

NOTE: THIS IS A SAMPLE SYLLABUS ONLY. UPDATED SYLLABI WILL BE DISTRIBUTED IN CLASS AND POSTED ON THE CLASS'S WEBCT SITE. IT MAY DIFFER IN SOME DETAILS. PLEASE USE THE OFFICIAL, UPDATED SYLLABUS FOR COURSE WORK.

History 3312: Roman History

Prof. Susan Mattern

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Office Hours: Friday 9:30-11:30, 327 Le Conte; sign up in advance in class or use the sign-up sheet on the instructor's door (prior to 3:30 PM Thursday). You may also email for an appointment if office hours do not fit your schedule.

WebCT: HIST3312 (Mattern)

Required texts: Except for the reader, these are available in the bookstore and also on 2-hour closed reserve at the Main Library.

- Mary T. Boatwright et al., *A Brief History of the Romans*, Oxford University Press, 2006.
- Jo-Ann Shelton, *As the Romans Did: A Sourcebook in Roman Social History*, 2nd ed., Oxford University Press, 1998.
- Reader, available at Bel-Jean's.

Participation. Class meetings will have the following format: a) The instructor will address the textbook reading for the day (30 minutes). b) The class will break into random groups of 5 for discussion of pre-assigned study questions on the primary-source reading (10 minutes). c) Students will lead a general discussion of the primary-source reading (35 minutes; see "Assignment 1," below). Thoughtful, well-prepared participation in part c) is 20 per cent of your grade for the class. The instructor will take daily notes on students' participation. **Students must participate in every class meeting and must be prepared for discussion (i.e. have done the primary-source reading and thought about the study questions) to get a good participation grade.** Students who only attend class and do not speak will receive a failing participation grade; attendance in itself is not participation. The instructor will update participation grades with each of the four quizzes so that students know how they are doing.

Please be courteous. Raise your hand and wait to be recognized by the student leader before speaking. Discourteous speakers will receive a low participation grade. When you are leading a discussion, please give everyone a chance to speak—recognize students who have not yet spoken before those who have already done so.

Attendance policy: . Inevitably some students will miss class meetings for emergency medical reasons or other reasons. Rather than differentiating between excused and unexcused absences, it is my policy that students may miss two class meetings (i.e., 1 week of class) without affecting their participation grade. If you must miss more than two classes because of extraordinary circumstances, consider seeing the Office of Student Affairs about an emergency/medical withdrawal.

I will drop students who do not attend the first two class meetings for whatever reason. I may also drop students who miss 5 or more class meetings before the mid term.

WebCT: This class depends on WebCT. I will enroll students on the website after the add-drop period for the course has ended. Students are responsible for checking the site at least once per day and for any information disseminated there.

Quizzes: There will be 4 brief (ca. 30-45 minute) ID and passage-identification quizzes.

Make-up policy: Please do not miss quizzes for any reason other than a medical emergency or other *dire* emergency. If you absolutely must miss a quiz, notify the instructor within 24 hours after the quiz and be prepared to provide documentation. The instructor will give the make-up quiz during her office hours as soon as you are able to take it. **I will not give make-up quizzes except in a documented emergency situation where I am notified within 24 hours.**

It may be difficult or impossible to reschedule a discussion session. Please make every possible effort not to miss your discussion session. I will reschedule, if possible, only in a documented emergency situation.

Assignments: For detailed instructions on leading class discussion and the group project, see the end of this syllabus.

Comportment: Please do not eat in class (drinks are OK). Please do not sleep in class; I will ask you to go home. Turn cell phones off before entering the classroom. Please arrive on time; if there is a reason why you must be late consistently (i.e. a previous class on the other side of campus), talk to the instructor. Otherwise, disrupting the class with chronic lateness will affect the student's participation grade.

Grading:

Participation in discussion: 20%

Quizzes: 10% each (total 40%)

Leading discussion: 20%

Group project: 20%

Schedule of readings and deadlines:

Thursday, Aug. 16: Orientation. Lecture: the "Hut of Romulus" and the humble origins of Rome.

Tuesday Aug. 21: Early Rome. Roman society. Textbook: Boatwright, chaps. 1-2. Primary sources: Shelton, items (not page numbers) 1-15. Study questions: a) What is "patronage" and how does it work? b) Who has power in Roman society?

Thursday Aug. 23. Rome in Italy. Textbook: Boatwright, chap. 3. Primary sources: Livy, book 8 section 29 through book 9, section 11 (Rome and the Samnites). **Sign up to**

lead discussion starting August 28. Receive group assignment. Study questions: a) Why did the Romans go to war with their neighbors? b) What is Roman heroism? c) What accounts for Roman military success?

Tuesday Aug. 28: Imperialism I: Rome and Carthage. Textbook: Boatwright, pp. 54-72. Primary sources: Livy, 22.7-18, 54-61; 26.1-6.

Thursday Aug. 30: Imperialism II: Rome in the East. Textbook: Boatwright, pp. 72-77. Primary sources: Polybius, book 1, sections 1-4; book 18, sections 1-12, 28-32, 44-46.

