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SYLLABUS ARCHIVE

Course and Instructor Information:

Ancient Rome

Prof. Jessica H. Clark

Associate Professor of Classics, Florida State University

Helpful Context:

Course first designed in Spring 2016

Average enrollment: 50

This is an undergraduate course primarily intended for majors and non-majors.

It is taught completely in-person.

It does not fulfill a specific requirement of the university.

Reflections of the Instructor:

Q: What do you consider to be particular strengths of this course?

A: It's fun to teach, and easily adjustable depending on student interest. The primary source readings are mostly short and lecture/discussions (with PowerPoints that I share with the students) are designed so that they do not need to purchase a textbook.

Q: In what ways do you think the course could still use improvements/adjustments?

A: This version is structured chronologically, and it's a fairly traditional syllabus. I've taught it before aimed at majors with three units (war and politics = Rome, 753-180s BCE; empire and slavery = Rome 180s BCE - Augustus; religion and gender = Julio-Claudians through Constantine), but this version is aimed at a more general audience and a larger class size. I would not hold this up as a model of innovative pedagogy, but rather as a place to start.

Q: How generally have students responded to the course? Have there been any patterns in student feedback?

A: It is well-regarded and always fills up (I'm not the only one who teaches it).

History of Ancient Rome

[time and location]
[instructor/ email]
[office and office hours]

This course is an introduction to the history of ancient Rome, from its origins as a small village through its growth into a Mediterranean empire (and, ultimately, collapse). We will approach Roman history chronologically, discussing developments in politics, culture, economics, and military expansion, and thematically, exploring Roman religions, laws, and daily life. No prior coursework in history is assumed.

Getting in touch: email is best. If your email requires a response and you do not hear back from me within 24 hours, please check that you used the correct email address and resend your message. Humor me and use “professional” language in all communications.

Readings: Shorter readings will be available (as .pdfs or links) on the course page. There are **two required books**:

1. Brent D. Shaw, *Spartacus and the Slave Wars: A Brief History with Documents*. Second edition. Macmillan/ Bedford St. Martins, 2018.
ISBN: 9781319094829

2. Jennifer A. Rea; illustrated by Liz Clarke, *Perpetua's Journey: Faith, Gender, and Power in the Roman Empire*. Oxford University Press, 2017.
ISBN: 9780190238711

Late work: I accept late work with penalties (first time up to 24 hours late = one letter grade deducted; more than 24 hours late, or repeatedly late work = two or more letter grades deducted). **No exceptions without a documented, University-approved excuse which covers either the day, or the day before, your work is due.** Missed quizzes or exams may only be made up with documentation for an approved absence. If you know you will need extra time, be in touch early to request a possible extension.

Technology: Don't be annoying with your phones or laptops (seriously, I'll call you on it), but otherwise, take notes as you wish.

Grading Standards

A	930 – 1000	C	730 – 769
A-	900 – 929	C-	700 – 729
B+	870 – 899	D+	670 – 699
B	830 – 869	D	630 – 669
B-	800 – 829	D-	600 – 629
C+	770 – 799	F	0 – 599

Evaluation

Attendance/participation: 120 points

In-class quizzes (6): 480 points (80 each)

Midterm project: 160 points (due in class Friday 3/1)

Final project: 240 points (due Tuesday 4/30)

Attendance and participation: I will take attendance and note participation on most class days. You will lose ten points for *every day* missed without a documented, University-recognized excuse. You have one “free pass” but be in touch when you use it, so I can update you on any missed announcements. I expect everyone to contribute regularly and if you participate rarely or not at all, you will lose points here (for example, perfect attendance but no contributions to discussion = 100/120).

Participation is not optional if you expect an A as your final grade in this class, but there are many ways to be an active member of the class. Basically, “contributing regularly” involves *adding value to the class by your presence*. Listen when someone else is speaking; ask questions; indicate agreement or disagreement; share your own ideas. You are also welcome to speak with me individually, and I will incorporate your questions or comments into our class discussions (anonymously or with credit to you, as you prefer). (Trying to be on your phone without me noticing *subtracts* value, as does coming late or leaving during class. If this is *unavoidable*, speak with me beforehand; do not try to slip out unnoticed).

