

# INTRODUCTION TO ROMAN CIVILIZATION



## COURSE DESCRIPTION

This course will focus on the **culture and history of the ancient Roman empire from its beginnings to the fall of the Western empire**. The assignments for this course will consist almost entirely of **primary sources**, i.e. readings/inscriptions/art/archaeology created in the ancient world. Since this class counts toward the general education requirements in the Global and History Perspectives categories (GL and GHP), we will use these primary sources to trace the development of **key themes in Rome's history, art, literature, intellectual culture and socio-political practices** in the Roman world. We will ask: **who were the Romans?** How did they live? What was the social structure of Roman society, and how did it impact political life? What was the social, cultural, religious, and political landscapes they inhabited? How did the Romans adopt and adapt to a changing empire and a diverse imperial population? **We will particularly investigate the rich diversity of perspectives, experiences, and voices of people living in Rome and the Roman empire through a variety of different primary sources (literary, epigraphic, archaeological).**

## TABLE OF CONTENTS

COURSE DESCRIPTION	1
REQUIRED TEXTS	1
GRADED ASSIGNMENTS OVERVIEW	1
COURSE LEARNING OUTCOMES	2
CANVAS & EMAIL POLICY	2
EXPECTATIONS	3
GRADED COMPONENTS	3
GRADING SCALE	3
EXAMS	3
ONLINE QUIZZES	3
IN-CLASS ACTIVITIES	3
TECHNOLOGY POLICY	3
UNIVERSITY POLICIES	4
ACADEMIC INTEGRITY POLICY	4
HOW TO SUCCEED	4
COURSE SCHEDULE	5-7
IMPORTANT DUE DATES	7

**Dr.  
Le Blanc**

## REQUIRED TEXTS

all texts are posted as links or PDFs to the course canvas website under "Weekly Readings"; you are encouraged to print or save these readings and to take notes on them.

## CONTACT INFO

email: rleblan@uncg.edu

office: MHRA 1110

office hours:

M 11:00-12:00pm

T 1:00-2:00pm

Th 9:30-10:30am

Or by appointment

## GRADED ASSIGNMENTS OVERVIEW

IN-CLASS ASSIGNMENTS	20%
ONLINE QUIZZES	20%
HOURLY EXAM #1	20%
HOURLY EXAM #2	20%
HOURLY EXAM #3/"FINAL EXAM"	20%

## STUDENTS ARE EXPECTED TO...

1. Complete the readings for each class before arriving (“reading” includes both reading the text, and working toward comprehension of the text, hopefully with the use of the term lists and study questions [posted to Canvas] as aids).
2. Attend class regularly, be prepared to actively participate in class discussions (class-wide, in pairs, in small groups) and to complete in-class activities.
3. Take notes and be active members of the course—not to zone out, go to sleep, or do other work.
4. Be respectful of the class at all times, particularly when discussing sensitive topics.
5. Be proactive; ask questions, stop by Dr. Le Blanc’s office hours with concerns.
6. Put effort and investment into course assignments and materials in order to succeed; also, to learn how to identify important terms and concepts for self-review (with the aid of term lists and study questions) before exams.



## CANVAS & EMAIL POLICY

1. **It is your responsibility** to check Canvas and your UNCG email daily. You will be notified of any change in schedule or assignments via a Canvas email and posted announcement.
2. Your grades will be posted throughout the semester on Canvas, typically within a week of grading. **It is your responsibility to keep up with your grades on Canvas, and to inform your instructor of any errors (i.e. a missing grade) or questions ASAP.**
3. Please include a salutation (i.e. “Dear Dr. Le Blanc”) and include your name and the name of our class (i.e. Roman Civ) in all emails.

## STUDENT LEARNING OUTCOMES (SLOS)

This course belongs to the General Education curriculum at UNCG, fulfilling the Historical Perspectives (GHP) category, as well as carrying the Global (GL) marker. The course also fulfills the General Education core Pre-Modern History (GPM) requirement. The first three Student Learning Outcomes (SLOs) are for GL courses, and the last three are GHP.

