

2010-014

Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Classics**
2. Course Number and Title: **CLAS 105: History of the Classical World**
Number of Credits: **3** Total hrs/week: **3**

Lecture: Lab: Recitation: Seminar:

For Independent study courses:

Research: Field experience:
Clinical Practice: Internship:
Practicum: Independent Course Work:

3. Semester and year when course will first be offered:

Fall 2010

4. Catalog Description (please limit to 50 words):

A survey of the major developments in the history of Ancient Greece and Rome. Proceeding in chronological order, the course covers more than 2,000 years of history, from the development of Bronze Age civilizations and continuing through the fall of the Roman Empire. Drawing upon diverse primary sources, class sessions will explore developments in political, social, economic, cultural and intellectual history.

5. Check if appropriate: Humanities: Social Science: (meets minimum degree requirements)

6. Check if appropriate:

This course will be cross listed with: _____

Rationale for cross listing: _____

Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.

The History Department could be viewed as a logical originator. Courses in Greek or Roman history, however, have been routinely taught by faculty housed within the Classics Department.

- b) Please explain overlap with any existing courses.

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HIST 101 is a survey of the major developments in European history from antiquity to 1715. HIST 103 is an introduction to civilizations and cultures in the Middle East, Africa, Asia, Europe and the Americas and the interactions among them, dealing with themes such as political, economic, social, and intellectual systems, religion, science and technology and increasing global interactions. CLAS 105 would focus specifically on the history and cultural systems of the Greco-Roman world.

8. Prerequisites (or other restrictions):

none

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?

The course is designed to introduce the political, social, and cultural history of Ancient Greece and Rome. Drawing upon diverse primary sources, class lectures and discussions will explore developments in political, social, economic, cultural and intellectual history.

Students will develop:

- knowledge of the history of Greco-Roman civilizations and their socio-cultural development.

- awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of the ancient classical world.

Drawing upon diverse primary sources, students will:

- learn how to situate primary historical records in their contexts.

- learn how these sources are used to construct historical arguments.

Through this process, students will critically appreciate the history and cultures of the classical world, thereby gaining a greater understanding of the contemporary world.

b) How does the course support the mission statement of the department and the organizing principles of the major?

In part, the mission of the Classics Department is to promote an understanding of the ancient Greek and Roman world and its legacy through an investigation of the languages and cultures of these civilizations. CLAS 105 would serve as an introduction to the ancient Greek and Roman world through an investigation of its historical and cultural development.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

not applicable

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- b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

The course is designed to satisfy the 'pre-modern history' component for General Education. As part of this requirement, students will develop an understanding of societies that were in many ways unlike our own, yet at the same time deeply tied to the development of western civilization. Students will also develop additional facility in critical thinking and analysis as they use primary sources in their study of particular aspects of these civilizations. The course content will introduce political, social, economic, and religious structures and the ways in which these structures are intertwined.

11. Method of teaching:

In-class lecture and discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

The Classics Department routinely offers 5-7 CLAS-designated courses per semester. This course would be rotated into the regular rotation of course offerings.

- b) Address potential shifts in staffing of the department as it relates to the offering of this course:

Current staffing levels allow for the teaching of this course.

- c) Frequency of offering:

each fall: each spring:
every two years: every three years:
other (Explain): _____

13. Requirements for additional resources made necessary by this course:

- a) Staff:

None. The Classics Department routinely offers 5-7 CLAS-designated courses per semester. This course would be rotated into the regular rotation of course offerings.

- b) Budget:

none

- c) Library:

None. The library supports classical languages and culture at all levels of instruction.

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14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) yes no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:


not applicable

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

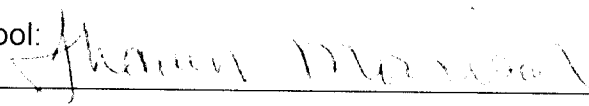
see attached

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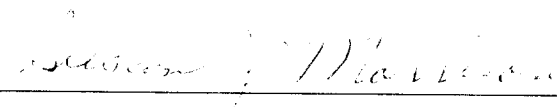
14. Signature of Department Chair or Program Director:


Date: 7/17/09

15. Signature of Dean of School:


Date: 9/17/09

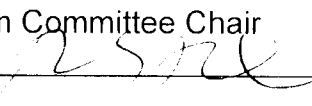
16. Signature of Provost:


