

Roman Civilization (21:510:256:W5)

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Office Hours: on Canvas, or by appt.

Course Description: The foundation for this course is the narrative of Roman history from the founding of the city of Rome (traditionally placed in 753 BCE) through the fall of the western Empire (476 CE). While exploring the historical narrative of the rise (and fall) of Rome, we will also examine Roman social and political institutions, such as religion, the military, and government structure. We will also discuss controversial topics such as the third-century CE “crisis” and the Christianization of the Roman Empire. Particular emphasis will be placed on the ideological and practical approaches the Romans took towards acquiring and maintaining one of the largest empires in human history.

Course Goals and Learning Objectives:

- To provide an overview of Roman history, while exploring fundamental questions such as: What does the study of history encompass? Is there a/one history? What is the value to our modern societies of studying Roman history?
- To gain knowledge of the social and political institutions that comprised the Roman Empire
- To increase understanding of the major debates/issues involved in the study of Roman history and civilization
- To observe and articulate ways in which Roman civilization continues to impact our modern societies

Skills developed in this course

- the ability to analyze and contextualize primary sources
- the ability to understand the variety of methodologies in contemporary historical practice and to participate in historiographical conversations through critical reading, writing, and discussion
- the ability to develop and defend a coherent argument verbally and in writing

Course Website *****

Required and Recommended Texts

Ancient Rome: A New History, 3rd edition, by David Potter
ISBN 978-0-500-29412-3

**Additional readings will be made available on Canvas

Grading Your final grade for this course will be determined based on the following components:

Discussion Posts 20%

Weekly Activity Assignments 20%

Quizzes (3) 30%

Research Paper/Biography Assignment 30% (Primary source analysis: 5%; secondary source analysis: 10%; final paper: 15%)

Grade Scale Your final grade for this course will be assigned based on the following scale:

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Online Course Structure and Process

- This is an entirely online course. All its components—lectures, discussions, assignments, exams, etc.—will be presented by the instructor and submitted by the students online using Canvas.
- Registered students are required to have access to a computer with internet capability in order to participate fully in the course activities and receive a grade.

**If you need any help with technology please visit the Help Desk at <https://runit.rutgers.edu/hd/>

- All online activity in the course is *asynchronous*, which means we will not be "meeting" together in cyberspace at the same time (or through Skype, etc.).
- In order to give the course a chronological structure, as well as to facilitate interaction as a group, I have determined the following structure for each week:
 - All course materials (lectures, activity assignments, discussion questions, etc.) for a given week can be found in that week's folder on Canvas.
 - The first thing you should do each week for the course is complete the assigned reading listed on the syllabus. I recommend doing this by Monday at the latest.
 - After completing the assigned reading, participate in your group's discussion forum, responding to the posted discussion questions as well as to your groupmates' posts. See Discussion Posts Grading Rubric (on Canvas) for more information on this.
 - Listen to/watch the weekly lecture(s). These can be found in the weekly tabs on Canvas.
 - After listening to/watching the weekly lecture, participate in the class' discussion forum. See Discussion Posts Grading Rubric (on Canvas) for more information on this.
 - Finally, complete the week's assigned activity. Instructions for the weekly activity, including a grading rubric can be found in the weekly tabs on Canvas.

** It can be difficult, when communicating virtually, to strike the right tone. When making discussion posts, or asking questions via the instructor's office forum, please be mindful of how and what you are communicating. Also, at all times, be respectful of other students' thoughts and opinions, even if they are contrary to your own.

** Keep in mind that if you do not finish the required readings and view the lectures in a timely and consistent fashion, it will be very difficult for you to complete successfully (and/or on time) the required assignments and activities--and your grade will accordingly suffer. This is a fast-paced course. Don't let yourself fall behind. If you find that the course material is getting away from you, don't hesitate to ask for my help in getting back on track. Communication is key.

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-

based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Academic Integrity

Please familiarize yourself with Rutgers' Academic Integrity Policy. A full description of the policy is available at: <http://academicintegrity.rutgers.edu/>

Violations of academic integrity include, but are not limited to: Unauthorized aid -- making use of prohibited materials, study guides, or other assistance in an academic exercise; Plagiarism -- reproducing the work or ideas of others and claiming them as your own; Falsifying information - - making false statements or fabricating information in an academic exercise; Unethical interference -- interfering with or undermining the work of others to gain unfair advantage; Facilitating misconduct -- helping others commit acts of academic misconduct. If you have any questions regarding academic integrity, please speak with me.

**** You must include the following Rutgers Honor Code Pledge on all examinations and major course assignments submitted for grading: "On my honor, I have neither received**

nor given any unauthorized assistance on this examination (assignment). (Name) (Signature – typing your name is fine) (Date)”.

Reading Assignments: Please complete all required readings for each week before making any blog/discussion posts. When primary sources are given in the required readings, please read these first, then read the chapters from the textbook. This is to encourage you to form your own impressions and interpretations of the sources before reading someone else’s.

Discussion Posts: I would like this course to be as interactive as possible and to that end I expect and encourage each student to participate as much as possible in weekly discussions. For full details on how discussion posts will be graded please see the Discussion Posts Grading Rubric on Canvas.

