

CLCV 4801 (Winter Term 2022): Caesar in Rome and on Screen
Class time: Tuesday and Thursday, 8:35-9:55 AM
The College of the Humanities, Greek and Roman Studies Program
Dr. Jaclyn Neel

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Office hours: Tuesdays and Thursdays from 1-2 PM on Zoom, or by appointment

Calendar description: Seminar in Greek & Roman Studies. Prerequisite(s): fourth-year standing in the Greek & Roman Studies BA or permission of the department.

Course description: A casino. A pizza chain. A salad. What do we know about this most famous Roman, and how do we know it? In this course, we will read some of Julius Caesar's own extensive surviving works, as well as the judgment of his contemporaries, to better understand Caesar in his own time. Then we will watch cinematic interpretations of Caesar to see how modern views differ from ancient times, what lessons our Caesar teaches us, and what that tells us about our perspective on ancient Rome.

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

Grade Breakdown:

- Participation: 19%, of which
 - Attendance: 6% (i.e., 0.25% per class)
 - Contributive discussion: 13%
- Three analyses: 36%, of which
 - Caesar passage analysis: 12%, due Jan. 27 at midnight Eastern time
 - Appian passage analysis: 12%, due Feb. 17 at midnight Eastern time
 - Scene analysis: 12%, due March 17 at midnight Eastern time
- Caesarian ethos assignment: 45%, comprising:
 - Project workshop: 10% for your draft (due March 1 at midnight Eastern time), 10% for thoughtful comments on others' drafts
 - Final submission: 25%, due Apr. 4 at midnight Eastern time

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

Required Textbooks:

Ideally, I would like you to use the same text that I am reading so we can productively discuss Caesar's language. We will read the majority of these books.

- Caesar, Julius. *The Gallic War* (tr. Carolyn Hammond). Oxford.
- Caesar, Julius. *The Civil War*. (tr. John Carter). Oxford.
- Appian, *The Civil Wars* (tr. John Carter). Penguin.

Recommended Textbooks:

We will read significant portions of the first two books, and the remainder may be useful for your research. But they are also expensive and available electronically, so I would recommend that you only purchase them if you are very interested in the subject of Caesar and his later representation.

- Wyke, Maria. *Caesar in the USA*. [E-book at MacOdrum](#): no need to buy.
- Grillo, L., and C. Krebs. *The Cambridge Companion to the Writings of Julius Caesar*. Readings in this book are referred to by author last name and (CC).
- Zander, H. *Julius Caesar: New Critical Essays*. [E-book at MacOdrum](#): no need to buy
- Batstone, W. W., and Damon, C. *Caesar's Civil War*. [E-book at MacOdrum](#): no need to buy.
- Griffin, M. *A Companion to Julius Caesar*. [E-book at MacOdrum](#): no need to buy.

Student Learning Outcomes

By the end of this course, students will have

- 1) Read and understood a substantial portion of Julius Caesar's work;
- 2) Understood and applied the concept of ethos to an ancient text and a modern source;
- 3) Produced a project that demonstrates how ancient evidence is/has been depicted in the modern world.

A final grade of 'A' in this course recognizes that you have achieved these 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**

This course covers a lot of ground in a short period of time. Deadlines are clearly marked both on the syllabus and in Brightspace and points will be deducted from late work at the rate of 2% per day. No work will be accepted more than 7 calendar days after its deadline.

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. There is no limit on the number of extensions you receive.

- **Technology**

Although this class is online, it will work better if we can interact with each other in a more friendly way. If possible, let's try to use our microphones as well as chatting to speak. We will use Zoom for class (I know, and I'm sorry). Although high-speed internet access is recommended for class time, 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: 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 or Zoom.

In class: I recognize that there will be times when using the chat function to communicate will be necessary, but class will be better for everyone if participation is high. No one likes an online lecture (including me!). If we can get by with chat alone, that’s great; if we need to speak, which is likely, video is nice but not necessary. The most important things are (a) that we can communicate with each other and (b) that we have patience with technological foibles. Please try to limit sarcasm and irony, which is hard to read online; I am a fan of plentiful smileys in class to remind us all that we are a team working together to understand Caesar.

Even though our classroom is online, it is still a place where mutual respect should dominate. I take classroom behavior seriously, and you can always come to me with concerns; that being said, disagreement and debate are crucial to historical understanding, and I will not step in to referee respectful arguments.

- **Writing evaluation**

I value the development of writing as a skill. To that end, we will practice the type of writing that I expect you to use in this course in four different assignments: the three analyses, and the final project. I expect that your submissions 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 also recognize that all professors grade and mark up papers differently; I am happy to go over your paper with you individually in office hours.

Explanation of Assignments:

Participation: Seminars live and die on participation. As a former quiet person, I know that speaking up in class is harder for some students than others. That is why your participation is marked in two ways: about one-third is dedicated to simply showing up, while the remaining two-thirds is dedicated to **substantive** participation. What I mean by that is that you are making comments that show me that you have read/watched and thought deeply about the material we are discussing. Off-topic comments, comments that indicate you haven’t done the reading, and other filler reminds me that you are present, but doesn’t gain you any credit.