Date: 9/21/2009

17. Signature of Business Affairs Official

Date: _____

18. Signature of Curriculum Committee Chair


Date: 10/27/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: _____

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

COURSE DESCRIPTION

CLAS 105 "History of the Classical World" is designed to introduce the political, social, and cultural history of Ancient Greece and Rome. Proceeding in chronological order, the class will cover more than 2,000 years of history, from the development of Bronze Age civilizations and continuing through the fall of the Roman Empire. Drawing upon diverse primary sources, class lectures and discussions will explore developments in political, social, economic, cultural and intellectual history.

REQUIRED TEXTS

- D. Brendan Nagle, *The Ancient World: A Social and Cultural History*. 7th ed. (Prentice Hall, 2009) = TEXTBOOK (on assignments list)

The textbook will provide background information and a chronological structure for the course.

- D. Brendan Nagle & Stanley M. Burstein, *The Ancient World: Readings in Social and Cultural History*. 4th ed. (Prentice Hall, 2009) = SOURCEBOOK

The sourcebook contains primary evidence (in English translation) that provides direct insight into the ancient world. These readings from literary, historical and legal sources will be the focus of class discussions. Always bring the sourcebook to class with you on days when readings are assigned.

Supplemental readings and class assignments will be posted on **Web-CT**.

COURSE GOALS

This course aims to provide students with:

- An over-arching understanding of the political, social, and cultural history of the Classical world
- An understanding of the development of Greek and Roman civilizations and major changes within these civilizations.
- Knowledge of the key events and terminology used in the study of the Classical world
- Exposure to primary sources for Ancient history and an appreciation of the challenges in their use
- Experience writing about Ancient history using primary sources

GENERAL EDUCATION REQUIREMENT -- PRE-MODERN HISTORY

This course fulfills the General Education requirement for Pre-Modern History. The course will provide you with over-arching knowledge of ancient Mediterranean civilizations, an understanding of their development, and an appreciation of the ways in which these civilizations influenced one another and helped to shape the world we live in. The course textbook will provide a chronological framework and a discussion of the key events and terminology for Ancient history. Readings from primary sources -- sources produced by the ancient civilizations that offer direct insight into the period -- will provide the raw material that allows all of us to do the work of a historian. Throughout the semester we will be working closely with these sources, critically evaluating and assessing their value and limitations in reconstructing the history of the Classical world.

COURSE REQUIREMENTS

Participation and "Wiki" contributions. Class discussions will be a regular feature on days when primary source readings are assigned. Your active participation in discussions is a component of the course. Throughout the semester, we will be collectively creating an on-line resource (a "wiki") for studying the history of the Classical world. We will build a "CLAS 105 Wiki" that will serve as a reference work summarizing and defining the key events, principal figures, and terminology used in the study of ancient history. You will be required to contribute to the "wiki". Details about the "wiki" assignment will be distributed.

Theme Papers and Comparative Essay. Early in the semester each class member will select a theme to explore throughout the course. Examples of themes include family structure, slavery, state religion, individual freedoms, and political structures. During the term, you will complete two short (2-3 page) theme papers that draw upon primary sources to explore your theme for a particular time period or civilization. Specific due dates for theme papers are indicated on the syllabus. In a final essay (7-8 pages) you will bring together your earlier theme papers as you explore your theme across time. Specific information about the theme papers and comparative essay will be distributed as the course progresses.

NOTE: All papers must be turned in at the start of class on the date indicated. I am happy to accept papers early. Unexcused late papers will drop one full letter grade for each 24-hour period they are late.

Map Quizzes. A short quiz will be given in Weeks 4 & 9 to test your knowledge of Mediterranean geography. An assignment guide will be distributed in class.

Examinations. There will be a midterm exam in Week 7 and a final exam after Week 15.

Note: Make-up quizzes and exams will be given only for students who obtain an official excuse from the Office of the Associate Dean of Students. An unexcused missed test counts as a zero.

