

Foundational Studies Syllabus for LLL 350: Interdisciplinary Studies in LLL: Classical Views of Love

I. Required Texts

Bing, Peter *Games of Venus*, ISBN: 9780415902618
Arrowsmith, William, *Aristophanes: Four Comedies*, ISBN: 9780452007178
Grant, Michael, *Cicero: On the Good Life*, ISBN: 9780140442441
Lind, L. R., *Ten Greek Plays in Contemporary Translation*, ISBN: 9780395051177
Rouse, W. H. D., *Great Dialogues of Plato*, ISBN: 9780451527455

Texts provided by instructor (from on-line and library sources)

Aristotle *Poetics*
Homer "Song of Demodokos"
Horace *Ars Poetica: Letter to the Pisos*

All required readings will be in English translation.

II. Course Overview

This course fulfills a Foundational Studies requirement for an Integrative and Upper Division Elective course. It is designed to meet the following goals and objectives, included here to help you better understand what you can expect to learn from the class.

Program Goals: The Foundational Studies program is designed so that ISU graduates can analyze problems, think critically and creatively, integrate a variety of approaches to gain knowledge, recognize the ethical, social, and cultural implications of issues, and communicate professionally, persuasively and effectively.

Program Objectives: Students will:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
- Demonstrate an appreciation of human expression through literature and fine and performing arts;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- Demonstrate an understanding of the ethical implications of decisions and actions
- Apply principles of physical and emotional health to wellness;
- Express themselves effectively, professionally, and persuasively both orally and in writing.

How we shall meet the FS Program Goals

In keeping with these overall learning goals and objectives for Foundational Studies courses, LLL 350 provides students a foundational comprehension of what has been called "the most powerful force in the universe" – Love – and its influence on human life and society. To advance this understanding we shall particularly concern ourselves with how views on love and life are expressed in Classical Greek and Roman literature dealing with Love and the broad-ranging influence of these works on Western art and thought.

How we shall meet the FS Integrative and Upper Division Electives area goals

Our course centers particularly on meeting the learning objectives of the Foundational Studies: Integrative and Upper Division Electives area.

This includes giving you the opportunity to:

- Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
- Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;
- Analyze and write at an advanced level.

We shall accomplish these area goals, as well as the FS Program goals, by careful attention to:

Course readings

Our primary texts for this semester were composed over a span of approximately 1,000 years – from the 9th century BC to the 1st century AD. Each Section of our course, however, will abandon the purely chronological for a more thematic approach. In this way, we may better recognize not only developments, but also continuities in Western thought and literature dealing with Love, composed from antiquity to today, from the consciously derivative to the sparkingly innovative.

Guided additional reading assignments will give you opportunity to explore more fully texts by our main authors, their contemporaries, and later texts influenced by these early works. All readings will have bearing on our course discussions,

writings, exams, and your overall education as an heir to the remarkable traditions of Classical literature and culture.

Excellent ancillary resources worth mention here are the Oxford On-line Classical Studies References available through our ISU library database collection, the remarkable Perseus Project web pages (www.perseus.tufts.edu/hopper/) and the Classical literature, reference books, and periodicals from our ISU library collections. Details on using all of these resources for supplementary readings, and for preparing oral reports and written assignments will be provided in class.

In-class discussions

While formal instructor lectures will introduce new sections of our course, most class meetings will be devoted to general, student-led discussions of the texts at hand. Study assignments will be provided to students to assist in preparation for in-class discussion. These assignments are directly related to the three learning objectives and the five skill-applied learning requirements of the Foundational Studies: Integrative and Upper Division Electives area. In all course readings, assignments, and discussions we shall concern ourselves, in part, with the continued relevance of Classical ideas of Love to us as modern readers and students.

Timely completion of assignments is **crucial** to your success in this course.

The following Course Calendar will guide you. Specific assignment dates will be given in class. For this reason, as well as for several others, regular, prompt class attendance is also crucial to your success. This class is designed primarily as a seminar. Student participation in class discussions is welcome, fruitful, and expected.

Exams

We shall have three examinations this semester, covering Sections I, II, and III-IV respectively. These exams will be a combination of identification, short answer, and essay questions focused upon the texts read and discussed in class up to the date of the exam. Note well, that all exams, as the study of Classical literature, culture, and thought more generally, are cumulative. Do not forget material covered on previous exams as you prepare for a new one! In-class exams will be timed. We shall discuss strategies for completing exams within time limits in class. These together with specific requirements, guidelines, and helpful “tips for success” will be given in-class. Each exam will be worth a total of 100 points toward your final grade.

