

HRS 117: GODS AND CULTS IN GREEK AND ROMAN ANTIQUITY

In Workflow

1. HRS Committee Chair (jdubois@csus.edu)
2. HRS Chair (harvey.stark@csus.edu)
3. ALS College Committee Chair (irwin@csus.edu; j.gallegos@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 11 Oct 2024 19:48:50 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
2. Fri, 11 Oct 2024 20:00:42 GMT
Harvey Stark (harvey.stark): Approved for HRS Chair
3. Wed, 06 Nov 2024 20:34:52 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Sat, 16 Nov 2024 05:57:42 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
5. Mon, 18 Nov 2024 17:23:02 GMT
Harvey Stark (harvey.stark): Approved for HRS Chair
6. Mon, 18 Nov 2024 19:52:06 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
7. Mon, 16 Dec 2024 06:07:09 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
8. Mon, 16 Dec 2024 19:23:34 GMT
Harvey Stark (harvey.stark): Approved for HRS Chair
9. Mon, 16 Dec 2024 20:03:13 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
10. Tue, 07 Jan 2025 19:01:31 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Fri, 13 Dec 2024 17:47:05 GMT

Viewing: HRS 117 : Gods and Cults in Greek and Roman Antiquity

Last edit: Fri, 13 Dec 2024 17:47:03 GMT

Changes proposed by: Jeffrey Brodd (101022489)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jeffrey Brodd	jbrodd@csus.edu	916-712-4636

Catalog Title:

Gods and Cults in Greek and Roman Antiquity

Class Schedule Title:

Gods & Cults Greek Roman Antiq

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Humanities and Religious Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2025 (2025/2026 Catalog)

Subject Area: (prefix)

HRS - Humanities and Religious Studies

Catalog Number: (course number)

117

Course ID: (For administrative use only.)

140531

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The course itself will change only slightly. The title needs to be revised to eliminate the term "paganism," which more now than before has fallen out of scholarly usage, and the description needs to be revised in order more accurately to reflect the course content, which is as much about Greek religion as it is about Roman religion.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Survey of religious beliefs, practices, and institutions in ancient Greek and Roman cultures. Topics include civic religion, oracles and other forms of divination, goddess worship, ruler cults, healing cults, religious philosophies, mystery religions, astrology, and magical practices. Study of these topics will emphasize the interconnected role of various components of religion, such as myth, ritual, priesthoods and other institutions, sacred art and architecture, and the emotional experiences of participants.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify the basic features of religious belief and practice in Greek and Roman antiquity.	Short essay, mini-exam, midterm exam, analytical paper, and final exam
2	Explain the functions of Greek and Roman religious institutions and the place of religion within ancient political, socioeconomic, and private life.	Midterm exam and final exam
3	Describe the significant historical developments of religious beliefs, practices, and institutions over the millennia from Minoan culture to the end of classical religious traditions in the late Roman empire.	Final exam
4	Appraise the relationship of religious beliefs and attitudes to values of Greek and Roman cultures.	Short essay and analytical paper
5	Exhibit analytical reading skills, written communication skills, and critical thinking skills.	Short essay, mini-exam, midterm exam, analytical paper, and final exam

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities/3B. Humanities

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HRS 117_Syllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

HRS 117 spans religious phenomena from about 5000 BCE to 400 CE, examining a wide swath of ancient Mediterranean cultures, including Minoan, Mycenaean, Homeric, and Classical Greek cultures, the Hellenistic Period, and all phases of the thousand-year period of Roman culture.

Develops an understanding of and appreciation for the diversity of the human community.

The religious phenomena of Greek and Roman antiquity include enduring manifestations of god and goddess worship, and religious institutions and practices of both the elite and the common persons of ancient Mediterranean societies.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

All components of sound academic study religions of Greek and Roman antiquity (and of any other cultures) require demonstration of such knowledge.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Religion, at least until very recently, arguably forms the basis of human culture; this study clearly involves said investigation, description, and analysis.

Compare and analyze various conceptions of humankind.

HRS 117 affords comparison of analysis of Greek and Roman cultures writ large, and of various stages and facets within both cultural streams, which endured for over a millennium.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Religions (again, at least prior to recent times) set forth cultures' most basic "animating ideas and values." HRS 117 studies historical development of both Greek and Roman cultures over long periods (about a millennium for the Roman, and for about three millennia for the Greek).

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

HRS 117 explicitly addresses contributions and perspectives by women, various ethnicities, people across the socio-economic spectra, and (of course) people of various religious affiliations. Homosexuality was taken for granted as normal, and, indeed, appropriate behavior in ancient Greece and, to a lesser extent (but still more so than in our current culture) in ancient Rome.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

HRS 117 requires a short essay of approximately 600 words (worth 10% of the course grade) which is intended in part to serve as a preliminary assignment leading into the analytical paper of approximately 1,800 words (worth 35% of the course grade). Both receive extensive feedback from the instructor. The mini-exam, midterm exam, and the final exam also include in-class writing requirements.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

(See above)

Reviewer Comments:

Scott Perkins (scott.perkins) (Wed, 06 Nov 2024 19:47:36 GMT): I recommend that the justification and GE Section 1 include "gods and goddesses" rather than just "goddesses." ELO 4 reads "Geek" rather than "Greek." ELOs: The only verbs are "describe" (used twice), "explain," (twice), and "demonstrate" (thrice). Some of the ELOs are overly verbose. For example, could ELO 1 be simply, "Describe the basic features of religious belief and practice in Greek and Roman antiquity"? The rest seems less like a learning outcome than a means of achieving that outcome. Could ELO 2 be simply, "Explain the functions, place, and significance of Greek and Roman religion and religious institutions in ancient political, socioeconomic, and private life"? Consider looking for ways to diversify skills (verbs) and simplify (or generalize) the objectives. Then, use the syllabus or even assignment details to be more specific about what students need to do to achieve those outcomes. Assessments: The university doesn't allow us to use the same assessment strategies for each and every ELO. It's important to distinguish strategies' functions so they can be used to measure specific ELOs. In the syllabus, I would put a new header after the catalog description to show that the subsequent material is about GE ELOs. I also recommend numbering the ELOs in the syllabus and tying assessments to them (e.g., "Mini-exam (ELOs 3 and 4), 5%." There are hyperlinks in the syllabus, but, in the absence of detailed info spelled out, I would show the complete URL for anyone who is referring to a printed document. Also, the syllabus needs University-approved language for the DAC and CARES, and the College requires Title IX information.

Jacqueline Irwin (irwin) (Wed, 06 Nov 2024 20:34:52 GMT): Rollback: Dear Jeff, Please see suggestions for revision from Scott. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Joel Dubois (jdubois) (Sat, 16 Nov 2024 05:57:39 GMT): Looks like a great course—thanks Jeffrey!

Jacqueline Irwin (irwin) (Mon, 18 Nov 2024 19:52:06 GMT): Rollback: See email from me. - Jacqueline

Key: 2805