GRADE BREAKDOWN

Participation & Wiki contributions	Daily throughout semester	10%
Theme Papers	Due Weeks 6 & 13	20%
Comparative Essay	Due Week 15	15%
Map Quizzes	Week 4 & 9	5%
Midterm Exam	Week 7	20%
Final Exam	After Week 15	30%

GRADING SCALE

100-93 A, 92-90 A-, 89-87 B+, 86-83 B, 82-80 B-,
79-77 C+, 76-73 C, 72-70 C-, 69-67 D+, 66-63 D, 62-60 D-, 59-0 F.

ATTENDANCE

This class covers more than two thousand years of history in just 28 sessions. If you miss a few classes, you could be missing several hundred years! Although the readings will complement the lectures and class discussions, one is not a substitute for the other. Ideally, you should come to class each day with the assigned readings completed, ready to discuss the work and explore some topics in greater depth. If you have not completed the reading, come to class anyway. You are certain to learn something valuable (and you can catch up on the reading later). If you miss a day of class, you are nonetheless responsible for the material covered on that day. Roll will be taken at the start of class each day and late arrivals may count as absences. Each unexcused absence over four will lower your final course grade by one point, and more than eight absences may result in the grade WA. I look forward to seeing all of you in class each day.

Excused Absences: If you miss class for an excused reason, please have the office of the Associate Dean of students send a memo documenting your absence.

HONOR CODE

All of us in this class are bound by the Honor System of the College of Charleston. I expect each person in this class to be an exemplary member of the college community and to contribute to a positive learning environment.

DAILY ASSIGNMENTS

Topics/themes for each day of class are listed. Reading assignments are printed in *italics* and should be complete before class on the date listed. **Bring the primary source textbook and Web-CT readings to class** on days when readings are assigned.

WEEK 1	
Tuesday	Introduction to the study of the history of the Classical World.
Thursday	Precursors to the Classical World: Mesopotamia and the Agricultural Revolution <i>TEXTBOOK, Chap. 1</i>
WEEK 2	
Tuesday	Early Empires: Hittites, Egyptians, Assyrians & Persians <i>TEXTBOOK, Chap. 2 & 3</i>
Thursday	Temples, Priests, Palaces & Kings <i>SOURCEBOOK, Chap. 1 & 2</i>
WEEK 3	
Tuesday	The Greek Bronze Age <i>TEXTBOOK, Chap. 4</i>
Thursday	The "Dark Ages" in Greece <i>WEB-CT: Selections from Hesiod</i>
WEEK 4	
Tuesday	The Greek Polis: Government and Daily Life <i>SOURCEBOOK, Chap. 4-6</i>
Thursday	The Persian Wars <i>TEXTBOOK, Chap. 5</i> <i>WEB-CT: Selections from Herodotus</i>
MAP QUIZ 1	
WEEK 5	
Tuesday	Classical Athens <i>TEXTBOOK, Chap. 6</i> <i>SOURCEBOOK, Chap. 6-7</i>
Thursday	The Peloponnesian War <i>SOURCEBOOK, Chap. 8</i> <i>WEB-CT: Selections from Thucydides</i>

WEEK 6	
Tuesday	Life and Culture in 4 th century Greece <i>SOURCEBOOK, Chap. 9</i>
Thursday THEME PAPER 1 DUE	Macedonia and Alexander the Great <i>TEXTBOOK, Chap. 7</i>
WEEK 7	
Tuesday	Daily Life and Culture in the Hellenistic World <i>SOURCEBOOK, Chap. 10</i>
Thursday	MIDTERM EXAM
WEEK 8	
Tuesday	FALL BREAK
Thursday	Etruscans, Latin, & Early Rome <i>TEXTBOOK, Chap. 8</i>
WEEK 9	
Tuesday	The Roman Republic <i>SOURCEBOOK, Chap. 11</i> <i>WEB-CT: Polybius on the Roman "Constitution"</i>
Thursday MAP QUIZ 2	"Mare Nostrum" - Roman Expansion in the Mediterranean <i>TEXTBOOK, Chap. 9</i> <i>SOURCEBOOK, Chap. 12</i>
WEEK 10	
Tuesday	Farmers, Soldiers, and Slaves: Rome's Social Revolution <i>TEXTBOOK, Chap. 10</i> <i>WEB-CT: Plutarch's life of Tiberius Gracchus</i>
Thursday	Daily Life and Culture in the Roman Republic <i>SOURCEBOOK, Chap. 13</i>
WEEK 11	
Tuesday	Augustus and the Principate <i>TEXTBOOK, Chap. 11</i> <i>WEB-CT: Selections from Tacitus' Annals</i>
Thursday	Augustus' Reforms