- Find, interpret, and evaluate information on diverse cultures.
- Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
- Use diverse cultural frames of reference and alternative perspectives to analyze issues.
- Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
- Use evidence to interpret the past coherently, orally and/or in writing.

### Upon successful completion of this course students will be able to:

- Identify and interpret important people, events, and ideas in the ancient Roman world (SLO 1,4)
- Engage with primary sources and to examine how authors of different time periods and social backgrounds present key issues (SLO 1, 3, 4, 5).
- Consider how Roman ideas and beliefs influenced the development of their civilization, and, more generally, the development of world history (SLO 2-5).
- Use different types of primary sources to investigate the lived experiences of Romans from diverse social, religious, ethnic, and political backgrounds.

# GRADED ASSIGNMENT DETAILS



## exams (20% each; 60% total)

3 exams, all non-cumulative. Format will vary, but will typically include short answer essays, passage questions and identification, image questions and identifications, and term IDs. Study guides are your responsibility. Use the weekly term lists and study questions (all posted to Canvas), as well as the posted powerpoints and your class notes, to help you prepare. Part of studying and learning this information is figuring out what is important, and what to study. Find a study buddy, visit office hours, take good notes, do the readings and assignments, come to class—and studying for the exam will be significantly easier! **Nota bene:** the final exam is NOT cumulative!

## GRADING SCALE

A+	100-97%
A	96-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	Below 60%

I am happy to discuss your grades with you. **However, university policy prohibits discussions of grades via email, and so you will have to schedule an appointment to come to my office to discuss any issues or questions you might have.**

Grades will be posted on Canvas throughout the semester so that you may keep track of your performance in the class. My “rounding” policy is as follows: I will only take into account the first number after the decimal, i.e. 89.6 will be rounded up to a 90% (A-), but an 89.59 will be a B+. If I make an error calculating your grade I’m more than happy to fix it., but I do not negotiate grades

## in-class assignments (20%)

Up to 10 times over the course of the semester I will administer unannounced graded in-class activities. Sometimes these will consist of a group activity or role-playing game; at other times, they will be short essays or practice close readings of ancient texts. Because these unannounced activities are based on materials discussed in class or on group activities, there will be **NO MAKEUP ACTIVITIES FOR ANY REASON.** I will drop your two lowest grades at the end of the semester.

These are graded on a 5-point scale:  
5=excellent  
4=good  
3=satisfactory  
2=needs improvement  
1=poor

## online quizzes (20%)

Up to 12 weekly quizzes testing reading comprehension and some lecture material. These quizzes will be taken at home on Canvas, and consist of 10 multiple-choice questions. They will be timed for 15 minutes, but you will have two chances to take each quiz. The quizzes are open-notes and open-book. The quizzes are due every Thursday by 1pm. They will cover all the reading for that week, and will include 1-2 questions from Tuesday's lecture. The quiz will open on Friday and close the next week at 1pm on Thursday. I will drop your two lowest grades at the end of the semester. There are **NO MAKEUP QUIZZES FOR ANY REASONS, INCLUDING TECHNICAL PROBLEMS OR ABSENCES.**

**Please note that the quiz function on Canvas does not work consistently on phones; schedule time to take the quizzes via a laptop, tablet or desktop computer to prevent technical problems.**

## TECHNOLOGY POLICY

Technology (laptops, tablets ONLY) will be permitted for use in class on a probational basis (i.e. we'll try it for two weeks and revisit it). **NO CELL PHONES** except when permitted by your instructor.

Please note that I reserve the right to change this technology policy at any time, and for any reason—especially if it is being abused.

## SPECIAL ACCOMODATIONS

Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center (<http://ods.dept.uncg.edu/>; email: oars@uncg.edu). If you have a documented disability and want to discuss academic accommodations, **please talk with me before the end of the second week.**

## RELIGIOUS DAYS

State law allows students to have up to two absences for religious reasons per academic year and to be allowed to make up work missed. If this applies to you, you must notify me two weeks in advance and make arrangements to make up missed work at that time. I reserve the right to require you to do this work before your absence.



