



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit SILC Department Classics and Middle Eastern Studies

Subject LAT Number 222 Title Roman Literature in Translation Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s) SILC 222

Is this a shared course? No If so, list all academic units offering this course _____

Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

HU

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

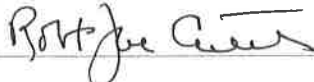
Contact information:

Name Sarah Bolmarcich Phone 480-727-9138

Mail code 0202 E-mail: sbolmarc@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 9/25/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u>	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
LAT/SLC	222	Survey of Roman Literature	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasize the study of values, of the development of philosophies, religions, ethics, or belief systems, and/or aesthetic values.	Like most national literature Roman literature stresses certain values that are considered at the core of being Roman. Throughout the course, those values will be remarked upon and their changes noted.	Throughout the course; to give you a specific example, the days on Cato the Elder (W 1/29) and Vergil's Aeneid (W 2/26-W 3/5) will lay the foundation of what the Romans considered to be their values and ethical beliefs; the end of the semester, especially Section 8 on Satire (M 4/14 - M 4/21) will show how Roman literature preserves and criticizes changes in those values.
2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	One major focus of the class will be analysis of written Roman literary texts, both as literature and as products of their social and historical milieu. (See the "Expected Learning Outcomes" section on the syllabus.)	Daily course lectures and discussions. Students will also write ten short reaction papers in which they are asked to analyze a specific question about each literary genre covered or the texts read in that genre. Additionally, students will write a final paper on an author or work not covered in the course, and asked to analyze that author or work in the context of the interpretive skills they learned in the course.
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought. 4b. Concerns aesthetic systems and values, literary and visual arts. 4d. Deepen awareness of the analysis of literature and the development of literary traditions.	See the answers to 1. and 2. above. In addition, students will study the development of Roman literary genres over time, cross-generic influence, changes in Roman value and belief systems, and learn how to analyze Roman literary texts both in their literary context and their cultural and historical context.	See the answers to 1. and 2. above. In addition, daily course lectures, readings, and discussions will promote student learning in all these areas. Visual arts will be represented Roman comedy and a viewing of "A Funny Thing Happened on the Way to the Forum," the very closest a modern American can get to the ancient Roman comic experience for an audience. The assignments - short reaction papers, exam questions (essays

		<p>and IDs in which students will be asked to explain the importance of a given passage to Roman literature), and a final paper in which students will take on an author or work not covered in the course will require them to be aware of all these areas - development of Roman thought, the Roman literary tradition, Roman values, and how to analyze Roman literature.</p>
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Roman Literature in Translation SLC/LAT 222

Sarah Bolmarcich

Room TBA Time: MWF 12-12:50 pm

Office: LL172H Office Hours: TBA, by appointment, and by chance

Email: sbolmarc@asu.edu

Course Objectives:

This course provides an introduction and survey of one of the greatest legacies of the Western tradition, the literature of ancient Rome. We shall study or at least “sample” most of the minor and major poets you may or may not have been familiar with. We shall cover popular figures like Ovid, Virgil and Cicero, as well as lesser-known writers like Horace, Propertius, and Tibullus. We shall read larger and shorter selections from these authors in translation as we come to grips with the genres and themes of Roman literature, while trying to understand the role and function these texts provided their Roman audience. The legacy of Rome’s literary tradition will also be discussed.

Expected Learning Outcomes:

Upon successful completion of this course, students will:

- Know the basic facts about Roman literary history, including its periodization, genres, major authors, and major works, as well as some minor authors and works.
- Comprehend and interpret ancient Roman literature, placing it within the framework of its cultural and historical context and literary history, and analyzing the meaning of individual passages.
- Learn to appreciate Rome’s literary contribution to the classical tradition.
- Think critically about the effect of a text upon its audience, taking into account factors like poetic strategies, rhetorical techniques, literary patronage and performance.

Grading:

Your final grade will be determined as follows:

- a midterm (20%)
- a final (20%)
- a final paper (20%)
- 10 reaction papers throughout the semester, one on each genre (2% each = 20%)
- participation and attendance (20%)

Final paper. This will be a 5-7 page paper on a Latin author or work not read in the course. Topics will be assigned randomly after the midterm exam.

