



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: Literacy and Critical Inquiry-L

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]

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-top: 10px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-top: 10px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-top: 10px;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	General Studies Designation
SLC	394	Classical Historians	L

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)
C-1	70% of the final grade is based on writing assignments	The Final paper, along with a mandatory rough draft, comprises 40% of the final grade. Three essay exams at 10% each make up an additional 30% of the final grade for the class.
C-2	All of the writing assignments involve critical inquiry in the form of gathering, interpreting, and evaluating evidence.	Daily short written assignments require students to read homework assignments and answer critical and analytical questions about themes and ideas in the readings. Essay examinations likewise require students to gather information from and utilize secondary research in order to approach primary source material in a critical and comparative way. The final paper is a significant research paper involving extensive research and analysis.
c-3	The final paper for the class, along with the three essay examinations, representing sustained and in-depth engagement with the materials.	The final paper for the class is a significant research paper at least 7500 words in length, and the mandatory primary and secondary source material requires the student to engage in significant research throughout the semester. The three essay exams, while completed in class, each represent a synthesis of several weeks of reading, discussion, and analysis of the topics. Questions for these essays are also provided ahead of each examination, requiring students to gather, interpret and evaluate evidence in preparing their answers.
C-4	The final paper for the course requires several steps in its completion, including an outline, bibliography, and rough draft	The rough draft of the final paper is required, separately graded, and returned well before the final paper is due, in order to provide timely feedback to the student. In addition, earlier intervention is also provided, including a mandatory bibliography and outline in the second half of the term in order to facilitate the research and writing process.

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.

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%	C-1
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.

C-2 & C-3 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.

C-2 & C-3 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

Tentative Reading Schedule

Part I: Greek Historians

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:

C-4 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

C-4 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

C-4 Outline for Final paper due

Mellor, Chapter 6, p. 132-164

Week 14:

Plutarch, Lives of Pericles and Alexander

C-4 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.