Tuesday Sept. 4: The Republican constitution. Textbook: Boatwright, 78-90. Primary sources: Shelton, items (not page nos.) 251-266.

Thursday Sept. 6: **Quiz 1.**

Tuesday Sept. 11: **Present project topics in class.**

Thursday Sept. 13: The Gracchi. Agriculture in the Roman world. Textbook: Boatwright, 90-98. Primary sources: Shelton, items (not page numbers) 97-98, 187-196.

Tuesday Sept. 18: Marius. The Roman army in Republic and Empire. Textbook: Boatwright, pp. 99-125; 189-194; 213. Primary sources: Shelton items (not page numbers) 291-302, 308-316.

Thursday Sept. 20: Pompey and Caesar. Textbook: Boatwright, pp. 125-166. Primary sources: Caesar, *Civil War* book 1, sections 1-23, 30-3.

Tuesday Sept. 25: Augustus. Textbook: Boatwright, chap. 9. Primary sources: Augustus, *Res Gestae* (reader).

Thursday Sept. 27: The first imperial dynasty: Bad emperors. Textbook: Boatwright, 201-213. Primary sources: Tacitus, *Annals* 14.1-22 (death of Agrippina); 14.52-65 (death of Seneca and Octavia); 15.34-45 (burning of Rome).

Tuesday Oct. 2: **Quiz 2.**

Thursday Oct. 4: The Flavians through Hadrian: Good emperors. The city of Rome and urban life. Textbook reading: Boatwright, 195-197; 214-216; 222-239. Primary sources: Shelton, items (not page numbers) 79-96.

Tuesday Oct. 9: The later second century. Education; Greek culture. Textbook: 216-217; 244-254. Primary sources: Shelton, items (not page numbers) 134, 137-152, 160.

Thursday Oct. 11: **Present and discuss sources for project in class.**

Wednesday Oct. 12: Mid-point withdrawal deadline

Tuesday Oct. 16: Slavery. Textbook: Boatwright, 125-8. Primary sources: Shelton, items (not page numbers) 198-226.

Thursday Oct. 18: Women. Textbook: 129-131; 216-217. Primary sources: Shelton, items (not page numbers) 54-58, 329-347.

Tuesday Oct. 23: Disease and death. Primary sources: Shelton, items (not page numbers) 109-130.

Thursday Oct. 25: FALL BREAK

Tuesday Oct. 30: **Quiz 3.**

Thursday Nov. 1: Law and administration. Textbook: Boatwright, 262-272. Primary sources: Shelton, items (not page numbers) 277-290, 318-324.

Tuesday Nov. 6: Entertainment. Textbook: Boatwright, 237-246. Primary sources: Shelton, items (not page numbers) 378; 381-401.

Thursday Nov. 8: The Severans and the third century crisis. Economic life. Textbook: Boatwright, 255-280. Primary sources: Shelton, items (not page numbers) 163-186.

Tuesday Nov. 13: Diocletian's reforms. Christianity. Textbook: Boatwright, 277-296. Primary sources: Shelton, items (not page numbers) 441-453.

Thursday Nov. 15: **Project progress report and problem-solving session.**

Tuesday Nov. 19: **Quiz 4**

Thursday Nov. 21: THANKSGIVING BREAK

Tuesday Nov. 27: Group presentations. **Written version of all projects due.**

Thursday Nov. 29: Group presentations.

Assignment 1: Lead Class Discussion.

Each student will be responsible for leading one class discussion. Most days, two students will lead the discussion; you may prepare your work separately or together. Either way, you will be given a few minutes before discussion (while small groups are meeting) to get together and make a plan for sharing the session. To prepare to lead discussion, please do the following:

1. Choose a question to pursue from the primary-source reading assigned for that day. If the assignment is from Shelton, try to choose a question that allows for discussion of more than one item; but you may choose to focus on a few items instead of trying to cover everything. **Have your questions ready to announce to the class in the session prior to the one you will be leading.** Your questions will also be posted on WebCT. If for any reason you cannot come to the class prior to your session, email the instructor no later than 72 hours before your session meets so that I can post your question on WebCT.
2. Make sure you are familiar with the background on the authors and texts assigned for that day.
3. Choose one or two (but not more than two) names, dates or terms for identification quizzes. You may choose the name of an author.
4. Collect relevant references from the assigned primary source reading. Organize your references into groups by topic. As much as possible, make notes for the discussion as follows:
 - a) state your question;
 - b) list your topics and list references under each topic. You may quote or summarize the relevant passages, but make sure you give enough information so that a reader of your notes can follow your train of thought. Make sure to note the author and work for each reference you cite if extracts from more than one work have been assigned for that day.
 - c) Write a one-paragraph conclusion stating what you learned. Try to bring out what struck you as important and anything that may have surprised you.

Your notes might look something like this example from Roman history:

Question: Who did the work on Roman farms?

