

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/School	
Prefix:	SLC	Number:	294
Title:	Ancient World in Film		Units:
			3

Course description:

Is this a cross-listed course? Yes **If yes, please identify course(s):** GRK/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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

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)

Requested designation: Humanities, Arts and Design–HU **Mandatory Review:** No

*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 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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 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 Paul Arena **E-mail** paul.arena@asu.edu **Phone** 602 421-5077

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman **Date:** 9/12/17

Chair/Director (Signature):  9.14.2017

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.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		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	Ancient World in Film	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 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)
2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts, and/or the historical development of textual traditions.	This course provides a survey of films set in Ancient Greece and Rome (and a few Biblical settings.) Students will not only learn about the historical context of each individual film's setting, they will also come to understand each film's place in the history of cinema.	As seen throughout the syllabus, by film screenings, lectures and source readings, students will look at both the Greek and Roman subjects represented in these films, and also how this representation fits into current cultural and cinematic contexts. We shall look at films from the "Golden Age" of Hollywood epics, like the Ten Commandments and Ben Hur, down to the more recent period of film and cable television, including films like the "300" or HBO's series "Rome." Students will be asked to show knowledge of the historical (and mythological) sources as well as familiarity with the films themselves in quizzes, and on the midterm and final.
4b Concerns aesthetic systems and values, especially in literature, arts, and design.	Discussions of the cinematic aesthetics of these films are a large part of the class, with particular emphasis on how the medium of film differs from the textual medium of the ancient sources. These discussions will often focus on how a film director has different techniques to utilize when bringing the narrative of the source material to the medium of film.	Weekly Reading Response Questions will engage the students critically (and often!) and will encourage each student to look at themes present in the narratives of the films and texts. Consideration of how these representations of the narrative change from text to film will be an essential component each week in the course. For example, in week 14, the story of the Spartans' heroic stand at Thermopylae will be examined through the film "The 300," through Herodotus' source material, AND Frank Miller's graphic novel "300."
4c Emphasizes aesthetic experience and creative process in literature, art and design.	As we scrutinize these films, attention will also be paid to the aesthetic and creative choices made by directors in representing this ancient material. So both the "production" and "reception" of these films will be a focus of criticism.	The Critical Reaction Papers will feature essay questions directing students to dig even deeper than the response questions in exploring problems of production and adaptation that may have also affected these films. For example, the difficulty and burden of using real animals in live action scenes to depict the great chariot races of Ben Hur can be weighed against the more advanced tech at the disposal of modern directors in films like "Alexander" and the "300," where massive battle scenes and ancient equipment can be more accurately rendered with CGI. Students will be asked whether the new technologies at the disposal of directors in the

Humanities and Fine Arts [HU]

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		production of these films allow for more creativity and more realism than earlier projects.

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Texts

Corrigan	<i>A Short Guide to Writing about Film</i>
Solomon	<i>The Ancient World in the Cinema: Revised and Expanded Edition</i>
Miller	300
Plutarch	<i>Greek Lives</i>
Herodotus	<i>The Histories</i>
Plutarch	<i>Roman Lives</i>
Suetonius	<i>Lives of the Caesars</i>

Goals of Class

The purpose of this course is to examine how popular culture has projected Ancient Greek and Roman myth and history through the medium of Film and Television. We shall begin this journey with tertiary Biblical films and finish with the well known, recent film and television projects “300” and HBO’s “Rome.” Some of the figures you may know -- men like Leonidas, Xerxes, Alexander and Pompey the Great, others you may be less familiar with -- figures like Hypatia, Ptolemy and Aristophanes. We shall also read larger and shorter selections from primary sources in translation as we analyze how writers and directors have made decisions on how to utilize the primary sources in their projects.

Expected Learning Outcomes:

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

- Know the basic facts about the history of ancient themed films in Cinema, including its periodization, as well as the major literary source material related to them.
- Comprehend and interpret the relationship between literary and historical primary sources and works of historical fiction. Particular care will be paid to critically analyzing film against textual sources, taking into account the differences between film and traditional texts.
- Learn to appreciate Greece and Rome’s contribution to the Classical Tradition.
- Think critically about film and learn to analyze film as a narrative form.

Screenings, Readings and Lectures

In addition to the films listed on this syllabus, the course is geared around two sets of texts: Solomon and Primary Readings (Greek and Roman authors.) ALL of these texts are IMPORTANT and REQUIRED. Solomon provides the outline for the course, while our Primary Readings are the accounts of the Greeks and Romans themselves (Suetonius, Herodotus, etc.) SCREENINGS OF THE FILMS AND TELEVISION SHOWS listed on the syllabus will also be REQUIRED.

N.B. Most of these films and television shows are readily available in multiple formats and on multiple devices. Having a means to watch this material is absolutely required to succeed in this course.

The lectures will highlight important scenes and themes in (and sometimes outside) the films and reading material assigned weekly. Class time will often feature a discussion of the Readings and Films, but this is ESPECIALLY true on FRIDAYS, when we will have the majority of our “critical response sessions.”

Exams and Papers

Critical Reaction Papers	20%	
Midterm Exam		20%
Final Exam	25%	

Classwork

Quizzes	20%
Response Worksheets	15%

Groups: I shall divide the students of the course up into groups of 5. The classmates in your group will be your reading response partners, and more importantly, will co-author the response questions for the semester. The details on groups (and your group's name) will be posted on BB.

Responses: on BB under "Questions and Responses," I will post a several questions before each week. Members of the groups will be responsible for a "reader response" to the questions posted. These responses will serve as a springboard for the class discussion during our "critical response sessions." The groups will also turn in a copy of their work for credit.

