

CLCV 2905 (Winter Term 2021): History of Ancient Rome II
The College of the Humanities, Greek and Roman Studies Program
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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 the end of the Republic to the coming of Islam. 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)
- Semester-long research assignment: 40%, comprising 4 parts of 10% each:
 1. One artifact analysis (based on template; approximately 2 pages), due Feb. 5
 2. One primary source analysis (based on template, approximately 2 pages), due March 5
 3. One annotated bibliography including 3 secondary [non-ancient] peer-reviewed sources (**not textbooks**) – based on template, approximately 2 pages, due March 26 at midnight
 4. One written analysis (approximately 2000-3000 words) making **either a business case for or a historical analysis of** trade patterns in antiquity, due April 14

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) K. Harper, *The Fate of Rome: Climate, Disease, and the End of an Empire*. Princeton University Press, 2017.

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) 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 with 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 11:35-12:55 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 zone, and/or who have conflicting commitments can fully participate in 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 the four components of your research assignment (two source analyses, annotated bibliography, and final analysis) 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.

For the final project, you will learn how to cite in ancient history by following the template instructions. 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.

Research assignment: This capstone project is assigned as a group project, but you can choose to complete each part of the assignment individually (that is, all of you can work collaboratively on all four pieces, or each of you can work alone on the entire project). The research project helps you meet learning outcomes #2, 4, and 5.

If you are working collaboratively, you should analyze a trade route of 3-4 cities/nodes (so you are tracing a product from place A to place B to place C, and potentially back to place A). This will require an artifact analysis for each leg, a primary source analysis for each leg, and an annotated bibliography for each leg, but only one written analysis at the higher word count (so closer to 3000 words than 2000). You must use and turn in either a Google doc or a Word document with “Track Changes” on so that I can assess individual contributions to the final project. The final grade will be split 50/50 between individual work and the group’s final project (so, of each 10% assignment, 5% of the grade would be a group grade shared by all members of the group and 5% of the grade would be an individual grade for each group member).

If you are working alone, you should analyze a trade route of two cities/nodes (so you are tracing a product from place A to place B). You will only need to complete one artifact analysis, one primary source analysis, and one annotated bibliography, and I assume that your final written analysis will be at the shorter word count (closer to 2000 words).

Details on each part of the assignment:

- One artifact analysis (should be related to your item, e.g. an amphora for oil/grain analysis, clothing, etc.) – see template for questions to answer
 - Please use a reputable source and **check your date!**
 - Lots of images available at the [Metropolitan Museum of Art](#) in New York, the [British Museum](#) and the [Ashmolean Museum](#) in England, and the [Getty Museum](#) in LA
 - Ask if you need help!
- One primary source analysis– see template on CULearn for questions to answer; text options:
 - [List of Prices](#) in the time of Augustus (IG II³ 4.214)
 - [List of accounts](#) in the time of Claudius (PMich 2.123) – scroll to the very bottom for translation, or use Find on Page to search for “Translation”
 - Real estate for rent in Pompeii (Shelton, As the Romans Did #73-74: on e-reserve at MacOdrum Library)
 - [List of prices](#) from the late second century (PNYU 2.28)
 - Diocletian’s Maximum Price Edict (Mathisen Source 11.1)

- One annotated bibliography (including 3 secondary [non-ancient] peer-reviewed sources; **not textbooks**) – see template for questions to answer
- I recommend searching via the library interface w/filters for “online”
 - One written analysis (4-5pp, 2000 words) making **either** a **business case for or a historical analysis of** trade patterns in antiquity
 - Use Orbis (will be introduced in class) to assess travel times and methods
 - Use documents listed in Primary Source Analysis (and others that you find in your research) to assess prices
 - Different groups will have different items/eras to analyze; you **can compare notes** with peers outside the group
 - The structure of this document is up to you/your group

Schedule of Assignments, Topics, and Readings:

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

Week	Topic	Readings	Due
1	Introduction Introducing Augustus	Harper ch. 1 to p. 12 Mathisen: p. 209-222	Introduce yourself Reading quiz
2	Augustus, Tiberius, and Caligula	Mathisen: p. 224- 259, source 7.5; p. 256-259, source 8.1	Discussion board Reading quiz
3	Claudius, Nero, Jews & Christians	Mathisen: 25-32, 260-264, 269-271, 324-325, sources 1.6, 8.2, 8.3, 8.7	Discussion board Reading quiz
4	The Flavians and Pompeii	Mathisen: 264-268, sources 8.4, 8.5	Discussion board Reading quiz Artifact analysis due
5	Antonines 1	Mathisen: 301-305, 328-330, sources 9.4, 9.5 Harper p. 54-62	Discussion board Reading quiz
6	Reading week	No work due, but this would be a good time to catch up on any readings and/or get a head start on your project	
7	Antonines 2	Mathisen: 305-309, 318, source 10.1, Harper : p. 23-38, 63- 68, 99-109	Discussion board Reading quiz

8	The Severans and the 3 rd century crisis	Mathisen p. 343-351, sources 10.4, 10.5 Harper p. 122-136, 158-159	Discussion board Reading quiz Primary source analysis due
9	Introducing late antiquity Diocletian	Mathisen: 381-388, sources 11.1, 11.2, 11.3 Harper: p. 163-167	Discussion board Reading quiz
10	Constantine	Mathisen: 389-394, source 11.4 Harper: p. 176-188	Discussion board Reading quiz
11	Julian the Apostate and frontier problems in the East	Mathisen: 415-433, source 12.1, 12.2	Discussion board Reading quiz
12	The sack of Rome and the Byzantine empire	Mathisen: p. 459-473, sources 13.2, 13.3, 13.4	Discussion board Reading quiz
13	Justinian and Theodora	Mathisen: 493-496, 508-509, 527-540, source 15.2, 15.3, 15.4 Harper p. 196-198, 203-214, 223 (start at "when victims")-235, 244-245	Discussion board Reading quiz
14	Transition to the medieval world	Mathisen p. 497-506, 540-541	Reading quiz Final project 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 	<ul style="list-style-type: none"> • At least one reference to the readings in initial 	<ul style="list-style-type: none"> • Few or unclear references to the readings, OR

	<p>in each post, AND</p> <ul style="list-style-type: none"> • Response shows understanding of readings, AND • Response answers question 	<p>(Monday) post, AND</p> <ul style="list-style-type: none"> • Response shows understanding of readings, AND • Response answers question 	<ul style="list-style-type: none"> • Response shows misunderstanding 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



Humanities

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 of 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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