Final Project/Essay

There will be no exam over Section V of our course. Instead, you will be assigned to create an in-class lecture analyzing –with a partner – a specific poem from our text *Games of Venus* (worth 50 points) and an individual final essay over the same poem (also worth 50 points.) Details will be provided in class well ahead of due dates.

Reflective writing, library, and workshop assignments

You will be assigned a variety of smaller assignments over the semester. These will include:

Three (3) Reflective Writing Assignments, worth up to 15 points each. [see Appendix A]

Three (3) Monthly Library Assignments, worth up to 10 points each. [see Appendix B]

Five (5) in-class workshop assignments, worth up to 5 points each, designed to help you prepare for class discussions, responding to exam essay questions [see Appendix C] and prepare your final project and essay [see Appendix D].

Together these smaller assignments will be worth 100 points toward your final grade. Details on each assignment will be provided in class.

Grading

Your final grade for this course will be based upon a composite of your exam, final project/essay, and smaller assignment points. 500 points total.

100-90% of total = A to A- / 89-80% = B+ to B- / 79-70% = C+ to C- / 69-60% = D+ to D-

Student Evaluations

Near the end of the semester you will be given the opportunity to offer your evaluation of the course content, assignments, and instruction. These evaluations will not be read by the instructor until after final grades are submitted to the Registrar.

III. Class Policies

Please read the following class-conduct policies carefully. Failure to comply with these rules will not only disrupt the learning process, but may result in your expulsion from class for the day or worse. You are also encouraged to review the official university-wide ISU Code of Student Conduct: <http://www.indstate.edu/sjp/code.htm>

Please feel free to schedule a meeting with me any time you have a question or concern about these policies or any aspect of our class that cannot be addressed during our regular class meeting. I shall treat each of you with courtesy. I expect each of you, in turn, to be courteous to your classmates, me, and other scholars. Here are some areas that require your particular attention:

Attendance

It should not need to be stated that attendance is expected of every student in every class period. Furthermore, the university requires your attendance record to be regularly reported.

Punctuality

Equally important is being on time to class and prepared to begin our daily work at the start of class. If dire and unforeseen circumstances lead to your being tardy for class, please observe these policies:

1. Come to class! (And resolve to never be late to class again!)
2. If you are entering class late, please have your text book, notebook, pencil and other materials you will need for class in your hands as you enter the classroom. You will already disrupt the class by entering late, do not compound this by proceeding to rummage about in your book bag.
3. Quietly take a seat as near the door as possible.
4. If the instructor is lecturing or leading a class discussion, feel free to enter with materials in hand (#2) and take a seat (#3).
5. If a student or group presentation is underway, please wait quietly outside the classroom until that presentation is completed. If class discussion follows the presentation, you may enter during the question and answer period.

Preparation

Come to class prepared to devote your attention to the assignment(s) for the day. We have a fine student newspaper, but unless it contains a story pertinent to our subject matter, please confine your *Statesman* reading to outside of class time. You are equally admonished to abstain from reading other non-course texts, doing homework for other classes, etc.

Class Participation

Your participation in our class and attention to matters at hand are expected in every class. Questions and comments are always welcome, provided you present them in a courteous manner. Raising your hand is the best way to be recognized in a polite group discussion. Please listen quietly while others are speaking.

Cell phones, iPods, and all those other lovely gadgets

These may not be used during class. Cell phones must be turned off or set to silent ring.

Texting, surfing the web, playing games, listening to music, etc. are not permitted during class unless I say otherwise. When in doubt, ask permission.

Laptop use

General guideline. This course falls under the following general guideline from "The Sycamore Standard:"
 "Laptop Not Required for Course: Usage Permitted: While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct."

Course-specific guidelines. A laptop is not required for this course. In general, the nature of our course is not conducive to in-class laptop use. **No** laptops or similar devices may be in use during student presentations or exams.

This pretty much means that you'll only be permitted to use laptops or similar devices on rare occasions in our course. So be sure to bring paper and a writing instrument to every class. Taking careful notes is one of the best ways to ensure success in this or any class.

I will announce when laptops or similar devices may be used for note taking during formal lectures. Use of laptops in class will also be permitted (but not required) during in-class workshops. These workshops will be announced ahead of time. When in doubt about the use of laptops and similar devices, please ask me.

