

General Education Foundations of Arts and Humanities (AH) Course Information Sheet

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.

Department, Course Number, and Title Classics 98T "Ancient Hunger, Modern World"

The aim of the GE AH course offerings is:

To provide students with the perspectives and intellectual skills necessary to comprehend and think critically about our situation in the world as human beings. In particular, these courses provide students with the basic means to appreciate and evaluate the ongoing efforts of humans to explain, translate, and transform our diverse experiences of the world through such media as language, literature, philosophical systems, images, sounds, and performances. These courses will introduce students to the historical development and fundamental intellectual and ethical issues associated with the arts and humanities and may also investigate the complex relations between artistic and humanistic expression and other facets of society and culture.

General Education AH Student Goals: Courses fulfilling the GE AH will provide a minimum of five units and should align with some (not necessarily all) of the following four general goals:

1. Students will gain knowledge in the Arts and Humanities.
2. Students will engage in complex analysis and reasoning.
3. Students will demonstrate media and information literacy.
4. Students will communicate effectively.

General Education AH Student Learning Outcomes: Each course should have student learning outcomes listed in the syllabus. These outcomes may be tied to a specific discipline but should be associated with the four broad categories listed above (please see **Appendix I: Arts and Humanities Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

General Guidelines for GE AH Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Arts & Humanities foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Arts and Humanities are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- Literary Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice.

Briefly describe the rationale for assignment to AH foundation area and subgroup(s) chosen.

Hunger cuts to the core of the human experience. Through the analysis of literary texts on hunger students will be able to infer cultural norms that regulate the experience of hunger. They will moreover examine the extent to which hunger makes us human, how hunger shapes our perception of the world, and how poetic language magnifies aspects of hunger not immediately obvious. Hunger offers a lens through which we can reflect on what it means to be human. By comparing and contrasting texts from different cultures (ancient Greece and Rome, the US, and Africa), we will analyze how the literary representations of hungry humans and monsters elicit thoughts, questions, and doubts on the human condition. Does hunger make us human, and if so, why? Does hunger encourage empathy or selfishness, and how do these values (or lack thereof) change over time and across space? In short, we will piece together multiple perspectives from ancient and contemporary authors in order to better understand hunger as a human phenomenon.

Indicate when the department anticipates offering this course in 2019-21 and give anticipated enrollment:

2019-20	<input type="checkbox"/> Fall: Enrollment _____ <input type="checkbox"/> Winter: Enrollment _____ <input type="checkbox"/> Spring: Enrollment _____ <input type="checkbox"/> Summer: Enrollment _____	2020-21	<input type="checkbox"/> Fall: Enrollment _____ <input type="checkbox"/> Winter: Enrollment <u>15</u> <input type="checkbox"/> Spring: Enrollment _____ <input type="checkbox"/> Summer: Enrollment _____
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Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	0.5
Discussion Section	2.5
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	3

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	1
Reading	3
Group Projects	n/a
Preparation for Quizzes & Exams	n/a
Information Literacy Exercises	2
Written Assignments	4
Research Activity	2
B) TOTAL Out-of-class time per week	12

GRAND TOTAL (A) + (B) must equal at least 15 hours/week: 15 (hours)

Please present a concise explanation for the following:

Which of the four student learning goals listed on page 1 are you addressing in your course?

1. Students will gain knowledge of the ancient world by reading a wide range of ancient Greek and Roman poetry. They will compare and contrast ancient sociocultural norms around hunger to contemporary ones. They will also familiarize themselves with theoretical interpretations of hunger, for instance feminist critiques and anthropological analyses.
2. Students will produce close readings of texts, they will compare and contrast how different texts describe hunger and how each text brings to the fore a particular aspect of hunger. They will also break down secondary readings by examining the methodologies, the evidence, and the rhetorical devices which authors use to produce compelling arguments.
3. Students will demonstrate media and information literacy by critiquing ancient texts, by outlining and challenging the arguments of scholars, and by learning to individuate reliable sources for their own arguments.
4. Students will communicate effectively by formulating their ideas argumentatively in writing and in oral presentations.

