



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 294 Title Propaganda of the Ancient Romans Units: 3

Is this a cross-listed course? Yes If yes, please identify course(s) LAT 294

Is this a shared course? No 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). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. (Required)

Course description: This course provides an in-depth exploration of the major authors promoting political figures and policies in the later Roman Republic and early Roman Empire, including prose, epic, poetry and inscription. Students will read large selections of the relevant authors (Livy, Horace, Vergil, and Augustus) through a variety of short and manageable assignments, and will interact with ancient sources and modern scholarship through class discussions, brief research papers, and essay exams.

Requested designation:

Mandatory Review: (Choose one)

Humanities, Arts and Design-HU

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

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 Lidia Haberman E-mail lidia.haberman@asu.edu Phone

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 1/10/17



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

W. J. ...

1.23.17

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	294	Propaganda of the Ancient Romans	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 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)
2, 4d	This course concerns the interpretation and analysis of three authors representing three different genres of Roman literature who all engaged in propaganda at the end of the Roman republic, and the development of the historical tradition of propagandistic literature from the late Roman republic to the early Roman empire	Lectures and discussions will address in-depth three different genres of Roman literature (epic poetry, lyric poetry, and prose history) that engaged in propaganda in the late Roman republic and early empire. Students will be required to read for homework, discuss in class, and be tested on extensive selections from Vergil, Livy and Horace. Some time will also be given to a discussion of the inscriptional evidence of the Res Gestae, allowing comparison of the presentation of Augustus in literature to his presentation of himself through inscription. The stylistic elements of the three genres and how they were used by the three authors to further their propagandistic missions will be a central focus of the class in lectures, discussions, and in homework assignments. Comparison of the propaganda in the late Republic to that of the early Empire will likewise be a central theme of the course. Students will be required to think and write critically about both the effectiveness of the literary devices of genres in producing propaganda and the development of the tradition of propaganda as government changed, in the midterm and final exam. Students will also be required to engage in research focused on these issues but also will be allowed to address more modern propaganda comparatively, in the two research papers. See the 'assessment' portion of the Syllabus (page 2) and the tentative list of topics and readings (page 3)

SLC 294 Propaganda of the Ancient Romans

Syllabus

Course Description and Objectives

This course provides an in-depth exploration of the major authors promoting political figures and policies in the later Roman Republic and early Roman Empire, including prose, epic, poetry and inscription. Students will read large selections of the relevant authors (Livy, Horace, Vergil, and Augustus) through a variety of short and manageable assignments, and will interact with ancient sources and modern scholarship through class discussions, brief research papers, and essay exams.

Learning Outcomes

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

- Identify the major authors of Roman propaganda and their works in terms of historical period and genre
- Discuss the relationship of major authors of propaganda to powerful figures, current events and the policies that shape their work
- Distinguish between prose, poetry, epic, and inscription at Rome and elucidate how the specific characteristics of each genre are utilized to promote political figures and policies
- Analyze critically and comparatively the stories, themes, and stylistic features employed by the ancient Roman propagandists in promoting their leaders and the interests of their government.

Required texts

Vergil, Aeneid, translated by Alan Mandelbaum, Bantam Classics, 1981, ISBN 0553210416

Livy, Early History of Rome, translated by Aubrey de Selincourt, Penguin Classics, 2002 ISBN 0140448098

Horace, the Odes of Horace, translated by Jeffrey Kaimowitz, Johns Hopkins University Press, 2008, ISBN 10-0-8018-8996-0

Other readings, including ancient sources and modern articles, will be available on blackboard and through the ASU Libraries online resources.

Contact information and office hours

Lidia Haberman

Office: LL 417

Office hours: MWF 11:35-12:25 and by appointment

email: lidia.haberman@asu.edu

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.

A+: 97-100	A: 93-96	A-: 90-92
B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 70-76	D: 60-69
E: below 60		

Grade Distribution

Attendance & Participation (daily homework preparation, group work, class discussion)	25%
Preliminary Work for 2 short research papers (research and rough draft)	10%
2 short research papers	40%
Midterm Exam	10%
Final Exam	15%

Assessment

Attendance and homework preparation will be checked daily through a variety of in-class activities such as brief written responses to questions and short quizzes about the homework. Participation in daily discussions will also count toward attendance and participation grade. Daily attendance and class discussion grades cannot be made up under any circumstances.

Two short papers will require students to engage in critical inquiry and research which will result in a tightly focused research paper (5-7 pages). Papers must be on separate topics, and must include references to at least one primary source and at least three reputable secondary sources. Topics will be chosen by the student in consultation with the instructor, and may address comparative topics suited to the students' major or extracurricular interests. A separate rough draft is required for each paper. 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.

Midterm and Final exams will be essay exams and will be cumulative and comprehensive. Possible questions for the essay exams will be provided before the exam to aid the students in their preparation.

Attendance, Absences & Accommodations

Attendance is required. In-class activities such as group work and daily attendance exercises cannot be made up under any circumstances. Writing assignments and exams 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 Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/drc>. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

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 or in any other way distribute the instructor's oral communication in the form of notes or in any other way. You may also need permission from the author/publisher of our textbook(s) 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 paper grades.

Tentative Schedule of Assignments

Week 1: Exile of the Tarquins and Rape of Lucretia

Week 2: Heroes of the Republic

Week 3: Revolt of the Debtors

Week 4: Coriolanus

Rough draft of 1st Paper due

Week 5: The Divine Emperor and the Heroic Poet

Final draft of 1st paper due

Week 6: Maecenas the Minister of Propaganda

Week 7: Horace on Augustus

Midterm exam

Week 8: Cleopatra

Week 9: Flight from Troy/Arrival in Italy

Rough draft of 2nd paper due

Week 10: Fall of Troy (Vergil and friends)

Final draft of 2nd paper due

Week 11: The Odyssey of Aeneas

Week 12: The Dido Affair

Week 13: Funeral of Anchises

Week 14: Aeneas in the Underworld

Week 15: Augustus in his Own Words

Final Exam

Tentative Reading Schedule

Livy Preface and Selections from Book 1

Livy Selections from Book 2

Livy Selections from Book 2

Livy Selections from Book 2

Vergil Eclogue 4

Horace Odes Book 1: 2, 6, 12, 14, 21, 31, 35, 37

Horace Odes Book 3: 1-6 and the Carmen Saeculare

Horace Odes Book 4: 4, 5, 6, 14, 15

Vergil Selections from Aeneid Book 1

Vergil Selections from Aeneid Book 2

Vergil Selections from Aeneid Book 3

Vergil Selections from Aeneid Book 4

Vergil Selections from Aeneid Book 5

Vergil Selections from Aeneid Book 6

Res Gestae Augusti