I reserve the right to assign students wishing to use laptops or similar devices for note taking to a designated seating area. Students using laptops or similar devices in violation of these policies or for non-class related purposes forfeit their right to use the laptop or device in class for the remainder of the semester.

Plagiarism

Plagiarism is the presentation of the work or ideas of another without proper source citation.

It is also the rudest thing you can do to another scholar as it fails to acknowledge all the hard work that goes in to creating an original work. We all learn from each other. Far from distracting from your own work, citing contributions other scholars have made to your unique understanding of a topic illustrates your familiarity with the academic history of an area and connects your efforts to traditions of the larger scholarly world.

Plagiarism can be intentional or unintentional, so it is something we should all be on constant guard against. We'll discuss

various strategies for avoiding plagiarism in our class. It can be a bit tricky at times, so remember: when in doubt, ask.

Please read the ISU Academic Integrity Policy found in the Student Code of Conduct <http://www1.indstate.edu/academicintegrity/index.htm>

Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant.

For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Americans with Disabilities Act Statement

"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms."

IV. LLL 350 "Classical Views of Love" Course Calendar [Example dates from Fall 2009]

Reading assignments are listed in **bold** by day of in-class discussion. Students are expected to complete each assignment before the class in which the reading will be discussed.

Exam dates are indicated for each Section I-IV. Section V presentation dates will be assigned in class. Your Section V final essay is due by the end of our final exam class meeting time.

Smaller assignments, guidelines, and due dates will be given in class.

[**Bracketed comments are explanatory for the members of the FS committee.**]

Section I: Introduction to Reading & Understanding Classical Literature: Ancient Literary Criticism	
We shall begin with study of ancient thought on the value and function of literature as a means of expressing human experience and desire. Principal readings will be Aristophanes' <i>Frogs</i> , Plato's <i>Republic</i> (excerpts), Aristotle's <i>Poetics</i> , and Horace's <i>Ars Poetica</i> , all of which are among the earliest extant works dealing with literary criticism in the history of humankind. These works will provide a foundational comprehension of the variety of Classical literature, as well as tools for better exploring each future text. In these and all course readings we shall also concern ourselves with the continued relevance of Classical thought and writing on life and love to modern students.	
AUG 26	Introduction to LLL 350
28	Lecture: Greek culture, history and Aristophanes' <i>Frogs</i>
31	"Introduction" to Aristophanes' <i>Frogs</i> (Arrowsmith text pp. 473-478) discussion
SEPT 2	Aristophanes' <i>Frogs</i> (Arrowsmith text pp. 479-595) discussion; introduction to Plato
4	Plato's <i>Republic</i> part 1. Read the "Summary" of Books I and II (pp. 118-119) AND Book II, beginning on p. 172 (start with the last line on the page which begins "Do you not think, then, that one who is to be guardian-like...") to the end of Book II (on p. 182.) Feel free to read all of Books I and II for your personal pleasure and edification.
SEPT 7	LABOR DAY NO CLASS
9	Plato's <i>Republic</i> part 2. Read the "Summary" of Book III (pp. 119-120) and ALL of Book III (pp. 182-217)
11	Plato's <i>Republic</i> part 3, introduction to Aristotle Read the "Summary" of Books IV-X (pp. 120-125) and an excerpt of Book X (from "If you like," said he." on p. 396 to the bottom of p. 408 – last word "virtue.")