Quizzes: You will have six (6) scheduled in-class quizzes that cover basic factual information about Roman history and also ask you to analyze pieces of ancient evidence. These quizzes will be the basis for class discussions and thus can only be made up with a documented, University-approved excuse.

Midterm Project: Read the sources for Spartacus’ War (Shaw pp. 124-160). Reconstruct a timeline and summary of the war (2-3 pages); you will have to make choices about which ancient authors are more reliable and which details (and in what order) to include. Explain your decisions and note areas where certainty (or confidence) is not possible (in your opinion). Do not work with other students.

Final Project: Choose one of two options:

1. A short (5-7 page) research paper addressing when and why the Roman Republic OR the Roman Empire “fell.” Your paper must draw on at least three primary (ancient) sources and five secondary (modern) scholarly works. We will compile a folder for shared research on Canvas. 1-inch margins, 12-point or smaller font, no “filler” or empty space to make page count; submitted through Turnitin.com.

Your paper must have a thesis and present an argument based on evidence. You do not have to disprove other possible interpretations, but you must support your claim that your choice is the best one.

2. As an alternative to a written project, you may submit an original creative project (examples: model/diorama, artwork, short story or play, food, blog or other online presentation, costume, etc. -- discuss the options with me) accompanied by a 1200-word explanation of your research and conclusions.

UNIVERSITY POLICIES APPLICABLE TO ALL COURSES
[Your institutions' stuff here]

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

I am a mandatory reporter: I cannot protect your confidentiality in cases where I suspect a crime has been committed or a student is in danger. Please take advantage of the Office of the Dean of Students (<https://dos.fsu.edu>) or the resources available through <https://knowmore.fsu.edu> to protect your safety and your privacy; caseworkers can coordinate documentation and plans for make-up work.

Schedule

Week	Date	Topic	Reading (complete <u>for</u> the date on which it is listed)
1	M & W 1/7-1/9	Introduction	Read: the syllabus
	F 1/11	The Foundations of Rome (753 BCE)	Read: Plutarch, <i>Life of Romulus</i>
2	M & W 1/14-1/16	The "Regal Period" (753-509 BCE)	Read: Livy, "Lucretia" [Content warning for this, Sabine Women discussion, and next Livy reading]
	F 1/18	Roman Laws and the Early Republic (509-450 BCE)	Read: Twelve Tables .pdf; Livy, "Verginia" Quiz 1
No Class Monday 1/21: Martin Luther King Day			
3	W-F 1/23-1/25	The "Conflict of the Orders" (450-366 BCE)	Read: Plutarch, <i>Life of Camillus</i> ; "Republic Government" chart .pdf
4	M & W 1/28-1/30	Roman Expansion: Italy	Read: Livy Books 9 & 10 (excerpts)
	F 2/1	The Pyrrhic War (280-275 BCE)	Read: Dionysius of Halicarnassus (excerpts) Quiz 2
5	M & W 2/4-2/6	The 1st & 2nd Punic Wars (264-241, 218-201 BCE)	Read: Pliny, <i>Eulogy</i> .pdf; Polybius. Book 6 .pdf
	F 2/8	Rome and Hannibal	Read: Plutarch, <i>Life of Marcellus</i>
6	M & W 2/11-2/13	Roman Slavery and Slave Culture (2nd c. BCE)	Read: Shaw pp. 1-72
	F 2/15	The "Bacchanalian Conspiracy"	Read: "Livy Bacchanalia" .pdf Quiz 3
7	M & W 2/18-2/20	Italian and Roman Rights (2nd c. BCE; 91-88 BCE)	Read: "Social War" .pdf [This includes various texts from attalus.org for the years 91-88]

