," in *Adversity and Grace: Studies in Recent American Literature*, ed. Nathan A. Scott, Jr. (Chicago: University of Chicago Press, 1968), p. 178.

A translation

5 Walter Burkert, *Greek Religion*. trans. John Raffan (Cambridge, Mass.: Harvard University Press, 1985), pp. 150-151.

Note that the abbreviations ed., eds., trans. are not followed by the preposition "by."

Abbreviations

It is becoming increasingly the practice in academic writing to abbreviate the words University and Press as U and P. This procedure may be followed if used consistently. Likewise, for American publications the postal abbreviations for states may be used. These should be used only when confusion with another place of publication could occur. For example:

(Chicago: U of Chicago P. 1968);

(Cambridge, MA: Harvard UP, 1985).

The abbreviation *Ibid.* (thus, without underlining) is used only when a footnote refers to the same source that is cited in the immediately preceding footnote.

The abbreviation *Op.cit.* should be avoided. When a single source is cited frequently in a paper, the surname of the author should be used, followed by a comma and the page number(s). If more than one work by the same author is referred to, the order is: author's surname, short title, page number(s).

Examples:

Kermode, p. 63.

Ricoeur, "Philosophical Hermeneutics," p. 25.

Bibliography

With the footnote-bibliography system, the bibliography follows the same format as that given above (sec. IV B-C) for the List of References in the author-date system. The only exception is that in listing more than one work by the same author, the order is always alphabetical by first key-word of the title rather than chronological.

SOME GUIDELINES FOR WRITING

TERM ESSAYS

Introduction

Writing papers may well be the opportunity for you to learn more about the subject you are studying than any other aspect of a course. It is worth doing well. You not only learn more, you also think more deeply about a topic when you have to put words on paper. Finally good grades depend on good papers.

I Collecting Information

Opinion is a fine thing, but in an essay your opinions are only worthwhile if they are backed up by facts and arguments. You must collect information, and, since many topics will be new to you, it is worthwhile looking at the work and opinions of more than one author. You should certainly look at your textbook but also at other authors. Your professors will always be willing to give suggestions.

As well as your textbook, you should learn to use the library as a source of information. Make it a top priority to learn how to find a book in the Library.

II Recording Information

It is no use to just read a book and then write. You must record what you read so that you can review it before and during the writing of the essay. There are a number of ways to do this:

- You can mark the book - only if it is your own copy or a photocopy - with pencils or highlighting pens. You cannot use this method on Library books and it is of limited use as it can be difficult to locate what is really important if you have marked up half a book. It also reduces the resale value of books.

- You can use 3"x5" index cards and note down one, or a series of connected facts, on a card. You then use the cards to organize the information in the way you want to use it in the paper. One problem is that you may get bogged down in detail. The other is that it can be difficult to review index cards at examination time. In general this is the method that is successful for most people. Make sure that you note down on each card the source of your information or you lose track of what each card means.

- Finally you can try to summarize a chapter on letter or legal paper. You can note down both facts and arguments at length. This system can be cumbersome if you take a lot of notes, but is very good for reviewing before exams.

III Thinking About the Topic

After you have read as much as you need, DO NOT just start to write. Think about what you have read, mull over it on a walk, or discuss it with friends. The professor already knows about what you are writing and is looking to see how well you have understood a topic. It is no use at all to just present your reading notes stuck between an introduction and a conclusion.

Thinking about your question is the most important stage of writing a paper.

IV The Plan

Sketch out on paper several ways of presenting your topic and your thoughts. You might think of doing this as a connected argument, or as a series of related headings organised in a way that makes sense of what you read. Another useful approach is to state, prove and defend a *thesis*.

You should always write out a plan. It will help you to be clearer both in papers and in tests. It is in fact another way of thinking about your topic.

V Writing and Editing

You cannot expect just to write out a paper and hand it in. Typographical errors alone will demand at least one re-type. So why not throw out the idea that what you write must be perfect first time?

It is a good writing technique just to WRITE down your thoughts as they come into your head (always keeping an eye on your paper plan). Do not stop to edit or correct spelling and grammatical mistakes. WRITING and EDITING are different skills. Even though you may think what you are writing is bad or plain stupid, once you have got it down on paper you can go back and look at what you have written. At that stage you can begin to knock it into shape, correct spelling and grammar and improve your style. Almost everybody thinks that what they are writing is bad at the time they write it: your aim is to find a way around this mental block.

You should note that in an exam, conditions force you to write and edit at the same time, however, the technique described here should help to improve your confidence in writing.

VI Finishing Touches

Before you hand a paper in make sure it looks good - use the Stylesheet handed out separately. Eliminate spelling and grammatical errors. Make sure all your references are noted. Add a bibliography. Type the paper cleanly.

GENERAL EVALUATION RUBRIC FOR ESSAYS

Students sometimes do not understand how an essay is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric." It outlines basic elements of the different classes of essay, and attaches grades to each of them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues of both substance and presentation.

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.