

**CLAS 391: Ancient Roman Civilization & Culture**  
**Fall 2017**  
**(CRN: 74384)**

**I. Course Information:**

**Prerequisites:** None

**Location:** GBB L13

**Time:** T/R 11:00 - 12:20 a.m.

**Professor:** Barbara Weinlich, Ph.D.

**Office:** Liberal Arts 429

**Email:** [barbara.weinlich@mso.umt.edu](mailto:barbara.weinlich@mso.umt.edu)

**Office Hours:** MW 7:30 - 8:50 a.m.

**II. Course Description:**

This course introduces you to Ancient Rome. You will learn about the fundamental aspects of Roman society -- how they shaped its composition, institutions, structures, and cultural products and how they manifested themselves in famous (as well as infamous) men and women as well as events of Roman history. You will explore Roman civilization primarily through the ancient (re-)sources that have come down to us, namely, through selections from the literature of Greek and Roman writers (in translation), and material culture, including Roman art and architecture. You will get an idea of how the legacy of Rome continues to endure not only in our modern languages but also in modern literature, art, architecture, systems of government, and more. Moreover, you will come to realize that both the HBO series *Rome* and the movie *Gladiator* are not so much about Ancient Rome, but about what we Americans want to project onto Ancient Rome.

**III. Learning Outcomes:**

In this course you will learn about the fundamental aspects of Roman civilization and their manifestation as well as representation both in the past and present. In this course you will learn to:

- (1) define the fundamental aspects of Roman society;
- (2) explain the concept underlying each fundamental aspect of Roman society;
- (3) examine each fundamental aspect's concept in its various forms of representation in Ancient Rome;
- (4) contrast our modern understanding of each fundamental aspect's concept with that of ancient Rome;
- (5) evaluate the representation as well as re-imagination of Ancient Rome in modern visual media (especially *Gladiator* and *HBO Rome*);

(6) construct an argument as to how and why Ancient Rome is appropriated by modern Western, and especially American, popular culture.

#### **IV. Course Format:**

This course will emphasize your figuring out things about Roman civilization and culture. A typical class day will begin with a short quiz on the readings assigned for the day, followed by a mix of lecture and discussion. Depending on the size of the class, we may divide into discussion groups. Your learning will be further enhanced by in-class screenings of clips from *Gladiator* and the HBO series *Rome*. There will be four 3-page journal entries, short quizzes on assigned readings, a midterm and a final exam, and a final project. In addition, there will be opportunities for you to earn extra credit. Detailed assignments and additional sources are provided on the course website (Moodle).

#### **V. Required Texts:**

(1) J.-A. Shelton (1998). *A Sourcebook in Roman Social History*. ISBN: 019508974X\*

(2) D. Potter (2014). *Ancient Rome: A New History*. 2nd ed. ISBN: 9780500291245\*

(3) S. Lombardo (2006). *The Essential Aeneid*. ISBN: 0872207900

(4) The following texts, which are posted on Moodle:

Livy: *The History of Rome from its Foundations, I-V*

Plautus: *The Pot of Gold*

Petronius: *The Dinner of Trimalchio*

Cicero: *In Defense of Murena*

Plutarch: *Life of Antony*

Augustus: *The Deeds of the Divine Augustus*

(5) Short(er) texts posted on Moodle

**Note: Texts marked with an asterisk (\*) are available on the CLAS 391 Course Reserve in the Mansfield Library.**

#### **VI. Flex Days & Late Assignments:**

**All assignments are due on the day and at the time indicated. In the interest of fairness to all members of the class, there will be no extensions.**

I do, however, want you to submit your best work and recognize that illness or other

obligations may prevent you from completing an assignment at the stipulated deadline. With this reality in mind, you possess **5 "flex-days"** for use during the semester. Each flex-day permits you to submit an assignment one day late (or part thereof) without penalty. For example, you could submit one assignment during the semester 5 days late (e.g., due on Friday, submitted on Wednesday); or 5 assignments one day late each. A day is day, meaning that weekends and holidays count. **Any assignment submitted late after you have used all your "late days" can gain, at most 1/2 credit.** You may use "flex days" on any assignments except for those completed in class (e.g. quizzes, midterm and final exam).

### **VII. Academic Integrity & Intellectual Property:**

**Collaborative work on assignments is allowed and encouraged provided that all work you submit under your name represents your own knowledge, not that of your partner(s).** Good faith mistakes can and do happen; but willful violators of academic honesty, either by cheating on exams or plagiarizing written work will be referred to the Honor Council for further action. A good rule of thumb: when in doubt, ask, and if you cannot ask, cite -- and then ask.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

### **VIII. Credit / No Credit Option:**

I expect you to take the course for a traditional letter grade. However, I am willing to discuss the CR/NCR grading option in exceptional circumstances.

