



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 Units: 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. Chair/Director Initials (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: 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 (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): Nina Berman Date: 3/13/2017

Chair/Director (Signature):

*W. E. B. ...*

**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: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block;">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: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block;">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: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block;">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	394	Tales of Troy	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, C2	70% of the final grade will be earned in writing assignments--a midterm research paper (done by individuals) and a final research project (done by pairs or groups but with individual responsibility for research for each student), along with the preliminary work for each assignment such as thesis, bibliography and rough draft, which will be collected, assessed and returned to students before the final work is completed. See the grade distribution area of the syllabus on page 1	The midterm research paper will be a traditional paper involving research and critical analysis and specifically focused on the ancient Greek primary sources. It has various requirements for research, such as 5 reputable secondary sources consulted and referenced in the paper, and will require a thesis statement, bibliography, and rough draft to be turned in, assessed before the final draft is due, to help students with the process of researching, analysis and effective composition. See the "assessment" portion of the syllabus on page 2. The final project will be done in pairs or groups, but each student will be responsible for gathering evidence and interpretive analysis as part of their contribution to the project. This can be done in various formats such as choosing a different work for each student to compare to the ancient Greek source material. Each student in the group will also be required to turn in a written portion of the final project, with an annotated bibliography, summary report of their research, analysis of their findings, and discussion of their contribution to the final presentation. Preliminary work in the form of thesis, bibliography, and powerpoint rough draft will be required for the whole group, to facilitate the production of the presentation and improve the students' ability to craft a strong argument. See the "assessment" portion of the syllabus on page 2.
C3	Two substantial research and writing assignments make up more than half of the requirements for the course	The midterm paper is a substantial research paper with a minimum of 3000 words and requires students to engage in research and critical analysis to complete it. See the assessment portion of the syllabus on page 2. The final project will either be presented in class or digitally recorded for distribution to the class, depending on class size and time available. Length of these projects will depend on the number of students involved, but will involve substantial research and analysis on the part of each student in the group. See the "assessment" portion of the syllabus on page 2.

C4	The preliminary work for each of the 2 research projects is a separate category and will be required and assessed separately. All the preliminary work is due before the final draft and will be returned with extensive notes and suggestions before the final draft is due. See the weekly schedule on page 4 of the syllabus.	Preliminary work for each project consists of drafting a thesis statement, annotating bibliography, and producing a rough draft. Each of these gets a separate grade, has a separate deadline, and is returned in a timely fashion to assist students in crafting a strong paper or presentation.

## SLC 394 Tales of Troy

### Syllabus

Nota Bene: this course has applied for general studies designations HU and L. This syllabus is just a draft, significant changes will be made, so don't buy the textbooks or anything yet! This is just to give you an idea of what we will cover and what the grades will be based on.

### Course Description and Objectives

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.

### 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%	
Midterm Paper		35%	
thesis statement, outline, and bibliography	5%		C1, C3
rough draft	5%		
final draft	25%		
Final Project		35%	
Preliminaries (thesis, bibliography, rough draft)	10%		
Final Project presentation portion (team work)	10%		
Final Project written portion (solo work)	15%		

## 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.

## C1, C2, C3

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. A separate rough draft is required, including a thesis statement, outline, bibliography, and powerpoint preliminary storyboard. The rough draft will be returned to the group before the final paper is due, to facilitate the production of the paper and improve the students' ability to craft a strong argument. Each student will be responsible for gathering evidence and interpretive analysis as part of their contribution to the project. This can be done in various formats such as choosing a different work for each student to compare to the ancient Greek source material, but some flexibility will be allowed in format. Each student in the group will also be required to turn in a written portion of the final project, including an annotated bibliography, summary of their research, analysis of their individual findings and discussion of their contribution to the final team presentation.

## 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

C4 Topic and Thesis statement for Midterm paper due

Week 5: After the War, Part I

Bibliography and outline for Midterm paper due

Week 6: After the War, Part II

### 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*

Rough draft for Midterm paper due

Week 7: The Returns, part II

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

Part II: The Tradition

Week 8: Roman Retellings, part I

Midterm paper due

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

Week 9: Roman Retellings, part II

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

Week 10: The Medieval Tradition

Groups for final project form

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

Week 11: The Renaissance and Enlightenment

Topic and thesis statement for final project due

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

Week 12: Modern Interpretations (poetry)

Bibliography for final project due

Kazantzakis, *The Odyssey, A modern Sequel*

Week 13: Modern Interpretations (novel)

Outline for final project due

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 and preliminary powerpoint due

Selections from Shanower, *Trojan War*

Week 15 Modern Interpretations (film)

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

Final Projects will be presented in class (or possibly digitally) during the last two weeks of class.

C1 Final Project written portion (done by individuals) May 6, 2017