	F 2/22	Slave Wars (135-101 BCE)	Read: Shaw pp. 73-123
8	M & W 2/25-2/27	NO CLASS M & W	You will have a midterm project to complete based on Shaw pp. 124-160 , due Friday 3/1
	F 3/1	Spartacus' War (73-71 BCE)	Read: Shaw pp. 124-160
9	M & W 3/4-3/6	Warlords at Rome (1st c. BCE)	Read: Sallust, <i>Conspiracy of Catiline</i>
	F 3/8	"The Last Generation of the Roman Republic"	Quiz 4
10	M & W 3/11-3/13	Julius Caesar (100-44 BCE)	Read: Suetonius, <i>Life of Divine Caesar</i>
	F 3/15	The Ides of March (March 15, 44 BCE)	(no reading)
March 18-22: Spring Break			
11	M & W 3/25-3/27	Rome's First Emperor: Augustus (27 BCE-CE 14)	Read: Suetonius, <i>Life of Augustus</i>
	F 3/29	Defeat at Teutoberg (9 CE)	Read: (follow Teutoberg links on Canvas)
12	M & W 4/1-4/3	The Roman Empire	Read: Suetonius, <i>Life of Nero</i>
	F 4/5	Empires' Critics	Read: Tacitus, <i>Agricola</i> (excerpt) .pdf and Juvenal, <i>Satires</i> .pdf; Quiz 5
13	M & W 4/8-4/10	The "High Empire" and the Severan Dynasty	Read: Rea pp. 91-122
	F 4/12	The "Edict of Caracalla"	(begin reading Rea pp. 169-181, for next week)
14	M & W 4/15-4/17	Perpetua and Felicity	Read: Rea pp. 5-86 (illustrated novel form); pp. 169-181 (translated Latin text)
	F 4/19	The Late Roman Empire	Quiz 6
15	M & W 4/22-4/24	The "Fall" of Rome	
	F 4/26: No Class Meeting	No reading for this week. If your final project includes an element of class presentation, sign up for a time Monday or Wednesday. We will not meet Friday (I will be at the Association of Ancient Historians Annual Meeting in Atlanta).	
Final papers and final projects due by noon Tuesday April 30.			

Grading Rubric for Final Project [My General Standards]

I am *always* happy to discuss grades and will *always* consider requests to re-grade your work; before we meet, however, please score your own work based upon this rubric and come prepared to explain your own scoring. This will never result in a lower grade, but it will not necessarily lead to a higher one.

	Basics	Editing	Methods/Content (Competency #1)	Methods/Analysis (Competency #2 & 3)
+	Paper length <i>usefully</i> exceeds requirements	Flawless	Extraordinary	Extraordinary
A	All aspects of the assignment are present in full; work meets length requirements and answers every part of the prompt without using “filler” material or empty space on the page	Work is carefully edited; there are very few if any typos or grammatical errors or oddities in formatting	The student clearly demonstrates the ability to examine, interpret, and explain issues with a critical eye for factors like motives, cultural contexts, economic factors, etc.	Student’s arguments and/or analysis of the arguments of others show a critical awareness of logical principles in argumentation (false logic, biased data selection, unsupported assumptions, etc.)
B/C	Some aspect of the assignment is missing, too short, or has been significantly misunderstood, but other aspects are present in full	Overall, the work appears edited and well-formatted; errors and infelicities remain, but do not often interfere with the reader’s comprehension	While some aspects of the student’s examination and interpretation of the material meet the criteria above, the student shows some unquestioned assumptions	The student does not meet the above criteria consistently or with sufficient rigor, but does display some degree of critical awareness of logical principles in argumentation
D	The student has not followed the assignment or has left significant aspects incomplete	Work does not show care in editing and formatting; frequent errors or oddities interfere with the reader’s comprehension	The student does not demonstrate an ability to examine or interpret past or present issues with a critical eye for their larger contexts	The student’s arguments and/or analysis are based upon an uncritical assessment of the evidence and arguments available
F	Unacceptable work	Unacceptable work	Unacceptable work	Unacceptable work