GENERAL STUDIES COURSE PROPOSAL COVER FORM

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<tr>
<th>Prefix</th>
<th>SLC</th>
<th>Number: 194</th>
<th>Title: Roman Civilization</th>
<th>Units: 3</th>
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Course description:

<table>
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<th>Question</th>
<th>Answer</th>
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<tr>
<td>Is this a cross-listed course?</td>
<td>(Choose one)</td>
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<tr>
<td>Is this a shared course?</td>
<td>(Choose one)</td>
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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.

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<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Is this a permanent-numbered course with topics?</td>
<td>(Choose one)</td>
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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.

**Requested designation: Historical Awareness--H**

**Mandatory Review: (Choose one)**

**Eligibility:** Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact PhyllisLC@asu.edu.

**Submission deadlines dates are as follow:**

- For Fall 2019 Effective Date: October 5, 2018
- For Spring 2020 Effective Date: March 8, 2019

**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 (M)
  - 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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Sarah Bollmarcich</th>
<th>E-mail</th>
<th><a href="mailto:sbollmarc@asu.edu">sbollmarc@asu.edu</a></th>
<th>Phone</th>
<th>480-727-9138</th>
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**Department Chair/Director approval: (Required)**

| Chair/Director name (Typed): | Michael A. Mueller | Date: | 9/18/18 |

**Chair/Director (Signature):** [Signature]
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[H] CRITERIA**

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>✔️</td>
<td>☐</td>
<td>1. History is a major focus of the course. syllabus</td>
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<tr>
<td>✔️</td>
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<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors. syllabus</td>
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<tr>
<td>✔️</td>
<td>☐</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time. syllabus</td>
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<tr>
<td>✔️</td>
<td>☐</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. syllabus</td>
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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses that are merely organized chronologically.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
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<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1. History is a major focus of the course.</td>
<td>The course traces the development of Roman civilization from the foundation of the city in 753 BCE to the fall of the Western Empire in CE 476. Historical events had an enormous influence on the development of that civilization.</td>
<td>Days on the syllabus that specifically cover historical events: 1/9, 1/11, 1/14, 2/4, 2/6, 2/8, 2/13, 2/15, 2/22, 2/25, 3/13, 3/20, 3/22, 3/27, 4/12, 4/17, 4/22, 4/24.</td>
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<tr>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors.</td>
<td>The course looks at the development of Rome in response to both events and its social mores.</td>
<td>Throughout the course; for instance, the syllabus links the explosion of art and culture in the Augustan Age to his reforms and the subsequent empire (days from 3/27 through 4/15). It links the Roman civil wars and class struggles to the conquest of the Mediterranean, which increased class tensions and caused unofficial changes in the constitution that led to the end of the Republic (days from 2/13-2/25, 3/13, 3/20, 3/22).</td>
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<tr>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
<td>The course looks at changes in features of Roman civilization, such as religion, the army, the constitution, art, and literature, over time and in response to historical events.</td>
<td>Throughout the course; for example, Roman religion is first studied on 1/18 but is returned to later in the course, first with changes in the imperial cult under Augustus on 3/27 and then with the advent of Christianity on 4/19. The constitution is first specifically studied on 2/20, but will have been discussed earlier on 1/9 and 1/11 and revisited under the empire on 3/27, 4/17, and 4/22.</td>
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<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic context.</td>
<td>The course interweaves Roman culture (art, literature) and social practices (religion, family life and the role of women) with historical events and trends.</td>
<td>Throughout the course; for instance, the syllabus links the explosion of art and culture in the Augustan Age to his reforms and the subsequent empire (days from 3/27 through 4/15). It discusses topics like Roman values early on to lay out for students the philosophy that led to the Romans conquering the world (1/16 through 2/8), and it traces the decline of the Western Empire in light of political and economic factors (4/17) and social factors like religion (4/19).</td>
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Course catalog description

Covers topics of immediate or special interest to a faculty member and students.
SLC 194: Roman Civilization
MWF 11:50-12:40 pm
Prof. Sarah Bolmarcich
Office hours: TBA, LL 172H

Spring 2019
LL 150
sbolmarc@asu.edu

Description: This course provides students with a broad introduction to the civilization of ancient Rome, from the foundation of the city-state (traditional date 753 BCE) through the fall of the Western Roman Empire in CE 476. The course covers the history, art, architecture, politics, religion, and social life of ancient Rome.

