

UC 12137 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council  
 New Course  Course Change  
 Core Category: WID Effective Fall 2014

or Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2013

1. Department: MCL College: CLASS
2. Faculty Contact Person: Francesca D. Behr Telephone: 3-3043 Email: fbehr@mail.uh.edu

3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title:  
CLAS / 4381 / Latin Classics in Translation
  - Instructional Area / Course Number / Short Course Title (30 characters max.)  
CLAS / 4381 / LATIN CLASSICS IN TRANSLATION
  - SCH: 3.00 Level: SR CIP Code: 2301010001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
 If Yes, please complete:
  - Instructional Area / Course Number / Long Course Title:  
\_\_\_\_ / \_\_\_\_ / \_\_\_\_
  - Course ID: \_\_\_\_\_ Effective Date (currently active row): \_\_\_\_\_

6. Authorized Degree Program(s): B.A.
  - Does this course affect major/minor requirements in the College/Department?  Yes  No
  - Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
  - Can the course be repeated for credit?  Yes  No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
CLAS / 4381 / Latin Classics in Translation
  - Course ID: 15920 Effective Date (currently active row): 20103

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr: 3. (3-0). Prerequisites: ENGL1304 Description (30 words max.): Works of Latin literature read in conjunction with modern text inspired by them.

10. Dean's Signature: \_\_\_\_\_ Date: 10.12.2012

Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: MCL

Person Making Request: Francesca D. Behr

Telephone: 713-743-3043

Email: fbehr@mail.uh.edu

Dean's Signature: \_\_\_\_\_

Date: July 19, 2012

Course Number and Title: CLAS 4381 Latin Classics in Translation

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will learn to analyze literary texts from antiquity and respond critically to them.
2. Students will understand the significance of ancient culture in the formation of modern culture and the dynamics of tradition.
3. Students will be able to demonstrate knowledge of particular historical periods, texts, and genres.
4. Through class discussion and the writing of a written assignments, students will learn to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID Component Area

Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking    | <input type="checkbox"/> Teamwork                           |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility   |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

#### Critical Thinking:

Students will write a final paper in which they are asked to analyze primary sources and to use them as evidence for a wider argument on the ideas, values, and beliefs of the culture that produced that document. Paper must also contain a strong comparative element (i.e. comparison of ancient and modern texts. ) The comparison of texts is aimed at developing critical thinking skills, the ability to grasp ideas and viewpoints of different ages and to compare them.

Students will write reader's responses which are constructed according to the same principles of the paper but on a smaller scale.

Evidence of critical thinking in paper and readers' responses is ranked with a 1 for "introduced," a 2 for "developing," or a 3 for "demonstrated competency."

#### Communication Skills:

Papers are graded according to the UH Classical Studies Assessment Rubric for Student Writing. The rubric envisions 4 kinds of ranking: Poor (1), Fair (2), Good (3), and Excellent (4) applied to the following areas:

- Use of evidence (includes sufficient citations from text, handles evidence from primary and secondary sources critically, draws reasoned conclusions from various sources)
- Critical Analysis (depth, ingenuity and originality of their insights into texts)
- Argument (structure and organization of ideas)
- Grammar and Style

In addition, all students, on the basis of this paper, will be given a 1 for "introduced," a 2 for "developing," or a 3 for "demonstrated competency" in the area of communication.

#### Empirical & Quantitative Skills:

Click here to enter text.

**Teamwork:**

[Click here to enter text.](#)

**Social Responsibility:**

Through close analysis of ancient texts students are exposed to an ancient civilization, its history, values, and insights on the human condition. Themes analyzed in these texts are heroism, death, freedom, representation of women, the role of gods, philosophical assumptions about the world visible in ancient writing. At the same time students are introduced to modern texts inspired to those ancient ones. Consequently they are asked to reflect on the history, values, and insights on the human condition detectable in modern text and to compare them to those which they see at work in the ancient texts. Throughout the semester, students are constantly being asked to recognize the connections and differences between ancient and modern ideas (with respect to honor, freedom, conception of divine, etc.). In this way, they can become aware of the “filters” through which we look at the ancient world, but they also gain an understanding of how much the views and ideas of the past have shaped our life and perspectives. Through this method students develop intercultural competence and become acquainted with the legacy of ancient culture in relation to the formation of modern culture and the dynamics of cultural tradition.