For each course goal listed above, what are the student learning outcomes you will list in your syllabus? In addition, what types of assignments will be given to determine whether students achieve the learning outcomes? (Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment)

- I pair here a learning objective listed above (and indicated with its number) with the assignments that will make students reach it.
1. Gain knowledge of the ancient world and recognize how sociocultural norms influence the biological and universal experience of hunger.
Participation. Active participation is essential for your success in the seminar. Be ready to discuss the readings with the help of notes and highlighted excerpts. Brings questions about anything that is unclear. Summarize for yourselves the arguments in the secondary readings and be prepared to sustain and/or challenge them.

 2. Practice textual analysis and produce close readings.
Close reading assignment: Write a 2-page paper that focuses on a brief passage (10-15 lines) of your choice. A well-done assignment will avoid excessive plot summary, but will instead discuss the text's features and patterns and how you propose to interpret them. We will have a close reading workshop in class before the assignment is due.

 3. Formulate research questions and test out research ideas.
Write a 3-page paper in which you narrate the development of your thinking process on a question you wish to wrestle with. After stating the question/problem, discuss one primary text and one secondary reading that you deem relevant. Does it use reliable sources? How does the author make use of evidence? Is the argument aligned with the evidence used? Are there contradictions in the author's argument? How does the secondary reading help to answer your research question? This is a thesis-seeking paper; a way to test out a potential argument. You don't have to reach a final position. We will have an exploratory paper workshop in class before the assignment is due.

 4. Present arguments compellingly in oral and written form.
Presentation assignment: In class you will present your final paper outline in 10 minutes. You may use Powerpoint or a paper handout for your presentation. You will aim to state your argument clearly, list the evidence you intend to use (primary and secondary readings) and detail the steps through which you will develop your argument. This assignment will help you finalize the outline of your paper and eventually modify it on the basis of the instructors and your peers feedback. Clarity and concision are essential to receive full points. Please bear in mind that your presentation needs to be tailored to your audience.

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

- Writing scaffolded assignments: 1. Close reading assignment
2. Exploratory Essay
3. Rough draft
4. Final paper
- Each writing assignment will be evaluated on the basis of an evaluation grid which I will provide for students. Each writing assignment will have its own grid. In addition to considering the adherence to the prompt, the writing will be evaluated for its form (grammar, orthography, syntax) and original insights.

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

APPENDIX I

Student Learning Goals with Nested Learning Outcomes for
All General Education (GE) Foundations in Arts and Humanities (AH) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE AH” courses:

- 1. Students will gain knowledge in the Arts and Humanities.**
 - a. Students will recognize the varying historical, social, political, and economic conditions that shape human action.
 - b. Students will identify how individuals relate to or diverge from particular social norms through the creation of artistic and expressive forms.
 - c. Students will examine “texts” in any language or structure, and/or art forms in one or more media.
 - d. Students will account for how different worldviews and challenges are expressed in the arts and humanities as a product of interaction among diverse groups.

 - 2. Students will engage in complex analysis and reasoning.**
 - a. Students will analyze works in the context of an aesthetic movement, critical theory, philosophy, rhetoric, or languages/linguistics.
 - b. Students will articulate perspectives and priorities found in expressive forms.
 - c. Students will describe how insight can inform constructive change and ethical action.
 - d. Students will develop and evaluate an argument informed by evidence.

 - 3. Students will demonstrate media and information literacy.**
 - a. Students will locate appropriate resources to support an argument.
 - b. Students will evaluate resources for their reliability and significance.
 - c. Students will use resources effectively and ethically.

 - 4. Students will communicate effectively.**
 - a. Students will make arguments and express perspectives through a wide range of media or performance (i.e. written, digital, storytelling, visual arts).
 - b. Students will learn how to collaborate with others to express perspectives in diverse media.
 - c. Students will tailor communication to their perspective audiences.
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General Education Foundations of Society and Culture (SC) Course Information Sheet
Please submit this sheet for each proposed course

Department, Course Number, and Title Classics 98T "Ancient Hunger, Modern World"

