

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Undergraduate Curriculum and Academic Standards Committee**

## Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.

Date Submitted:

1. Name of Department or Program: **ENGLISH**

2. Contact information of proposer(s):

Name(s): Allison Pease  
 Email(s): apease@jjay.cuny.edu  
 Phone number(s): (212) 237-8565

3. Current number, title, and abbreviated title of course:  
 (Abbreviated title can be found on SIMS)

**LIT 230 Classical Literature**

4. Current course description:

**A study of early or fundamental literature in a variety of cultures. Close readings and analysis of epics, lyrics, dramas, and sacred texts, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as heroism, divinity, sacrifice, duty, and justice.**

a. Number of credits: **3**

b. Number of class hours (please specify if the course has lab hours): **3**

c. Current prerequisites: **ENG 201**

5. Describe the nature of the revision:

- **Revised title**
- **Revised course description**
- **Revised learning outcomes**

- **Revised prerequisites**

6. Rationale for the proposed change(s):

**To include LIT 230 in the CUNY Common Core we have updated the title, course description, prerequisites, and revised the learning outcomes to meet those of Category C: Creative Expression.**

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

**Studying poetry, drama, visual arts and artifacts from ancient cultures in such places as Egypt, Greece, Rome, India, China and Mesopotamia, students will examine the significance of these works of art in the societies that created them and the relationship of these ancient works to political, social, and cultural life today. They will also explore the reception of these ancient works by later artists who have re-imagined antiquity in film, theater, painting, music, fiction, and poetry. Students will experience the enduring traditions and appeal of ancient artistic expression and its ability to provoke debate and provide perspective on contemporary concerns. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.**

b. Revised course title: **Expressions of the Living Past: Reading Ancient Worlds**

c. Revised number of credits: n/a

d. Revised number of hours: n/a

e. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters:

	<b>F12</b>	<b>Sp12</b>	<b>F11</b>	<b>Sp11</b>
<b>LIT 230</b>	<b>811</b>	<b>615</b>	<b>733</b>	<b>804</b>

9. Does this change affect any other departments?

  X   No                             Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: September 13, 2012

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

*Allison Pease*

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	John Jay College of Criminal Justice
Course Number	LIT 230
Course Title	Expressions of the Living Past: Reading Ancient Worlds
Department(s)	English
Discipline	English
Subject Area	Creative Expression
Credits	3
Contact Hours	3
Pre-requisites	ENG 101
Mode of Instruction	Select only one:  <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Fully on-line
Course Attribute	Select from the following:  <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Honors College <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Writing Intensive <input type="checkbox"/> Other (specify): _____
Catalogue Description	Studying poetry, drama, visual arts and artifacts from ancient cultures in such places as Egypt, Greece, Rome, India, China and Mesopotamia, students will examine the significance of these works of art in the societies that created them and the relationship of these ancient works to political, social, and cultural life today. They will also explore the reception of these ancient works by later artists who have re-imagined antiquity in film, theater, painting, music, fiction, and poetry. Students will experience the enduring traditions and appeal of ancient artistic expression and its ability to provoke debate and provide perspective on contemporary concerns. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.
Syllabus	Syllabus must be included with submission, 5 pages max

Indicate the status of this course being nominated:

current course    revision of current course    a new course being proposed

### CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<p>Required</p> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<p>Flexible</p> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input checked="" type="checkbox"/> Creative Expression
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<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will examine maps, classical texts, ancient art and artifacts, and contemporary films in order to gain insight into ancient cultures and ideas.	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Through group work, class discussion, mini-essays, and a written final exam, students will be asked repeatedly to evaluate evidence and arguments critically and analytically.	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
Students will write and revise ten short and three extended essays in which they will formulate arguments and use textual evidence to support conclusions.	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will learn to look at and read ancient art, artifacts, epic poems and plays carefully to extract as much cultural information from them as possible.	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
Students will analyze and write about how past cultures conceived of various topics such as national identity, war, honor and heroism, justice and revenge, love and marriage, and funeral practices.	<ul style="list-style-type: none"> <li>● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
Through analysis of different media such as sculpture, maps, artwork, and literary texts, students will write about how meaning is created and how experience is conveyed.	<ul style="list-style-type: none"> <li>● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
Through study of the composing and transmission of oral poetry and of the connections between poetry and the visual arts, students will learn how and why ancient poets and artists created their works.	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
Students will use podcasts as they tour the Metropolitan Museum to study connections between ancient poetry and art and will explore examples of Greek vase paintings online	Use appropriate technologies to conduct research and to communicate.

