

Term Information

Effective Term Summer 2012

General Information

Course Bulletin Listing/Subject Area Classics
Fiscal Unit/Academic Org Classics - D0509
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3000
Course Title From Rome to Europe and Beyond
Transcript Abbreviation Rom to Europe:Cult
Course Description Survey of the influence Latin as a literary language had on Western cultures from the Middle Ages to the present day
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites none
Exclusions none

Cross-Listings

Cross-Listings none

Subject/CIP Code

Subject/CIP Code 16.1200
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

The course is designed as part of the new interdisciplinary Romance languages minor.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

General Education course:

Culture and Ideas; Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Latin literature
- Romance literatures
- Reception of ancient literature
- Language and culture
- Roman culture (political, literary and popular)
- Vergil's Aeneid
- Reception theory
- Mixed constitutions (Polybius)
- Aristocratic competition: Manliness and virtue
- Plutarch on great Romans
- Livy and manifest destiny
- War narratives: Vergil and Lucan
- Dante and The Song of Roland
- Ennius and Vergil
- The role of women in the Roman world
- Women in epic and history: Livy, Vergil, Tacitus
- Women in lyric: Catullus, Propertius, Ovid
- Sulpicia and the speech of women.
- Menander's Dyskolos
- Plautus' Bacchides

Attachments

- Syllabus CL3000.pdf
(Syllabus. Owner: Kallis, Erica Joy)
- CL 3000 GE Rationale and Assessment.doc: GE Rationale and Assessment
(Other Supporting Documentation. Owner: Kallis, Erica Joy)
- CL3000 History Concurrence.docx: History
(Concurrence. Owner: Kallis, Erica Joy)

Comments

- Course will need concurrence from Dept of History to be considered for Historical Study GE. *(by Vankeerbergen,Bernadette Chantal on 01/03/2012 12:16 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kallis,Erica Joy	01/26/2011 04:29 PM	Submitted for Approval
Approved	Graf,Fritz	01/27/2011 09:41 AM	Unit Approval
Revision Requested	Williams,Valarie Lucille	02/08/2011 05:18 PM	College Approval
Submitted	Kallis,Erica Joy	04/20/2011 03:19 PM	Submitted for Approval
Approved	Graf,Fritz	04/20/2011 04:23 PM	Unit Approval
Revision Requested	Williams,Valarie Lucille	04/22/2011 05:16 PM	College Approval
Submitted	Kallis,Erica Joy	05/31/2011 11:27 AM	Submitted for Approval
Approved	Graf,Fritz	06/09/2011 05:03 AM	Unit Approval
Revision Requested	Williams,Valarie Lucille	06/10/2011 01:55 PM	College Approval
Submitted	Kallis,Erica Joy	10/25/2011 03:54 PM	Submitted for Approval
Approved	Kallis,Erica Joy	10/25/2011 03:55 PM	Unit Approval
Approved	Heysel,Garett Robert	10/25/2011 09:03 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/03/2012 12:16 PM	ASCCAO Approval
Submitted	Kallis,Erica Joy	04/13/2012 12:01 PM	Submitted for Approval
Approved	Kallis,Erica Joy	04/13/2012 12:02 PM	Unit Approval
Approved	Heysel,Garett Robert	04/13/2012 09:06 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	04/13/2012 09:06 PM	ASCCAO Approval

Course Syllabus
Classics 3000
From Rome to Europe and Beyond
Classroom Location: TBA
Days and Times: TBA

Instructor: Prof. William W. Batstone
Office: 414g University Hall
Mail Box: 414 University Hall (Dept. of Greek and Latin)
Telephone: 292-2744 (Dept - messages)
Email: batstone.1@osu.edu
Office Hours: TBA by appointment

Course Description: This course will introduce the student to some aspects of Roman culture (political, literary and popular) that have left their mark on our world today. The ancient evidence will include poetry, plays, speeches and histories; to these sources our discussion of modern practices will add movies, songs and websites. We will consider what persists, what changes and what becomes impossible as different cultures receive and revise Roman practices. We will ask what dynamics produce change in the reception of Rome and how a connection with Rome itself, sometimes unseen, sometimes misunderstood, exerts its pressure (positive or negative) in later transformations.