Student Learning Outcomes: At the conclusion of this course, students will be able to:

- Characterize Roman civilization from about 753 BCE, the traditional date of the founding of the city of Rome, through CE 476, the date of the fall of the Western Roman Empire
- Outline the major periods of Roman history, the major Latin literary genres, authors, and works, and the major Roman forms of art and architecture, as well as their artists
- Explain the influence Roman civilization has had on the West, including in today's world, and the differences between Roman civilization and our own
- Describe and criticize Roman civilization, including reckoning with the larger questions and debates about Roman civilization
- Take an analytical approach to Roman civilization, its art, and its literature
- Address Roman interactions with other states in the ancient Mediterranean, including Greece, and in Europe, including "barbarian" cultures like the Saxons and Goths
- Trace the development and transformations of Roman civilization over the course of over 1000 years from 753 BCE through CE 476

Course Requirements
The final grade for this course will be determined as follows:

2 midterms (multiple-choice, true/false, short-answer questions) 20% each
1 final exam (multiple-choice, true/false, essay) 30%
Attendance and participation/in-class quizzes (TurningPoint) 30%

Midterms: About 1/3 and 2/3 of the way through the semester, we will have a midterm exam. The dates are TBA. Questions will be multiple-choice, true/false, or short-answer. Midterms are not cumulative (you will not be asked direct questions on previous material), with the understanding that you may need to remember that previous material to answer some questions.

Final Exam: At the end of the semester (date TBA). Questions will be multiple-choice or short-answer on the material since the last midterm, with the addition of an essay question that will cover the material for the entire semester.

Attendance and participation: You must have a TurningPoint account for this class (used with a clicker, an app on your smartphone, or your laptop via an internet connection). These will be used to take attendance and to answer questions posed to students during the lecture (on the reading for the day and the lecture material).
The grading scale for the course will be as follows:

- A+: 100 (A+'s are only given for natural 100s, before the addition of any extra credit that may be offered)
- 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

**Required materials**
The textbooks for this course are available at the university bookstore. You may also purchase them online (probably for much cheaper), check them out of the library, etc.

- Jo-Ann Shelton, *As The Romans Did: A Sourcebook in Roman Social History*, ISBN 13-987-0-19-508974-5. (Two copies of this book will also be on reserve in Hayden Library.)
- All other readings can be found in the “Daily Folders” section on the Blackboard page.
- You can purchase a clicker/Turning Point license at the ASU bookstore or online. You may use the TurningPoint app on your smartphone or the website responseware.com instead of purchasing a physical clicker.

**Course Caveats**

It is **essential** that you do the reading. Lectures often will not touch upon every point in the reading, but I consider you responsible for the material in both the lectures and the readings and I will ask you questions about both on TurningPoint daily quizzes and exams.

It is also essential that you attend lecture. It is not possible to get higher than a C in this course without attending lecture. All students must have TurningPoint accounts and bring their connected devices to lecture each time. While up to three missed lectures will be forgiven, expect more to lower your grade.

If you run into technical issues with your clicker, you are responsible for contacting UTO or Turning Point to fix them. One way to tell if there are issues is to check your grade on Blackboard regularly and make sure your clicker is registering grades or attendance on that site.
Other Caveats: Threatening Behavior and Course Subject Matter

Disruptive or threatening behavior towards the instructor or fellow students on the course Blackboard site, via email, or in person will not be tolerated. See http://www.asu.edu/aad/manuals/ssm/ssm104-02.html for more information.

It is very important that students remember that the purpose of this course is to study another culture, primarily through its language. The ancient Romans are one of the foundation societies of Western culture, and many aspects of their language and society may seem familiar to us today; however, many aspects of Latin language and Roman 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 supervisor in Classics (Mike.Tueller@asu.edu), or the director of SILC (Nina.Berman@asu.edu). All of us may be contacted in person or by email.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at (https://sexualviolenceprevention.asu.edu/faqs).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://coss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

Intellectual Property and Changes to the Syllabus

All lectures, assignments, and any other course material are my intellectual property and are under copyright. Students may not distribute any course materials – notes, tests, assignments, etc. For ASU’s policy, see http://www.asu.edu/aad/manuals/acd/acd304-06.html.

The syllabus is subject to change if the instructor deems that to be appropriate.

Accommodations and Academic Dishonesty

Students who need any accommodation for the course for reasons of religion or disability should contact me as soon as possible. You may find the university policy on religious accommodations here: http://www.asu.edu/aad/manuals/acd/acd304-04.html.

Students who must miss a course deadline because of an official university-sponsored event or activity must alert me as soon as possible to make the appropriate provisions. You can find the
The ancient Romans lived by a code of honor, and so will we. Assignments for this course (exams and TurningPoint work) are to be entirely your own work and no one else's. I consider using a classmate's TurningPoint account to submit answers on their behalf to be academic dishonesty. Submission of an assignment is equivalent to a statement that this is your own work; if cheating is discovered, the penalty is a zero on that assignment. This may result in failure of the course as well, and a student who fails the course on grounds of cheating will be awarded the grade XE (failure because of academic dishonesty), which will provide a permanent record on your transcript of your academic dishonesty. If you are at all unclear on what comprises academic dishonesty, see me or visit http://www.asu.edu/aad/manuals/acd/studentacint.html.

Schedule of Topics and Readings

These assignments can also be found in the “Daily Folders” page on Blackboard, including any readings not in the textbooks. Readings are due the date under which they are listed (not the next day). Readings marked with a * are available on Blackboard.

