



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: Humanities, Arts and Design-HU

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 (SQ/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
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
SLC/GRL/LAT	394	The Classical Historians	HU

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
#2 and 4d	The primary focus of this class is to analyze and compare Greek, Roman and Hellenistic 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. Discussion, daily assignments and essay exams in the course will ask students to analyze the works of the ancient historians in a critical and comparative manner, assisted by secondary material that will encourage them to interpret these texts with an emphasis on the development of historiographical trends from the classical period, which form of the foundation of modern historiography. Authors and readings can be found in the reading schedule on page 3 of the syllabus. Description of daily written responses are found on page 1-2 of the syllabus.
4d	The final paper for the course will require students to analyze the development of ancient historiography as a literary tradition.	Students will either be required to choose a single author and discuss themes and influences in his work along with his place in the development of the historical tradition in the ancient world, or they will be required to compare the work of multiple authors and to interpret the influence of their collective works in the development of ancient historiography. Description of this paper can be found on page 2 of the syllabus.

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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

Tentative Reading Schedule

Week 1:	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

Later Roman Authors

Week 15

Eusebius, Book 10 (Constantine)

Selections from Ammianus Marcellinus

Mellor, Chapter 5, page 110-131

Final Paper Due at the regularly scheduled final exam.