Course Objectives: In a world where change and what is new is all the rage, it is part of self-understanding to see what is persistent within change and to understand how our culture has shaped and been shaped by the past. Consequently the objectives of this course are:
1) To help students gain a greater understanding of how some modern practices have roots deep in the past and of how they have been reformed by and within the needs of the modern world. 2) To help students to see cultural practices in general as a site where the potential of the past lives within the practices of the present, sometimes both changing the present and rewriting the past. 3) To encourage students to see any moment as always criss-crossed by past and future, a past which is in some ways as uncertain as the future and a future which is constrained by the past. It is hoped that this exercise will students participate in the intelligent, informed and thoughtful discussion of our common world.

GEC Requirement: This course meets the general principles of the model curriculum for the following GEC categories:

- 1) Arts and the Humanities, “Cultures and Ideas” Category**
- 3) Historical Study**

Goals/Rationale for GEC Requirments

The University’s Goals and Learning Outcomes for **Arts and the Humanities** are as follows:

Goals:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings

For **Ideas and Cultures** the Learning Outcomes are further specified as follows:

(3) Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The University's Goals and Learning Outcomes for **Historical Study** are as follows:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Learning Objectives for Classics 3000:

Students will become better informed observers and participants in their own cultural practices by seeing how those practices are part of a continuum that connects them to the past as much as it distinguishes them from the past. They will consider how political structures, literary genres and ideological assumptions, caught up in a history of persistence and change, shape the potential of the present and how the past is manipulated, changed, and hidden in the original work of thinkers, writers and actors in the present.

Requirements: Attendance and participation is required. The course material is divided into five segments of approximately three weeks each. Each segment will introduce the student to an aspect of classical Rome and then compare that practice with its transformations later in the Western tradition. Students will be required to write a five page essay for three of the five segments and to take a brief identification test for the two segments for which they do not write an essay. There will be a final exam on which

students will be asked to take a broader view of the material and to compare or synthesize segments of the course.

Examples of Assessment exercises.

Essay: What is the role of misgivings about empire and war in Vergil's *Aeneid* and in *Brothers*?

Final Exam Question: The rhetoric of war and the rhetoric of masculinity are inseparable in Rome. Does the same homology exist in modern America?

Grades:

Attendance and Participation:	10%
Three essays:	45%
Two short answer tests:	20%
Final Exam:	25%

Academic Misconduct: University rules regarding **academic misconduct** will be strictly enforced. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Service is located in 150 Pomerene Hall, 1760 Neil Avenue. Tel.# 292-3307; <http://ods.ohio-state.edu>

Course Schedule:

Week I: Introduction to "Reception Theory": Psychology, epistemology, culture.

1. Introduction to segments of the course.
2. Readings: Habermas, Martindale, Batstone.

Week II – III: Government

1. Mixed Constitutions (Polybius).
2. Debate at U. S. Constitutional Convention.
3. Aristocratic Competition: Manliness and Virtue.
4. Electioneering in Rome and America. Party politics and the rhetoric of partisanship.

Week IV-VI: War and Empire

1. The hero: Manliness and repression.
2. Plutarch on great Romans; Livy and Manifest destiny.
3. War narratives: Vergil and Lucan.
4. Modern war narratives.
5. Trauma and PTSD, *Brothers*.
6. Civil war in Rome, England and America.

Week VII-IX: Epic

1. What is epic?
2. Ennius and Vergil.
3. Dante and The Song of Roland

4. Milton.
5. Pound and the problem of modern epic.
6. The Hollywood epic.

Week X-XII: Women

1. The role of women in the Roman world.
2. Women in epic and history: Livy, Vergil, Tacitus.
3. Women in lyric: Catullus, Propertius, Ovid
4. Sulpicia and the speech of women. Luce Irigaray.
5. The Roman mistress (Wyke).
6. The Roman mistress in today's world.

Week XIII-XV: Comedy

1. Belatedness and Roman Transformations
2. Menander's *Dyskolos*.
3. Plautus' *Bacchides*.
4. Terence Brothers.
5. Modern transformations: Sondheim; *As Good as it Gets*
6. Modern transformations: Chaplin, *Will and Grace*

Required Texts

There is no single text for this course. Excerpts from the primary literature and copies of secondary material will be made available through Carmen. Important volumes will be placed on reserve in the library.

