

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 SILC
 Prefix: SLC Number: 194 Title: Roman Civilization Units: 3

Course description:

Is this a cross-listed course? (Choose one) If yes, please identify course(s):

Is this a shared course? (Choose one) 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? (Choose one)

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: (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 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 \(MA\)](#)
- [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 Sarah Bolmarcich E-mail sbolmarc@asu.edu Phone 480-727-9138

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Michael A. Tueller Date: 9/18/18

Chair/Director (Signature): 

Course catalog description

Covers topics of immediate or special interest to a faculty member and students.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	syllabus
<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 checked="" 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.	syllabus
<input 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 checked="" 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.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	syllabus
		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.	

Humanities and Fine Arts [HU]

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Course Prefix	Number	Title	General Studies Designation
SLC/LAT	194	Roman Civilization	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)
<p>1. Emphasizes the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</p> <p>4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</p> <p>4b. Concerns aesthetic systems and values, literary and visual arts.</p>	<p>Studies the values of Roman civilization (i.e., politics, social customs and mores); studies Roman religion and its development (specifically Roman religious practices, both civic and individual, and other facets of Roman religion, such as the imperial cult); studies Roman philosophy, and links the development of philosophy to its political and historical context. The majority of lectures use slides to illustrate Roman material culture, including art and archaeology.</p>	<p>Throughout the course, but see especially 1/16 on values, 1/18, 3/27, and 4/19 on religion, and 4/19 on philosophy. Roman social values are studied in lectures on women (1/23), marriage (1/25), the family (1/28), slaves (2/18), education (3/15), and art and architecture (3/18, 4/5).</p>
<p>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</p> <p>4d. Deepen awareness of the analysis of literature and the development of literary traditions.</p>	<p>About one-fourth of the lectures are devoted to introducing students to the major genres, works, and authors of Roman literature (e.g., comedy, satire, Vergil). Emphasis is placed on comprehension and analysis of Greek literary works. The development of Roman literary genres is traced and influence from earlier to later genres is noted.</p>	<p>Days specifically on literature or which assign significant readings from Roman literature include 1/16, 1/30, 2/1, 3/1, 3/11, 3/13, 3/29, 4/1, 4/3, 4/8, 4/10, 4/15.</p>

<p>3. Concerns the comprehension and interpretation/analysis of material objects, images, and spaces, and/or their historical development.</p>	<p>The majority of lectures use slides of material objects to illustrate and develop points about Roman civilization. Several lectures specifically address the development of Roman art and architecture.</p>	<p>Throughout the course, slides of material objects are used in lecture presentations to illustrate Greek civilization for students. Specific lectures that deal with the interpretation, analysis, and development of Roman art and architecture fall on 3/18 and 4/5.</p>

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.

- Thomas Martin, *Ancient Rome*, Yale, ISBN-13 978-0300160048
- 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://eoss.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 | <i>Ab Urbe Condita: The Foundation of Rome, 753 BCE</i>
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, <i>On Farming</i> |
| 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

- F 3/29 **Augustus's Golden Age: Roman Character Reaffirmed**
*Vergil, *Aeneid*, Books 1 and 4
- M 4/1 **Augustus's Golden Age: Darkness Visible**
*Vergil, *Aeneid*, Books 6 and 12
- W 4/3 **Augustus's Golden Age: Praising the *Princeps***
*Horace, "Roman Odes"
*excerpts from Ovid
- F 4/5 **Augustan Art and Architecture**
*view slideshow on Blackboard
- M 4/8 **Roman Historiography**
*excerpts from Livy, Sallust, and Tacitus
- W 4/10 **Roman Satire**
*Petronius, "Dinner at Trimalchio's"
*excerpts from Juvenal and Horace
- F 4/12 **The Julio-Claudians and the High Empire**
Martin chapter 7
- M 4/15 **The Second Sophistic and Roman Philosophy**
*excerpts from Lucian and Seneca the Younger
Shelton pp. 420-430
- W 4/17 **The Third-Century Crisis: From Principate to Dominate**
Martin pp. 161-167
- F 4/19 **Pagans and Christians**
Martin pp. 147-161
Shelton pp. 406-417
- M 4/22 **Last Hopes: Diocletian and Constantine**
Martin chapter 9
- W 4/24 **Last Gasps: Easterners, Westerners, and Barbarians**
Martin chapter 10

F 4/26

Conclusions

TBA

Final Exam

from: Thomas Martin, Ancient Rome

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Jo-Ann Shelton,
As the Romans Did

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