

CLCV 2904 (Winter Term 2021): History of Ancient Rome I
The College of the Humanities, Greek and Roman Studies Program

Dr. Jaclyn Neel

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Office hours: Tuesdays and Thursdays from 2-3 PM on Zoom, or by appointment

Calendar description The history of ancient Rome from early Rome to the end of the Republic.
Prerequisite(s): second-year standing or permission of the unit.

Course delivery: Online; asynchronous with optional synchronous meetings. Please see description below, under “Course-Specific Policies” → “Technology”

Grade Breakdown:

- Weekly reading quizzes 24% each (i.e., 2% per week) – available on CULearn
- Weekly group discussions 36% (3% per wk)
- Two researched source analyses: 40%, 20% each: due Feb. 12 and April 8 at midnight Eastern time

Required Textbooks:

- 1) R. Mathisen, *Ancient Roman Civilization : History and Sources. 753 BCE to 640 CE*. Oxford University Press, 2019. (Available as an ebook or hard copy)
- 2) M. Beard, *SPQR: A History of Ancient Rome*. Norton, 2015.

Student Learning Outcomes

By the end of this course, students will have

- 1) Become broadly familiar with the history of Rome from c. 753 BCE to c. 14 CE;
- 2) Understood and applied at least one historical method used in ancient history;
- 3) Understood and taken a position on major disputes in Roman history;
- 4) Engaged critically with modern scholarship on Roman history;
- 5) Improved their writing.

A final grade of ‘A’ in this course recognizes that you have achieved all 5 learning outcomes at a high level. Please see “Explanations of Assignments” to understand how the course assignments help you fulfill these learning outcomes.

Course-Specific Policies:

- **Missed Assignments, Late Assignments, and Extensions**
Students are expected to keep up with the course schedule, which runs **from Sunday to Saturday** of each week. Deadlines are clearly marked in CULearn and points will be deducted from late work at the rate of 2% per day. An assignment that is more than two weeks (14 calendar days) late will not be accepted.

Extensions will be granted on any assignment, no questions asked, provided that you ask at least 48 hours in advance of the deadline. Within 48 hours, extensions will be granted at the discretion of the instructor, subject to documented hardship or illness.

- **Technology**

This class depends heavily on CULearn. It is an online course where there is a mixture of (optional) synchronous meetings and (required) asynchronous activities. It requires high-speed Internet access and a device with word-processing capabilities; a microphone or headset for optional synchronous meetings is recommended, but not necessary.

All students are expected to remain up-to-date with the schedule of required asynchronous activities posted to CULearn. Synchronous meetings offer the opportunity for additional practice on assignments that are similar to the required assignments, with the professor's feedback. You can attend any, all, or none of the synchronous meetings. All optional meetings are marked as "optional" on CULearn. **If it is not labelled "optional", the activity is required.** All optional synchronous meetings will be held on Zoom, during the scheduled class meeting times (Tuesday/Thursday 4-5:30 Eastern time); please note that there will not be a meeting for every scheduled class. All meetings are listed in the CULearn week-by-week activity breakdown.

The optional synchronous sessions in this course will be recorded and made available only to those within the class. Sessions are recorded so students with internet connectivity problems, who are based in different time zones, and/or who have conflicting commitments can benefit from all aspects of the course. Recordings will begin as soon as I open the Zoom room, and will be clearly labelled on Zoom. If you do not want to be recorded, please leave your camera and microphone turned off (this will be the default setting). But you will be expected to use the video and/or audio and/or chat during synchronous sessions for participation and collaboration. If you have concerns about being recorded, please email me directly or use the asynchronous class option. **This choice will not affect your grade.**

Please note that **recordings are protected by copyright.** The recordings are for your own educational use. You **are not permitted to publish** to third party sites, such as social media sites and course materials sites.

- **Communication**

With the professor: Since this course is being conducted online and asynchronously, email is your primary way to contact me. I make an effort to reply to all course-related emails within 24 hours, including on weekends. Please ensure that your subject line includes the words "Roman History" and email only once within a 24-hour period. If it has been more than 24 hours and you have not received a reply, you should definitely email again; I will not purposefully ignore you!

If you need technological assistance, I am not the best resource. Please [contact Carleton ITS](#).

With peers: You will spend the semester working with a small group of peers on written assignments. It is notoriously difficult to understand tone from writing, so please take the time to compose these messages carefully: avoid language that is demeaning towards any of your peers or a particular subgroup, focus disagreement on arguments

instead of people, consider whether sarcasm or irony is necessary, and (for discussion boards in particular) feel free to use emoji to clarify your meaning or tone. (But please avoid informal language and emoji in submitted assignments; these should be written in formal language). Carleton has a page of tips for students that you may find helpful: [Online Discussion Tips for Students](#).

Even though our classroom is online, it is still a place where mutual respect should dominate. I take classroom behavior seriously: if I notice anyone routinely flouting these guidelines, that person may be barred from posting for a period or for the rest of the semester, with the accompanying loss of points. That being said, disagreement and debate are crucial to historical understanding, and I will not step in to referee respectful arguments.