In their readers’ responses as well as in their final paper students are specifically asked to apply this method.

Evidence of awareness of social responsibility is ranked with a 1 for “introduced,” a 2 for “developing” and a 3 for “demonstrated competency.”

**Personal Responsibility:**

By learning about ancient culture and reflecting on historically recurrent patterns of behavior (relating to individuals/groups of people/organized societies) and putting them in connection to their own, in class discussions, short assignments (readers’ responses) and long writing assignments (paper), students are able to “connect choices, actions, and consequences to ethical decision-making.” These processes allow them to explore issues of personal responsibilities.

Evidence of awareness of Personal Responsibilities will be assessed assigning a 1 for “introduced,” a 2 for “developing,” or a 3 for “demonstrated competency.”

Will the syllabus vary across multiple section of the course?     Yes             No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: Paul

for Helge Godt, Secretary

**CLAS 4381 (24578) Latin Classics in Translation** (WID core) T-Th2:30-4:00 MH 129 FALL 2011 | Instructor: Francesca D'Alessandro Behr, Ass. Professor ([fbehr@mail.uh.edu](mailto:fbehr@mail.uh.edu))  
Office: AH 606 office hours: T Th 4 to 5 or by appointment

- **Learning Outcomes:**

1. Students will learn to analyze literary texts from antiquity and respond critically to them.
2. Students will understand the significance of ancient culture in the formation of modern culture and the dynamics of tradition.
3. Students will be able to demonstrate knowledge of particular historical periods, texts, and genres.
4. Through class discussion and the writing of a research paper, students will learn to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

**Required Texts:**

- Virgil, *The Aeneid*, (Lombardo's translation) Hackett #ISBN 0872207315
- Le Guin, *Lavinia, Mariners* #ISBN 0156033682
- Plautus, *Casina* in *Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays*, O'Bryhim, Shawn (Editor) (UH e-library)
- Machiavelli, *Clizia* (tr. Gallagher) Waveland Pr Inc ISBN 0-88133-902-4
- Seneca, *Four Tragedies and Octavia*, Penguin Classics #ISBN 0-140-44174
- Sarah Kane, *Phaedra's Love* Publisher: A&C Black 2002 # ISBN-10: 0413771121# ISBN-13: 978-0413771124
- Apuleius, *Golden Ass*, *Oxford's World Classics* # ISBN 9780199540556
- C.S. Lewis, *Till we have faces* # ISBN-10: 0156904365 # ISBN-13: 978-0156904360

- **Overview:**

We will read in English famous masterpieces from ancient Rome and its empire as well as some of their modern adaptations. Through close analysis of these texts we will learn about a fascinating civilization, its history, values, obsessions, and insights on the human condition. Discussion will focus on themes such as heroism, death and spectacle, the creation of empire, the representation of women, the role of the gods, philosophical assumptions about the world visible in ancient writing. The instructor will provide students with the historical and political background necessary to the full understanding of the texts analyzed in class.

This course about the literature of the ancient Romans will include various kind of literary texts (epic, tragedy, novel, etc). Analysis of style and structure and the development of skills in critical reading and writing will be stressed.

The comparison of ancient and modern texts is also aimed at developing critical thinking skills, the ability to grasp ideas and viewpoints of different ages and to compare them. As we interpret the chosen readings through our modern ideologies or trying to preserve the point(s) of view of antiquity, we will try to recognize the connections and

differences between ancient and modern ideas (with respect to honor, freedom, conceptions of divine, etc.). The class is designed to make students aware of the "filters" through which we look at the ancient world, but also to give them an awareness of how much the views and ideas of the past have shaped our life and perspectives. For Americans whose culture is, for the most, derived from the Western tradition, it is especially important to recognize these Greek and Roman heritage.