M 1/7    Introduction to Ancient Rome (and, Why Do We Care?)
Martin chapter 1

W 1/9    Ab Urbe Condita: The Foundation of Rome, 753 BCE
Martin pp. 41-45

F 1/11   The Republic Is Born, 507 BCE
Martin pp. 46-50

M 1/14   The Struggle of the Orders: Patrician vs. Plebeian
Martin pp. 50-53
Shelton pp. 4-15

W 1/16   Roman Values
Martin pp. 20-27
Shelton p. 2
*Cato the Elder, On Farming

F 1/18   Roman Religion
Martin pp. 34-40
Shelton pp. 359-385

M 1/21   MLK Jr. Day; no classes
W 1/23  Roman Women  
Shelton pp. 288-306

F 1/25  Roman Marriage  
Shelton pp. 37-58

M 1/28  The Roman Family  
Martin pp. 28-31  
Shelton pp. 16-37

W 1/30  *Graecia Capta: Early “Roman” Literature*  
*excerpts from Ennius, Naevius, Livius, and Fabius Pictor*

F 2/1  Roman Comedy  
*excerpts from Plautus and Terence*

M 2/4  Wars in Italy  
Martin pp. 65-70

W 2/6  Wars against Carthage  
Martin pp. 70-75

F 2/8  Wars in the Mediterranean  
Martin pp. 75-79

M 2/11  FIRST MIDTERM EXAMINATION

W 2/13  *Mare Nostrum, “Our Sea”: Roman Manifest Destiny*  
Shelton pp. 268-287

F 2/15  *Optimates vs. Populares*  
review Shelton pp. 4-15

M 2/18  Slaves and Freedmen  
Shelton pp. 163-202

W 2/20  The Roman Constitution  
Martin pp. 53-64
F 2/22  The Roman Civil Wars: The Gracchi  
Martin pp. 79-85

M 2/25  The Roman Civil Wars: Marius and Sulla  
Martin pp. 88-97

W 2/27  The Roman Army  
Shelton pp. 243-267

F 3/1  
*Roma Spelled Backwards Is Amor: Roman Love Poetry  
*excerpts from Catullus, Propertius, and Ovid

M 3/4–F 3/8  Spring Break; no classes

M 3/11  The Gilded Tongue: Cicero’s Court Speeches  
*Cicero, “For Marcus Caelius”

W 3/13  The Conspiracy of Catiline  
*Cicero, “Against Catiline”

F 3/15  Roman Education  
Martin pp. 32-34  
Shelton pp. 100-122

M 3/18  Roman Art and Architecture  
*view slideshow on Blackboard

W 3/20  The Roman Civil Wars: Pompey vs. Caesar  
Martin pp. 97-108  
*excerpts from Cicero’s Letters

F 3/22  The Roman Civil Wars: Antony vs. Octavian  
Martin pp. 109-113  
*excerpts from Cicero’s Letters

M 3/25  SECOND MIDTERM EXAMINATION

W 3/27  The Divine Augustus  
Martin pp. 113-126
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<td>F 3/29</td>
<td>Augustus's Golden Age: Roman Character Reaffirmed</td>
<td>*Vergil, <em>Aeneid</em>, Books 1 and 4</td>
</tr>
<tr>
<td>M 4/1</td>
<td>Augustus's Golden Age: Darkness Visible</td>
<td>*Vergil, <em>Aeneid</em>, Books 6 and 12</td>
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<td>Augustus's Golden Age: Praising the <em>Princeps</em></td>
<td>*Horace, &quot;Roman Odes&quot;</td>
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<td>*excerpts from Ovid</td>
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<td>F 4/5</td>
<td>Augustan Art and Architecture</td>
<td>*view slideshow on Blackboard</td>
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<td>M 4/8</td>
<td>Roman Historiography</td>
<td>*excerpts from Livy, Sallust, and Tacitus</td>
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<td>W 4/10</td>
<td>Roman Satire</td>
<td>*Petronius, &quot;Dinner at Trimalchio's&quot;</td>
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<td>*excerpts from Juvenal and Horace</td>
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<td>F 4/12</td>
<td>The Julio-Claudians and the High Empire</td>
<td>Martin chapter 7</td>
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<td>M 4/15</td>
<td>The Second Sophistic and Roman Philosophy</td>
<td>*excerpts from Lucian and Seneca the Younger</td>
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<td>Shelton pp. 420-430</td>
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<td>W 4/17</td>
<td>The Third-Century Crisis: From Principate to Dominate</td>
<td>Martin pp. 161-167</td>
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<td>Pagans and Christians</td>
<td>Martin pp. 147-161</td>
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<td>Shelton pp. 406-417</td>
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<td>M 4/22</td>
<td>Last Hopes: Diocletian and Constantine</td>
<td>Martin chapter 9</td>
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<td>W 4/24</td>
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TBA  Final Exam
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