



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department SILC
Prefix SLC Number 394 Title Classical Historians Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? (Choose one) If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description:

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Almira Poudrier E-mail almira.poudrier@asu.edu Phone 602-738-5784

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 8/5/2015

Chair/Director (Signature): [Handwritten Signature]

SLC 394 Special Topics: Classical Historians
Core Area: Humanities, Fine Arts, and Design

Catalog Description:

Covers topics of immediate or special interest to a faculty member and students.

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised April 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
SLC	394	The Classical Historians	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
#1	The primary focus of this class is to analyze and compare Greek, Roman and Hellenistic historians, to give the student a comprehensive understanding of classical history through these historians, and to explore the development of ancient historiography through their works.	Students will read significant excerpts from all the major Greek and Roman historians, including Herodotus, Thucydides, Polybius, Livy, Suetonius, and Tacitus and many of the minor figures such as Hecataeus, Sallust and Plutarch as well. The excerpts and authors are chosen to give a comprehensive idea of all the history that was written in the ancient Greek, Hellenistic, and Roman worlds, with particular interest in how history was invented and the development of historical traditions in the ancient world. A full list of the authors is included on the reading list, page 3 of the syllabus.
#2	The early part of the course explores the development of the concept of history from its earliest origins in geography, ethnography, and narrative storytelling into a field that conceives of human development as a series of events influenced by a variety of factors.	The study of Herodotus in his archaic Greek context will introduce the student to the development of the concept of history and ask the student to explore how Herodotus developed his concept of history from earlier authors devoted to ethnography, epic, geography, and other fields like medical writing, with a particular emphasis on Herodotus as the first author to begin analyzing the influences on human events. Essay Exam #1 (see page 2 of the syllabus for a description) will ask students to analyze these earliest origins of historiography and how the methods and themes of writing history changed from Herodotus to Thucydides.

Historical Awareness [H]
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#3 and 4	Analysis and comparison of the major classical historians will encourage the student to explore how those historians engaged in systematic examination of human institutions, events, and ideas over time.	The study of Roman and later Roman historians will focus on the influence of earlier historians on the works of these authors, and how they in turn influenced the authors to come. Consistency and change in the treatment of general historiographical concepts such as prosopography, military history, and social history will be combined with the exploration of more specifically ancient concepts such as the use of speeches in the historical narrative, especially in Essay Exam #3.

SLC 394 Classical Historians in Translation
Syllabus

Course Description and Objectives

This course provides a survey of classical historians and historiography from the earliest proto-historians such as Hecataeus of Miletus to late Roman authors like Procopius, with an emphasis on the major Greek and Roman authors of the classical period. Students will become familiar with the works of these authors, their biographies, and the character of their historiography. Ancient techniques in writing history will be compared and discussed in relation to each other and in relation to modern trends in historical scholarship.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe the basic biography and surviving works of the major classical historians
- Distinguish between the works of the major classical historians according to their content, style, and approach to historiography
- Recognize and discuss the characteristics of classical historiography and how they are used by the major authors of classical history
- Think and write, critically and comparatively, about the major classical historians, the characteristics of classical historiography, and their interaction with modern theory and current trends in the study of history.

Required texts

John Marincola, *The Greek Historians*, Oxford University Press, 2006
Ronald Mellor, *The Roman Historians*, Routledge, 1999
Herodotus, *The Histories*
Thucydides, *The Peloponnesian War*
Livy, *The Early History of Rome*, Penguin, 1971

Contact information and office hours

Dr. Almira F. Poudrier
Office: LL 164B
Office hours: TTh 12:30-1:30, online, and by appointment
email: almira.poudrier@asu.edu

By far the best way to reach me is via email. If you need to set up a meeting outside of my posted office hours, please contact me via email. Please also note that I may hold online office hours in addition to my in-person office hours. Details about that will be available on Blackboard. I don't have a phone in my office. In the case of an emergency, you may call or text me on my cell phone at 602-738-5784. You may find you have better luck getting me on email though!

Grading. I grade on a straight percent scale, not on a curve. All grades are final and non-negotiable (although I am very willing to correct any mistakes and/or explain my criteria if you should have questions). Grades will be assigned using the plus/minus system implemented in Fall 2004.

Grade Distribution

Attendance & Participation (daily homework preparation, group work, class discussion)	30%
Essay Exams (3 @ 10% each)	30%
Rough draft of final paper	10%
Final Paper	30%

Assessment

Attendance and homework preparation will be assessed through evaluation of daily short written responses to questions. These will mostly be questions about the reading, and may ask the student to reproduce details from the readings or to reflect upon thematic questions in a critical way. Group work will happen randomly and will address larger thematic questions in a comparative way. Grades for group work will generally be given for the whole group, but I reserve the right to give individual grades for the chronically unprepared. Whole-class discussions may also be used by guest speakers, and

participation in these will also count toward attendance and participation grade. Daily written assignments, group work, and class discussion grades cannot be made up under any circumstances.

Essay Examinations: There will be three essay examinations at regular intervals throughout the course. These essays will require the student to approach questions regarding the primary source material in a critical and comparative way. Possible questions for the essay exams will be provided one week in advance of the test, so that students can prepare their answers ahead of time. Although done in-class and in an exam format, the essay will require a thesis format, careful argument, and reference to the primary and secondary source material they have encountered in the class.