John Jay College of Criminal Justice  
524 W. 59 St., New York, NY 10019

## **Lit. 230 Expressions of the Living Past: Reading Ancient Worlds**

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Professor's Name, Office, Contact Hours, Phone and Email to be announced

### **Course Description:**

Studying poetry, drama, visual arts and artifacts from ancient cultures in such places as Egypt, Greece, Rome, India, China and Mesopotamia, students will examine the significance of these works of art in the societies that created them and the relationship of these ancient works to political, social, and cultural life today. They will also explore the reception of these ancient works by later artists who have re-imagined antiquity in film, theater, painting, music, fiction, and poetry. Students will experience the enduring traditions and appeal of ancient artistic expression and its ability to provoke debate and provide perspective on contemporary concerns. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

### **Learning Outcomes: After this course, students will be able to:**

- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically and analytically
- Produce well-reasoned written and oral arguments using evidence to support conclusions
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art and the processes that created them
- Articulate how meaning is created in the arts and how experience is interpreted and conveyed
- Demonstrate knowledge of the skills involved in the creative process
- Use appropriate technologies to conduct research and to communicate.

Course Prerequisite: English 101

### **Requirements:**

1. Read the assigned texts, not summaries of them. Always bring the text to class.
2. Debate, question, argue, comment in class discussion.
3. On the days listed in the syllabus, write in class 10-15-minute mini-essays on the reading due that day. These are ungraded and may be used in the papers written at home. Missing in-class writings or those that display no knowledge of the text will be counted against your grade.
4. Write three 3-4-page essays (at least 750 words), complete with quotations and other textual references. The first essay must be done in two stages, proposal/outline and later, the final version. You may revise and expand one or more of your mini-essays on the text(s) in question for these essays. There are four sets of topics for four different due dates, and you may choose any three. One essay **MUST** be written on a museum topic, using information you have gathered during a museum visit.
5. In a small group to be formed in class, present a dramatic reading in Week 6 of lines from specific books of the *Iliad* to be assigned in class. Comment in writing on the group's ability to work together.
6. Sometime before the first paper due date, visit the Metropolitan Museum with the *Iliad* podcast to take the Greek Art tour. You may also write your first essay using some of the material you gather on your visit. **Or** you can wait and visit the museum sometime before the last week of class with the Roman podcast to take the Roman Art tour. You may also write your third paper using the material you gather on your visit. Whichever tour you take, you must complete the appropriate museum handout.

7. Throughout the term, practice slow, careful looking at works of visual art and close reading of the assigned texts, making comparisons and noting contrasts where they occur..

7. Write the final exam.

8. ATTEND class regularly. More than 4 absences lowers your grade. Be on time so you don't miss the in-class writings, which cannot be made up. Do not eat or drink in class, and turn off all electronic devices.

**Required Texts:** To be read in the order listed

1. Homer, *Iliad*, translated by Stanley Lombardo. Indianapolis, IN: Hackett Publishing. 0-87220-339-5

2. *The Epic of Gilgamesh*, translated by Danny Jackson. Mudelein, IL: Bolchazy-Carducci Publishing

3. Virgil, *The Essential Aeneid*, translated and excerpted by Stanley Lombardo. Indianapolis, IN: Hackett Publishing. 0-87220-790-0

4. Sophocles, *The Theban Plays*, translated by Peter Meineck. Indianapolis, IN: Hackett Publishing. 0-87220-585-1

5. Euripides, *Alcestis, Medea, Hippolytus*, translated by Diane Svarlien. Indianapolis, IN: Hackett Publishing. 0-87220-822-2

Several short readings will also be on E-reserve in the college library or will be handed out in class.

**Grading:**

The three 3-4-page essays count for 30% of your final grade.

The mini-essays count for 30% of your final grade.

The group presentation in Week 6 counts for 10% of your final grade.

The museum visit counts for 10% of your final grade.

The final exam counts for 20% of your final grade.