Quizzes: during the semester two brief multiple-choice/ID quizzes will be given at the end of class. These quizzes will feature 8 multiple-choice questions and one ID testing your knowledge of the current readings/lecture material. Quiz and Response Worksheet scores are combined for your "Classwork" score for the semester.

Reaction Paper: Over the course of the semester, students will complete **two reaction papers in which they will practice using the ancient source readings to answer significant historical questions.** The two reaction papers can be chosen from among the readings over the course of the semester.

Reaction papers are to be no more than 2 pages long, are to cite evidence from the films and ancient sources to support a student's answers to the topic questions, and should avoid quoting, citing, referencing, or repeating the textbook (or any historical work except the ancient sources indicated). More information on the "Reaction Paper" assignment will be provided on BB.

Exams: There will be a **midterm (Monday, October 18) and a final (Wednesday, December 6), both of which will consist of short identifications and one or two short essays.**

Identifications will ask students both to clearly identify some person, thing, or event *and* to briefly indicate why that person, thing, or event is important for the study of these films. On the final, the identifications will relate only to the second half of the course but at least one of the essays will require students to synthesize material from throughout the semester. **Study guides will be provided before each of the two exams on BB, and these study guides will include lists of possible identifications and essay questions for each exam.**

Caveat Lector

It is very important that students remember that the purpose of this course is to study another culture. Greece and Rome are the forefathers of Western culture and many aspects of Greek and Roman society may seem familiar to us today; however, many aspects of their culture 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.

Scholastic dishonesty

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>.

Accomodations

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.

Policy on behavior in the classroom

During lectures and discussion sessions, I assume that you will listen and respond both to me and to one another. In order to accomplish this, you must refrain from using computers, cellphones, PDAs, music players, etc. etc., etc. Use of these items—however unobtrusive you may think you're being—will result in the loss of participation points. Recording devices may be permitted at the discretion of the instructor (see me).

Disruptive behavior of any sort by anyone will not be tolerated. See the university policy: <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

Preparation: Make sure you watch the films and read the texts assigned each week. Focus on trying to understand important characters, places, events and the issues surrounding the films we watch. Make sure you always check the announcements on BB, as I will update our weekly, scheduled agenda in case we stray from the projected schedule. Try to engage the films and texts critically (especially scenes and passages assigned for a special look). The reading "Response Questions" will be posted on BB ahead of time. Much of what we do in class will be interactive -- use it to help you to understand the films, texts (and lectures) in this course. And especially on Fridays, we all need to participate in order for us to have a successful discussion!

August	18	Intro
	21	(Solomon 1)
	23	" <u>The Ten Commandments</u> " (Solomon 4)
	25	" <u>The Ten Commandments</u> " (Solomon 4) Response Groups
	28	" <u>The Passion of the Christ</u> " (Solomon 5)
	30	" <u>The Passion of the Christ</u> " (Solomon 5)
September	1	" <u>The Passion of the Christ</u> " (Solomon 5) Response Groups
	4	<u>LABOR DAY – NO CLASS</u>
	6	" <u>Troy</u> " (Solomon 3)
	8	" <u>Troy</u> " (Solomon 3) Response Groups
	11	" <u>Troy</u> " (Solomon 3) Quiz #1
	13	" <u>Hercules</u> " (Solomon 3)

	15	<u>"Hercules"</u> (Solomon 3) Response Groups
	18	<u>"Agora"</u> (Solomon 2)
	20	<u>"Agora"</u> (Solomon 2)
	22	<u>"Agora"</u> (Solomon 2) Response Groups
	25	<u>"The Satyricon"</u> (Solomon 7)
	27	<u>"The Satyricon"</u> (Solomon 7)
	29	<u>"The Satyricon"</u> (Solomon 7) Response Groups
October	2	<u>"Chi-Raq"</u> (Solomon 8)
	4	<u>"Chi-Raq"</u> (Solomon 8)
	6	<u>"Chi-Raq"</u> (Solomon 8) Quiz #2
	9	<u>FALL BREAK – October 7 - 10</u>
	11	<u>"Hercules in New York"</u> (Solomon 9)
	13	<u>"Hercules in New York"</u> (Solomon 9) Response Groups
	16	<u>"Reign the Conqueror"</u> (Plutarch) Response Groups
	18	Midterm Exam
	20	<u>"Alexander"</u> (Plutarch) Paper #1
	23	<u>"Alexander"</u> (Plutarch)
	25	<u>"Alexander"</u> (Plutarch)
	27	<u>"Alexander"</u> (Plutarch) Response Groups
	30	<u>"Ben Hur"</u> (Solomon 5)
November	1	<u>"Ben Hur"</u> (Solomon 5)
	3	<u>"Ben Hur"</u> (Solomon 5) Response Groups
	6	<u>"Gladiator"</u> (Suetonius)
	8	<u>"Gladiator"</u> (Suetonius) Response Groups
	10	<u>VETERAN'S DAY – NO CLASS</u>
	13	<u>"300"</u> (Herodotus; Miller, <i>300</i>)
	15	<u>"300"</u> (Herodotus; Miller, <i>300</i>)
	17	<u>"300"</u> (Herodotus) Paper #2
	20	<u>HBO's "Rome"</u> (Plutarch)
	22	<u>HBO's "Rome"</u> (Plutarch)
	24	<u>THANKSGIVING – NO CLASS</u>
	27	<u>HBO's "Rome"</u> (Plutarch)
	29	<u>HBO's "Rome"</u> (Plutarch) Response Groups
December	1	<u>Epilogue: Sword and Sandal Epics</u>
	6	Final Exam 12:30 – 2:00

N.B. The above schedule is a tentative guide for our weekly focus with a list of the relevant Solomon and Primary readings. Be sure to check BB announcements for any changes to the schedule week to week.