Slave labor

[references/quotations]

Tenant labor

[references/quotations]

Building contractors

[references/quotations]

Day labor (workers paid daily wages)

[references/quotations]

Conclusions: Roman farms did not rely only on slave labor although most had a small, permanent slave labor force. Farms were also worked by tenant farmers paying a share of the crop, and by hired migrant labor hired by the day, especially during the harvesting season. Professional builders did most of the construction on the farm. I was surprised to discover that although textbooks describe the Roman agricultural economy as a slave economy, in fact many kinds of labor are attested. Tenant farmers and migrant workers probably made up a large part of the population.

Give a hard copy *and* an electronic copy of your notes to the instructor. Notes will be posted on WebCT.

Assignment 2: Group Project.

The instructor will assign you to a group of 5. Each group will undertake one project. The suggested project is “Rome in Film,” outlined below. Other options are the following: a) write or edit a Wikipedia article; b) produce a skit depicting an event from Roman history; c) analyze an influential popular book or novel about Rome; or d) write a *realistic* fictional story set in the Roman world. If you choose one of these, consult with instructor for guidance. Whatever project you choose, you will discuss your topic, list and discuss your sources, and make your final presentation on the days indicated below.

Groups may wish to use an email list, Yahoo! Groups, or some other tool so as not to have to meet too often. If you like I can also create a private discussion topic for your group on WebCT.

Topics, sources and final presentations will be posted on WebCT. Only the final product will be graded, but I will consider performance at every stage when I assign the grade. Everyone in the group will receive the same grade.

1. (Due **Sept. 13**) Choose a film about Rome. This could be a feature film or a documentary. (For practical purposes it is best to avoid television series; but if you really want to try a series, consult with the instructor.) Some suggestions:

Ben-Hur (1959)
Spartacus (1960)
Cleopatra (1963)
The Life of Brian (1979)
Gladiator (2000)
The Passion (2004)
Masada (2001, TV documentary)
Pompeii: The Last Day (2003, TV documentary)

These are “major motion pictures,” but there are many independent films and foreign films that would also work well. Your film may be available from the library or purchase it from Amazon.com or your favorite source.

On Sept. 13, you will tell the class what film you have chosen and describe it for the class. Hand in a hard copy to the instructor. Your topic will be posted on WebCT.

2. (Due **Oct. 11**). Gather references that will help with a *historical* evaluation of the film. This evaluation will not focus on aesthetics or artistry (acting, script etc.) but on how well the film portrays the Roman world in which it is set. How realistic is it? Where is it historically accurate and inaccurate?

Before you can analyze your film, you will need to find primary and secondary sources on its subject matter. Compile a list of sources, including a section on primary sources

and a section on secondary sources. Give full references for all sources, including the translations of the primary sources you will be using. Use Turabian or *Chicago Manual of Style* format for your references. The library's website "Citation Style Guides" can help. The link is under "More links for help" on WebCT, or it can be accessed through "Research Guides" under "Library Resources."

You should list at least 5 secondary sources (10 is better) and as many relevant primary sources as you can find. Regarding secondary sources, *be picky* and use only the highest-quality scholarly sources. Find sources specific to the topics you want to investigate; don't rely entirely on general or textbook-like sources. (Google Scholar and some of the links under "More links for help" on WebCT can help you locate journal articles, which are more specific than books.) It will take time to track down and evaluate sources so please plan well ahead. Quality of sources will factor into the grade for your project (Did you use the best and most relevant secondary sources? Did you track down the relevant primary sources and use good translations?) Your textbooks are good places to start looking for sources.

Provide a hard copy *and* an electronic copy of your bibliography to the instructor Oct. 11. Your list of sources will be posted on WebCT.

3. (Due **Nov. 27**). Write up an analysis of the film addressing the questions outlined above. Pay careful attention to organization to make it easy for your readers and listeners to follow. For best results organize around topics such as "historical events," "buildings," "gladiatorial combat," etc. rather than moving through the film scene by scene. The written version of this analysis should probably be about 5 pages, but if you can do a good job in a shorter paper that is fine; if you need more space to cover the important points, that's fine too (but please be as efficient as possible). Cite your primary and secondary sources as appropriate in footnotes throughout your paper. (Use the footnote feature of your word processor. The library's style guide can help you with format.) Also, list all primary and secondary sources in a bibliography attached to the paper. Use Turabian or *Chicago Manual of Style* format for your references. Written versions of your report are due Nov. 27. Provide a hard copy *and* an electronic copy to the instructor on this date. They will be posted on WebCT.

Prepare a 10 to 15-minute oral presentation for the class based on your report. Presentations will be made on the final two days of class. Your fellow-students will discuss your presentation in class and provide feedback.

Throughout this project, please use the WebCT discussion feature (under "Communication tools") to help each other out as you run into problems. Use the "Project forum" topic to post questions and find out what others have done. Everyone, please check this page frequently to see if you can help. The instructor will help as a last resort, but this is supposed to be an exercise in peer problem-solving.