### **IX. Accommodation of Learning Disabilities:**

Students with physical, cognitive, or psychological disabilities must contact Disability Services for Students at 406.243.2243

Special considerations cannot be made retroactively, so please visit DSS to ensure that your documentation is in order at your earliest opportunity.

### **X. CLAS 391 Course Reserve in the Mansfield Library:**

Aside from providing access to a physical copy of *A Sourcebook in Roman Social History* and *Ancient Rome: A New History*, the CLAS 391 Course Reserve comprises a number of recommended additional readings for your writing assignments.

## **XI. Schedule of Topics and Readings:**

### **Week 1**

R 08/31

#### **Introduction & Romulus and Remus: What's in a Foundation Myth?**

(in-class)  
Readings:

Selections from Livy: *The History of Rome from its Foundations* 1.3-1.15 & 2.1-2.13 (Moodle); selections from Potter, pp. 23-32;

### **Week 2**

T 09/05

#### **The Army in the Roman Republic**

Readings:

Shelton, pp. 243-252; C. Whately: "The Roman Army," pp. 285-292 & 294-299 (Moodle); Potter, pp. 65-73 (top); optional: P. Southern: "The Culture of the Roman Army" (Moodle)

R 09/07

#### **Class and Status**

Readings:

Shelton, pp. 4-13; P. Ripat: "Class and Status," pp. 46-67 (Moodle); Horace: Satire 6 & Pliny: Letter 2.6 (both on Moodle)

### **Week 3**

T 09/12

#### **Governing the Roman Republic I: Structures & Career Patterns**

Readings:

Shelton, pp. 230-232 (top); Polybius, *Histories* 6.1-57 (selections) & John Vanderspoel: "Roman Government in the Republic and Early Empire," pp. 223-236 (both on Moodle)

WRITING

ASSIGNMENT:

DUE: JOURNAL ENTRY #1: "Romaness or What Makes a Roman a Roman?"

R 09/14

#### **Governing the Roman Republic II: Political Campaigns & Tiberius Gracchus**

Readings:

Shelton, pp. 215-226; Appian: *Civil Wars* 1.7-16 & John Vanderspoel: "Roman Government in the Republic and Early Empire," pp. 2217-223 (both on Moodle)

### **Week 4**

T 09/19

#### **The Civic Aspect of Roman Religion**

Readings:

Shelton, pp. 369 (bottom) - 385; A. Bendlin: "Religion at Rome," pp. 189-203 (Moodle);

R 09/21

#### **Beyond Civic Religion (Bacchanalia & Christianity)**

Readings:

Shelton, pp. 394-397 & 406-417; A. Bendlin: "Religion at Rome," pp. 203-214 (Moodle);

**Week 5**

T 09/26

Readings:

**The Roman Household I: The Roman Family**

Shelton, pp. 16-22 & 41-51; A. Jeppesen-Wigelsworth: "The Roman Household," pp. 94-109 (Moodle);

R 09/28

Readings:

**The Roman Household II: The Physical House**

Shelton, pp. 59-78; A. Jeppesen-Wigelsworth: "The Roman Household," pp. 109-113 (Moodle); Pliny: Letter 6.16 (Moodle);

**Week 6**

T 10/03

REVIEW

R 10/05

MIDTERM

**Week 7**

T 10/10

Readings:

**Why Did the Romans Fight? Rome's Militarism of the Third Century**

Potter, pp. 73-82 & 83-88; G. Fisher: "Foreign Relations: War and Conquest," pp. 307-325 (Moodle);

R 10/12

Readings:

**Among the Consequences of Empire: Slavery**

Shelton, pp. 162-176; L. Shumka: "Roman Slavery," pp. 72-91 (Moodle); Potter, pp. 99-103;

**Week 8**

T 10/17

Readings:

**Slave Revolts**

Shelton, pp. 178-180; Appian: *Civil Wars* 1.116-120 (Moodle); Potter 140-143 ("Pompey");

WRITING

ASSIGNMENT:

DUE: JOURNAL ENTRY #2: "Trafficking in Persons in Ancient Rome and Modern America"

R 10/19

Readings:

**Literature and / on Society: Roman Comedy**

Plautus: *The Pot of Gold* (Moodle); Plautus: Prologue to *Poenulus* (Moodle);

**Week 9**

T 10/24

Readings:

