



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 Tales of Troy Unlts: 3

Is this a cross-listed course? Yes If yes, please identify course(s) GRK 394, LAT 394

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 ancient Greek primary sources for the Trojan War, including all the major literary sources as well as the archaeology and material culture of the ancient site of Troy. In the second half of the class, students will also be required to explore and engage with the classical tradition of the Trojan war in Roman, Medieval, Renaissance, and modern versions of the story.

Requested designation: Humanities, Arts and Design-HU 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 Almira Poudrier E-mail almira.poudrier@asu.edu Phone 602-738-5784

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 1/10/15



ARIZONA STATE UNIVERSITY

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

Chair/Director (Signature):  1.23.2017

**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.

<b>ASU - [HU] CRITERIA</b>			
<b>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.</b>			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> 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"/>	<b>2.</b> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>3.</b> 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"/>	<b>4.</b> 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"/>	<b>a.</b> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> Concerns the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		• 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	394	Tales of Troy	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 examines several of the ancient Greek literary sources for the Trojan War, and the treatment of the tradition of the Trojan war in other literary and artistic traditions including Roman, Medieval European, Renaissance, and modern Western cultures.	The first half of the course examines in detail the ancient Greek source material for the Trojan War, including the Homeric Epics, several tragedies, and other more minor source material. Students will be required to engage with this material in developing topics to complete the midterm research paper, and will also use this material as the basis for their comparisons in the final project. See the "assessment" area of the syllabus on page 2. The second half of the course specifically compares the ancient Greek source material with the later traditions of the Trojan war, analyzing the development of the tradition of characters like Helen and Briseis, themes like heroism, fate and war, and the way that literary devices such as simile and juxtaposition inform poetry, epic, and other genres like film. Students will be required to engage specifically with the development of the tradition of the Trojan War regarding these themes and ideas in their readings, quizzes, and especially in the final project. See the assessment area of the syllabus on page 2.
4b	A secondary focus of the course will be on the artistic depictions of the Trojan War, in the archaeology and art history of the Greeks, in the artistic tradition of the Trojan War during the Renaissance, and in modern screen and other visual portrayals like graphic novels.	Consideration will be given to art history, archaeology, and visual portrayals of the Trojan War in lectures, homework assignments, and daily attendance work during Week 1, Week 11, Weeks 14 and 15. Students will be encouraged to incorporate discussions of the artistic tradition of the Trojan War in significant ways in their final projects.

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## SLC 394 Tales of Troy

### Syllabus

#### Course Description and Objectives

This course provides an in-depth exploration of the primary sources for the Trojan War, including all the major literary sources as well as the archaeology and material culture of the ancient site of Troy. In the second half of the class, students will also be required to engage with the classical tradition of the Trojan war in Medieval, Renaissance, and modern versions of the story.

#### Learning Outcomes

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

- Describe the surviving primary sources for the Trojan War from both Ancient Greek and Roman literature and art.
- Distinguish between the works of the major Ancient Greek and Roman sources for the Trojan War according to their content, style, and approach to the mythology.
- Discriminate between the stories of Troy in the ancient sources and the reality of the Trojan War as understood in archaeology, history and material culture.
- Recognize and elucidate the major plot points, characters, and literary devices used by ancient authors to tell the story of Troy.
- Analyze critically the tradition of the Trojan War in later works in comparison to their classical origins.

#### Required texts

Homer's Iliad and Odyssey, in *The Essential Homer*, translation by Stanley Lombardo, Hackett Classics, 2000, ISBN 0872205401

A reader with several Greek and Roman tragedies will also be required. Other shorter texts will be uploaded on blackboard or available through ASU's online library access.

#### 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](mailto: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 in blackboard and/or explain my criteria if you should have questions). Grades will be assigned using the plus/minus system implemented in Fall 2004.

A+: 100	A: 93-99	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)	30%
Preliminary Work for Midterm paper (research and rough draft)	10%
Midterm Research paper	25%
Preliminary work for Final project (research and rough draft)	10%
Final Project	25%

#### Assessment

Attendance and homework preparation will be assessed for individual students 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 in class will happen randomly and will address larger thematic questions in a comparative way. Group work online will happen weekly and is intended to help the students develop ideas for the two research projects. 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. Participation in daily discussions will also count toward attendance and participation grade. Daily written assignments, group work, and class discussion grades cannot be made up under any circumstances.

The midterm paper for the course will be on a topic of critical inquiry and research which will result in a short research paper, at least 3000 words, with reference to at least one primary source and at least 5 reputable secondary sources. The topic will be highly focused and chosen by the student in consultation with the instructor. Topics must address primarily the ancient Greek sources for the Trojan War. 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.

The final project will be a presentation in class on a topic of critical inquiry and comparative analysis which will be conducted by a group of 3 or 4 students working together. Pairs may be allowed in a smaller class at the instructor's discretion. Each group will choose a work in the classical tradition and analyze it comparatively, with special reference to the ancient Greek primary sources that are the focus of the course readings, but with considerable freedom to compare medieval, Renaissance and modern works. Topics will be chosen by groups in consultation with the instructor. Preliminary work in the form of thesis, bibliography, and powerpoint rough draft will be required to facilitate the production of the presentation and improve the students' 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. Other assignments 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 Sources

Week 1: Overview of the war, archaeology and art history, oral poetry

Week 2: Before the War, part I

Week 3: The Fall of Troy I

Week 4: The Fall of Troy II  
Topic for Midterm paper due

Week 5: After the War, Part I  
Bibliography for Midterm paper due

Week 6: After the War, Part II  
Rough draft for Midterm paper due

Week 7: The Returns, part II

##### Part II: The Tradition

Week 8: Roman Retellings, part I  
Midterm paper due

Week 9: Roman Retellings, part II

Week 10: The Medieval Tradition  
Groups for final project form

Week 11: The Renaissance and Enlightenment  
Topics for final project due

Week 12: Modern Interpretations (poetry)

#### Tentative Reading Schedule

Thompson articles (pdf on blackboard)

Selections from Hyginus  
Selections from Herodotus  
Euripides, *Iphigenia at Aulis*

Selections from the *Iliad*

Sophocles, *Philoctetes*  
Sophocles, *Ajax*  
Selections from Hyginus on the Trojan Horse

Euripides, *Trojan Women*  
Euripides, *Hecuba*  
Euripides, *Andromache*

Selections from the *Odyssey*

Aeschylus, *Agamemnon*  
Euripides, *Helen*  
Euripides *Iphigenia at Tauris*

*Aeneid* Book 2  
Ovid *Metamorphoses* 12 and 13  
Seneca, *Agamemnon*

Ovid *Heroides* (Helen and Briseis)  
Seneca, *Trojan Women*

Selections from *le Roman de Troie*  
Chaucer, *Troilus and Criseyde*

Shakespeare, *Troilus and Cressida*  
Tennyson, *Ulysses*  
Artistic portrayals of the Trojan War

Kazantzakis, *The Odyssey, A modern Sequel*

Bibliography for final project

Week 13: Modern Interpretations (novel)

Selections from James Joyce, *Ulysses*  
Selections from MZ Bradley, *Firebrand*  
Selections from Starkston, *Hand of Fire*

Week 14: Modern Interpretations (comic book)  
Rough draft for final project

Selections from Shanower, *Trojan War*

Week 15 Modern Interpretations (film)

*O Brother, Where Art Thou* (2000)  
*Troy* (2015)