### ACADEMIC INTEGRITY POLICY

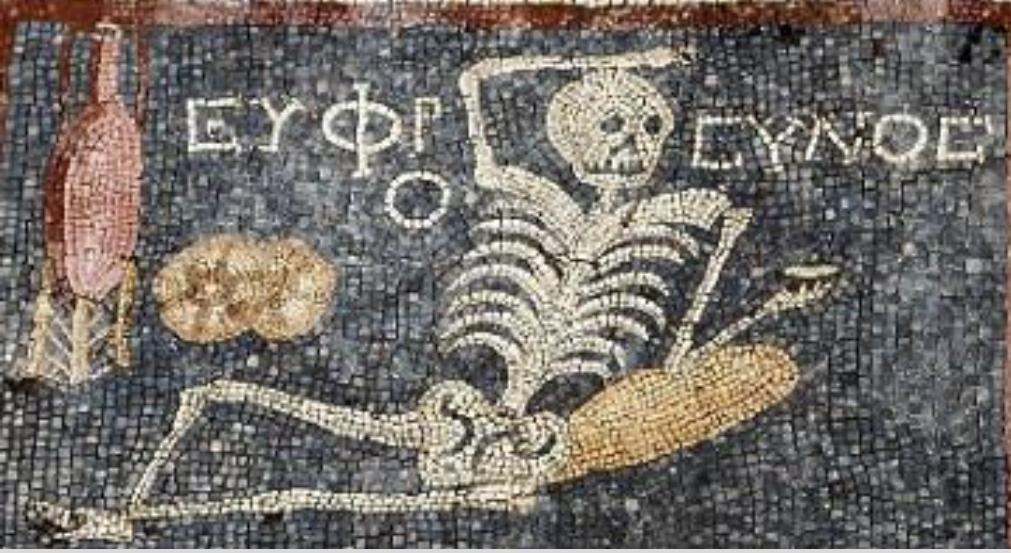
(from the Dean of Students' Webpage):

Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the UNCG community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others. First responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the university. Please take the time to familiarize yourself with the Academic Integrity Policy: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

**In sum: don't cheat or do something academically dishonest. This includes: completing a quiz/test/activity on behalf of someone else; using outside resources during a test or quiz without explicit permission of the instructor; taking someone else's work and using it as your own without proper attribution; putting an absent friend's name on an in-class activity. As the saying goes: ignorance of the law is no excuse! If you're unsure where an assignment stands, ask.**

## HOW TO SUCCEED

1. Do the assigned readings before class. Use the term lists and study questions on Canvas to help you understand the material. Give yourself plenty of time to do the readings thoroughly, and to make note of questions.
2. Attend class regularly, and take good notes! These notes (plus the powerpoints) will be your primary study tools for the exams.
3. Don't forget to take the online quizzes, and attend regularly in order to get a high grade on your in-class activities scores. Activities and quizzes help deepen your comprehension of the material, and help you practice approaching the ancient world critically and actively.
4. Ask questions. Email them, or ask before class, if you don't want to raise your hand.
5. Find someone in class to study with; make an agreement to supply notes to your class buddy if they or you are sick.
6. Recognize that reading and understanding ancient primary sources is difficult, and that it takes time to get used to this type of study—there's a learning curve, but the goal is to improve.
7. Keep me in the loop! If you're having problems with the course, or with life in general, don't just ghost on the class—get in touch with me, and we'll find a way to support you, and to connect you to the class or campus resources that will help you!
8. Start making exam study guides early.
9. In order to do well, you HAVE to do the reading and put effort into learning. Pro tip: when I tell you to do the thing, do the thing. You're more likely to get a higher grade (and learn something).
10. Recognize that in-class activities and quizzes are worth 20% each toward your final grade; I'll drop two in each category at the end of the semester, but miss too many and it will be difficult for you to receive a high grade in the course.