14	Aristotle's <i>Poetics</i> sections i-xiv (pp. 291-309)
16	Aristotle's <i>Poetics</i> sections xv-xxvi (pp. 309-325); introduction to Horace
18	Horace's <i>Ars Poetica</i> [Reflective Writing Assignment on Horace assigned. See Appendix A]
21	Horace's <i>Ars Poetica</i> continued. [Discussion of Reflective Writing Assignment results]
23	Section I review
25	Section I exam
<p>[These first 4 readings, introductory lectures, and the first Reflective Writing Assignment are designed to provide students useful tools for analyzing later texts via careful consideration of the varied critical systems in these early works of literary criticism. Aristophanes' <i>Frogs</i>, while essentially comic (thus very appealing to students), takes a very serious look at the "weight" of various elements in tragic poetry and the power of poetry to potentially "save" a nation embroiled in moral doubt and the ravages of war. Sections of Plato's <i>Republic</i> covered echo these civic concerns in their treatment of how poetry may be best used in the education of "Ideal" governing leaders. Aristotle's <i>Poetics</i> introduces a more "scientific" approach to the analysis of poetry and its potential aesthetic and substantive benefits – moral, civic, and physical – to humankind. Horace's <i>Ars Poetica</i> provides an example of a learned effort to assimilate, reconcile, and redefine these earlier works for a later audience who expect poetry to be "both useful and beautiful."</p> <p>This section also provides opportunity to introduce students to basic important facts of Athenian and Roman history to allow them to understand these and all later readings in their original cultural context. These considerations introduce the interdisciplinary nature of our course and ways in which our course will meet all of the FS and I&UDE goals, especially</p> <p>FS 1. Locate, critically read, and evaluate information to solve problems; FS 2. Critically evaluate the ideas of others; FS 3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history); FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts; FS 6. Demonstrate an understanding of diverse cultures within and across societies; FS 7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context; and I&UDE 1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing.]</p>	
Section II: Love & Society: Classical Definitions of Love & Friendship	
<p>We shall advance to what can arguably be called the first collection of "full-dress orations in praise of Love," Plato's <i>Symposium</i>, a remarkable recreation of a conversation among remarkable friends (including the philosopher Socrates, the comic genius Aristophanes, and the notorious politician Alcibiades) at a dinner party given over 2,000 years ago. Here we shall find lively exploration – mythological, fanciful, scientific, medical, political, and philosophical – of the multi-faceted nature of love and its influence on human conduct.</p> <p>Our convivial explorations will take us next to the Roman scholar, orator, and statesman Cicero's essay <i>On Friendship</i> and some of his informal letters to family and friends which build upon his – and our own – study of our earlier texts. Our dual aim will be to understand the power of these foundational texts upon Cicero's ideas of "the Good Life" and of Cicero's thought and writings upon later authors and artists.</p>	
28	Introduction to Section II: Plato's <i>Symposium</i> pp. 69-76
30	<i>Symposium</i> pp. 76-93 [<i>Symposium</i> 5 speeches draft writing assignment given. See appendix C]
OCT 2	<i>Symposium</i> pp. 93-117
5	<i>Symposium</i> review; introduction to Cicero
7	Cicero's <i>On the Good Life</i> "Introduction"(pp. 7-44)
9	FALL BREAK NO CLASS
12	Cicero's <i>Laelius: On Friendship</i> (pp. 172-227)
14	Section II review [in-class workshop on <i>Symposium</i> 5 speeches draft writing assignment. See Appendix C]
16	Section II in-class exam

[Section II introduces students to the notion that there are many ways of defining “Love” and that it is indeed an important factor in our lives as not only romantic partners, but also members of families, larger social groups, friends, political allies, individuals with shared scholarly interests, etc. The variety of perspectives provided by these two dialogs, and an understanding of the historical and cultural settings of each, helps students assess the past and continued importance of Love in a broad sense in the development of civilization. All of the “characters” in these dialogs are real human beings whose lives were significantly affected by who they did (and did not) “love.” Most of the speakers in the Symposium were exiled (officially or unofficially) from “democratic” Athens as a result of their friendships shortly after the time of the symposium we read about. Socrates’ and Cicero’s fates were more dramatic, but also tied inextricably to who “loved” them and who did not.

Specific FS and I&UDE objectives addressed in this course section include:

FS 1. Locate, critically read, and evaluate information to solve problems;

FS 2. Critically evaluate the ideas of others;

FS 3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);

FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts;

FS 5. Demonstrate the skills for effective citizenship and stewardship;

FS 6. Demonstrate an understanding of diverse cultures within and across societies;

FS 7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;

FS 8. Demonstrate an understanding of the ethical implications of decisions and actions

FS 9. Apply principles of physical and emotional health to wellness;

FS 10. Express themselves effectively, professionally, and persuasively both orally and in writing.

and

I&UDE 1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;

I&UDE 2. Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;

I&UDE 3. Analyze and write at an advanced level.

Section II carries over a bit into Section III to allow students a weekend to complete their essay assignment after the pressure of the in-class Section II exam has passed.]

Section III: Love and Family

Our next readings will be Euripides’ *Alcestis* and Sophocles’ *Antigone*, – concerned, in various ways, with the power of love in the life of the individual first as a member of a family, then as a member of society more generally. The complexity of these many aspects of human relationships, introduced in the *Symposium* and *Laelius* become ever more apparent in these tragedies. In these readings we shall review the potential social and political power of individual choice, led by the force of love.