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The primary texts assigned for this course reflect the ways in which a given society holds specific views on hunger and the ways in which the perception of hunger changes not only across space (from Greece to Rome) and time (from the archaic period in Greece to imperial Rome), but also according to the socioeconomic status of the person who experiences hunger. For instance, the description of hunger in texts on the life of wealthy freedmen in the Roman empire will highlight aspects of hunger, such as gluttony and disgust, that differ from the focus on lower classes' food insecurity in comedies. In addition to ancient literature and culture, students will be introduced to sociological, anthropological, and feminist theories and methodologies. Although the primary sources considered mainly include ancient texts, the course will stress that modern theoretical frameworks are equally important for interpreting the social import of hunger in both ancient and modern contexts. For instance, through a critical analysis of feminist readings, students will become acquainted with the main tenets of feminist critique and will learn how to apply feminist methodologies to their interpretations of texts. They will consider what a feminist theoretical framework, for instance, reveal about the role of women in ancient societies and how this differs from contemporary examples. Thus, Keller's scholarship, for instance, will provide students with an example of how texts and theories can be mutually illuminating: theories because they supply framework for bringing to the fore specific aspects of texts, and texts because they pose questions that need to be addressed by theory.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Diana Librandi, Teaching Fellow

Do you intend to use graduate student instructors (TAs) in this course? Yes No
 If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

2019-20	Fall Enrollment _____	Winter Enrollment _____	Spring Enrollment _____
2020-21	Fall Enrollment _____	Winter Enrollment 15	Spring Enrollment _____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No
 If yes, provide a brief explanation of what has changed:

Unit Guidelines: GE courses within the Society and Culture Foundation Area are all at least 5 units.
 Number of Units: **5**

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

The course requires students to acquire knowledge of various areas of studies. These include classical antiquity and literary genres, the relationship of literature, society, and culture, and contemporary philosophical theorizations of hunger.

Integrative Learning

By reading a range of secondary scholarship on hunger, students will examine how contrasting approaches to the same topic contribute to a better understanding of it. For instance, the approach to hunger from a gender studies perspective will be different from the anthropological approach to taboos around hunger.

Ethical Implications

Students will reflect on the ways in which hunger ties into ethical issues, such as the rationale behind food distribution and the ethical dilemmas around meat consumption. Students will also consider the ethical dangers of making assumptions about how their fellow citizens experience hunger and will ponder the connection between hunger and the present environmental crisis.

Cultural Diversity

By bringing ancient texts into conversation with theoretical perspectives on hunger (and the other way around) students will become alert to the influence of sociocultural norms on the experience of hunger. Learning about the ancient world implies acknowledging cultural diversity. Ancient societies were in themselves multicultural, and considering both their multiculturalism and the ways in which our society differs from past and present examples train students to respect cultural differences.

Critical Thinking

The course focuses on strengthening students' critical skills. Students will learn how to produce a close reading and be encouraged to think comparatively for instance by drawing comparisons between texts and artifacts or by detailing the subtle differences between arguments and theories. They will be also encouraged to highlight the difficult points and possible contradictions in the texts studied.

Rhetorical Effectiveness

Students will learn to convey their arguments effectively in oral and written form. They will be asked to consider how their rhetorical strategies might change according to their audience and to analyze the rhetorical organization of the secondary scholarship they will read.

Problem-solving

- Library & Information Literacy

Library workshop will be embedded in CCLE and students will be required to schedule appointments with research consultant to get started with their research papers. We will also practice researching sources through the library website in class.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>.5</u>	(hours)
2. Discussion Section:	<u>2.5</u>	(hours)
3. Labs:	<u> </u>	(hours)
4. Experiential (service learning, internships, other):	<u> </u>	(hours)
5. Field Trips:	<u> </u>	(hours)

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>3</u>	(hours)
3. Group Projects:	<u>n/a</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>n/a</u>	(hours)
5. Information Literacy Exercises:	<u>2</u>	(hours)
6. Written Assignments:	<u>4</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week 12 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

Ancient Hunger, Modern World
Undergraduate Seminar CLASSICS 98T
Winter 2021, Tuesdays 2-5 pm, Zoom meeting invitation: click [here](#)



Alessandro Tognin, *On the Island*. The author describes the painting with these words: “When you are alone and you feel nervous because you're hungry and the time goes by...”

Course Description

Classics 98T “Ancient Hunger, Modern World” is an introduction to writing, reading, and research in the discipline of Classics. Students will strengthen their analytical skills by reading critically ancient texts in translation, by examining and incorporating secondary sources in their writing, and by working step by step on composing an argumentative essay. In addition to reading critically primary texts (ancient poetry and prose), in our weekly meetings we will break down secondary readings (articles and book chapters) through a close scrutiny of the theories, the evidence, and the methods used by scholars to produce compelling arguments.