Some Roman life advice:  
See the advice given to you  
by this chill skeleton on a  
Roman mosaic (c. 3<sup>rd</sup> c. CE).  
The caption (in Greek)  
reads: "be cheerful and  
enjoy your life"

## COURSE SCHEDULE

\*Please note that I retain the right to modify this syllabus and any course assignments at any time; changes will be announced via email and on the Canvas website in advance.

\*all readings are posted to Canvas as PDFs or links to online sources under the "Weekly Readings" link on the main course page

### Tuesday, August 15: Introduction

Reading: None, but do look over the syllabus before class to see if you have any questions

### Thursday, August 17: Introduction to Ancient Texts; Terms; Geography; Historical Sketch, Part I

Reading: (1) Livy, Book 1.32 (on the Roman way of declaring war); (2) Horace *Epoche III* ("On Garlic!"); (3) selections from Suetonius' *Life of Domitian*

### Tuesday, August 22: Historical Sketch, Part II

Reading: (1) Timeline of Roman history; (2) "From City to Empire" in *The Penguin Historical Atlas of Ancient Rome* (pp.12-19) and "The Imperial Regime" (pp.38-45)

### Thursday, August 24: Early Rome: Aeneas, Romulus and Remus +2 QUIZZES DUE @1PM (SYLLABUS + READING)

Reading: (1) Livy, Book 1, sections 1.1-1.18

### Tuesday, August 29: Kings and Things: the Regal Period

Reading: Livy, Book 1, sections 1.40-1.56

### Thursday, August 31: Overthrow of the Roman Kings; the *Mos Maiorum* +QUIZ DUE @1PM

Reading: (1) Livy, Book 1, sections 1.24-1.26; (2) sections 1.57-1.60; (3) Book 2, sections 2.9-2.11

### Tuesday, September 5: The Roman Republic

Reading: (1) Livy, Book 2, sections 31-33; Book 3, sections 33-38; sections 50-54; (2) The Twelve Tables; (3) selections from Cicero, *On the Republic* (Book 1)

### Thursday, September 7: The Roman Republic; the cityscape & diverse population of Rome

+QUIZ DUE @1PM

Reading: Selections of primary sources on life in the city; demography; ethnicity; mobility; daily life

### Tuesday, September 12: The Romans at Home; Roman Women; the Roman Family

Reading: Selections of primary sources \*\*\*print and bring with you to class!



# COURSE SCHEDULE (cont.)



**Thursday, September 14: Roman Homes; The Romans at Work and Play +QUIZ DUE @1PM**

Reading: Selections of primary sources

**Tuesday, September 18: MIDTERM #1**

**Thursday, September 21: Roman Religion (domestic, state cult) [no quiz this week]**

Reading: Kamm, *The Romans*, Ch.4 "Religions and Mythology," (pp.74-100)

**Tuesday, September 26: Enemies at the Gate (Veii, Gaul, the Punic Wars)**

Reading: (1) Livy, Book 5, sections 5.1-5.7; (2) sections 5.37-5.42

**Thursday, September 28: The Punic Wars and a Roman... Empire? +QUIZ DUE @1PM**

Reading: ; (1) "The Wars with Carthage" (pp.24-25), and "Rome's Conquest of the East (pp.26-27) in *Penguin Historical Atlas of Ancient Rome*; ; (2) Cornelius Nepos, *Life of Hannibal*

**Tuesday, October 3: The Good, the Bad, and the Ugly: a view of Roman culture from literature**

Reading: (1) Selections of primary sources on slavery in the Roman world  
(2) Plautus *Miles Gloriosus* (pp.3-31/end @ line 610)

**Thursday, October 5: More of the Same +QUIZ DUE @1PM**

Reading: (1) "The Roman Army" (pp.62-63) in *Penguin Historical Atlas of Ancient Rome*  
(2) Finish oPlautus *Miles Gloriosus* (pp.31-end)