- **General Policy:** What is analyzed and discussed in class can become material for exams. Please try to be in class all the times, take notes and check Blackboard frequently. Make sure you refer to the handouts (if given) when you study and prepare. Bring to class the textbook(s) under investigation during those weeks. No make-up exams will be given unless this is discussed previously with the instructor. Plagiarism in this class will not be tolerated. If I find out that an assignment has been even only minimally plagiarized, the grade for that assignment is zero.

- **Grade Distribution and Requirements:**

- Two in-class exams, all together counting for 40 (respectively 20 and 20) % of your grade (1)
- Presence, class discussion, readers' responses 30% (2)
- One research paper 30% (3)

(1) Exams are written in class and test you on the material examined during the time previous to it. They should reflect your knowledge of analyzed primary sources, lectures, and class discussions.

(2) Students are expected to come to class having already read the assignment for the day and ready to discuss it. It is strongly suggested that they keep notes on what read. Here they should record reactions to the readings (e.g.: short summary; what they think is the most valuable part of the reading, what is the point of view of the author, is there a "lesson" to be learnt, etc.). It is also strongly suggested that these notes are brought to class.

(3) Students are invited to focus on sections of the material studied throughout the semester and to write a research paper. This paper (at least 3000 words long; according to college requirements) will be prepared at home and it should convey critical understanding of the topic(s) chosen for analysis. Students must receive approval of topic before starting to work on it. Paper topic should be decided at least 3 weeks before the end of the semester.

Paper should have a comparative nature. In it, two works of literature --ideally one literary work coming from the Roman World and another one more recent should be compared. It is perfectly acceptable to compare two works read during the semester. It is also completely acceptable to choose one Latin work read in class and one of your choices. Again remember to obtain my approval to avoid problems.

Since instructor will have familiarized students with style sheet, electronic resources and databases necessary to conduct research in this field, paper will have to reflect

knowledge of such resources and be written in requested style sheet. Primary as well as secondary sources must be quoted and discussed in support of paper's thesis. Students will submit paper and receive feedback to be implemented in final version if they so wish. Papers must be typed and submitted through Turnitin.com (<http://www.turnitin.com/static/home.html>).

- **Week by week (REVISED)**

Aug. 23-25 *Aeneid*

Aug. 30-Sept. 1 *Aeneid*

Sept. 6-8 (5<sup>th</sup> is Labor Day) *Aeneid*

Sept. 13-15 *Aeneid*

Sept. 20-22 Le Guin's *Lavinia*

Sept. 27-29

Oct. 4-6 ;

~~Oct. 11-13 I Exam on 11 (on *Aeneid* and *Lavinia*)~~

Oct. 18-20 Plautus' *Casina*

Oct. 25-27 Plautus' *Casina*; Machiavelli's *Clizia*

Nov. 1-3 Seneca's *Phaedra*; Article "Revising Authenticity" by Gamel (downloaded in Blackboard) + Guidelines to write a good paper-LIBRARY VISIT (NOV. 3)

Nov. 8-10 Kane's *Phaedra's Love*; Your paper topic should have been decided by Nov. 10<sup>th</sup>. If you did not have a chance to discuss it with me, please send me an email to describe it.

Nov. 15-17 Apuleius' *Golden ass* (excerpts: bk 1, 2, 3, 4) *Golden ass* (5, 6.1-24, 10, 11);

Nov. 22 Read *Till We Have Faces*

Nov. 23-25 (Thanks Giving Week)

Nov. 29 Writing Time (no class today so you can take care of your paper. I will be available in my office during class time if you need to consult with me).

December 1: ~~II Exam on last date of class~~

**Turn in Paper on Dec. 5 through Turnitin.**