



CHRISTIAN HERITAGE COLLEGE

**SEM101**

**NARRATING WESTERN CIVILISATION –  
ANCIENT GREECE AND ROME**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	SEM101
<b>Unit name</b>	Narrating Western Civilisation – Ancient Greece and Rome
<b>Associated higher education awards</b>	Diploma of Liberal Arts: Foundations of Wisdom Bachelor of Arts in the Liberal Arts
<b>Duration</b>	One semester
<b>Level</b>	Introductory
<b>Unit Coordinator</b>	To be advised
<b>Core/Elective</b>	Core
<b>Weighting</b>	Unit credit points: 10 credit points
	Total course credit points: Diploma of Liberal Arts: Foundations of Wisdom 80 credit points Bachelor of Arts in the Liberal Arts 240 credit points
<b>Student workload</b>	<b>Face-to-face on-site</b>
	Timetabled hours 39 Personal study hours 111 <b>Total workload hours 150</b>
	Students requiring additional English language support are expected to undertake an additional one hour per week.
	In order to be considered for a passing grade, students must attend at least 80% of class sessions.
<b>Delivery mode</b>	Face-to-face on-site
<b>Pre-requisites/ Co-requisites/ Restrictions</b>	Nil
<b>Rationale</b>	<p>This unit is the first of three Narrating Western Civilisation units—a strand that initiates students into a centuries-long conversation through exploring texts and ideas that have shaped Western civilisation. These units are coordinated with the three Loving Wisdom units, following the same chronological categorisation scheme: Ancient, Middle Ages and Renaissance, and Enlightenment and Modernity. Also similar to the Loving Wisdom units, the content of the Narrating Western Civilisation units is comprised of the works of some of the wisest thinkers who have written regarding the enduring human questions (rather than a list of weekly topics). Students will consider these primary sources in small-group, discussion-based seminars, with the tutor posing an initial question and the students generating the conversation with their answers and subsequent explorations.</p> <p>Engaging these great texts is central to a liberal arts education, for they can liberate students from their culture's misperceptions by removing their parochial blinders. Furthermore, these seminars will help students not only understand the literary and historical foundations of Western civilisation, but also develop critical reading skills and grapple with the perennial issues foundational to most other forms of intellectual inquiry.</p>

	<p>The Narrating Western Civilisation units combine explorations of literature and history; partly because many great literary works are of great historical importance (and their significance is assisted by understanding their place in history); partly because some accounts of history have literary significance (insofar as they either captured or influenced the developed articulation of a culture's self-understanding and memories).</p> <p>The first few weeks of this initial Narrating Western Civilisation seminar explore at an introductory level the methodologies and theories developed for studying history and literature as distinct disciplines. This will provide a valuable foundation for the subsequent discussions that take place in all three seminar units. The remainder of the unit provides an overview of ancient history and literature from Homer to the close of classical antiquity. To see how these texts are situated within and contribute to the history and literature of Western civilisation, students will explore them with an eye toward the tension between the individual and community, the characteristics of epic and tragedy, the initial conception of the hero in eastern Mediterranean society, the rise of Greek rationalism, the birth of the <i>Polis</i> and of Greek democracy and their decline, and the rise and fall of the Roman Republic. Special attention will be given to the rise of Christianity within the Roman Empire.</p>
<p><b>Prescribed text(s)</b></p>	<p>Homer 2003, <i>The Odyssey</i>, trans. Fagels, R, Penguin, New York, NY.</p> <p>Plato 1999, <i>Plato Symposium</i>, trans. Nehamas, A &amp; Woodruff, P, Hackett, Indianapolis, IN.</p> <p>Virgil 2008, <i>The Aeneid</i>, trans. by Fagels, Penguin Classics, New York, NY.</p> <p>Augustine 2006, <i>Confessions</i>, 2<sup>nd</sup> edn, ed. Foley, M; trans. Sheed, F J, Hackett, Indianapolis, IN.</p> <p>Book of Readings (Available on Moodle™).</p>
<p><b>Recommended readings</b></p>	<p>Camp, W A 2002, <i>An Introduction to Homer</i>, Oxford University, Oxford, UK.</p> <p>Fowler, R (ed) 2004, <i>The Cambridge Companion to Homer</i>, Cambridge University, Cambridge, UK.</p> <p>Freeman, C 2004, <i>Egypt, Greece and Rome: Civilisations of the Ancient Mediterranean</i>, Cambridge University, Cambridge, UK.</p> <p>Gibbon, E 2001, <i>The History of the Decline and Fall of the Roman Empire</i>, ed. Womersley, D, Penguin Classics, New York, NY.</p> <p>Herodotus 2003, <i>The Histories</i>, ed. Marincola, J M; trans. Selincourt, A D, Penguin Classics, New York, NY.</p> <p>Markos, L 2007, <i>From Achilles to Christ: Why Christians Should Read the Pagan Classics</i>, IVP Academic, Downers Grove, IL.</p> <p>Perkell, C (ed) 1999, <i>Reading Vergil's Aeneid</i>, University of Oklahoma, Norman, OK.</p> <p>Plutarch 2009, <i>Roman Lives: A Selection of Eight Roman Lives</i>, trans. Waterfield, R., Oxford University, Oxford, UK.</p> <p>Sophocles 1988, <i>The Theban Plays: King Oedipus, Oedipus at Colonus, Antigone</i>, trans. Watling, E F, Penguin, New York, NY.</p> <p>Stark, R 1996, <i>The Rise of Christianity: A Sociologist Reconsiders History</i>, Princeton University, Princeton, NJ.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as <i>The Holy Bible: New King James Version (NKJV)</i>.</p> <p>This translation and many others may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resources requirements</b></p>	<p>Nil</p>