Hunger offers a lens through which we can reflect on what it means to be human. By comparing and contrasting texts from different cultures (ancient Greece and Rome, the US, and Africa), we will analyze how the literary representations of hungry humans and monsters elicit thoughts, questions, and doubts on the human condition. Does hunger make us human, and if so, why? Does hunger encourage empathy or selfishness, and how do these values (or lack thereof) change over time and across space? In short, we will piece together multiple perspectives from ancient and contemporary authors in order to better understand hunger as a human phenomenon. In addition

to examining the power of poetic language to bring out problematic aspects of hunger, critical analysis of texts will be crucial to infer the cultural norms of the societies in which these texts were produced. For instance, what does the representation of women as hungry beings in archaic Greek literature reveal about the role of women in archaic Greek society? And how does feminist theory help us read between the lines of ancient texts and reconstruct gender norms in antiquity?

Course Objectives

Through in-class activities and scaffolded assignments (see below), by the end of this seminar students will be able to

- 1) Recognize how sociocultural norms influence the biological experience of hunger.
- 2) Examine and critique ancient texts in translation.
- 3) Practice textual analysis and produce close readings.
- 4) Bring ancient texts into dialogue with modern views.
- 5) Formulate research questions and test out research ideas.
- 6) Develop insightful arguments on the basis of appropriate textual evidence.
- 7) Present arguments compellingly in oral and written form.

Instructor: Diana Librandi (she, her, hers) | dianalibrandi@ad.ucla.edu Feel free to email me with questions and concerns. I will do my best to reply within 48 hours, though often it will be quicker. I may not be able to reply during the weekend nor to last-minute questions.

Office Hours: Monday from 12-2 pm in my Zoom personal meeting room [ucla.zoom/dianalibrandi](https://ucla.zoom/join/9123456789) and by appointment

Disclaimers and Guidelines for Inclusive Discussion

We will come to class with the awareness that hunger is a sensitive topic. According to a 2016 survey, 42% of students across UC campuses experience food insecurity (<https://regents.universityofcalifornia.edu/regmeet/july16/e1attach.pdf>). During our discussions we must bear in mind that our own experience of hunger may differ from that of our peers. I remind you please not to make assumptions about our interlocutors' past and present struggles with food insecurity. It is important to know that food security resources are available on campus; a list of resources can be found at this link <https://eatwell.healthy.ucla.edu/2018/03/16/food-security-on-uclas-campus/>.

In our meetings we aim to create a judgement-free environment, where we strive to never make assumptions about gender, race, body-type, gender pronouns, sexual orientation, and life experiences. It is important to be aware that our readings and discussions may trigger unpleasant emotions or memories in the seminar's participants. Students are encouraged to discuss with the instructor potential modifications to the course material in accordance with their particular sensitivities.

Coursework and Grading Breakdown

Required Texts

Assigned readings will be available as PDFs on the CCLE website for this seminar.

All readings and assignments must be completed for the date listed on the syllabus.

An average of 50 pages will be assigned each week.

The required format for all written assignments is Times or Times New Roman 12, double-spaced, 1 inch margin on each side of the page.

A grading rubric will be provided for each assignment and will be available on CCLE.

Assignments and Grade Breakdown	Due	%
Participation. Active participation is essential for your success in the seminar. Be ready to discuss the readings with the help of notes and highlighted excerpts. Brings questions about anything that is unclear. Summarize for yourselves the arguments in the secondary readings and be prepared to sustain and/or challenge them.		15%
Close reading assignment. Write a 1-page paper that focuses on a brief passage of your choice. A well-done assignment will avoid excessive plot summary, but will instead discuss the text's features and patterns and how you propose to interpret them. We will have a close reading workshop in class before the assignment is due.	week 4	15%
Exploratory essay. Write a 2-page paper in which you narrate the development of your thinking process on a question you wish to wrestle with. After stating the question/problem, discuss <u>one</u> primary text and <u>one</u> secondary reading that you deem relevant. This is a <i>thesis-seeking</i> paper, a way to test out a potential argument. You don't have to reach a final position. We will have an exploratory paper workshop in class before the assignment is due.	week 6	15%
Rough draft. Turn in a 2-page rough draft of your final paper. A rough draft will have an introductory paragraph, a paragraph illustrating the question or problem you wish to address, a thesis statement, and one or two body paragraphs in which you start developing your argument. This assignment will help you start working on your final paper early and will allow you to incorporate feedback in your final version.	week 8	15%
Final paper argument and outline presentation (10 minutes). In class you will present your final paper outline in 10 minutes. You may use Powerpoint or a paper handout for your presentation. You will aim to state your argument clearly, list the evidence you intend to use (primary and secondary readings) and detail the steps through which you will develop your argument. This assignment will help you finalize the outline of your paper and eventually modify it on the basis of the instructor's and your peers' feedback. Clarity and concision are essential to receive full points.	week 10	10%
Final seminar paper The final paper (8-10 pages) will present a specific argument on hunger in light of the material we read. Your paper will be graded for its insight, content, and style. You can find a list of potential other sources for your final paper below (but you're not required to use them).	March 19th 9pm	25%