**Tuesday, October 10: NO CLASS (FALL BREAK)**

**Thursday, October 12: Crisis in the Late Republic [no quiz this week]**

Reading: (1) Catiline conspiracy overview; (2) Cicero, *First Catilinarian* \*\*\*please print both & bring to class

**Tuesday, October 17: The First and Second Triumvirates**

Reading: (1) Selections from the *Penguin Historical Atlas of Ancient Rome* (pp.30-35); (2) Selections from Suetonius, *Life of Divus Julius*

**Thursday, October 19: Augustus +QUIZ DUE @1PM**

Reading: (1) Augustus *Res Gestae*;  
(2) selections of poetry by Horace \*\*\*please print & bring to class

**Tuesday, October 24: MIDTERM #2**

**Thursday, October 26: The Roman City under Augustus [no quiz this week]**

Reading: (1) Selections from Ovid's *Metamorphoses* on the deification of Julius Caesar; (2) Selections from Books 1-2 of Virgil's *Aeneid*

**Tuesday, October 31: History, Myth, and the Present**

Reading: Selections from Books 3-6 of Virgil's *Aeneid*

**Thursday, November 2: The Roman Emperor +QUIZ DUE @1PM**

Reading: Selections from Suetonius on Caligula and Nero

## COURSE SCHEDULE (cont.)



**Tuesday, November 7: Roman Entertainment**

**Reading:** Selections of primary sources

**Thursday, November 9: The Roman Economy +QUIZ DUE @1PM**

**Reading:** (1) "Trade and Transport", pp.80-81 in *Penguin Historical Atlas of Ancient Rome*; (2) Diocletian's Price List

**Tuesday, November 14: The High Empire and the Provinces; Ethnicity and the Roman Provinces**

**Reading:** (1) pp.60-61, 64-73 in *Penguin Historical Atlas of Ancient Rome*; (2) pp. 54-57, 74-77, 104-107 in *Penguin Historical Atlas of Ancient Rome*

**Thursday, November 16: A Very Roman Interlude +QUIZ DUE @1PM**

**Reading:** Apuleius, *The Golden Ass* (Books 1-4)

**Tuesday, November 21: More Apuleius; Cosmopolitanism and Empire**

**Reading:** (1) "Mystery Cults" (pp.102-103) in *Penguin Historical Atlas of Ancient Rome*; (2) Apuleius, *The Golden Ass* (Books 5-9)

**Thursday, November 23: NO CLASSES (THANKSGIVING)**

**Tuesday, November 28: LAST DAY OF CLASSES: Constantine, Constantinople, Christianity**

**+QUIZ DUE @1PM\*\*\*NOTE CHANGE IN DAY FOR OUR LAST QUIZ**

**Reading:** (1) "The Empire at Bay" (pp.108-109) in *Penguin Historical Atlas of Ancient Rome*; (2) "Diocletian and the Division of Power," (pp.122-123) in *Penguin Historical Atlas of Ancient Rome*; (3) "The Spread of Christianity" (pp.124-125) in *Penguin Historical Atlas of Ancient Rome*; (4) Pliny's letter to Trajan on the Christians; (5) The Edicts of Toleration and of Milan; (6) "Constantine the Great" (pp.126-127) in *Penguin Historical Atlas of Ancient Rome*

## IMPORTANT DATES

### Exam #1:

**Tuesday, September 18 (normal class time)**

*All quizzes are taken online through the Canvas website under "Quizzes", and are due on Thursdays at 1pm unless otherwise noted*

### Exam #2:

**Tuesday, October 24 (normal class time)**

Quizzes 1-2	August 24
Quiz 3	August 31
Quiz 4	September 7
Quiz 5	September 14
Quiz 6	September 28
Quiz 7	October 5
Quiz 8	October 19
Quiz 9	November 2
Quiz 10	November 9
Quiz 11	November 16
Quiz 12	TUESDAY, November 28

### Final Exam:

**Thursday, December 7, 3:30-4:45 (in our usual room)**