<b>Content</b>	<ol style="list-style-type: none"> <li>1. Challenges in the Study of History</li> <li>2. Challenges in the Study of Literature</li> <li>3. Homer, <i>The Odyssey</i></li> <li>4. <i>Book of Job</i></li> <li>5. Sophocles, <i>Oedipus Rex</i>, <i>Antigone</i></li> <li>6. Plato, <i>Symposium</i></li> <li>7. Virgil, <i>The Aeneid</i></li> <li>8. St. Augustine, <i>Confessions</i> (selections)</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, students will have:</p> <ol style="list-style-type: none"> <li>1. Identified and understood some of the basic ideas, events and characters in significant texts of Ancient Greece and Rome;</li> <li>2. Comprehended the contribution of Classical writers to the development of the Western literary tradition and culture;</li> <li>3. Grasped and analysed the historical context within which significant texts were written;</li> <li>4. Understood the relationship of the social, cultural, philosophical and theological developments of Ancient Greece and Rome to contemporary events and assumptions;</li> <li>5. Applied knowledge of ideas developed in antiquity to a Christian worldview and to pressing questions of today;</li> <li>6. Participated in group discussion by completing readings and contributing with clarity and coherence; and</li> <li>7. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Weekly Reflections</b></p> <p>Word Length/Duration: 10 x 300 words (5 of which will be graded)</p> <p>Weighting: 30% (6% each)</p> <p>Learning Outcomes: 1-3, 5,-7</p> <p>Assessed: Weeks 3-12</p> <p><b>Task 2: Class Participation</b></p> <p>Word Length/Duration: Weekly</p> <p>Weighting: 10%</p> <p>Learning Outcomes: 1, 2, 4-7</p> <p>Assessed: Weeks 3-13</p> <p><b>Task 3: Short Reflection Essay on Homer's <i>The Odyssey</i></b></p> <p>Word Length/Duration: 1,200 words</p> <p>Weighting: 25%</p> <p>Learning Outcomes: 2-5, 7</p> <p>Assessed: Week 6</p> <p><b>Task 4: Reflection Paper on Virgil's <i>The Aeneid</i></b></p> <p>Word Length/Duration: 1,800 words</p> <p>Weighting: 35%</p> <p>Learning Outcomes: 2-5, 7</p> <p>Assessed: Week 14</p>

**Unit Summary**

This unit is the first of three Narrating Western Civilisation units—a strand that initiates students into a centuries-long conversation through exploring texts and ideas that have shaped Western civilisation. The goal is to provide an overview of ancient history and literature from Homer to the close of classical antiquity, with special attention not only on the methodologies and theories developed for studying history and literature as distinct disciplines but also on the characteristics of epic in Ancient Greece and the rise of Christianity within the Roman Empire.

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