

General Education Course Proposal

Proposed Course: HUM 110 Humanities in Republican and Imperial Rome Units 3.0
Prefix No. Title

Department: Foreign Languages School: Arts & Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; Cx; D___; International/Multicultural___

Existing Course x; Revised Course ___; New Course ___

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

An examination of the unique cultural environment of the ancient city, its art, architecture, literature, social and political structures, and their interrelationships as manifested during Republican and Imperial Rome.
(Former INTD 110)

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 1; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Ronnie Overton 9/28/99
Department Chair Date

T. McIs 10/28/99
School Curriculum Committee Date

Chris J. Costa 11/2/99
School Dean Date

Pedro Amador 12/3/99
General Education Subcommittee Date

Brandt Kehoe 12/3/99
Associate Provost Date

2. Elements Common to All Sections of Course

1. *Content*: All sections will teach and integrate Roman social, political, and cultural history, as well as aesthetic, political, and literary values and ideas through primary works of art, sculpture, poetry, history, philosophy, and religion. Such ideas may include, but are not limited to, issues such as 1) The relationship between and definitions of the individual and society; 2) The relationship between and definitions of culture and nature and their role in forming human identity; 3) The relationship between and definition of reason and passion in human identity; 4) Conceptions of the Good and human goods; 5) Definitions of virtue and the virtues, and their acquisition, as found in Epicureanism and Stoicism; 6) Political organization, particularly Republican values 7) Literary criticism and aesthetic criteria, and their relationship to ethical and moral issues; 8) National Roman values and their relationship to Roman history and subsequent Western history, particularly Christianity; 9) The debt of Rome to Greece. These themes and ideas will be experienced through primary works, and techniques of criticism and analysis practiced by students in written work and examinations. Interrelations among artistic and literary media, politics, philosophy, and history, as well as connections to later Western culture, particularly Christianity, will be emphasized. Primary works must be chosen to reflect historical range and a variety of genres and creative media.

2. *Objectives*. Students will finish each section having read the assigned primary works, participated in class discussion, and demonstrated critical ability and understanding of course themes through essay examinations and formal essays.

3. *Activities*. Completion of assigned readings; attendance; class discussion; essay examinations; formal essay (writing to total 4000 words). The formal essay will be evaluated on the basis of mechanical/grammatical correctness and the presentation and development of the thesis as well as the coherence of the argument. Students will be recommended to use the *MLA Handbook* for the format of their essays.

4. Grading Policy. Students must average at least 60% on all work during the semester in order to pass the course. No more than 5% credit for extra projects will be allowed. Class attendance and participation will earn 10% credit.

5. Text. Texts will be selected from the classics of Roman literature such as (but not limited to) Plautus, Terence, Cicero, Caesar, Vergil, Horace, Ovid, Propertius, Tibullus, Petronius, Seneca, Martial, and Juvenal. See sample syllabus for other examples of primary texts. Secondary works may be used as well, providing they are general introductions suitable for undergraduates, such as the *Oxford History of the Roman World* or J.H. Barrow's *The Romans*

6. Schedule. Each week students will read from assigned works, identify and discuss major themes, and relate to modern society and culture. Given the wide variety of primary works available to instructors, actual schedules will vary depending on media chosen. However, each section will each week address the three objectives enumerated above. The following schedule offers an **approximate** breakdown of the time devoted to each topic.

Weeks 1-2 should introduce students to the Roman historical context and its debt to Greece, and define and discuss the methodologies and techniques of literary and cultural analysis, philosophical inquiry, appreciation of art, etc. depending on the topics chosen by the particular instructor. However, **all** sections will spend at least two weeks of the semester on such introductory and propaedeutic materials.

Weeks 3-5 should introduce one to two themes which will be defined and discussed, and coordinated with the readings from primary texts. The course should every class meeting move between the somewhat abstract idea and the specific, more concrete embodiment of it in the assigned readings.

Weeks 6-10 Will introduce a new theme (or two) that should be related directly to the previous and likewise is defined and discussed in the context of the primary readings.