Students who participate actively all term will have 1-3 points added to their final grade.

**Course Calendar:**

**Theme One: The Hero at War**

**Week 1:** Introduction to course: watch and discuss the film *Black Athena* on the debate over Egypt's influence on the ancient Greeks; look at map of Homer's world; lecture on Schliemann's discoveries and creating oral poetry; read *Iliad*, books 1 & 3

**Week 2:** Read *Iliad*, books 4, 6, 9, 14 and 16. Write a mini-essay. Listen to introduction to ancient Greek drinking vessels, the symposium, and vase painting; look carefully at the example of Achilles binding Patroclus' wounds (Berlin F7288).

**Week 3:** Read *Iliad*, books 18-22. Write a mini-essay. Look carefully at John Flaxman's 19<sup>th</sup> century illustrations of the *Iliad*. Compare these with ancient vase paintings.

**Week 4:** Read *Iliad* 23-24. Write a mini-essay. In computer classroom, work in small groups on "Slow Looking at Vase Paintings of the *Iliad*."

**Week 5:** Small groups dramatize selected lines from the *Iliad*. Topic and outline of the first paper due. Museum assignment explained. Read *The Epic of Gilgamesh*, the Introduction and then Tablets 1-5, pp. 1-34. Look at map of the ancient Near East, tablets written in cuneiform, Near Eastern animal art.

**Week 6:** Read *Gilgamesh*, Tablets 6-11, pp. 35-89. Write a mini-essay. Hand in the first paper.

**Week 7:** Read Virgil's *Aeneid*, books 1, 2, 4 and 6. Write a mini-essay. Examine a map of the ancient Roman Empire and the Bernini sculpture of Aeneas fleeing Troy. Look carefully at the "Prima Porta" statue of Augustus Caesar. Listen to Dido's lament from Purcell's *Dido and Aeneas*.

**Week 8:** Write a mini-essay comparing/contrasting Achilles and Aeneas. Read Pericles' Funeral Oration from Thucydides' *History* (on E-reserve). Look at ruins of the Parthenon. Compare Pericles' ideas on a national identity with those presented in the *Iliad* and the *Aeneid*. Discuss how people present themselves as a nation through their warfare, their heroes, and their funeral practices, citing the *Iliad*, *Gilgamesh*, and the *Aeneid*.

### **Theme Two: Crime and Punishment**

**Week 9:** In Sophocles' *Theban Plays*, read *Oedipus Tyrannus*. Lecture and illustrations on the ancient Greek theater and theater practice. Write a mini-essay.

**Week 10:** With your small-group members, dramatize one scene from *Oedipus Tyrannus*. Write a mini-essay. On E-reserve, read selection from Aristotle's *Poetics* on his theory of plot. Watch parts of a modern film (*Minority Report*) and observe Aristotle's theory of plot within it.

**Week 11:** In Sophocles' *Theban Plays*, read *Oedipus at Colonus*. Watch scenes from the modern adaptation *The Gospel at Colonus*. Write a mini-essay. Hand in the second paper. Start reading Euripides' *Medea*. On E-reserve read Chap. 1 of Rena Fraden's *Imagining Medea* which presents an adaptation of *Medea* developed by incarcerated women.

**Week 12:** Finish reading *Medea*. With your small-group members, dramatize one scene from the play. Read. Write a mini-essay.

### **Theme Three: Love, Beauty, and Sex**

**Week 13:** Read anonymous Egyptian love poems and the poems of Sappho, handouts. Listen to lecture on fragments from the past. Look carefully at Sappho mss and some Greek sculpture of Aphrodite (Venus) with missing parts. Read the 20 poems of Catullus on E-reserve. Write a mini-essay. Make a list of characteristics of love and beauty seen in the poems of Sappho and Catullus.

**Week 14:** Read selections from Ovid's *The Art of Love*, handout. Bring in a modern song of love that recalls Sappho, Catullus, and/or Ovid and displays characteristics of love or beauty noted by these poets. Write a mini-essay. Look carefully at paintings of Venus by Italian Renaissance artist (Botticelli, Veronese, Titian, etc.), and compare to the Greek sculpture. Discuss how the idea of beauty changes through the ages. Review for final exam.

**Week 15:** Final Exam