

CLCV/HIST 2905 (Winter Term 2025): Rome of the Caesars
The College of the Humanities, Greek and Roman Studies Program
Dr. Jaclyn Neel

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Office hours: Drop in Thursdays 1:30-2:30 PM on Zoom (no appointment needed), or by appointment if those times don't work for you

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

Course delivery: Online, asynchronous. Please see description below, under "Course-Specific Policies" → "Technology"

Brightspace course: <https://brightspace.carleton.ca/d2l/home/292239>

Grade Breakdown:

- Weekly reading quizzes: 26% total (i.e., 2% per week) – available on Brightspace
 - These are due by Apr 8
 - These are open-book, open-note quizzes
- Video Lectures: 26%
 - These videos are assessed via in-video questions in select videos. Please make sure you submit your answers at the end to receive credit
 - These are due by Apr 8
- 4 reflection papers: 40% (10% each)
 - Due dates: Jan 31, Feb 16, Mar 9, Mar 23
- Summative reflection: 8%
 - This should be based on your response papers
 - Due Apr 8

These assignments are described in more detail later in the syllabus, beginning on p. 3.

Required Textbooks:

R. Mathisen, *Ancient Roman Civilization: History and Sources. 753 BCE to 640 CE*. Oxford University Press, 2019. Cost: \$105.00 paper copy, \$56.91 digital; rental options available starting at \$36.99. The same book is used for CLCV/HIST 2904.

Note: The first four weeks' worth of readings are provided to you as PDFs on Brightspace. This is to allow you to try the course before you buy anything. The readings for subsequent weeks will have to be taken from the textbook. There is a copy available at the library reserves desk as well.

T. Parkin and A. Pomeroy (eds.), *Roman Social History: A Sourcebook*. Routledge, 2007. Cost: \$69.67

Note: This book is [available online](#) at MacOdrum with unlimited users. You do not need to purchase it.

Student Learning Outcomes

By the end of this course, students will have

1. Become broadly familiar with the history of Rome from c. 31 BCE to c. 640 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. Improved their writing.

A final grade of 'A' in this course recognizes that you have achieved all 4 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 **Monday to Sunday** of each week. Weekly announcements are sent out to remind students of upcoming deadlines, which are clearly marked in Brightspace. **Reading quizzes** and **video questions** may be submitted at any point during the semester. **Response papers** will be accepted up to the deadline for that unit (these dates are noted on the first page of the syllabus). Please start early. Although only the top four grades will count for your final grade. **Late penalties** are assessed at 1% per day of lateness beginning at midnight on the due date. **Extensions** are possible with 24 hours' notice to the professor.

- **Technology**

This class depends heavily on Brightspace. It is an online course with a large number of required asynchronous activities. **You are responsible for being aware of updates that are posted to Brightspace, particularly "Announcements"**. I understand that Brightspace sends out many emails, and I would recommend checking "Announcements" on the course home page once a week to make sure that you don't miss important information.

Although high-speed internet access is recommended for watching video lectures, many of the assigned activities can be completed with minimal internet and a word processor. All assignments are posted to Brightspace, and all work should be submitted through Brightspace. **Please familiarize yourself with the assignment submission process, as assignments are only considered on time if they are submitted to Brightspace by the deadline.**

Please note that **all class materials are protected by copyright**. These materials 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 you **use your Carleton.ca email address** 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](#) or use the “Help” feature on Brightspace.

Course Discords, etc: In the past, students have set up Discord boards to discuss course material and exchange notes. I do not visit these boards. If you have a question or are confused about an assignment, it is better to email me or your course TA.

- **Extra credit**

Extra credit opportunities will occasionally be offered to the entire class. There is no extra credit available at the individual level. This includes rewriting papers. Bonus points will only be applied at the end of term for students who have completed more than 60% of the class.

- **Writing evaluation**

Writing is an important transferable skill in all disciplines. I expect your **response papers** 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. Many students find the [Writing Services at the Centre for Student Academic Support](#) to be a useful resource. (Side note: services such as Grammarly, while useful, are not always correct; it’s useful to cross-check their suggestions with other writing aids, such as the [Online Writing Lab](#).)

I do expect that you will **cite your sources** in all written work for this class. Author/page citation is sufficient for textbook material (example: Mathisen p. 122); title/time citation is sufficient for the lectures (example: “Augustan Succession” 5:03). Please cite any information that you got from an external source with indications of the author, date, and page(s) on which you found the information, and append a full bibliographic entry at the end.

Citation style is not important in this course; there is no standard style in Roman history. Please use whatever style you are familiar with, and use it consistently.

Plagiarism: The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This 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. You may read [the policy in full](#) if you are confused, and please contact me if you have further questions about what constitutes plagiarism.

LLMs: The **main purpose** of the writing evaluation in this course is to encourage you to think like a historian. Using AI will not help you think, and therefore it is forbidden in this course. Assignments created using AI will receive a 0 because you have not done the work required to earn a grade. Please note that this **also applies** to translation software; I expect you to produce your own writing in English (although I will consider requests to submit in French).

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. 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.