**Other Forms of Entertainment in Ancient Rome: Gladiatorial Games and the Circus Maximus**

Shelton, pp. 337-346 & 348-355; M. Carter: "Entertainment in the Roman World," pp. 263-283 (Moodle)

IN-CLASS

FILM

*Gladiator* (selections)

R 10/26  
Readings: **Freedmen and Freedwomen**  
Shelton, pp. 186-202; selected passages of Petronius: *The Dinner of Trimalchio* (Moodle)

WRITING  
ASSIGNMENT: DUE: JOURNAL ENTRY #3: "Re-Imagining A Gladiator for 21st Century Western Culture"

### Week 10

T 10/31  
Readings: **Crime, Law, and Order**  
Potter, pp. 51-55; B. Kelly: "Crime, Law, and Order," pp. 242-258 & "The Twelve Tables" (both on Moodle)

R 11/02  
Readings: **Rhetoric and Society**  
Cicero: *In Defense of Murena* (Moodle)

### Week 11

T 11/07  
Readings: **Sulla's 'New' Republic**  
Potter, pp. 124-135; H. Flower: "An Alternative to a Crisis: Sulla's New Republic," pp. 117-137 (Moodle)

R 11/09  
Readings: **The Consequences of Conquest: Crassus, Pompey, and Caesar**  
Potter, pp. 135-147; Caesar: *Selections from Commentaries on the Gallic War* (Moodle)

### Week 12

T 11/14  
Readings: **Paving the Road to the Principate: Caesar's Offence(s)**  
Potter, pp. 152-153 & 158 ("Caesar and Pompey") -168 (top);  
Suetonius: *Life of Julius Caesar* 78-89 (Moodle);

IN-CLASS  
FILM DIS-  
CUSSION: *HBO Rome* (selected episodes)

R 11/16  
Readings: **Roman Sexuality and Gender ... and Marc Antony**  
Potter, pp. 168-178 (top); K. Olson: "Roman Sexuality and Gender," pp. 164-186 (Moodle);

### Week 13

T 11/21  
Readings: **Augustus: Savior and *Divi Filius***  
Potter, pp. 178 (The House of Augustus) -182 (top) & 186 ("The Succession") -193 (bottom); Augustus: *Res Gestae* (Moodle)

WRITING  
ASSIGNMENT: DUE: JOURNAL ENTRY #4: "Why is Marc Antony a 'Woman'?"

R 11/23 NO CLASS

**Week 14**

T 11/28

**The Army in the Roman Empire**

N. Fields: *The Roman Army of the Principate* (Moodle); Potter, pp. 253-258 (middle); C. Whately: "The Roman Army," pp. 292-295 (Moodle)

R 11/30

Readings:

**Latin Literature & Society: Vergil's *Aeneid* - Part 1**

Lombardo: *The Essential Aeneid*, pp. 1-66; optional: Potter, pp. 182 (top) -186 (bottom)

**Week 15**

T 12/05

**Latin Literature & Society: Vergil's *Aeneid* - Part 2**

Lombardo: *The Essential Aeneid*, pp. 66-104 & 131-135  
optional: M. Skinner: "The Mother of All Empires" (Moodle)

R 12/07

**Roman Architecture: Romaness and Imperial Dominance**

B. Munro: "Art and Architecture," pp. 378-394 (Moodle)

OTHER

ASSIGNMENT: DUE: Final Project

**Week 16**

T 12/12

REVIEW

M 12/18

10:10 a.m.

FINAL EXAM

- 12:10 p.m.

**XII. Experience Points & Levels:**

Engagement & Participation in Class Sessions:	150 xp (25 @ 6xp each)
3 Short Presentations (15 min.):	150 xp (3 @ 50xp each)
Quizzes:	100 xp (10 @ 10xp each)
4 Journal Entries:	200 xp (4 @ 50xp each)
2 Exams:	300 xp (2 @ 150xp each)
Final Project:	100 xp (1 @ 100xp)

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**Total Possible XP**

**1000 xp\***

**\*extra credit excluded**

***Final Grades will be determined by what level you reach:***

20th level	970 xp	A+, and <i>laudatio sempiterna</i>
19th level	930 xp	A
18th level	900 xp	A-
17th level	870 xp	B+
16th level	830 xp	B
15th level	800 xp	B-
14th level	770 xp	C+
13th level	730 xp	C
12th level	700 xp	C-
11th level	670 xp	D+
10th level	600 xp	D
9th level	500 xp	F
8th level	410 xp	
7th level	320 xp	
6th level	240 xp	
5th level	170 xp	
4th level	110 xp	
3rd level	60 xp	
2nd level	20 xp	
1st level	0 xp	