Introduction to the course and syllabus. Collective reflections on guidelines and expectations for discussion.

Discussion question: What is hunger?

Readings:

- Raymond Tallis, “*Hors d’oeuvre: human is hungry*” pp. 1-8
- Sharman Apt Russell, “Hungry Artists” pp. 1-16
- Man eats \$120,000 banana taped to wall at Miami art exhibition (<https://www.dw.com/en/man-eats-120000-banana-taped-to-wall-at-miami-art-exhibition/a-51575789>)



IN-CLASS ACTIVITY: ANALYSIS OF LIU QIANG’S SCULPTURE ‘29H59’59’

Week 2 (1/12) **Hunger and the Female Body**

Societal and cultural representations of hunger in relation to women’s bodies: breaking down stereotypes and assumptions.

Readings:

- *Odyssey* book 12, Scylla, pp. 185-191
- Ovid, *Metamorphoses*, 8.1-155, Scylla, pp. 171-175
- Roxane Gay, *Hunger*, pp. 156-161, 181-182
- Ellen Driscoll “Hunger, Representation, and the Female Body” in *Journal of Feminist Studies in Religion*, pp. 91-104

IN-CLASS ACTIVITY: FREE WRITING EXERCISE (REFLECTIONS ON DRISCOLL’S PIECE)

WORKSHOP: WHAT IS PLAGIARISM? HOW TO AVOID IT?

Week 3 (1/19) **Feminist Hunger**

Reclaiming the rights of the belly: guts and brain.

Readings:

- Hesiod, *Theogony*, From Gaia to Metis, pp. 11-36
- Catherine Keller, “Of Swallowed, Walled, and Wordless Women” in *Soundings* pp. 328-39
- Elizabeth Wilson, “Underbelly” in *Gut Feminism*, pp. 21-44

IN-CLASS ACTIVITY: CLOSE READING WORKSHOP

Week 4 (1/26) **Hungry Dilemmas**

To eat or not to eat? The ethical dilemmas of the hungry in ancient and modern context.

Readings:

- *Odyssey* book 12, The Cattle of the Sun, pp. 192-197
- Plutarch, *On the eating of flesh*, pp. 1-20
- Marc Rossano, “The Evolution of Taboo” in *Mortal Rituals* pp. 33-45, 56-57 (on the Andes flight disaster)

CLOSE READING ASSIGNMENT DUE

IN-CLASS ACTIVITY: BRAINSTORMING RESEARCH IDEAS STARTING FROM CLOSE READING

Week 5 (2/2) **Hunger and the Environment**

Are we eating up our world? The myth Erysichthon and the environmental crisis

Readings:

- Callimachus, *Hymn to Demeter*
- Ovid, *Metamorphoses* 8.738-878, The myth of Erysichthon, pp. 193-198
- “World Environment Day and the Myth of Erysichthon” <https://www.thenationalherald.com/125507/world-environment-day-and-the-myth-of-erysichthon/>
- Jill Da Silva, “Ecocriticism and Myth: the Case of Erysichthon,” *Interdisciplinary Studies in Literature and Environment*, pp. 103–116

IN-CLASS ACTIVITY: EXPLORATORY ESSAY WORKSHOP

Week 6 (2/9) **Hunger and Social Justice**

Hunger and displacement. Food insecurity for Roman slaves and modern refugees

Readings:

- Selection from Plautus’s comedies (20 pp.)
- Amy Richlin, *Slave Theater in the Roman Republic*, pp. 126-135
- Michelle Pfeifer, “Becoming flesh: Refugee hunger strike and embodiments of refusal in German necropolitical spaces” in *Citizenship Studies*, pp. 459-474
- Frank M.Y. Lemdjo, “Unveiling the Menace of Hidden Hunger in Refugee Camps” in *Hidden Hunger*, pp. 152-160

