

**CLCV 3000 Studies in Ancient History:
PAGANS AND CHRISTIANS IN LATE ANTIQUITY**

Tues and Thurs 1:05 - 2:25 (Jan 7-April 7)

Dr. Timothy Pettipiece

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

Course Email: Timothy.Pettipiece@carleton.ca

COURSE OBJECTIVES

One of the great historical puzzles of the late classical world is how the Roman Empire was transformed from a relatively inclusive and traditionally polytheist religious outlook to and an exclusively Christian monotheist worldview. This radical cultural and religious shift is one of the key factors that define the period known as "Late Antiquity." This course will examine this process through a close reading of some key sources from both a "pagan" and Christian perspective. Special attention will be placed on the social, political, philosophical, and theological factors that influenced rival religious identities in the period.

**This course will be of interest to students in Greek and Roman Studies, Religion, and Medieval Studies.*

REQUIRED TEXTBOOKS (available at Carleton Bookstore):

Apuleius, *The Golden Ass* (Oxford: Oxford UP, 1999)

Augustine, *Confessions* (Oxford: Oxford UP, 2008)

Early Christian Lives (Penguin)

EVALUATION

Test I	15%	(Jan 26)
Test II	15%	(Feb 11)
Test III	15%	(Mar 8)
Test IV	15%	(Mar 24)
Term Paper	40%	(due April 7 / see guidelines below)

EMAIL COMMUNICATION

Carleton's Connect Mail is the official mode of email communication for all matters having to do with the university and with this course. All communications sent by Connect are official, and you are expected to get them. It is not an option to claim you did not get some announcement or request because you have another email address. You can configure your connect account to forward university emails to another address, but you must be reachable through your Connect account. Also, any communication between you and me involving your personal information (like grades) must originate from a Connect account (FIPPA).

LECTURES / READINGS (*on CULearn)

- Jan 7 *Introduction: Pagans and Christians in Late Antiquity*
Jan 12 Apuleius, *Golden Ass* 1-3
Jan 14 Apuleius, *Golden Ass* 4-6
Jan 19 Apuleius, *Golden Ass* 7-9
Jan 21 Apuleius, *Golden Ass* 10-11
Jan 26 **Test I**
Jan 28 Augustine, *Confessions* 1-2
Feb 2 Augustine, *Confessions* 3-4
Feb 4 Augustine, *Confessions* 5-6
Feb 9 Augustine, *Confessions* 7-9
Feb 11 **Test II**
Feb 23 Porphyry, *Letter to Marcella**
Feb 25 Emperor Julian, *Against the Galileans**
Mar 1 Libanius, *Oration 30**
Mar 3 Symmachus, *Relation 3* / Ambrose, *Letter 18**
Mar 8 **Test III**
Mar 10 Athanasius, *Life of Antony*
Mar 15 Jerome, *Life of Paul of Thebes*
Mar 17 Jerome, *Life of Hilarion*
Mar 22 Sulpicius Severus, *Life of Martin of Tours*
Mar 24 **Test IV**
Mar 29 Film: *Agora* (2009)
Mar 31 Film: *Agora* (2009) cont'd
Apr 5 *Material Culture: Art, Architecture, Inscriptions*
Apr 7 **Conclusions (Paper Due!)**

SELECT BIBLIOGRAPHY

- Bagnall, *Egypt in Late Antiquity* 1993
Barnes, *Constantine and Eusebius* 1981
Bowersock, *Julian the Apostate* 1978
Brown, *Augustine of Hippo* 1967
Brown, *Society and the Holy in Late Antiquity* 1982
Cameron, *Christianity and the Rhetoric of Empire* 1991
Chuvin, *Chronique des derniers païens : la disparition du paganisme dans l'Empire romain* 2011
Clark, *Christianity and Roman Society* 2004
Clark, *Women in Late Antiquity: Pagan and Christian Life-styles* 1992
Dodds, *Pagan and Christian in an age of anxiety* 1965
Geffcken, *The Last Days of Greco-Roman Paganism* 1978
Lane Fox, *Pagans and Christians* 1987
Mitchell, *Monotheism between pagans and Christians in late antiquity* 2010
MacDonald, *Early Christian women and pagan opinion* 1996
MacMullen, *Paganism in the Roman Empire* 1981
MacMullen, *Christianizing the Roman Empire* 1984
Marrou, *Décadence romaine ou antiquité tardive?* 1977
O'Donnell, *Pagans: The End of Traditional Religion and the Rise of Christianity* 2015
Remus, *Pagan-Christian conflict over miracle in the second century* 1983
Stark, *The Rise of Christianity* 1996
Wilken, *The Christians as the Romans saw them* 2003

TERM PAPER GUIDELINES

HOW TO CHOOSE YOUR TOPIC?