### **XIII. Course Website (Moodle):**

Our course website (Moodle) will be your best friend and companion on your journey through Greek and Roman literature. Aside from required readings, every assignment will be posted there -- including reading questions for the reading quizzes! ***Please check the website for new postings 24 hours before every class meeting.***

### **XIV. "The Rules of the Game"**

#### **1.) Your Roman Identity**

At the beginning of this course, you will be assigned a Roman identity. That is to say, you will be assigned a Roman name, a place in the Roman class structure, and a bit of background information such as "M. Calidius Chrysanthus, freed slave, proprietor of a small bakery" or "Annia, wife of senator Marcus Laelius, mother of four children."

Explore your identity and ask if you have questions, because your Roman identity requires you to write the essays on the midterm and final exams from the standpoint of that identity.

#### **2.) Engagement & Participation in Game Sessions:**

Engagement and participation in game sessions (= in class) involves attendance, preparation, and in-class participation. Engagement and participation in game sessions is *defined minimally* as regular attendance. Engagement and participation in game sessions

is *defined maximally* as attendance at all game sessions and active participation in the game based on the completion of all assignments. *Defined maximally*, active participation in the game means (1) active listening, (2) responding to your peers' comments, and (3) expressing your own views.

**As a rule of thumb, you should prepare 2 (two) hours for each class meeting.** In each class meeting you can earn experience points on a 0-6 scale: 0 for absent, 2 for being present but incapable of participation, 3-4 for engaging and being a good sport, 5-6 for active, effective participation.

### **3.) Short Presentations:**

Each game participant will be tasked with 3 (three) short presentations of max. 15 minutes length. You will be tasked with presenting your summary of an assigned a text to the other game participants in a clear and succinct fashion. Ideally, your presentation will be accompanied by a handout and / or a ppt. presentation.

### **4.) Journal Entries:**

Must be typed, double-spaced in standard 12 pt. font, and have 1-inch margins all round. Please use MLA style (posted on course website) for argumentative essays. Please submit two (2) hardcopies. The length of each journal entry is three (3) full pages. It will be accompanied by a separate works-cited sheet. Your argumentative essay must include at least three (3) references to two previously discussed readings. Please observe the MLA style for in-text references / citations. Assessment standards for argumentative essays entries are posted on the course website. ***You may re-write 3 (three) of your journal entries.***

### **5.) Reading Quizzes**

Quizzes on reading assignments will draw on the reading questions posted on Moodle for each assigned reading. The number of questions varies from 5 to 7. The format of the quizzes will be short answers.

### **6.) Midterm and Final Exam:**

The midterm and the final exam will consist of an ID part and an essay part. A review session is scheduled before each exam. The midterm exam is scheduled for Tuesday, October 10. The final exam is scheduled for Monday, December 18, 10:10 a.m. - 12:10 p.m. The final exam will not be cumulative.

### **7.) Final Project:**

Your final project will be a paper in which you develop at greater length a topic of particular interest to you. In order to get full credit for this assignment you must write up an outline of your paper and set up an out-of-class meeting with your instructor in week 14 or earlier for discussing it. Failure to turn in the outline and meet with your instructor will result in a lowering of your paper grade. Your paper will be due (at the latest) on Thursday, December 7, at the beginning of our class meeting. A list of suggested topics together with more information on the project itself will be provided mid-October. If you wish to pursue another topic, please clear it first with your instructor. More information on the nature of the project will posted on the course website.

### **8.) Extra Credit:**

You can earn a five-point extra credit by turning in the answers to the reading questions posted on Moodle for each assigned reading. N.B.: You must turn them in at the beginning of the class in which the readings are discussed.

### **XV. Grading Quick List\***

The Grade of A: A-level work implies excellence in critical thinking and excellent performance within the course. In addition, it implies exceptional command of reading materials.

The Grade of B: B-level work implies sound critical thinking and sound performance within the course. In addition, it implies sound command of reading assignments.

The Grade of C: C-level work implies mixed critical thinking and mixed performance within the course. Assignments are completed with minimal errors in form and display that the student has read the assigned materials.

The Grade of D: D-level work implies only a minimal level of understanding and skill in critical thinking. In addition, it implies one incomplete assignment or several assignments that display considerable errors in form and content.

The Grade of F: F-level work implies a pattern of unskilled thinking and/or failing to do the required work of the course. That is to say, multiple incomplete assignments or multiple assignment that do not follow the instructions and display little or no preparation.

**\* This list does not consider the impact of absences.**