The final paper for the course will be on a topic of critical inquiry and research. The topic for the paper can be a single author, in which case the student will discuss themes and influences in his work along with his place in the genesis and development of ancient historiography. Likewise, students might choose to comparatively analyze a group of authors and how their collective works influenced the development of historiographical traditions. Their research will result in a significant research paper, at least 7500 words (15-20 pages), and with reference to at least one primary source and at least 5 reputable secondary sources. The topic will be chosen by the student in consultation with the instructor. A separate rough draft is required, including a thesis statement, outline, and bibliography. The rough draft will be returned to the student before the final paper is due, to facilitate the production of the paper and improve the student's ability to craft a strong argument.

Attendance, Absences & Accommodations

Attendance is required. In-class activities such as group work and daily attendance exercises cannot be made up under any circumstances. Tests can be made up in cases of an emergency or illness, but I will insist on documentation of the reason for your absence.

If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>
- Disability resources: <http://www.asu.edu/aad/manuals/ssm/index.html#700>. NB: Students requesting accommodation for reasons of a disability must be registered with the Disability Resource Center and submit the appropriate documentation from the DRC.

Classroom Behavior

During class, please refrain from using your various portable devices. Use of these items—however unobtrusive you may think you're being—is distracting and annoying to those around you and to me. If you absolutely need to take a call or respond to a text in an emergency, please leave the classroom to do so and return when your business is finished. Tablets and laptops for note-taking purposes may be allowed at my discretion, but please refrain from using them to check social media, play games or answer emails. That's just rude. Recording devices may be permitted at the discretion of the instructor (see me).

Regarding other issues, I run a fairly casual classroom, but I expect you to treat me and the other students in the class with attention and respect. If you have questions, please ask me instead of whispering to your neighbor. If you have a question, chances are others in the class do as well! Any disruptive, threatening, or violent behavior will be dealt with according to University Policy, which can be found at: <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Academic Integrity

Scholastic dishonesty on any assignment will result in a failing grade (E) for that assignment which may not be dropped. Scholastic dishonesty includes any kind of cheating. For the university policy, which this class follows, see: <http://www.asu.edu/aad/manuals/acd/studentacint.html>.

All the contents of lectures, including written materials distributed to the class, are under copyright protection. Written permission must be secured from the official instructor(s) of the class in order to sell the instructor's oral communication in the form of notes. You may also need permission from the author/publisher of our textbook in order to reproduce such materials. For more information on this, see: <http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Statement on Course Content (Caveat Lector)

It is very important that students remember that the purpose of this course is to study other cultures. Many aspects of ancient language and society may seem familiar to us today; however, other aspects are also alien and might even be considered offensive in today's society. If you find some of the course content offensive, please feel free to discuss it with me, my colleagues in Classics, or the director of SILC. All of us may be contacted in person or by email.

Extracurricular Opportunities & Extra Credit

Various extra credit opportunities will be afforded throughout the semester. All extra credit and other extracurricular activities will be announced in class and on Blackboard. Extra credit for this class always applies to the attendance and participation portion of the grade. Extra credit cannot be used to affect test or final exam grades.

Tentative Schedule of Assignments

Part I: Greek Historians

Week 1:

Tentative Reading Schedule

Before Herodotus: Hecataeus, Hellanicus, and friends
Marincola Chapter 1, p. 9-14
Thomas, "Introduction" in *Herodotus in Context*,
Cambridge University Press, 200, p. 1-27
Excerpts from Hecataeus

Week 2

Herodotus, Book 1 and 2
Marincola Chapter II, p. 19-30

Week 3

Herodotus Book 7 and 8
Marincola Chapter II, p 31-61

Week 4

Thucydides Books 1-2
Marincola Chapter III, p. 61-73 and 98-105

Week 5:
Essay Exam #1

Thucydides books 6-7
Marincola Chapter III, p. 73-98

Week 6

Xenophon's *Anabasis* 1-4

Part II Mind the Gap: Hellenistic History

Week 7:
Essay Exam #2

Selections from Polybius
Marincola Chapter IV and V, pages 105-148

Part III Roman Historians

Week 8:
Paper Topic due

Before Livy
Cornelius Nepos, selections
Sallust, *The Jugurthine War*
Mellor, Chapter 1 and 2, p 6-47

Week 9

Livy Books 1-2
Mellor, Chapter 3, p. 48-75

Week 10
Essay Exam #2

Livy Books 3-5

Week 11
Preliminary Bibliography for Final paper due

Livy's Contemporaries:
Dionysius of Halicarnassus. *Roman Antiquities*, Book 1
Excerpts from Velleius Paterculus

Week 12

Tacitus, *Annals*, Part 2 (Claudius and Nero)
Mellor, Chapter 4, p. 76-109

Week 13,

Suetonius, *Lives of Claudius and Nero*

Outline for Final paper due

Mellor, Chapter 6, p. 132-164

Week 14:

Plutarch, Lives of Pericles and Alexander

Rough draft for final paper due

Essay Exam #3

Week 15

Later Roman Authors

Eusebius, Book 10 (Constantine)

Selections from Ammianus Marcellinus

Mellor, Chapter 5, page 110-131

Final Paper Due at the regularly scheduled final exam.