Midterm and final. Exams on the material covered in each half of the course. Exams may consist of IDs, passage IDs, short-answer questions, and essays.

Reaction papers. These will be submitted on Blackboard and will be no more than 1 page long. You will be given a question to answer on each genre covered; writing assignments are due the day after we finish each genre.

Participation and attendance. This means not just your physical presence but intellectual engagement in the classroom. Your attention should be focused solely on Roman

literature and nothing else. I will permit two unexcused absences during the semester, but expect more to lower your grade.

Book List (Available at the Student Book Center, 7th and College Streets in Tempe):

- Vergil's *Aeneid*, trans. Stanley Lombardo, ISBN 0872207315
- *The Oxford Anthology of Roman Literature*, eds. P. Knox and JC McKeown, ISBN 0195395166
- Course packet of other readings

NB: On the above list, you may replace Lombardo's translation of the *Aeneid* with any other translation that you may already own or get out of the library, so long as it has book and line numbers. I will often refer to readings by BOOK and line NUMBER. For example "Aen. 4.66" refers to the fourth book, 66th line of the *Aeneid*. This will be easy to reference no matter which translation you prefer (although if you are using an alternate translation, the translated line numbers may differ a bit). You can also find a number of texts online via Google.

Caveat Lector It is very important that students remember that the purpose of this course is to study another culture. Greece and Rome are the forefathers of Western culture and many aspects of Greek and Roman society may seem familiar to us today; however, many aspects of their culture are also alien and might even be considered offensive in today's society. If you find some of the course content offensive, please feel free to discuss it with me, my colleagues in Classics, or the director of SILC. All of us may be contacted in person or by email.

Scholastic dishonesty Scholastic dishonesty on any assignment will result in a failing grade (E) for that assignment which may not be dropped. If scholastic dishonesty and the subsequent 0 grades lead to failure of the course, I shall apply for an XE grade for the course. An XE is permanently on your transcript, will bar you from extracurricular activities, and will be a major red flag to employers and other schools to which you apply. If you are unclear on what scholastic dishonesty is, scholastic dishonesty includes any kind of cheating. For the university policy, which this class follows, see: <http://www.asu.edu/aad/manuals/acd/studentacint.html>.

Accommodations

If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

Religious accommodations:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Disability resources: <http://www.asu.edu/aad/manuals/ssm/index.html#700>.

NB: Students requesting accommodation for reasons of a disability must be registered with the Disability Resource Center and submit the appropriate documentation from the

DRC. Likewise, students with sanctioned University activities must show me the paperwork provided by coaches, advisers, etc.

Policy on behavior in the classroom

During lectures and discussion sessions, I assume that you will listen and respond both to me and to one another. In order to accomplish this, you must refrain from using computers, cellphones, PDAs, music players, etc. etc., etc. Use of these items—however unobtrusive you may think you're being—will result in the loss of participation points. Recording devices may be permitted at the discretion of the instructor (see me).

Disruptive behavior of any sort by anyone will not be tolerated. See the university policy: <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

Schedule of Topics and Assignments

+ = to be found in the *Oxford Anthology of Roman Literature*

* = to be found in the course packet

M 1/13 Introduction

W 1/15 Early Roman history and literature
*selections from Ennius and Livius

GENRE I: ROMAN COMEDY

F 1/17 The Comedy of Plautus
+Plautus, *The Brothers Menaechmi*

M 1/20 MLK Jr. Day; no class

W 1/22 The Comedy of Terence
*Terence, *Andria*

F 1/24 Viewing of *A Funny Thing Happened on the Way to the Forum*

M 1/27 Viewing of *A Funny Thing Happened on the Way to the Forum*

GENRE II: ROMAN PRAGMATIC LITERATURE

W 1/29 Farming and Roman Values: Cato the Elder
*Excerpts from Cato the Elder
Reaction paper #1 due

F 1/31 Roman Science: Pliny the Elder
+Pliny the Elder, *Natural History*

GENRE III: ROMAN RHETORIC

- M 2/3 Cicero: Court Speeches
+Cicero, *In Defense of Caelius*
Reaction paper #2 due
- W 2/5 Cicero: Political Speeches
+Cicero, *Against Catiline*
- F 2/7 So You Want to be an Orator
+Quintilian, *The Orator's Education*