19 [*Symposium* 5 speeches take-home essay exam assignment due. See appendix C]

Introduction to Ancient Greek theatre lecture

21 *10 Greek Plays: Euripides’ Alcestis*

23 *10 Greek Plays: Alcestis*, continued

[Sophocles’ *Antigone* – mythical background and later adaptations Library Assignment given. See Appendix B]

26 *10 Greek Plays: Sophocles’ Antigone*

28 *10 Greek Plays: Antigone*, continued

30 Review of Section III readings

[Sophocles’ *Antigone* – mythical background and later adaptations Library Assignment discussed and collected. See Appendix B]

Section IV: Love and Politics

If you thought political realities confounded the characters in our earlier readings, just wait for these! Politics in the broadest sense take the forefront in our next readings: Aeschylus’ *Prometheus Bound* and Aristophanes’ *Lysistrata*. These represent, in tragic and comic form, excellent examples of the extent to which individuals, in literature, have employed the full force of the power of love in all its myriad meanings for the betterment of humankind.

We began with Aristophanes and his “loving” interest in the greater social good, so it is only fitting we return to him as we near the end of our semester.

NOV	2	10 Greek Plays: Aeschylus' <i>Prometheus Bound</i> introduction
	4	10 Greek Plays: <i>Prometheus Bound</i> continued
	6	10 Greek Plays: Aristophanes' <i>Lysistrata</i>
	9	10 Greek Plays: Aristophanes' <i>Lysistrata</i> continued
	11	review of Sections III & IV
	13	Sections III & IV in-class exam
<p>[In Sections III & IV students connect three tragic tales and one very silly tale of the importance of Love to all of their earlier readings, writings, and discussions. FS Learning Objective highlighted here include: FS 2. Critically evaluate the ideas of others; FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts; FS 5. Demonstrate the skills for effective citizenship and stewardship; FS 6. Demonstrate an understanding of diverse cultures within and across societies; FS 7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context; FS 8. Demonstrate an understanding of the ethical implications of decisions and actions and I&UDE 1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing; I&UDE 2. Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue; By now it is well hoped that they have proven themselves fully capable of meeting the objective of FS 10. Express themselves effectively, professionally, and persuasively both orally and in writing. and I&UDE 3. Analyze and write at an advanced level. In the event that a student is still struggling with meeting these or other overall FS, I&UDE, and course-specific goals, one more chance awaits.]</p>		
<p>Section V: <i>Games of Venus</i> Love in Classical "Popular" Poetry and Song We shall conclude our semester with selections from the ancient love poetry of Homer, Sappho, Pindar, Catullus, Horace, Ovid, Juvenal, Martial, and others with the same dual aim of considering these works within their social and historical context, and determining whether or not these texts remain relevant to our own lives.</p>		
	16	<i>Games of Venus pp. 1-50</i>
	18	"Song of Demodocus" Love poetry analysis lecture and example
	20	Love poem paired-presentation assignment & workshop [See Appendix D]
	23	Love poem paired-presentation workshop [See Appendix D]
	25	THANKSGIVING BREAK NO CLASS
	27	THANKSGIVING BREAK NO CLASS
	30	student Love poem paired-presentations, 3 per day assigned by lot [See Appendix D]
DEC	2	student Love poem paired-presentations
	4	student Love poem paired-presentations
	7	student Love poem paired-presentations
	9	student Love poem paired-presentations
	11	student Love poem paired-presentations
<p>FINALS WEEK FRIDAY, DEC. 18 (10:00 am -12:00 pm) Individual Final Love Poetry essay due [See Appendix D] [Section V gives students an opportunity to collaboratively and individually apply the knowledge of critical systems; Classical history and culture; and Classical ideas of Love, balance, and self-knowledge they have gained over the semester to the analysis of a single ancient Love poem. As these poems were the "popular music" of antiquity, students are encouraged both to understand their chosen poem in its original historical/cultural context and to connect important themes, expressions, etc., to modern popular songs "on their own playlists." FS and I&UDE goals stressed here include:</p>		

FS 1. Locate, critically read, and evaluate information to solve problems;
FS 2. Critically evaluate the ideas of others;
FS 4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
FS 6. Demonstrate an understanding of diverse cultures within and across societies;
FS 7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
FS 10. Express themselves effectively, professionally, and persuasively both orally and in writing;

and

I&UDE 2. Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;

I&UDE 3. Analyze and write at an advanced level.]