EXPLORATORY ESSAY DUE

IN-CLASS ACTIVITY: SEARCH FOR AND CITING SOURCES WORKSHOP

Week 7 (2/16) **Hunger as War Strategy**

Hunger as reality and symbol of war

Readings:

- Lucan, *Civil War*, 4.261-381, (6 pp.) (War Siege and Hunger)
- Susan Shepler, “The real and symbolic importance of food in war: Hunger pains and big men's bellies in Sierra Leone” in *Africa Today*, pp. 42-56
- Brent Eng and José Ciro Martinez, “Starvation, Submission and Survival: Syria's War Through the Prism of Food” in *Middle East Report*, pp. 28–32
- Gesine Gerhard, “Food and Genocide: Nazi Agrarian Politics in the Occupied Territories of the Soviet Union” in *Contemporary European History*, pp. 45–65

IN-CLASS ACTIVITY: THESIS STATEMENT WORKSHOP

Week 8 (2/23) Ambitious Hunger

“Stay hungry”: hunger as a metaphor of social ambition

Readings:

- Petronius, *Dinner at Trimalchio's*, pp. 20-68
- Seneca, *Letters to Lucilius* 15, 18, 47, 95
- Victoria Rimell, “The beast within” in *Petronius and the Anatomy of Fiction*, pp. 49-59
- Christine Richardson-Hay, “Dinner at Seneca's Table: The Philosophy of Food” pp. 71-96
- Steve Jobs’ commencement speech: <https://news.stanford.edu/2005/06/14/jobs-061505/>

ROUGH DRAFT DUE

IN-CLASS ACTIVITY: STRATEGIES FOR SELF-REVISION WORKSHOP

Week 9 (3/2) Hunger, Invective, and Satire

Making fun of the hungry in ancient Rome

Readings:

- Catullus Poem 21
- Martial, *Epigrams*, 2.14, 2.40, 2.51
- Philip Peek, “Feeding Aurelius' Hunger: Catullus 21” pp. 89-99
- Richard Prior, “Going Around Hungry: Topography and Poetics in Martial 2.14” pp. 121–141.

IN-CLASS ACTIVITY: HOW TO STRUCTURE A THESIS-GOVERNED PAPER WORKSHOP

Week 10 (3/9) Final Paper Presentations

Students will present the argument and the outline of their final paper for further feedback from the instructor and the seminar’s students. Final remarks.



New Course Proposal

Classics 98T Ancient Hunger, Modern World

Course Number Classics 98T

Title Ancient Hunger, Modern World

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. No previous knowledge of Greek and Latin required. Study of the social and cultural aspects of hunger in the classical world. Readings focus on selections from works of ancient authors in translation.[The class fulfills GE requirements in Arts and Humanities or Society and Culture.]

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Syllabus_Librandi.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Diana Librandi) UID: 604519123
Professor Alex Purves is the faculty mentor for this course. UID:703155076
Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 13, 2020

Grading Structure Participation - 15%
Close Reading Assignment - 15%
Exploratory Essay - 15%
Rough Draft 15%
Final paper argument and outline presentation - 10%
Final seminar paper - 25%

Effective Date Winter 2021

Discontinue Date Summer 1 2021

<u>Instructor</u>	Name	Title
	Diana Librandi	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Classics

<u>Contact</u>	Name	E-mail
	ALISON FEDYNA	afedyna@teaching.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Scheduling Office

Status: Pending Action

Role: L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

Status: Approved on 8/31/2020 3:10:15 PM

Changes: No Changes Made

Comments: No changes. Approved on behalf of Jeff Lewis, Chr, College FEC, per e-mail 8/21/2020

Role: Department/School Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Returned for Additional Info on 8/31/2020 3:01:02 PM

Changes: No Changes Made

Comments: Uploaded revised syllabus with correct course number (98T)

Role: L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

Status: Returned for Additional Info on 8/28/2020 2:11:40 PM

Changes: No Changes Made

Comments: Course number in the syllabus does not match.

Role: CUTF Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Approved on 8/28/2020 11:58:05 AM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Submitted on 8/28/2020 11:57:22 AM

Comments: Initiated a New Course Proposal

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