Explanation of Assignments:

- Reading quizzes: Weekly lectures assume that you are familiar with the basic outline of historical events as laid out in the assigned 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. All of them are available on Brightspace from the day the class opens; you are welcome to complete them on your schedule. They are **untimed, open-book**, and can be taken **once**. Completing all of the quizzes helps you meet learning outcome #1.
- Video quizzes: History is a discipline of arguments. In these videos, I assume that you have read the basic narrative of each week provided by Mathisen, and I provide further context, clarification, and points of dispute. Some videos have interactive material embedded in them, and this assignment assesses your answers. **Each video with interactive content will ask you to “submit” your answers at the end; please make sure you do so to receive points.** Completing all of these assignments helps you meet learning outcomes #1 and 3.
- Reflection papers: Over the course of the 700 years covered by this course, many aspects of Roman life changed. The response papers allow you to practice historical analysis skills by reading several primary source (ancient Roman) documents on a particular theme across the period covered by class. (A list of topics and documents follows in the next section.) You can choose your theme, but once you’ve submitted the first response paper, you should stick to that theme for the rest of term; otherwise it won’t be possible to write the summative reflection. These papers should be approximately 750 words and answer the question prompt primarily based on the document(s) assigned for that historical period; you can use lecture and textbook material to help you assess that documentary evidence. **No further research is allowed.** Completing these assignments helps you meet learning outcomes #1, 2, and 4.
- Summative reflection: As a final project in the course, you will discuss your response paper topic over the *longue durée* – that is, the ways in which the topic you’ve chosen changed or stayed the same over the course of the class. This should largely be based on your previous response papers, and it is okay to copy some of your previous ideas. However, this paper should be **argumentative** rather than **reflective**. I would suggest trying to answer the question posed in the topic. For example, if I had a topic called “how did Christianity change Rome?”, my **reflection** papers might discuss the fact that women played an important role in the early church; my **argument** might be something along the lines of “although the political role of the church substantially changed the empire, from a religious perspective Christianity was not that different from previous Roman religion.” This paper should be approximately 1200 words. Completing this assignment helps you meet all 4 learning outcomes.

Topics for the reflection papers and summative reflection

1. How were women viewed in Rome?

- 1st century: 3.45, 3.51
- 2nd century: 3.10-16
- 3rd century: 1.18, 1.19, 3.29, 3.54
- 4th century: 3.8, 8.11

2. How did citizens interact with the state?

- 1st century: 1.4, 1.5, 3.69a, 7.15, 8.14, 8.21
- 2nd century: 1.3, 3.69b-c, 8.7, 8.15
- 3rd century: 2.31, 6.7
- 4th century: 6.17, 8.19, 8.23

3. How were enslaved peoples viewed in Rome?

- 1st century: 5.2, 5.4, 5.14, 5.16, 5.19
- 2nd century: 1.51, 5.1, 5.5, 5.7, 5.18
- 3rd century: 5.9, 5.10, 5.20
- 4th century: 5.6, 5.12, 5.24

The sources above come from the Parkin & Pomeroy sourcebook, which is available at MacOdrum and linked on the first page of the syllabus. The first number refers to the chapter number, while the second number refers to the numbered documents within each chapter. For example, 1.4 refers to document 4 in chapter 1.

To write the reflection papers, I would recommend reading through the assigned documents and finding similarities and differences related to the topic question. You could then organize your paper as follows:

- i. Introduction contextualizing the documents within the century
 - a. What important things happened in relation to the topic?
 - b. If an emperor is named, what have we learned about that emperor?
 - c. If the author has a bio, what does that bio suggest about his perspective on the issue? (for example, his status/relation to the emperor)
- ii. Begin thematic discussion of similarities and differences among your documents; this should take more than one paragraph
- iii. Hypothesis that explains these similarities and differences using the introductory material as a support for your hypothesis

You do not need a formal conclusion for the reflection papers; the summative assignment will.

Schedule of Assignments, Topics, and Readings:

Week	Topic	Readings	Due
1 Jan. 6-12	Introduction Introducing Augustus	Mathisen: p. 209-221	Reading quiz 1
2 Jan. 13-19	Tiberius, Jesus, and Caligula	Mathisen: p. 224- 226, 254-259, 272- 276	Reading quiz 2
3 Jan. 20-26	Claudius, Nero, Jews & Christians	Mathisen: 25-27, 30- 32, 51-54, 260-264, 269-271, 277-286, 297-300, 324-325	Reading quiz 3
4 Jan. 27-Feb. 2	The Flavians and Pompeii	Mathisen: 264-269, 287-291	Reading quiz 4 Reflection paper 1 due
5 Feb. 3-9	High Empire 1	Mathisen: 301-305, 328-30, 338-342	Reading quiz 5
6 Feb. 10-16	High Empire 2	Mathisen: 305-309, 318-319	Reading quiz 6 Reflection paper 2 due
7 Feb. 17-23	Winter Break	Have fun!	
8 Feb. 24-March 2	The Severans and the 3 rd century crisis	Mathisen p. 343-351, 374-378	Reading quiz 7
9 March 3-9	Introducing late antiquity Diocletian	Mathisen: 381-388, 396-408	Reading quiz 8 Reflection paper 3 due
10 March 10-16	Constantine and Christianity	Mathisen: 389-394, 409-414	Reading quiz 9
11 March 17-23	From Julian the Apostate and frontier problems in the East	Mathisen: 415-433, 438-448	Reading quiz 10 Reflection paper 4 due
12 March 24-30	The sack of Rome and the Byzantine empire	Mathisen: p. 459- 473, 480-489	Reading quiz 11
13 March 31-April 6	Justinian and Theodora	Mathisen: 493-497, 508-509, 527-540, 548-560	Reading quiz 12
14 April 7-8	Transition to the medieval world	Mathisen p. 497-506, 540-541	Reading quiz 13 Summative reflection due

University Regulations for All College of the Humanities Courses (Updated November 22,2024)

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.

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.

Online Learning Resources

[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.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems

and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. 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 can be found [here](#).

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.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. 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 extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), 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.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), 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 (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of 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 [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

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. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

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