Weeks 11-15 Two more themes may be introduced.

Ideally, each course will develop from 3-6 topics or themes for the whole semester, spending four weeks for each theme or pair of themes.

There are no special cost factors associated with this course.

Syllabus
Humanities 110
Humanities of Ancient Rome (3 Units)
Interrelations among art, history, literature, politics, and philosophy in
Ancient Rome.

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Texts

Boardman et al., *The Oxford History of the Roman World*
Lucretius, *The Nature of Things*
Vergil, the *Aeneid*
Catullus, *Carmina*
Petronious, *Satyricon*

Requirements

- Class attendance and participation (10%)
- Two essay examinations, each 500 words minimum (60%)
- Essay: 3000 words minimum; topic choice will be made from list of topics handed out by instructor; choice of topic and primary work must be made by Week 6 and cleared with instructor; Essay due Week 10 (approx. 12 pages; %30) All essays will be evaluated on the basis of mechanical/grammatical correctness **and** presentation and development of thesis as well as coherence of argument. Students should use the *MLA Handbook* for the format of their essay.
- Extra Credit (5%)

Grading Scale

100-90 A
80-89 B
70-79 C
60-69 D

Course Goals

Students will finish the semester having read assigned primary works, and understood major themes and ideas identified in class discussion and lecture, as evidenced by passing performance on essay exams covering these themes and ideas. In addition, students will demonstrate their comprehension of these themes and ideas by written analysis in a formal essay utilizing both primary and secondary sources.

Course Policies

Students are expected to attend class with their books, and having read the writings assigned. Late work, whether exams or exercises, will not be accepted except for legitimate emergencies (sickness, death in family, child-care problems, work conflicts, accidents).

Class participation is mandatory. Everyone is expected to contribute to Discussion topics, which also are possible paper topics. Everyone will be treated with respect and consideration. Talking, eating, or sleeping in class is not acceptable. Students who are having difficulty are encouraged to meet with the professor during office hours for extra help.

Cheating and Plagiarism will be dealt with according to the policies set for in the Catalogue and Schedule of Courses. Students with disabilities should communicate their needs to the instructor and the university.

Schedule

All readings must be completed before class. Instructor reserves the right to adjust the schedule.

Week 1: Introduction: Outline of Roman history: Boardman, 1-74..

Week 2: Introduction: How to read literature; Analysing literature and cultural products for themes and ideas. The Roman Republic, its organization and functioning, and its debt to Greek political thought and practice: Boardman,180-214; *Aeneid* Books 1-2.

Week 3' Roman literature and its relation to Hellenistic Greek literature: neotericism; Boardman, 215-244; Catullus, selected poems.

Weeks 4 -5: The conflict of duty and passion: *Aeneid* Book 4, Catullus, selected poems.

Week 6: Students must choose a topic this week and clear with instructor. The transition from Republic to Empire: Boardman, 146-79; *Aeneid* Books 6-9.

Week 7: Midterm essay exam. The Augustan compromise; the conflict of Roman values and Empire: *Aeneid* Books 10-12.

Week 8: Roman variations of Greek philosophy: Stoicism and Roman virtue; Introduction to Epicureanism; Lucretius, *On the Nature of Things* Books 1-2; Boardman 340-61.

Weeks 9-10. Essays Due. Epicurean physics and ethics, and the conflict of Epicureanism with Roman virtue; Lucretius, *On the Nature of Things* 3-4; Lucretius' take on sexual passion: a comparison with Catullus (reprise selected poems of Catullus).

Week 11: The philosophy of history: Lucretius, *On the Nature of Things* Book 5: a comparison with Vergil (reprise the discussion of Vergil).

Week 12: The philosophy of history: similarities and differences with Christian salvation history.

Week 13: Roman art and architecture, and interrelations with Roman values and politics: Boardman, 413-448.

Week 14: The crisis of the Empire, and the literary response: Boardman, 317-339; Petronius, *Satyricon*.

Week 15: The decay of Roman values and the corruption of virtue: Petronius, *Satyricon*.

Final Examination will be administered during Finals Week