This can be difficult, but it's important to select a topic that is going to sustain your interest over the course of your research and writing process. Start by thinking of the sorts of things you're normally interested in (academically or otherwise)—history, philosophy, poetry, music, economics, warfare, people, politics, religion, sexuality, art, languages, communication? Then brainstorm about any aspects of the course material that might intersect with these issues. Once you have a vague or specific idea, let me know so I can help you move forward to the research stage.

TAKING NOTES

The key to a good paper is a good note-taking strategy. As you read through your source material, make note of anything that might be useful or interesting for your paper. You'll likely have more than you need, but that's okay. Make sure you clearly indicate the author and page number. I tend to number my notes for easy reference later. Once you've gone through all your books/articles, etc., you can organize your notes into categories and begin structuring your paper. Avoid doing simultaneous research and writing. Research first, then write!

FINDING SOURCES

Fortunately, there are 3 university libraries in Ottawa (Carleton, Ottawa, and Saint Paul) (Note: Saint Paul doesn't allow books to be checked out so plan to do your reading on-site). Added to these are the many databases of academic journal articles, such as JSTOR. You also have the ability to request material through inter-library loan—a wonderful and underused resource. Encyclopaedias and generic websites such as Wikipedia may help get you started, but they should never be cited as sources for your paper!

TIME MANAGEMENT

Time management is one of the most important skills in university and in life! When you are in the work-world your supervisor or manager won't respond favorably to missed deadlines. Plus, saying you had too many other tasks or personal issues may not help. Regardless of what you're studying, a good work ethic and the ability to submit work on-time will prove invaluable. You know from the start of term how many papers and assignments you have. So plan your research and writing time accordingly!

THESIS OR SYNTHESIS?

Your paper doesn't necessarily have to "prove" or "disprove" anything, although you do have to think critically and examine your source material carefully. Your paper should show that you've understood the material, reflected upon it, and can discuss it in a clear and coherent manner. At the undergraduate level, no one is expecting you to do ground-breaking or original research. Most scholars toil for years before they have something truly original to say. Besides, this is what graduate students are supposed to do. Your job is take a large and unfamiliar chunk of information and synthesize it. Given the massive amounts of information being produced on a daily basis, this too is a very important and transferable skill.

NOT ALL INFORMATION IS CREATED EQUAL

We live in an age with unprecedented access to massive amounts of information, especially by means of the web. Most of this information, however, has not been filtered through the informed opinion of trained experts. Much of it does not need to be, but if you are writing an academic paper, information from an amateur blog or YouTube video is not even remotely as credible as information from a peer-reviewed journal or academic publisher. Now more than ever we require critical thinking skills to sift through this avalanche of information. I guess I'm old fashioned, but websites (except for journal databases) will not be accepted as sources.

PROOF-READING MAKE'S PERFECT

Even a single proof-read of your paper will help you avoid making simple grammatical, spelling, and punctuation mistakes that will otherwise seriously damage the credibility of your paper. By the way, if you didn't flinch at reading the previous heading, proof-read your paper twice!

NB: Any instance of plagiarism will result in 0% and referral to university administration.

EVALUATION CRITERIA AND DEFINITIONS

Length: 10 pages (double spaced)

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

Style: proper grammar, spelling, and syntax

Documentation: required number of legitimate sources consulted (at least 10 books and/or articles!)

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

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

Comprehension: source material has been understood

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

Criteria	%	Unacceptable	Inadequate	Adequate	Good	Excellent
Length	5	1	2	3	4	5
Presentation	5	1	2	3	4	5
Style	10	2	4	6	8	10
Documentation	10	2	4	6	8	10
Referencing	10	2	4	6	8	10
Organization	10	2	4	6	8	10
Comprehension	25	5	10	15	20	25
Critical Analysis	25	5	10	15	20	25
COMMENTS:					Total:	
Deductions						

GENERAL RUBRIC DEFINITIONS

EXCELLENT ★

- advanced understanding of source material with considerable critical analysis
- very well written, documented, and organized
- surpasses the requirements of the assignment

GOOD ☺

- sufficient source material with some critical analysis
- well written, documented and organized
- meets the requirements of the assignment

ADEQUATE ☹

- adequate source material with little critical analysis
- adequately written, documented, and organized
- just meets the requirements of the assignment

INADEQUATE ☹

- inadequate source material with no critical analysis
- inadequately written, documented, and disorganized
- barely meets the requirements of the assignment

UNACCEPTABLE ☹

- insufficient source material with no analysis
- poorly written, documented, and organized
- does not meet the requirements of the assignment



NB: Papers submitted late will receive a 5% deduction per day

REGULATIONS COMMON TO ALL HUMANITIES COURSES

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.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional 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 which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 7, 2015**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2016**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me 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. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 6, 2015** for the Fall term and **March 6, 2016** for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of a final assignment or take home, in courses without a final examination, must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library