GENRE IV: ROMA SPELLED BACKWARDS IS AMOR: LOVE POETRY AT ROME

- M 2/10 "Give me a thousand kisses": the poetry of Catullus
+Catullus, *Poems*
Reaction paper #3 due
- W 2/12 The blindness of love: the poetry of Propertius
+Propertius, *Elegies*
- F 2/14 "I can't live with you, I can't live without you": Ovid's love poetry
+Ovid, *Amores*

GENRE V: PRAISING ROME IN VERSE: LYRIC AND HEXAMETER POETRY

- M 2/17 The greatness of Caesar
+Ovid, *Metamorphoses*
Reaction paper #4 due
- W 2/19 The greatness of Augustus: Horace's Roman Odes
+Horace, *Odes*
- F 2/21 The eternal greatness of Rome: the *Georgics* of Vergil
+Vergil, *Georgics*
- M 2/24 Midterm examination
Reaction paper #5 due

GENRE VI: EPIC POETRY

- W 2/26 Leaving Troy: *Aeneid*, I
Vergil, *Aeneid* Books 1-3
- F 2/28 Love and Pain and the Whole D--n Thing: *Aeneid*, II

Vergil, *Aeneid* Books 4-6

- M 3/3 Fighting for a Home: *Aeneid*, III
 Vergil, *Aeneid* Books 7-9
- W 3/5 Becoming Roman: *Aeneid*, IV
 Vergil, *Aeneid* Books 10-12
- F 3/7 *Cato heros ille noster*: Lucan, I
 +Lucan, *Civil War* Books 1-3
- M 3/10, W 3/12, F 3/14: Spring break, no classes
- M 3/17 The Beginnings of Civil War: Lucan, II
 +Lucan, *Civil War* Books 4-5
- W 3/19 Brother against Brother: Lucan, III
 +Lucan, *Civil War* Books 6-7
- F 3/21 The Horrors of Civil War: Lucan, IV
 +Lucan, *Civil War* Books 8-10
- M 3/24 The Silver Age of Epic: Statius
 +Statius, *Thebaid*

GENRE VII: WRITING THE HISTORY OF ROME

- W 3/26 Greek historiography at Rome
 +Polybius, *The Histories*
 Reaction paper #6 due
- F 3/28 Reports from abroad: Caesar
 +Julius Caesar, *The Gallic War*
- M 3/31 The historical monograph: Sallust
 +Sallust, *Catiline's Conspiracy*
- W 4/2 Self-advertisement: Augustus
 *Augustus, *Res Gestae* ("The Things I Did")
- F 4/4 Universal history: Livy
 +Livy, *From the Foundation of the City*
- M 4/7 Historiography as criticism: Tacitus
 +Tacitus, *Annals*
- W 4/9 Biography: Suetonius

+Suetonius, *Life of Nero*

F 4/11 Epistolography: Pliny and Cicero
*Cicero, *Letters*, excerpts
+Pliny the Younger, *Epistles*

GENRE VIII: SATIRE

M 4/14 Gentle mockery: Horace
*Horace, *Satires*
Reaction paper #7 due

W 4/16 Mocking Roman society: Petronius
+Petronius, *The Satyricon*

F 4/18 Martial and Juvenal
+Martial, *Epigrams*
+Juvenal, *Satires*

M 4/21 The Emperor Turns into a Pumpkin: Seneca the Younger
*Seneca the Younger, *Apocolocyntosis*

GENRE IX: THE ROMAN NOVEL

W 4/23 The Travels of Lucius the Ass: Apuleius, I
+Apuleius, *Metamorphoses*
Reaction paper #8 due

F 4/25 The Salvation of Lucius the Ass: Apuleius, II
+Apuleius, *Metamorphoses*

GENRE X: PHILOSOPHY

M 4/28 The Philosophy of Lucretius
+Lucretius, *On the Nature of the Universe*
Reaction paper #9 due

W 4/30 The Philosophy of Marcus Aurelius
+Marcus Aurelius, *Meditations*

F 5/2 Conclusion
Reaction paper #10 due

Final exam date and time TBA by the Registrar's Office

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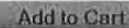
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