Please note: I will monitor discussion boards, but I probably will not see any problematic posts as soon as they come up. If you read something concerning, please feel free to email me to draw my attention to it as quickly as possible.

- **Writing evaluation**

Writing is an important transferable skill in all disciplines. I expect that your source analyses will have few or no typographical errors, misuses of grammar or punctuation, or incorrect choices of words. Please take care when checking over your assignment. Mistakes in written communication will lead to losses of up to 10% of your assignment grade.

Weekly discussion posts will be graded solely on content, not grammar or spelling. BUT please be careful: if I can't understand you, I can't grade the content!

I do expect that you will cite your sources in all written work for this class. Please take the time to read the prompts for discussion before reading the chapter, so you can easily mark pages/passages for citation. Author/page citation is sufficient for these posts.

In your source analyses, please cite any information that you got from an external source using footnotes or parenthetical citations, not endnotes. Indicate the author, date, and page(s) on which you found the information, and append a full bibliographic entry at the end. Examples will be given on CULearn.

Explanation of Assignments:

Group discussions: Every week you will be asked to write two brief (1-2 paragraph) discussion posts, one due by Monday at midnight and one due by Thursday at midnight. At least one of these posts must be in response to another student. All of your posts throughout the semester will be graded using the same rubric, which is available on CULearn and is also attached to the end of this syllabus. Completing all of these assignments helps you meet learning outcome #3.

Reading quizzes: Since we will not have full-length lectures online, it is especially important that you keep up with the textbook readings. The textbook will provide you with all of the factual knowledge that I expect you to gain about Roman history (and then some!). The reading quizzes cover ONLY material from Mathisen. They will be available on CULearn under the weekly assignments; you are welcome to complete some of them early. Completing all of the quizzes helps you meet learning outcome #1.

History lab: Short (typically less than a page) additional readings will be assigned as non-credit-bearing practice source analyses. You are encouraged to read and annotate these documents **before** watching or attending the Zoom classes. Zoom class will provide you with time to practice analyzing documents with direct help from the professor, as well as a chance to watch the professor demonstrate how to break down and analyze a document. Reading the documents after these sessions provides substantially less value. This assignment helps you meet learning outcomes #1 through 3.

Source analyses: A primary source analysis is the backbone of all historical enquiry. These assignments ask you to read an ancient source (you will have three options to choose from for each assignment) and squeeze all the information that you can get out of it – both things that are easy, like who wrote it and what it says, and things that are more difficult, like what we can infer that it doesn't say. Your papers **must** include an argument, which should be structured as "X has chosen to depict events in Y way because...." (For example, "Augustus focuses on financial matters in his *Achievements* because he realized that popular and military support was more important than the support of the senate.")

These assignments are difficult, so to help you gain better understanding of the ancient world, you should **also** do some research into the author of the document, the period in which he was writing, or the topic that he was writing about to help you analyze your document better. You should include **three** peer-reviewed articles or book chapters (MacOdrum library can help you with this!) in your analysis. The best way to integrate this information is through citation. An example analysis is available on CULearn. Some additional advice is [available here](#), although you do not need to include anything about the relevance of your document to the modern day.

You will be asked to analyze two documents in this class. One of your analyses **must** be written, and should be approximately 2000 words long (not including bibliography). The other analysis can be a video, either of you speaking on camera or a narrated presentation (for example, Powerpoint or Prezi). These should be about 12 minutes long, depending on how quickly you speak. Many students think that videos are easier – they are not! I strongly recommend that you script these videos, or at the very least practice several takes, since you will want to be sure that you include all of the required information in a logical way. Completing these assignments helps you achieve all five learning outcomes.

You will be graded on the following elements of your paper, in roughly equal proportions:

- Your understanding of your chosen source
- Your understanding of unassigned/secondary sources that you've used to elaborate on your paper
- The general quality of your ideas -- that is, how well you've applied the main themes of the class to your writing
 - This also includes aspects of sophistication: you shouldn't say "X is biased" and leave it at that. Everyone is biased; the question is what historical conclusions we can draw from our biased sources
 - Mistaken historical information (poor contextualization, wrong dates, confusion of historical characters) **will** detract from your grade here. Use your textbooks, not Wikipedia, for your facts!
- Quality of writing

- If you know you struggle with this, it would be a good idea to book time with [Writing Services at CSAS](#) early! Writing is a skill and you can improve with time.

I'm not assigning point values to these aspects because many of them overlap or work together in a longer written assignment. All four are equally important to providing a polished, coherent, and convincing final paper.

