

CLCV / HIST2904A; Fall Term  
The College of the Humanities

**CLCV / HIST 2904A History of Ancient Rome I**

Wed and Fri 11:35 - 12:55 (Sept 5-Dec 7)

Location: Mackenzie 3275

**Dr. Timothy Pettipiece**

Office Hours: Mon 11:30-1:00 or by appointment (Room 2A35 Paterson Hall)

Course Email: [Timothy.Pettipiece@carleton.ca](mailto:Timothy.Pettipiece@carleton.ca)

**COURSE DESCRIPTION**

Ancient Rome and its legacy have been the source of fascination, conflict, and controversy for centuries. Even to day the ancient Roman world is appealed to in the context of various political and ideological debates. This course will outline the history of Rome from its origins to the early empire (NB: CLCV / HIST 2905 *History of Ancient Rome II* will cover the later empire until the coming of Islam). Emphasis will be placed on building a chronological framework in which to explore the issues such as governance, social structure, religion, foreign policy, and cultural change. Moreover, we will engage in a primary source study of the *Lives of the Caesars* by Suetonius.

**COURSE OBJECTIVES**

- to provide students with a basic chronological framework of Roman history
- to introduce key persons, places, and events
- to explore continuity and change within Roman society and culture
- to learn to evaluate sources critically
- to develop research and writing skills

**REQUIRED TEXTBOOK**

Le Glay, Voisin, Le Bohec, *A History of Rome*, 4<sup>th</sup> edition (Wiley-Blackwell 2009)

Suetonius, *Lives of the Caesars* (Oxford University Press)

**EVALUATION**

Midterm I (multiple choice)	25%	(Oct 3)
Midterm II (multiple choice)	25%	(Nov 7)
Final Exam	25%	(TBA)
Research / Written Assignment	25%	(Dec 7)



<b>DATE</b>	<b>TOPIC</b>	<b>READINGS*</b>
Sept 5	Introduction / Review of Syllabus	
Sept 7	Italy Before Rome	HoR Chapter 1
Sept 12	Romulus to Tarquins	HoR Chapter 2
Sept 14	Young Republic (5 <sup>th</sup> -4 <sup>th</sup> cent. BCE)	HoR Chapter 3
Sept 19	Growth of the Republic (3 <sup>rd</sup> cent. BCE)	HoR Chapter 4
Sept 21	Consequences of Conquest (2 <sup>nd</sup> cent. BCE)	HoR Chapter 5
Sept 26	Late Republic (1 <sup>st</sup> cent. BCE)	HoR Chapter 6
Sept 28	Roman World (31-28 BCE)	HoR Chapter 7
Oct 3	<b><u>Midterm I</u></b>	
Oct 5	Augustus and Imperial Regime (29-14 CE)	HoR Chapter 8
Oct 10	Julio-Claudians (14-68 CE)	HoR Chapter 9
Oct 12	The Flavians (68-96 CE)	HoR Chapter 10
Oct 17	The Antonine Empire (96-192 CE)	HoR Chapter 11
Oct 19	Suetonius: Caesar	
Oct 31	Suetonius: Augustus	
Nov 2	Suetonius: Caligula	
Nov 7	Suetonius: Nero	
Nov 9	<b><u>Midterm II</u></b>	
No 14	African and Syrian Emperors (193-235 CE)	HoR Chapter 12
No 16	Equilibrium (235 CE)	HoR Chapter 13
Nov 21	Disintegration (235-284 CE)	HoR Chapter 14
Nov 23	A New Order (284-361 CE)	HoR Chapter 15
Nov 28	Reorganization	HoR Chapter 16
Nov 30	Recovery	HoR Chapter 17
Dec 5	Religious Rivalries	HoR Chapter 18
Dec 7	Conclusion	HoR Chapter 19

*\*Excerpts from primary sources will be presented in-class  
PowerPoint slides used in-class will be posted to CULearn, although lecture notes will not.*

## **RESEARCH AND WRITING ASSIGNMENT: ROMAN PROFILES**

**Methodology:** Any scholarly analysis of the ancient world must be based on a variety of source materials, both ancient and modern, also known as *primary* and *secondary* sources. *Primary* sources include ancient texts and material culture, while *secondary* sources constitute modern academic articles and books. The classicist must learn to use these source bases critically and coherently. The statements of ancient authors and archaeological data must be evaluated and balanced against the interpretations and intentions of modern scholars. Yet both sets of sources are influenced by the context and environment in which they were produced. This assignment will help you learn to negotiate both sets of sources in an effective manner around a singularly focused research question.

**Research Question:** Like most academic fields classical studies has seen many different methodological tendencies come and go. Earlier generations of scholars were focused primarily on texts and the activities of the political and military elite, while more recent researchers have sought to explore a wider range of Roman experiences based on integrating non-literary and material evidence. Over the years, research into the classical world has become far more rich and diverse in nature. For this assignment, you will be asked to write a “profile” of an ancient Roman utilizing both primary and secondary source material.

