

COLLEGE OF HUMANITIES - GREEK AND ROMAN STUDIES
CLCV/HIST 4210 – Non-Elite in the Roman World

Friday 8:35-11:25

Professor: Laura Banducci

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Drop-in office hours (in person, or on zoom by request): Tuesdays 2:30pm-3:30pm in PA 2A52, or another time by appointment

This course will focus on the experiences of non-elite people in the Roman world. The approach will be necessarily archaeological, as ancient texts tend to reflect the perspectives of the elite. The course is structured thematically to explore the experiences of different types of people as well as the archaeological methods and theoretical debates that are relevant to them. Each week will have a different theme and students are responsible for reading and thinking about the assigned readings before each class. Although this course is a 3-hour seminar, several of the classes will have the last 20 minutes reserved for lecture to cover background content in order to facilitate the readings and discussion for the following class.

If you are unfamiliar with basic Roman historical timelines and geography (e.g. When was the republic? When was the Empire? When did various provinces come under Roman control?) it is your responsibility to look up these details when they are applicable to the readings.

There is no textbook for this course. Instead, all readings are posted online on Brightspace as pdfs or links to the online version. You can expect to read and think about between 50 and 80 pages a week (many with long footnotes you can mostly ignore, many with images).

Evaluation

Class participation 10%

Written reading responses 15%

Leading discussion 15%

Book review presentation 15%

Final Essay 30%

Final presentation 15%

Class participation (10%)

Because this is a seminar, the students in it *make* the course. You must do the readings and arrive for class prepared and ready to discuss the course material, responding to the questions suggested by your

discussion leaders and ready with comments and questions of your own. If you do not do this, the course will suffer as a result. I will be carefully noting students' attendance and contributions to the discussion.

Written reading responses (15%)

Starting in Week 2, each student is to write a 1-page type-written response to the readings of each week. This will demonstrate that the reading was completed and that you've started to think about it.

Part of this should include a brief (!) summary of the reading; part of this can include comments on things you did not understand, or questions the reading led you to have. This can be generally informal, but should include some reference to each of the assigned readings.

Leading discussion (15%)

Starting in Week 2, for each class 1-2 student(s) will be designated as the discussion leaders. They may decide amongst themselves how to divide up the work: they should present a brief introduction to each reading (e.g. highlighting the reading's thesis or aim, its scholarly perspective), they should prepare discussion questions for their classmates, and they are responsible for moderating the class discussion about the readings.

Crash book report (15%)

Academics read a lot of books, but also don't have time to read books – how can we resolve this? In Weeks 4 and 6 each student will give a 10-15 minute presentation that is a book review of a relevant book (a list of books will be provided). Your book review will involve you strategically reading the book and reading academic book reviews of the book in order to understand its broader point. The purpose of this assignment is to learn how scholars construct long-form arguments (the 200-page version of a 10-page paper). These presentations should also help your classmates learn about potential resources as they choose a research paper topic. Instructions on Brightspace.

Final Research Essay 30%

Each student will write a research essay 3000-4000 words in length, not including bibliography (this is about 10 pages). The professor will provide a list of suggested topics, or students may write on another topic of their choosing. All topics must be approved by the professor so that we can properly share and allocate books and other sources! You are welcome to write an essay on a topic related to your "mysitis" presentation. Footnotes, rather than endnotes or in-text citations, are preferred. The citation style students use can be any with which they are comfortable as long as the method is consistent. A minimum of four academic sources, **and no websites**, must be used. Instructions on Brightspace.

Final Research Presentation 15%

In the final two weeks of the course, students will give 15-20 minute "work in progress" presentations on their chosen research essay topic. This must include a power point presentation. This is an opportunity to collect your thoughts about the topic well ahead of when the essay is due and to receive peer feedback.

Themes and Readings

Week 1 – January 10th

Sources – Clearing the air: the limits of Pompeii

Week 2 – January 17th

The domestic world in the city

Week 3 – January 24th

Markets and shopping

Week 4 – January 31st

Book review presentations – Day I

Week 5 – February 7th

Slavery and the Enslaved

Week 6 – February 14th

Book review presentations – Day II

----Winter Break----

Week 7 – February 28th

“Dirty jobs”

Week 8 – March 7th

Private cult

Week 9 – March 14th

Health and medicine

Week 10 – March 21st

Performers and Infames

Week 11 – March 21st

Farmers and rural life

Week 12 – March 28th

Student Presentations – Research work-in-progress

Week 13 – April 4th

Student Presentations – Research work-in-progress

----Exam period begins----

April 14th – Research Essay Due

Plagiarism

Two definitions of plagiarism which are useful for our subject area are: “Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks” and “using ideas or material without appropriate acknowledgment in any academic assignment.” (As defined in Carleton’s Academic Integrity website.)

If I suspect that you have plagiarized, I will treat it very seriously, as is the policy of the Faculty of Arts and Social Sciences and the university. You will have to meet with the Associate Dean for Academic Integrity.

Resources to learn about plagiarism: <https://library.carleton.ca/guides/help/avoid-plagiarism>
For more on Academic Integrity, see <https://carleton.ca/FASS-FPA-teaching-regulations/academic-integrity-and-academic-offences/>

Using AI for your Writing

ChatGPT can compile full sentences and create plausible-sounding explanations, but it tends to be inaccurate at worst and vague at best. This is unlike an essay written by a live student who has done the reading and been present in class. A human student's writing uses specific examples, has accurate citations (to real authors who actually exist), and addresses the assignment prompts directly.

If you want to write bad assignments, feel free to use AI, and then maybe you won't get caught and you'll receive a D or maybe even a C. If you do get caught using AI, it is akin to plagiarism (ie. submitting someone else's work) and you will fail the assignment and potentially face broader academic consequences in the Dean's office.

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

Bachelor of the Humanities 300 Paterson Hall CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
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