

Current Information:**I. A.) DEPARTMENT NAME:** _____ Classics _____**B.) COURSE NUMBER, and TITLE:** _CLA 2521 Classical Antiquity and Sustainability_**C.) CREDIT HOURS:** ___3___ **D.) PREREQUISITES:** ___none_____**E.) CURRENT CLASSIFICATION**1. General Education Code: B C D H M N P S None2. Writing Requirement: E2 E4 E6 None3. Math Requirement: M None**Requests:****II. GENERAL EDUCATION**A.) Requested Classification: B C D H M N P SB.) Effective Date: Fall Spring Summer ___2013___(year)

Or

 1-time Approval Fall Spring Summer _____(year)**III. WRITING REQUIREMENT** **MATH REQUIREMENT** A.) Requested Classification E2 E4 E6B.) Effective Date: Fall Spring Summer _____(year)

Or

 1-time Approval Fall Spring Summer _____(year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

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College Contact:

College Name: _____ CLAS _____

College Contact Name: _____ David Pharies _____

Phone _____ 352 392-2264 _____ Email _____ pharies@ufl.edu _____

CLA 2521: Classical Antiquity and Sustainability

Class meets Tuesday/Thursday

Spring Semester 2013

Instructor: Dr Victoria Pagán, 115C Dauer Hall
352-273-3696
vepagan@ufl.edu

Office Hours: TR 10:30-11:30 or by appointment MTWH

PURPOSE OF THE COURSE

An introduction to the economy, society, politics, and rhetoric of the ancient Greeks and Romans to examine (1) how social relations, modes of economic production, and politics, both domestic and foreign, impacted the environment; (2) how the ancient Greeks and Romans conceptualized their relationship to the environment; and (3) whether they recognized the problems that we can now identify, and if so, what were the solutions that they proposed. This course fulfills the University General Education Classification in the Humanities, with a focus on the history, theory, and methodology of classical studies so as to identify and analyze key elements of sustainability.

General Education-Humanities Objectives:

This course provides instruction in the key themes, principles, and terminology of the study of the ancient Mediterranean world (5th century BCE to 2nd century CE). Attention to source criticism allows us to identify the biases and influences that shaped the thought of the ancient Greeks and Romans regarding their use and stewardship of their physical environment. The broad variety of written sources (poetry, history, technical handbooks) offers multiple perspectives.

STUDENT LEARNING OUTCOMES

Students gain:

- ability to identify the strengths and weaknesses of the sources for classical antiquity
- understanding of the social and political forces that cause environmental change
- ability to identify the rhetoric of sustainability in the genres of ancient Greek and Latin literature

Student Learning Outcomes: Content & Skills			
Category	Content	Critical Thinking	Communication
Humanities (In at least 1 humanities discipline.)	Know the history, underlying theory and methodologies used within the discipline studied.	Identify and analyze key elements, biases and influences that shape thought within the discipline. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the discipline, individually and/or in groups.

Content:

Through the history of the origins and development of the ancient Mediterranean world comes an understanding of the prevalence of the problems of sustainability. The rhetoric of sustainability is shaped by social, economic, and political forces and shows a remarkable flexibility, adaptability, and accommodation.

Critical Thinking:

Finley's theory of embedded economy is vigorously critiqued. Students evaluate the sources so as to identify bias, anachronism, and the selectivity upon which rests our understanding of the whole of the ancient Mediterranean world. To compensate for the shortcomings of the sources, students learn to apply comparative data and supplemental models.

Communication:

Reading, and lecture lead to an analysis of the sources in terms of form (genre and generic expectations) and content (discernible practices of land use and stewardship). Discussion allows for a synthesis of viewpoints, an evaluation of the sources, and critical inquiry into the ethics that guided ancient practice, and how these ethics may be different from or similar to modern principles. Synthesis is practiced daily, both in class discussions and in the quizzes and examinations. Evaluation takes place at several simultaneous levels; not only do students discuss value judgments but they learn to situate their value judgments in a particular place (the ancient Mediterranean world) and time (5th century BCE-2nd century CE).

REQUIRED TEXTS (available online and at local bookstores)

A. Primary Texts (translations available online)

Hesiod, *Complete Works* (any translation is acceptable)
Xenophon, *The Estate Manager* (any translation is acceptable)
Cato, *On Agriculture* (any translation is acceptable)
Varro, *On Agriculture* (any translation is acceptable)
Columella, *On Agriculture* (any translation is acceptable)
Vergil, *Georgics and Eclogues* (any translation is acceptable)
Thucydides, *History* (any translation is acceptable)
Julius Caesar, *The Gallic Wars* (any translation is acceptable)

B. Secondary Sources

M. I. Finley, *Ancient Economy* ISBN: 0520219465
Peter Garnsey, *Food and Society in Classical Antiquity* ISBN: 0521645883
Keith Bradley, *Slavery and Society at Rome* ISBN: 0521378877
David Orr, *Environmental Literacy* ISBN: 0791408744

REQUIREMENTS

15% Attendance. Three unexcused absences.
25% 5 Quizzes. Each quiz is ten points, multiple choice.
40% Two midterm examinations worth 20% each.
20% Take-home final examination.

