



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: Literacy and Critical Inquiry-L Mandatory Review: (Choose one)

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. E. Reese*

1.10.17

**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.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> 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></p>
Syllabus		
<p>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.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
Syllabus		
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> 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.</p>
Syllabus		
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> 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></p>	Syllabus
<p>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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
SLC	294	Propaganda of the Ancient Romans	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 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)
C1	50 % of the grade for the course is devoted to the research and production of research papers	Two short and tightly focused research papers constitute 50% of the grade for the class. Each one has a mandatory research and rough draft process that is reflected in the grade as well. See the grade distribution area of the syllabus (page 1)
C2, C3	Both of the papers assigned for this class require gathering, interpreting, and analyzing evidence.	Each paper has a required (and graded) research process involving choosing a topic, finding both primary and secondary sources, and analyzing the topic with reference to those sources. Students are required to produce at least one primary source from their ancient readings (this can come from their assigned homework) and three secondary sources (which must be obtained outside of class) as references for their paper. Papers are graded in part on the use of sources to prove the argument of their theses. Students are encouraged to choose topics of interest to them in their other studies, so as to encourage comparative analysis of the chosen primary source material. See the "assessment" area of the syllabus (page 2)
C4	Rough drafts are required for both papers	Rough drafts are required for both papers, along with other "preliminary" work such as producing a bibliography and thesis statement leading up to the rough draft. Separate deadlines for each of these preliminary tasks are designed to help the student craft a strong argument and learn how to go about such a research project step-by-step. Rough drafts with detailed comments are returned a week before the final draft of the paper is due. See assessment and the weekly schedule in the syllabus (pages 2 and 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%	C1, C3
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.

C2 Two short papers will require students to engage in critical inquiry and research which will each 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. Topics must address the development of propagandistic literature in the late Roman republic and early Roman empire, but may also address comparatively other topics suited to the students' major or extracurricular interests.

C4 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. In addition, other preliminary work for each paper will include a draft thesis and annotated bibliography. These will have separate deadlines leading up to the rough draft, to help students approach each paper in a step-by-step fashion.

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

C4 Rough draft of 1<sup>st</sup> Paper due

Week 5: The Divine Emperor and the Heroic Poet

Final draft of 1<sup>st</sup> 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

C4 Rough draft of 2<sup>nd</sup> paper due

Week 10: Fall of Troy (Vergil and friends)

Final draft of 2<sup>nd</sup> 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