UF UNIVERSITY of FLORIDA

Application Form for General Education and Writing/Math Requirement Classification

Current Information:

I. **A.) DEPARTMENT NAME:**_____Classics_____

   B.) COURSE NUMBER, and TITLE: ___CLT 3340 Greek and Roman Epic_____

   C.) CREDIT HOURS: ____3____ **D.) PREREQUISITES:**_____none_____

   E.) CURRENT CLASSIFICATION

   1. General Education Code: ☐B ☐C ☐D ☐H☐M ☐N ☐P ☐S xx None

   2. Writing Requirement: ☐E2 ☐E4 ☐E6 x None

   3. Math Requirement: ☐M x None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: ☐B ☐C ☐D xH ☐M x N ☐P ☐S

B.) Effective Date: ☐Fall x Spring ☐Summer _2013_____(year)

Or

☐ 1-time Approval ☐Fall ☐Spring ☐Summer _____(year)

III. WRITING REQUIREMENT ☐   MATH REQUIREMENT ☐

A.) Requested Classification ☐E2 ☐E4 ☐E6

B.) 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?

VI. SUBMISSION AND APPROVALS

Department Contact:

      Contact Name:___Victoria Pagan_____

      Phone ____273-3696_____ Email _____vepagan@ufl.edu_____

College Contact:

      College Name:___CLAS_____

      College Contact Name:___David Pharies_____

      Phone ____392-2264_____ Email pharies@ufl.edu

Class meets Monday/Wednesday/Friday

Instructor:	Jim Marks, 380 Dauer Hall, Department of Classics
	352-392-2075; jmarks@ufl.edu
Office Hours:	MWF 10:30-11:30 or by appointment

PURPOSE OF THE COURSE

An exploration of the development of the Greco-Roman epic genre in the context of the political and social world of the Mediterranean region, from its origins in oral performance traditions in the Bronze Age through to the Roman Imperial period. Readings (all in English translations) include the early Greek Homeric and Hesiodic epics, Apollonios' Hellenistic epic *Argonautika*, the Roman epics of Virgil, Ovid and Lucan, in conjunction with earlier texts that influenced indirectly the development of Greco-Roman literary forms, in particular the Sumerian-Akkadian-Babylonian the *Epic of Gilgamesh*. Through the lens of epic poetry, students will come into contact with (1) the values, attitudes and norms that shaped and continue to shape the cultural differences of peoples who live around the Mediterranean, helping students to become more sensitive to their own cultural norms and values; (2) how epic discourse helped to codify, and at times to challenge, relations among different ethnic and socioeconomic groups as well as gender relations, (3) the broad outlines of Mediterranean history from roughly 1500 BCE to 100 CE, and (4) some of the ways that modern cultures, and modern scholars, have approached and appropriated themes from ancient epic.

General Education-Humanities Objectives:

This course provides instruction in the key themes, principles, and terminology of the study of the ancient Mediterranean world. Attention to foundational texts and criticism of these texts will help students to identify the biases and influences that shaped the thought of the ancient Greeks and Romans regarding their place in the world and in history. The course also serves as something of an introduction to the humanities generally, since epic poetry provides the earliest and best-known examples of Western literature, which continue to exert an influence on modern literature and popular culture.

General Education-International Objectives

This course provides instruction in the values, attitudes and norms that constitute the culture of countries in the Mediterranean region, including Europe, North Africa, the Middle East and Asia Minor. Through original source texts (in English translation) from a variety of cultures students will come to understand how geographic location, such as relative proximity to waterways, and socioeconomic factors, such as access to trade routes, affected these cultures. This exploration will help students to see their own cultures and values in relation to those in other countries and other historical contexts, a process facilitated by the fact that Greek and Roman epic poetry has resonated so strongly with European cultures throughout the millennia and continues to do so in popular culture.

STUDENT LEARNING OUTCOMES

Students acquire through this course an understanding of:
- the usefulness and limitations of literature as a way of approaching a culture
- the sociopolitical factors that guided the production and dissemination of these texts
- the competing claims to authority within culture

- why these texts have been considered as pinnacles of literary excellence

Content:
Through the history of ancient epic poetry in the Mediterranean world is fostered an understanding of the beauty and power of literature, as well as its potential to reinforce and/or undemine social norms, both at the point of production and through reception.

Critical Thinking:
The "grand story of Western literature," according to which European excellence springs almost without precedent from ancient Greece and Rome, is critiqued with respect to the very real contribution of such non-Western cultures as Egypt and Babylon, and students receive basic instruction in the interpretation of literary texts as products of not simply great minds or cultures, but of unique moments and movements in cultural history.

Communication:
Intensive reading of more than half a dozen epic poems, along with ancillary material, in conjunction with lectures lead to an analysis of these source documents in terms of their form (the genre of epic poetry) and content (focus on war, idealization of agriculture, etc.).