GRADING SCALE

A = 90-100%	B = 80-83.9%	C = 70-73.9%	D = 60-63.9%
A- = 87-89.9%	B- = 77-79.9%	*C- = 67-69.9%	D- = 57-59.9%
B+ = 84-86.9%	C+ = 74-76.9%	D+ = 64-66.9%	E < 57%

***Note:** A C- is not a qualifying grade for major, minor, Gen Ed, Gordon Rule, or College Basic Distribution credit. *For further information on UF's Grading Policy, consult the following:*

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

<http://www.isis.ufl.edu/minusgrades.html>

GRADING POLICY

Students are expected to complete all requirements on the specified dates and will not be granted an alternate date unless they have an acceptable reason for their absence as specified in the undergraduate catalog (e.g., absences due to medical illness, observance of religious holidays, military obligation, twelve-day rule), fulfill the conditions described therein, and provide the instructor with timely notification when appropriate (see <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>).

CLASSROOM POLICY

Use of mobile phones and computers are prohibited during lectures. Refusal to comply will result in immediate dismissal from the classroom.

ACADEMIC POLICY

Students are required to be honest in their coursework, may not use notes during quizzes and/or exams, and must properly cite all sources that they have consulted for their papers. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

DISABILITY RESOURCE CENTER

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

For information about resources that are available to students with disabilities, contact the Disability Resources Center: <http://www.dso.ufl.edu/drc/>

ADDITIONAL RESOURCES

Students facing difficulties completing the course or who are in need of counseling or urgent help may call the on-campus counseling center (352-392-1575) or the student mental health center (352-392-1171).

SCHEDULE

Three hours per week; Tuesday: Period 4; Thursday: Period 4-5

Week 1: Introduction: Modern Approaches

- T Introduction to course mechanics; assignments; overview
- R Definitions of Sustainability and the Triple Bottom Line
Read David Orr, *Environmental Literacy*, chapter 1

PART 1: ENVIRONMENT

Week 2: Geography

- T The Ancient Mediterranean topography, climate, vegetation; soil, forests, water
- R Read and discuss Hesiod, *Works and Days*; Quiz 1: Map identification

Week 3: Subsistence Farming

- T Cato, *On Agriculture* in toto
- R Discussion of Cato and subsistence farming; how much did one need to survive?

Week 4: Farming for the Marketplace and Profit

- T Varro, *On Agriculture* in toto
- R Read Wendell Berry, *Unsettling of America* chapter 1; Quiz 2: identify the significance of passages excerpted from Cato and Varro

Week 5: Agriculture and Technology

- T Columella, *On Agriculture* Book 1; who were the Greek agronomists?
- R Read Wendell Berry, *Unsettling of America* chapter 5 "Living in the Future: The Modern Agricultural Ideal"

Week 6

- T Exam 1: identify key terms and definitions; comment on the significance of passages; essay

PART 2: ECONOMY

- R Introduction to the ancient economy; read Finley chapters 1-3

Week 7: Slaves

- T Read Bradley chapters 1-5; what are the problems that confront the study of slavery in antiquity?
- R Read Bradley chapters 6-9; how does a slave economy operate?

Week 8: Women

- T Read Xenophon, *The Estate Manager* Book 7; what are the duties of the wife of the manager?
- R Read Columella, *On Agriculture* Book 11; compare and contrast Xenophon's and Columella's descriptions of the wife's duties. Quiz 3: short answer definitions of key terminology concerning slaves and slaves

Week 9: Peasants

- T Read Finley chapter 4; how are peasants defined?
- R Read Finley chapters 5-7; what was peasant life like?

Week 10: Imperialism

- T Read Thucydides, *Histories* Book 1; how did the Athenians conceive of their empire?
- R Read Julius Caesar, *Gallic Wars*; how did the Romans conceive of their empire?

Week 11

- T Exam 2: identify key terms and definitions; comment on the significance of passages; essay

PART 3: SOCIAL JUSTICE

- R Read Wendell Berry, *Unsettling of America*, chapters 2-4: The ecological crisis as a crisis of character, agriculture, and culture

Week 12: Food for the Body

- T Read Garnsey, chapters 1-5 (diet, economy, food crisis, malnutrition, otherness)
- R Read Garnsey, chapters 6-9 (forbidden food, food and family, social status) Quiz 4: short answers on Garnsey

Week 13: Philosophy—Food for the Mind?

- T Lecture on Plato and Aristotle; read excerpts available through Sakai and course reserves
- R Lecture on Stoicism; read excerpts available through Sakai and course reserves

Week 14: Concepts of Progress

- T Invention; Read Sophocles, *Antigone* 2nd choral ode (“Ode to Man”)
- R Progress and Technology; Read Aeschylus, *Prometheus Bound*
Read Ovid, *Metamorphoses* Book 8.135-235 (myth of Daedalus and Icarus) Quiz 5: identify significance of passages from primary sources

Week 15: A Golden Age?

- T Read Hesiod, *Theogony*
- R Read Vergil, *Eclogues*; What is the myth of the golden age? Does it evolve? If so, why? Why does it persist?

Cumulative Final Exam: identify definitions; comment on the significance of passages; 2 essay questions