	<i>SOURCEBOOK, Chap. 14</i>
WEEK 12	
Tuesday	The Roman Peace <i>TEXTBOOK, Chap. 12</i>
Thursday	Daily Life and Culture in the Principate <i>SOURCEBOOK, Chap. 15</i> <i>WEB-CT: Selections from Petronius' Satyricon</i>
WEEK 13	
Tuesday	Religions of the Empire <i>SOURCEBOOK, Chap. 16</i>
THEME PAPER 2 DUE	
Thursday	"Romanization" of the Provinces <i>SOURCEBOOK, Chap. 17</i>
WEEK 14	
Tuesday	Constantine and the Christian Empire <i>TEXTBOOK, Chap. 13</i> <i>SOURCEBOOK, Chap. 18</i>
Thursday	THANKSGIVING BREAK
WEEK 15	
Tuesday	The "Byzantine" Empire and the Fall of the West <i>TEXTBOOK, Chap. 14</i>
Thursday	The Late Antique World <i>SOURCEBOOK, Chap. 19</i>
ESSAY DUE	

FINAL EXAMINATION -- SEE REGISTRAR'S OFFICIAL SCHEDULE

MEMO

TO: Claire Curtis, Chair, Committee on General Education
FROM: James Newhard, Chair, Department of Classics
DATE: September 16, 2009
SUBJECT: Adding CLAS 105 as partial fulfillment of General Education Goal III.1

The Department of Classics seeks approval to include CLAS 105 – History of the Classical World as a course satisfying the ‘pre-modern’ component of General Education Goal III.1 “Knowledge of Human History.” A course syllabus is attached. Within the approval criteria for Goal III.1 listed below, we have placed the rationale for including this course within the list of approved classes.

Goal III.1 “Knowledge of Human History.”

Requirement:

- 1) Students must complete two approved courses.
- 2) Students must select two courses that, together, cover both eras of human history (pre-modern and modern). Courses will be tagged to indicate which eras they cover.

Defining Characteristics:

- 1) Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of pre-modern and modern eras.
- 2) Learn how to situate primary historical records in their contexts and use these sources to construct historical arguments.
- 3) Critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.

Approval Criteria:

1) Develop students' knowledge of the history of human civilizations, societies, and cultures and an awareness of historical experience through the study of the political, social, cultural, and intellectual aspects of selected eras of human history.

The course provides an over-arching knowledge of ancient Mediterranean civilizations, by developing an understanding of socio-political systems found within the classical world and their intellectual contributions to human history.

2) Teach students how to situate primary historical records in their contexts and use these sources to construct historical arguments.

Readings from primary sources – sources produced by the ancient civilizations that offer direct insight into the period – will provide the raw material that allows enrolled students to do the work of a historian. Throughout the semester students will be working closely with these sources, critically evaluating and assessing their value and limitations in reconstructing the history of the Classical world.

3) Enable students to critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.

Through the study of these cultural systems via primary sources and other lines of evidence, the course develops a critical appreciation of the ways in which these civilizations influenced one another and helped to shape the world we live in.

4) Approved courses will cover substantial historical developments and periods within the pre-modern and modern periods, rather than only specific episodes.

The course covers a period of time roughly between 3,000 BC and AD 350 and a geographical extent that eventually ranges between the British Isles and central Asia. Several periods of human history are covered, providing students with an understanding of several historical episodes.

Perkins Jr., Robert F

From: Olejniczak, William J
Sent: Thursday, October 29, 2009 1:09 PM
To: Perkins Jr., Robert F
Subject: RE: Status of CLAS 105

Bob,

Yes, we have reviewed it and recommended to Jim that the title be changed to Classical Civilizations (plural) to more closely conform to the History Gen Ed criteria. Jim told me he had no problem with adding the "s". I also communicated this recommendation to the Gen Ed committee.

Bill

From: Perkins Jr., Robert F
Sent: Thursday, October 29, 2009 10:50 AM
To: Olejniczak, William J
Subject: Status of CLAS 105

Bill, regarding course content and concerns, what is the status of CLAS 105? Thanks
Bob

Bob Perkins, Ed. D.
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