REQUIRED TEXTS (available online and at the UF Bookstore and other local vendors)
- *Gods and Heroes of the Greeks: The Library of Apollodorus*, translated by Michael Simpson. University of Massachusetts Press ISBN 0870232061
- Hesiod *Theogony*, translated by Richard Caldwell. Focus ISBN 0941051005
- Homer *Iliad*, translated by Richmond Lattimore. University of Chicago Press ISBN 0226469409
- Homer *Odyssey*, translated by Richmond Lattimore. Perennial Classics ISBN 0060931957
- Apollonius of Rhodes *Jason and the Golden Fleece (the Argonautica)*, translated by E. V. Rieu. Penguin ISBN 0140440852
- Virgil *Aeneid*, translated by David West. Penguin ISBN 0140449329
- Ovid *Metamorphoses*, translated by A. D. Melville. Oxford University Press ISBN 019283472X
- Lucan *Civil War* (aka *Pharsalia*), translated by Matthew Fox. Penguin Classics ISBN 0143106236

course website (http://web.clas.ufl.edu/users/marksj/epic/anc_epic.html)
Students should bring to class the lecture note outlines for the day, downloaded from the course webpage. Also available are study questions (which serve as the basis for quizzes), study guides for the exams and images from the lectures.

EVALUATION
- weekly quizzes (non-cumulative); best 10 of 11 @ 6% each = 60% of total grade
- exams (non-cumulative): 2 @ 20% each = 40% of total grade

grading scale: A= 90 and above; A- = 87-89; B+ = 84-86; B = 80-83; B- = 77-79; C+ = 74-76; C = 70-73; C- = 67-69 (note that UF does not consider a C- to be a passing grade); D+ = 64-66; D = 60-63; D- = 57-59; E = 56 and below. for UF policy on minus-grades, see www.isis.ufl.edu/minusgrades.html

This course is conducted in compliance with all University of Florida policies regarding special needs, academic honesty, and absences for emergencies, religious holidays and extracurricular activities. For details, see http://www.dso.ufl.edu/drc/ (special needs); http://www.dso.ufl.edu/studentguide/studentrights.php

(academic honesty). Students facing difficulties completing the course or who are in need of counseling are encouraged to contact the UF counseling center (352-392-1575) or mental health center (352-392-1171).

CLT3340 ANCIENT EPIC: Course Schedule

How to Read the Schedule:
left-hand column = class week & day (example: "1.1" is the first day of class, "2.1" is the first day of the second week, etc.
middle column = topic for that day
right-hand column = readings for that day

The numbers directly after the ancient texts in the right-hand refer to *book* and *line* numbers of these texts in their original language. "Books" correspond roughly to the chapters of modern books; "lines" refer to individual verses within that book. Thus for example "*Odyssey* 1.325-55" refers to the 31 lines of verse from the first book of the ancient Greek text of the *Odyssey* beginning from line 325, up to line 355 (the "3" is omitted from "355" to save space). In most cases our translations line up more or less, but not exactly, with the original book and line numbers.

The numbers in parentheses after the book and line numbers refer to the pages in the edition of the text that is assigned for the class. Thus for example "Hesiod *Works and Days* 106-79 (Caldwell 108-10)" refers to the 74 verses of the poem we know as the *Works & Days* beginning from line 106, which are on pages 108 to 110 of the translation by Caldwell.

The links lead to REQUIRED readings for the course. Depending on the length of the linked reading, it may be necessary to advance through a number of pages. Thus for example in order to read "Nagy "An Evolutionary Model" pp. 29-43 (**link**: www.stoa.org/hopper/text.jsp?doc=Stoa:text:2003.01.0006:page=29)," click on the right-hand arrows beginning from page 29 until page 43. *Please report any inactive links to the instructor.*

The key to the readings is as follows:
"*Aeneid*" = Virgil, *Aeneid*, translated by David West
"*Apollodoros*" = *Gods and Heroes of the Greeks: The* Library *of Apollodorus*, translated by Michael Simpson
"*Argonautika*" = Apollonius of Rhodes *Argonautica*, translated by E. V. Rieu
"*Civil War*" = Lucan, *Civil War* (aka *Pharsalia*), translated by Matthew Fox
"*Iliad*" = Homer, *Iliad*, translated by Richmond Lattimore
"*Metamorphoses*" = Ovid, *Metamorphoses*, translated by A. D. Melville
"*Odyssey*" = Homer, *Odyssey*, translated by Richmond Lattimore
"*Theogony*" = Hesiod *Theogony*, translated by Richard Caldwell
"*Works & Days*" = Appendix A of Hesiod *Theogony*, translated by Richard Caldwell

Quizzes and Exams cover *only* material through the day before a quiz or exam, and are *not* cumulative.