### **Step I: Finding a Research Subject**

Select one of the following more or less typical ancient Romans around which to build your profile. NB: You are looking to create a general profile of someone who occupied this social role, rather than a portrait of a specific individual.

- emperor
- senator
- soldier
- citizen
- slave
- shop keeper
- chariot racer
- gladiator
- philosopher

### **Step II: Getting Started**

Begin figuring out where you can find information about this person in both primary and secondary sources. You might want to start with an encyclopedia article or reference work to point you in the right direction. This should provide you with at least an initial basis for your research and allow you to start building a basic bibliography (which at any rate does not have to be exhaustive—this is a 2<sup>nd</sup> year essay, not a dissertation!).

### **Step III: Gathering Sources**

Now you can start collecting primary and secondary sources. You’ll want to begin to determine what ancient sources (textual and/or material) provide us with information about this sort of person and their experience of and perception by Roman society. How much of this primary source material is there? Is it mostly textual or material? Or both? For most of you, primary textual material will need to be accessed in translation, but if you are equipped to work with some original language material, all the better! Next, you’ll want to begin to assess how much modern scholarship has focused on them. Is it a lot or is it a little? Has the topic been abundantly researched or barely researched at all? Are there key works or researchers devoted to reconstructing and understanding your research subject’s experience? What sort of approaches and methods have been used? Again, this does not have to be complete or exhaustive, but simply representative of the general state of scholarship on your chosen subject.

#### **Step IV: Evaluating and Interpreting Sources**

By now you should have accumulated a dossier of materials including ancient sources as well as modern books and journal articles relevant to your subject. It's now time for you to start digging into the material you've collected in order to start building a coherent profile of your ancient person. Read through it and begin putting the pieces together. Reconstructing any aspect of the ancient world is much like trying to assemble a puzzle that is missing pieces and its template image. Rearrange the pieces and you often get a very different image. This is one of the key challenges faced by modern scholars.

Nonetheless as you sift through your materials a picture of your person should start to emerge. As it does, reflect upon some of the following questions: What do the ancient sources say about your subject? How were they perceived? What was their experience? What contexts or biases might be encoded in or influencing the ancient sources? The same goes for modern scholarship. Why is the researcher interested in this subject at all? Do they accept or challenge the ancient evidence? Is their research and/or conclusions affected by their own context and perspective?

Answering these questions is no easy task and you are not expected to come up with any definitive answers. I am simply asking you make your best effort to follow the steps described and build your profile to the best of your ability.

#### **Step V: Synthesizing and Shaping**

Now that you've collected and interpreted your source material it's time to start putting it all in writing. This means synthesizing the materials you've collected and putting them into some kind of organized and coherent form. I am deliberately not giving you a specific template to follow, since different subjects might demand different approaches and arrangements of material, but I do want to see the following questions answered in some form:

- What ancient sources provide information about the subject?
- How was that person perceived and what was their experience of and role in ancient Roman society?
- How has modern scholarship received and evaluated this ancient data?
- Are you persuaded by this modern reception / evaluation?

#### **EVALUATION CRITERIA AND DEFINITIONS**

**Length:** at least 8 pages (double spaced) (it can be longer, but not shorter)

**Presentation:** typed, double-spaced, 12-point font, standard margins, stapled w/ title page

**Style:** proper grammar, spelling, and syntax

**Documentation:** list of both *primary* and *secondary* sources used in the profile

**Referencing:** *consistent* use of an accepted referencing style (MLA, Chicago, SBL, etc.)

**Organization:** information is structured and presented in clear and readable manner

**Comprehension:** primary and secondary source material has been understood

**Critical Analysis:** reflection upon and/or critique of primary and secondary source material

**Pro Tip:** I am hoping that you will find this assignment both stimulating and fun. However, it will require actual research, time investment, critical thought and investigation. Basing your profile on whatever comes up in a google search will not be sufficient! Digital resources are obviously important, but so is actually going to the library and doing some serious thinking.

**Can I get creative?** I am open to you integrating some creative writing aspect into the assignment, although this **MUST** be approved by me beforehand.



## University Regulations for All Humanities Courses

### Copies of Written Work Submitted

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Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### Academic Integrity at Carleton

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Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

### Academic Accommodation Policy

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#### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **Grading System at Carleton University**

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Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

## **Course Sharing Websites and Copyright**

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Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## Statement on Class Conduct

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The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

## Deferred Term Work

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In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

## Deferred Final Exams

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Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. [More information](#).

The application for a [deferral](#) must:

1. be made in writing or online to the Registrar's Office no later than **three working days** after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).



## Withdrawal From Courses

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Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#):

## Financial vs. Academic Withdrawal

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**Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!**

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. [More information](#)

## Department Contact Information

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**College of the Humanities** 300 Paterson Hall (613)520-2809

[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

**Greek and Roman Studies** 300 Paterson Hall (613)520-2809

[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

Drop Box is outside of 300 P.A.

**Religion** 2A39 Paterson Hall (613)520-2100

[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

Drop box for RELI and SAST Term Papers and assignments is outside of 2A39 P.A.

**Registrar's Office** 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

## Student Resources on Campus

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[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)