

UNIVERSITY CORE CURRICULUM

SECTION III. INTEGRATIVE STUDIES - INTERDISCIPLINARY

1. COURSE NUMBER: **CLAS 315i**
(Formerly FL 310i, effective SU 04)

SEMESTER HOURS: 3

COURSE TITLE: **Classical Themes and Contemporary Life: Seminar Series**

2. COURSE FORMAT: Seminar (faculty). Average class size: 15.
3. COURSE OBJECTIVES: Students should be able to: (a) describe how the myths of the heroes of early Rome provided role models for future generations of Romans in particular and Europeans in general; (b) describe how Rome was influenced by Etruscan and Greek culture, even though they were considered enemies and anti-heroes; (c) describe how the governmental, religious, mercantile, and residential centers of a typical Roman town provided opportunities for self-aggrandizement; (d) describe the link between public art/architecture and government propaganda; and (e) describe how the Roman conception of heroes and anti-heroes influenced the art of later periods.
4. DETAILED COURSE DESCRIPTION: Classical Themes and Contemporary Life offers a rotating series of seminars:
- **Drama's Birthplace; Classical Athens:** The purpose of this course is to read representative Greek tragedies and comedies, to probe the world that produced them, and to consider echoes in modern drama.
 - **Democracy, Ancient and Modern:** Athenian democracy was very different from American democracy, and most of the founding fathers thought that a full-blown democracy on the Athenian model was dangerous. But the very differences between Athenian democracy and our own make Athenian democracy a possible source of solutions for the problems our system faces. Study of the workings of Athenian democracy will give us a unique opportunity to understand that there are vastly different ways of running a democracy. Study of the difficult origins of Athenian democracy, and of the ideology of its opponents and supporters, will help us to see democracy as something vital and controversial. The class will culminate in group projects making proposals to better American democracy through lessons learned from the Athenian model.
 - **Athletics, Sports and Games in the Ancient World:** The ancient Greeks and Romans were complex peoples, and their athletics, their sports and their games were tied up in religion and ritual, in preparation for military defense, in health and entertainment, and in philosophy; but they cannot compete with our society for complexity. Amateur and professional games and contests today pit competitors against each other in ways that would have satisfied the most persistent Greek lust for competition, and we also generate entertaining spectacles in varieties and quantities that would have numbed the thirstiest crowd in the Roman Colosseum. Are we Greek? Are we Roman? Do we have a nagging suspicion that we are decaying from within?
5. REQUIRED READING:
- **Drama's Birthplace:** Aeschylus, Prometheus Bound and Other Plays; Sophocles, Electra and Other Plays; Euripides I; Sanderson and Zimmerman, Medea: Myth and Dramatic Form; Aristophanes, Lysistrata.
 - **Democracy, Ancient and Modern:** Aristotle, Athenian Constitution; ? The Old Oligarch, Constitution of Athens; Aristophanes, Wasps; Plato, Apology; selections from Hamilton, Jay, and Madison, The Federalist Papers; further selections from Plato, Aristotle, and Aristophanes; selections from Thucydides, Herodotus, Xenophon; selections from anti-Federalists; selections from modern analyzes of contemporary American democracy such as Broder, Democracy Derailed.
 - **Athletics, Sports, and Games in the Ancient World:** Homer, The Iliad, The Odyssey; Murrell, Athletics, Sports and Games; Virgil, The Aeneid; selected readings from Greek and Roman authors.
6. COURSE REQUIREMENTS AND GRADING:
- All seminars will require at least one exam, which will include both essay and objective questions. **Drama** and **Athletics** will require papers. **Drama** students will perform at least one scene from a tragedy and one from a comedy. **Democracy** students will participate in an online forum and prepare and debate group proposals.
 - Test on Athenian democracy 30%
 - Group presentations 35%
 - General web participation 15%
 - Class participation 15%
 - Quiz on Athenian democracy 5%
7. SUBSTITUTIONS: None.