Ancient Epic: Who, What, Where, When and How		
date week.day	topic	readings
1.1	Ancient Epic: When and What	
1.2	Contexts of Greek & Roman Epic	*Works & Days* 106-79 (Caldwell 108-10)
1.3	Composition & Transmission of Epic	*Odyssey* 1.325-55; 8.72-95; 22.330-53 (35-6; 123, 329-30) Nagy "An Evolutionary Model" pp. 29-43 (**link**: www.stoa.org/hopper/text.jsp?doc=Stoa:text:2003.01.0006:page=29)
Creation Epic		
2.1	From the Beginning **QUIZ #1**	*Enuma Elish* (**link**) www.theologywebsite.com/etext/enuma/enuma.shtml) Genesis 1-8 (**link**) "Near Eastern Theogonies" (Caldwell 22-6)
2.2	Greek Creation Epic I	*Theogony* (Caldwell 27-85) Apollodorus: Creation (*Gods & Heroes* 1-31)
2.3	Greek Creation Epic II	*Works and Days* (Caldwell 87-108) Apollodorus: Prometheus (*Gods & Heroes* 32-53)
3.1	Maintaining the Divine Order	*Iliad* 1.493-611; 4.1-126; 8.1-62; 24.1-159 (72-5, 113-5, 182-3, 475-7) *Homeric Hymn to Demeter* (**link**)
The *Iliad*		
3.2	The Wrath of Achilles **QUIZ #2**	*Iliad* Book 1 (30-75)

3.3	The *Iliad* in Context	*Iliad* Book 2 (76-99) Proclus: The Epic Cycle (**link:** www.stoa.org/hopper/ text.jsp?doc=Stoa:text:2003.01.0004) Apollodorus: The Trojan War (*Gods & Heroes* 231-47) M. Lord "Withdrawal and Return" (**link**)
4.1	The Plan of Zeus in Action	*Iliad* Books 3-8 (100-97)
4.2	The Consequences of Achilles' Wrath **QUIZ #3**	*Iliad* Books 9-13 (198-293)
4.3	The Turning Point	*Iliad* Books 14-17 (294-374)
5.1	The Return of Achilles	*Iliad* Books 18-22 (375-449)
5.2	Ending the *Iliad*	*Iliad* Books 23-24 (450-96)
**The *Odyssey* and *Gilgamesh***	
5.3	In the Shadow of Odysseus **QUIZ #4**	*Odyssey* Books 1-4 (1-87)
6.1	Odysseus in Context	*Odyssey* Book 5 (88-101) Apollodorus: The Returns (*Gods & Heroes* 271-90) *Gilgamesh* Tablet 1 (**download**)
6.2	Odysseus Tells His Story	*Odyssey* Books 6-9 (102-151) *Gilgamesh* Tablets II-V (**download**)
6.3	To Hell and Back	*Odyssey* Books 10-12 (152-97) Apollodorus: Herakles in Hades (*Gods & Heroes* 99-100) *Gilgamesh* Tablets VI-XII (**download**)
7.1	Odysseus Returns **QUIZ #5**	*Odyssey* Books 13-15 (198-239)
7.2	Prelude to Slaughter	*Odyssey* Books 16-19 (240-297)
7.3	Revenge & Recognitions	*Odyssey* Books 20-23 (298-344)
8.1	The Aftermath **QUIZ #6**	*Odyssey* Books 24 (345-59) Apollodorus: Death of Odysseus (*Gods & Heroes* 291-304)
8.2	Review for Exam #1	
8.3	**EXAM #1**	
**The *Argonautika* of Apollonios Rhodios**	
9.1	A Hellenistic Epic	*Argonautica* Books 1-2 (Rieu pp. 9-108)
8.2	Jason & Medea	*Argonautica* Books 3-4 (Rieu 109-195)
**Virgil'a *Aeneid***	
9.3	From Jason to Aeneas **QUIZ #7**	*Aeneid* Books 1 (vii-xiii. 3-24; 295-7) *Iliad* 156-352 (408-12) Apollodoros: The Fall of Troy (*Gods & Heroes* 244-7)
10.1	Leaving Troy	*Aeneid* Books 2-3 (25-68; 300-4)
10.2	Aeneas & Dido	*Aeneid* Books 4-5 (69-114)
10.3	To Hell and Back **QUIZ #8**	*Aeneid* Books 6-7 (115-188; 291-3)
11.1	War In Italy	*Aeneid* Books 8-10 (189-271; 294)
11.2	End of the War	*Aeneid* Book 11-12 (272-332)
**Ovid's *Metamorphoses***	
11.3	Ovid Tweaks the Tradition **QUIZ #9**	*Metamorphoses* Books 1, 3.250-end, 5, 7 (ix-xxxvii, 1-24, 51-73, 106-20, 144-70)
12.1	Pre-Trojan War Heroes	*Metamorphoses* Books 8-11.1-219 (171-256)
12.2	Ovid's Trojan War	*Metamorphoses* Books 11.220-13.622 (256-313)
12.3	From Aeneas to Augustus **QUIZ #10**	*Metamorphoses* Book 13.623-15 (314-79)
**Lucan's Civil War (aka *Bellum Civile* or *Pharsalia*)**	
13.1	The Civil War Begins	*Civil War* Books 1-3 (xii-l, 3-62)
13.2	The Road to Pharsalia	*Civil War* Books 4-7 (63-176)
13.3	Caesar Triumphant **QUIZ #11**	*Civil War* Books 8-10 (177-221)
14.1	Review for Exam #2	
14.2	**Exam #2**	

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.