Analyses: You will write three analyses on a topic of your choice, but based in the writing of Caesar (or his continuators) and Appian, as well as a modern Caesar. I recommend, but don't require, that you use at least one of these analyses to experiment with ideas that will lead to your final project. As you will see, a list of "pre-approved" passages for the project are listed below, but **any passage is fair game provided that we did not analyze it in class**. A good passage choice will not be more than one (single-sided) page of the book. You should do your own thinking in these assignments, rather than rely on me/the textbooks. These analyses should be approximately 1000 words and they must include an argument. Research beyond the course texts is not required – you will notice that it's hard to access many articles on these topics.

Project workshop: Everyone in the class is conducting research on the same topic: Caesarian ethos (we will discuss this term in the early weeks of class). In the first half of class, you will become familiar enough with the concept to apply it in our weekly readings. As a result, everyone should be able to offer valuable feedback on the class' work. A list of names & dates will be shared before winter break; you should plan to read the drafts of the students whose work will be discussed before class and prepare notes and constructive criticism. To get the most benefit out of the workshop, your draft should be approximately 500 words; include at least one example (textual or modern; if it's not in our assigned work, please include a link/reference); and offer some discussion/idea where your research is going.

Final Project: As a capstone to the course, you will analyze Caesar's ethos in a situation that appears both textually and in modern media. Although the guidelines below are most applicable to a research paper, I am open to suggestions of other formats that may better fit a multimedia analysis. You should assume that if you are writing a paper, it will be approximately 5000 words and include, in addition to your primary sources, at least three secondary sources (the books listed at the beginning of the syllabus are good places to start; you may do further research, but this is not required). Your papers should have an argument and indicate that you can critically apply the concept of ethos in context.

The following passages are pre-approved; any other passages should be run by me first. Please do not use the entire listed passage, but choose a section that illustrates your point to focus on and contextualize it within the rest of the passage. The media source is up to you, but would benefit from the same treatment of spotlighting one scene within a larger work.

- *Bellum Alexandrinum* 1-10, 1.23-33, 1.65-78
- *Bellum Africanum* 65-90
- *Bellum Hispanicum* 28-32, 41-42
- Plutarch, *Life of Caesar* 14-18, 28-32, 43-48, 54-59

I know that many of you are graduating students who have had your academic careers seriously disrupted – if there is a topic related to Caesar that you would rather pursue in this final term, let's talk.

Schedule of Assignments, Topics, and Readings:

Date	Topic	Readings Due
Jan 11	Welcome!	N/A
Jan 13	Introducing Caesar	Appian 2.1-16 ; Thorne (CC) p. 304-9
Jan 18	Introducing Gaul	Caesar, <i>Gallic War</i> 1
Jan 20	Britain and the Germans	Caesar, <i>Gallic War</i> 4.1-15, 4.20-36, 6.11-28; Krebs (CC)
Jan 25	The Gauls' last stand	Caesar, <i>Gallic War</i> 7.1-26, 7.68-90, 8.24-25. 8.46-54
Jan 27	Caesar in Context	Appian 2.17-41 ; Raaflaub (CC) ; Caesar analysis due
Feb 1	Invading Italy	Caesar, <i>Civil War</i> 1
Feb 3	Caesar in Context	Appian 2.42-64 ; Nousek (CC)
Feb 8	Spain and Greece	Caesar, <i>Civil War</i> 2.1-22, 3.39-72; Batstone (CC)
Feb 10	Caesar in Context	Appian 2.65-86
Feb 15	Greece and Egypt	Caesar, <i>Civil War</i> 3.73-102
Feb 17	Caesar dictator	Appian 2.87-148 ; Appian analysis due
Feb 21-27	Winter Break	Have fun!
Mar 1	Shakespeare and McCarthy	<i>Julius Caesar</i> (Brando) Proposal due
Mar 3	Presentations	TBA
Mar 8	Historical analysis	Wyke ch. 5, 6 ("Totalitarianism"; "Presidential Power")
Mar 10	Presentations	TBA
Mar 15	Beware the Ides!	<i>Julius Caesar</i> (Heston)
Mar 17	Presentations	TBA Movie analysis due
Mar 22	The early Hollywood era	Cleopatra (Colbert)
Mar 24	Historical analysis	Wyke ch. 4 ("Dictatorship")
Mar 29	Shaw and World War II	Caesar and Cleopatra
Mar 31	The end of the Hollywood epic	Cleopatra (Taylor/Burton; part 1 only)
Apr 5	Historical analysis	Bronfen ; Ashton ch. 1 and ch. 9
Apr 7	French (anti-) colonialism	Asterix: Land of the Gods , God Save Britannia , and Cleopatra
Apr 12		Wyke ch. 7 ("Empire")



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 Policy (updated June 2021)

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism 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, art works, 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;
- 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; and
- failing to acknowledge sources through the use of 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 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

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

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.

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](#).

Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

Religious Accommodation

Please contact your instructor 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. For more details, please review the [Student Guide to Academic Accommodation](#).

Pregnancy Accommodation

Please contact your instructor 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. . For more details, please review the [Student Guide to Academic Accommodation](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

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. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

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. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

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 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) 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.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation 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 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. The University's preferred medical form can be found at the Registrar's Office [here](#).

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

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.

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
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Digital Humanities (Undergraduate Minor) 300 Paterson Hall
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