Classics 3000: From Rome to Europe and Beyond *GE Rationale and Assessment*

GEC Rationale: This course is unique not only among the course offerings of Greek & Latin, but also among the courses offered by any Modern Language Department at OSU. Its aim is to make students understand the long term developments from the world, society and literature of ancient Rome to the modern world. There is no doubt that these developments exist, be they direct continuations (as in the area of the Romance languages, or the continuous impact of poets such as Vergil or Ovid) or unique and conscious adaptations of features of ancient Rome (as in the areas of literature or political ideas, from the recreation of ancient tragedy and comedy in French classical literature to the symbols of statehood in the modern US). The growing importance of reception theory in different forms in the Humanities, including Hobsbawn's concept of "invented traditions" or Harold Bloom's "anxiety of influence", has drawn attention to the importance such phenomena have in our own culture.

GE Requirement: This course meets the general principles of the model curriculum for the following GEC categories:

Arts and the Humanities: "Cultures and Ideas" and "Historical Study"

Cultures and Ideas

The course readings and assignments address the learning outcomes of **Cultures and Ideas** in the following ways:

Students will learn to analyze, appreciate and interpret vital aspects of their own culture as well as of earlier European cultures by comparing them with those aspects of Roman cultures which are to come extent the origin of their own culture, e.g. the basic polarities of gender construction or the formation of literary traditions; the presence and emphasis on spectacle; the problems and ideological powers of the historical tradition; the posture of moral certitude that informs the satirist's attack on his surroundings; the values that underwrite the comic tradition in its various forms from Plautus to The Daily Show. They will come to understand how cultures anchor and legitimate themselves in art and literature of an exemplary past, and how the values of a culture are justified and informed by the values perceived in an early culture. Finally, they will be asked to interpret and understand the role of literature as vital a carrier of seminal and shaping information from the past into their own present, or into the future, and the changing selections

that cultures make in representing a past that can be understood as a storehouse of information, a set of opportunities for cultural capital, or an ever receding screen onto which we project our present desires. How, for instance, did “history” change from Livy and Sallust to modern academic monographs and political memoirs? What has been the relationship between erotic literature and political power and why has it so often either taken up an adversarial stance with regard to power or been characterized by power as degenerate or threatening?

Assessment: Cultures and Ideas

The Course-Specific Learning objectives for this course are implemented as follows: The work is divided into five segments of approximately 3 weeks each. Two essay options will be presented at the end of each segment: one emphasizing historical study, one emphasizing culture and ideas. Students will be required to write one essay for three of the segments and will be required to choose at least one “Culture and Ideas” topic. Examples of “Culture and Ideas” topics: In what ways can we say that the character Jack in *Will and Grace* is modeled on the clever slave of Roman comedy? Compare the political content of Roman elegy with the political capacity of country music? One question on the final exam will ask the student to take a similarly broad view of the material to identify what is unique in the Roman or American experience or to describe some institution in terms of similar institutions in different places or different times. For example: The rhetoric of war and the rhetoric of masculinity are inseparable in Rome. Does the same homology exist in modern America?

Methods:

Data: An assessment of whether the above-mentioned objectives are in fact realized in the course is most easily and effectively made through an examination of the work students are actually required to do for the course. Their responses, e.g., to specific exam questions, such as comparisons drawn from different cultural-historical periods, can demonstrate their ability to think critically and to engage in cultural comparison. All exams will consist in part of questions that require extended interpretation of course material. The essay on “Culture and Ideas” will test students’ critical and analytic abilities in understanding some major institutions of the West. With both the exams and the papers a random sampling of 10% of both the exams and the papers should provide an adequate assessment of whether the course is in fact living up to its goals. The random sampling will be photocopied and provided to the Teaching, Technology and

Assessment Committee for examination, and the instructor(s) will act on the advice of the committee in evolving the course components.

Historical Study

The course readings and assignments address the learning outcomes of **Historical Study** in the following ways:

Students will acquire a historical perspective on vital aspects of their own culture and come to see the movements, events, and institutions earlier European cultures as the result of historical processes. By tracing the history of institutions like political constitutions (e.g. Rome's and America's mixed constitution), literary genres (like epic, satire, and comedy), and cultural events (like spectacles and carnival) across the centuries from Rome to the present, students will come to understand both the origins of these institutions in the modern world and the forces that have helped to shape and change them over time. In particular, they will be asked to think, speak and write critically about how historiography itself has shaped the history that we take as a given: how does history appear in the historians, how is history used both by actors within history and by the institutions of power and persuasion that inform the context in which history is written. This course is to a large part a course in the reception of the past: how each age and culture receives and changes the past that precedes it. Students will be asked to compare, for instance, Milton's reception of Vergil with Vergil's reception of Homer and the post-imperial British reception of Vergil. They will be asked to find and understand countervailing traditions and to trace the sometimes subterranean forces that seem to disappear only to re-emerge later. They will be asked to read literary accounts both for what is represented and for the way in which those representations reflect the cultures that produced them. Just as every institution has its history, so every institution is located in and shaped by its own position in history. This course will help students have an increase awareness of both historical change and their own position within history.