Weekly Assignments: Each week will include an “in-class” activity assignment. These assignments must be completed by **5pm ET on Friday of each week**. Assignments are listed in the following course schedule and detailed instructions for each assignment, including grading criteria, can be found under the designated week’s tab on Canvas.

Quizzes: There will be three quizzes (listed in the schedule of classes below). Every quiz will be take-home, open book, open note. The format of the quizzes will be short answer and essays. The quizzes will assess your understanding of material covered in lectures and reading from the week preceding the quiz.

Research Paper/Biography Assignment The research paper/biography assignment will consist of three distinct parts, all of which are designed to help build your skills as an academic writer. The first two parts will be completed by everyone, regardless of whether you choose to write a research paper or an imperial biography, but in part three you will have the choice between crafting a research paper, or a biography. To help with the research aspect of your paper, we will be meeting with a librarian to learn about research tools available to you. Further instructions for each part of this assignment are available on Canvas.

1. Primary source analysis: Evaluating and analyzing primary sources is a key element in any kind of academic writing. To that end, this first assignment will focus on analyzing a primary source of your choice. Research and secondary scholarship will not factor into this assignment because I am most interested in you developing your thoughts regarding the source.

2. Secondary source review: Comprehending, analyzing, and evaluating the scholarship of others is another key piece of academic writing. To that end, the second assignment will focus on a piece of modern scholarship of your choice, preferably selected after a visit to the library. Primary sources will not be a significant factor of this essay, unless you wish to bring in a primary source (or sources) to highlight an aspect of the piece of scholarship on which you are focusing (strong disagreement with the author on the interpretation of the source, e.g.).

3. **Option One** Final paper: The final essay assignment will combine the skills developed in the first two assignments into the writing of a research essay. This essay will be a work of original research on a topic of your choosing that is germane to the course. Your essay should

begin with a thesis related to a primary source(s), and use evidence from the primary source as well as arguments developed in secondary scholarship to argue persuasively for your thesis. Please consider me, your teacher, as a resource in every step of the process, from developing a thesis topic, to finding secondary sources. I am here to help!

Option Two The final biography assignment will combine the skills developed in the first two assignments into the writing of a biography of an ancient Roman. This must be a person that we have studied this semester, but it does not have to be an emperor or other major historical figure. Be sure that you can write 7-9 pages on the life of your subject. The first paragraph of your biography must be a statement of literary criticism, how are you approaching the topic of biography? Although this assignment is intended to be creative, you should also be doing a fair amount of research. This should not be a fictional account of the person's life, but rather should be a well-researched narrative that is supported by as many ancient and modern sources as possible. The final project/paper must be turned in by **11:59pm ET on Friday, January 15**.

** The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available to you free of charge. Please take advantage of their services to strengthen your reading, writing, and research skills.

Schedule of Classes

Week One: 12/22-12/27

The Monarchy to the Middle Republic: 753-100BCE

Topics Covered: historical timeline; Roman law and law courts; political institutions of ancient Rome; imperialism

Reading Assignment: POLYBIUS (selections on Canvas); PLUTARCH, *Life of Tiberius Gracchus* (selections on Canvas); CICERO (selections on Canvas)

“The Constitution of the Roman Republic” (on Canvas)

“Mediterranean Empire” (on Canvas)

Ancient Rome, Chs. 1 and 2

Quiz #1 due by 5pm ET, Sunday, 12/27

Week Two: 12/28-1/3

The Late Republic to the Early Empire: 100BCE-96CE

Topics Covered: historical timeline; Roman architecture and art; Roman society and the Roman household; Roman religion

Reading Assignment: SALLUST (selections on Canvas); CATULLUS (selections on Canvas); VERGIL (selections on Canvas); OVID (selections on Canvas); APPIAN (selections on Canvas); SUETONIUS, *Lives of the Caesars*; Images on Canvas

“The Great Transformation” (on Canvas)

“Urban Religion” (on Canvas)

“Change and Continuity” (on Canvas)

“*Domus*” (on Canvas)
Ancient Rome, Chs. 3 and 4

Primary source analysis due by 11:59pm ET, Friday, 1/1
Quiz #2 due by 5pm ET, Sunday, 1/3

Week Three: 1/4-1/10

The High Empire and the Empire in Crisis: 96-235CE

Topics covered: historical timeline; the Roman army; the Second Sophistic; Rome and the provinces; literature

Reading Assignment: JOSEPHUS, *Jewish War* (selections on Canvas); MARTIAL (selections on Canvas); TACITUS, *Annals* (selections on Canvas); PLINY, *Letters* (selections on Canvas); MARCUS AURELIUS, *Meditations* (selections on Canvas); APULEIUS, *The Golden Ass* (selections on Canvas)

Ancient Rome, Ch. 5

Secondary source analysis due by 11:59pm ET, Friday 1/8

Quiz #3 due by 5pm ET, Sunday, 1/10

Week Four: 1/11-1/15

The Christianization of the Roman Empire: 235-410CE

Topics covered: historical timeline; the rise of Christianity; coins of the Roman empire

Reading Assignment: EUSEBIUS *Life of Constantine* (selections on Canvas); AMBROSE, *On the Death of Theodosius* (selections on Canvas); AUGUSTINE *City of God* (selections on Canvas); coin images on Canvas

Ancient Rome, Ch. 6

Final Project/Paper due by 11:59pm ET, Friday 1/15