Schedule of Assignments, Topics, and Readings:

**** Reminder: Our week starts on Sunday and runs to Saturday.****

Week	Topic	Readings	Due
1	Introductions Pre-Roman Italy	Beard: p. 74-86 Mathisen p. xxix-xxx, 55-59	Discussion board Reading quiz History lab
2	From the foundation to the early Republic	Beard: p. 53-74, 86- 89, 91-125 Mathisen p. 59-82	Discussion board Reading quiz History lab
3	Italian expansion and the Roman constitution	Beard p. 125-168 Mathisen p. 82-105 ("The Conflict of the Orders", "Struggling to Survive", sources)	Discussion board Reading quiz History lab
4	The Punic Wars	Beard: p. 174-184, 192-193, 199-202 Mathisen: 14-20, 110-112, 113-116, 118, sources 1.2, 4.2	Discussion board Reading quiz History lab
5	Eastern expansion	Beard: p. 176, 194-6, 210-13 Mathisen: p. 21-25, 112, 116-117, 118, source 1.3	Discussion board Reading quiz History lab First source analysis due
6	Reading week	No work due, but this would be a good time to catch up on any readings!	
7	The Gracchi and provincial administration	Beard: p. 221-233, 262-264, 253-261 Mathisen: 133-135, 137-146 (NOT "What to do with the Italian allies?"), 159-64, source 5.3	Discussion board Reading quiz History lab
8	The Jugurthine War, the Social War, Marius	Beard: ch. 7, p. 234- 241, 264-269	Discussion board Reading quiz History lab

		Mathisen: p. 11-14, 143 (“What to do with the Italian allies?”), 165-9	
9	First Mithridatic War, Sulla	Beard: p. 241-246 Mathisen: p. 169-172, source 6.1	Discussion board Reading quiz History lab
10	Sertorius, Pompey, Spartacus, Second and Third Mithridatic wars	Beard: p. 248-250, 269-274, 328-333 Mathisen: p. 172, source 6.2	Discussion board Reading quiz History lab
11	Cicero and Catiline	Beard: p. 15-19, 21-51, 281-282, 297-299 Mathisen: p. 174, source 6.3	Discussion board Reading quiz History lab
12	Julius Caesar	Beard: p. 282-96, 300-303, 337-341 Mathisen: 6-10, 174-179, source 6.4	Discussion board Reading quiz History lab
13	Antony, Cleopatra, and Octavian	Beard p. 341-53 Mathisen p. 205-212, sources 7.1-7.3	Discussion board Reading quiz History lab Second source analysis due

Rubric for discussions: (adapted from Purdue University; some tips follow the rubric)

Criterion	Excellent	Good	Needs Improvement
Basics	<ul style="list-style-type: none"> More than four posts, AND At least two posts each were written in response to peers 	<ul style="list-style-type: none"> 2-4 posts, AND At least one post each was written before and after Monday 	<ul style="list-style-type: none"> 1-2 posts, OR All posts were on the same day
Comprehension	<ul style="list-style-type: none"> At least one reference to the readings in each post, AND 	<ul style="list-style-type: none"> At least one reference to the readings in initial (Monday) post, AND 	<ul style="list-style-type: none"> Few or unclear references to the readings, OR Response shows misunderstanding

	<ul style="list-style-type: none"> • Response shows understanding of readings, AND • Response answers question 	<ul style="list-style-type: none"> • Response shows understanding of readings, AND • Response answers question 	<ul style="list-style-type: none"> • of the readings, OR • Response does not answer question
Analysis	<ul style="list-style-type: none"> • At least two posts advance the discussion (see below), AND • Other post(s) remain on-topic 	<ul style="list-style-type: none"> • At least one post advances the discussion (see below), AND • Other post(s) remain on-topic 	<ul style="list-style-type: none"> • Posts are off-topic, OR • Posts do not advance the discussion (example: "Great point!")
Points	3	2	1

Posted messages should be **significant** – helping the discussion move forward. There are a variety of ways to do this, including (generally in some combination over the course of the week or within a posting):

- ● Providing concrete examples, perhaps from your own experience
- ● Describing possible consequences or implications
- ● Challenging something that has been posted in the discussion – perhaps by playing “devil’s advocate”
- ● Posing a clarifying question
- ● Suggesting a different perspective or interpretation
- ● Pulling in related information from other sources – books, articles, websites, other courses, etc.

Your participation score for a given week will be based on the number and quality of messages you post to that week’s discussion. Participation will be evaluated in terms of quality as well as quantity, based on the following scale:

I expect most students will write Good responses most of the time. An Excellent is hard to achieve, and Needs Improvement means that you should devote more effort to your post or get in touch with me for assistance



University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Copies of Written Work Submitted

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

The University Senate defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without

prior written permission of the course instructor in which the submission occurs." Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course

[Academic Integrity Policy](#)
[Academic Integrity Process](#)

Academic Accommodation Policy

Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Parental Leave: The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

Religious obligation: Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

Academic Accommodations for Students with Disabilities:

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

Survivors of Sexual Violence

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or 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. [More information.](#)

Grading System at Carleton University

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. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

The [system of grades](#) used, with corresponding grade points and the percentage conversion, is listed below. Grade points indicated are for courses with 1.0 credit value.

Course Sharing Websites and Copyright

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).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

[7 Student Rights and Responsibilities](#)

Deferred Term Work

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.

1. 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. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

[More information of deferred Term Work](#)

Deferred Final Exams

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.

The application for a deferral must:

1. be made in writing 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.

[More information on Final Exam Deferrals Registrar's Office "Defer an Exam" page](#)

Financial vs. Academic Withdrawal

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](#). 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. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

Department Contact Information

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