Assessment: Historical Study

The course-specific learning objectives for this course will be implemented as follows: The work is divided into five segments of approximately 3 weeks each. Two essay options will be presented at the end of each segment: one emphasizing historical study, one emphasizing culture and ideas. Students will be required to write one essay for three of the segments and will be

required to choose at least one “Historical Study” topic. Examples of “Historical Study” topics: Outline the official opposition to comedy and satire in Rome, in the Restoration, and in the case of Lenny Bruce and Richard Pryor – how does the contemporary culture influence the points of tension and in what ways is the establishment justified in being suspicious of comedy? How did the writers of the U.S. Constitution use and abuse the history and literature of Rome in understanding and justifying their project? One question on the final exam will ask the student to take a similarly broad view of the material and to identify and discuss the development over time of some institution as a response to changing political and cultural contexts. For example: How is Jack’s celebration of “gayness” another response by comedy to the need for suppressed voices to speak up and out?

Methods:

Data: An assessment of whether the above-mentioned objectives are in fact realized in the course is most easily and effectively made through an examination of the work students are actually required to do for the course. Their responses, e.g., to specific exam questions, such as analyses of continuity and change in institutions across cultures and time, can demonstrate their ability to think analytically and to engage in historical understanding. All exams will consist in part of questions that require extended interpretation of course material. The essay on “Historical Study” will test students’ critical and analytic abilities in understanding how changing contexts help shape major institutions of the West. With both the exams and the papers a random sampling of 10% of both the exams and the papers should provide an adequate assessment of whether the course is in fact living up to its goals. The random sampling will be photocopied and provided to the Teaching, Technology and Assessment Committee for examination, and the instructor(s) will act on the advice of the committee in evolving the course components.

From: Benjamin ACOSTA-HUGHES [mailto:bacosta2008@gmail.com]
Sent: Tuesday, April 10, 2012 10:19 AM
To: Kallis, Erica
Subject: Fwd: concurrence for Will Batstone's course

And another one makes it under the wire. my best, Ben

----- Forwarded message -----

From: Stebenne, David <stebenne.1@osu.edu>
Date: Tue, Apr 10, 2012 at 9:40 AM
Subject: RE: concurrence for Will Batstone's course
To: "Hahn, Peter" <hahn.29@osu.edu>
Cc: "Rosenstein, Nathan" <Rosenstein.1@osu.edu>, "bacosta2008@gmail.com" <bacosta2008@gmail.com>

Ben, Peter and Nate,

There were no objections to the attached course proposal and so the UTC officially concurs.

David Stebenne

Associate Professor

of History and Law

Chair, UTC

From: Hahn, Peter
Sent: Wednesday, March 28, 2012 2:53 PM
To: Stebenne, David
Cc: Rosenstein, Nathan
Subject: FW: concurrence for Will Batstone's course

David:

The UTC should evaluate the attached course proposal for concurrence purposes. Many thanks.

Best,

Peter

From: Benjamin ACOSTA-HUGHES [mailto:bacosta2008@gmail.com]

Sent: Tuesday, March 27, 2012 4:16 PM

To: Rosenstein, Nathan

Subject: concurrence for Will Batstone's course

Hi Nate: am just tying up some last threads left from the course conversion adventure: could I ask you to write a letter of concurrence from History for Will's new course? my best, Ben

--

Benjamin Acosta-Hughes
Professor and Chair
Department of Classics
The Ohio State University
[614/292-6693](tel:6142926693)
414 University Hall
230 N Oval Mall
Columbus, OH 43210

--

Benjamin Acosta-Hughes
Professor and Chair
Department of Classics
The Ohio State University
[614/292-6693](tel:6142926693)
414 University Hall
230 N Oval Mall
Columbus, OH 43210