

Introduction to Ancient Rome

CC 302 (33586)
MWF 9-10 AM

Spring 2014
MEZ 1.306

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Course Goals and Expectations:

Ancient Rome was one of the world's most pervasively influential cultures, holding sway over the Mediterranean for over 1500 years and providing many of the foundations of Western civilization. This course provides an introductory-level survey of the history of Rome from its origins in the Iron Age (c. 800 BCE) to its sack by the Gothic general Alaric in August 410 CE. The aim is to familiarize learners with the basic aspects of Roman history, culture, and literature.

By the end of CC302, learners will be able to:

1. Identify names of notable figures in Roman history and Explain why they are notable.
2. Identify dates of seminal events in Roman history and Explain their significance.
3. Identify locations in Roman history on a map.
4. Describe and Explain major aspects of Roman society and culture.
5. Identify and Describe methods of studying Roman culture and Evaluate the effectiveness of each.

Class time will be devoted to lectures and class discussions of various cultural, historical, material, and literary contexts of Latin, with special emphasis paid to topics of learner interest. Learners should expect homework assignments for each class meeting as well as weekly quizzes. Final grades will be determined by quizzes; a group project; 3 exams; and a final exam.

This course carries the Global Cultures and Ethics & Leadership flags.

Instructor Expectations

1. You can expect the most pointed and detailed feedback from me on individual assignments and through personal correspondence (emails, etc.)
2. You can expect responses to email in 24 hours or less. If I am going to be away from my computer for a period longer than a day, I will let the class know.

3. I am committed to fostering discovery in this class. I expect the course to fulfill your needs, and to do this I will encourage personal discovery of issues of relevancy and immediacy to each of you and your situation.
4. I expect to learn in this class along with you. I will understand new viewpoints and have my ideas challenged. I will not be an ultimate authority, but a facilitator and co-learner.
5. I will grade and return all assignments to you in a timely manner. I will do my best to grade all work objectively and fairly. Rubrics will be supplied for each quiz, test, and exam.
6. All assignments have a learning rationale behind them. No work will be done in this class to keep you “busy”. If you question the learning rationale of any coursework, please let me know and I’d be glad to discuss any concerns.
7. I will do my best to announce any changes made to the course calendar as far in advance as possible.

Learner Expectations

1. There are clear expectations for how much time you will spend working on this course. Typically, students will work 9 hours per week, per 3-credit class. This usually means working 1-2 hours per day during the week and a dedicating part of a day each weekend to the class.
2. This is NOT a passive class. Be prepared to be a full, active, and conscious participant in all portions of this class. The instructor is not the ultimate authority or sole source of knowledge, but a partner in exploration.
3. You are expected to engage in both critical and creative thinking. Critical thinking will allow you to view situations and topics in a new light. Creative thinking will allow you to begin to create your own knowledge from these views.
4. You have the right for information in this class to be relevant, immediate, and to fulfill your need(s). It is your responsibility to structure assignments and class discussions in a way that reach these needs. If your needs are not being met, you have the responsibility to discuss this with the instructor and try to reach a solution.
5. You have the right to discuss and add to these ideas with the class and instructor at any point to help them better fit this class and your needs as a learner.

Course Books (Required):

1. Kamm, A. (2008). *The Romans: An Introduction*. 2nd Edition. ISBN: 0415458252
2. Shelton, J. (1998). *As the Romans Did: A Sourcebook in Roman Social History*. ISBN: 019508974X.

Course Requirements:

There are no prerequisites for this course.

Course Evaluation:

Evaluation in this course will be in the form of weekly quizzes, 3 mid-term exams, a group project and a final. All quizzes will be online and due each Saturday by 11:59 PM. All exams will be administered on Fridays. The final will be on the date assigned by the university (May 10th, 2-5 PM). Make appropriate plans now. Final course grades will be designated (+) or (-). All grades will be promptly uploaded to CANVAS.

The evaluations will be thus weighted:

- Quizzes: 20%** (your lowest quiz grade will be dropped)
- Group Project: 15%** (April 25th)
- Exam 1: 15%** (February 7th)
- Exam 2: 15%** (March 7th)
- Exam 3: 15%** (April 4th)
- Final: 20%** (May 10th)

Grading scale:

100-94: A
93-90: A-
89-87: B+
86-84: B
83-80: B-
79-77: C+
76-74: C
73-70: C-
69-67: D+
66-65: D
64-60: D-
Below 60: F

Pass/Fail: You must complete the following. The cut-off is 60.

1. 5 quizzes of your choice.
2. All 3 mid-term exams.
3. The Final Exam.

Participation Policy:

Although there is no graded participation policy, learners are expected to attend class on a daily basis. To succeed in this class, learners need to be present for lectures and class discussions in order to synthesize material learned in class readings and to have the opportunity to ask questions about the material. In addition, some aspects from lectures and discussions are

not in homework readings and will feature prominently on exams. Therefore, come to class and don't rely on classmates to provide you with notes!

Quizzes

To help learners keep up with the readings, weekly quizzes will be administered. The content of these quizzes is strictly limited to the material covered in each week's readings. These quizzes are to be completed outside of class, as they are TIMED, ONLINE QUIZZES accessible through CANVAS. There are quizzes consisting of 10 multiple-choice questions each, and students will have 5 minutes to complete each quiz. Students must complete the quizzes by the following dates, but are free to take them at any time before the due date or to work ahead. Any quiz can only be taken once.

The following quizzes are due on these dates by 11:59 PM:

Quiz 1: Saturday 1/18
Quiz 2: Saturday 1/25
Quiz 3: Saturday 2/1
Quiz 4: Saturday 2/15
Quiz 5: Saturday 2/22
Quiz 6: Saturday 3/1

Quiz 7: Saturday 3/22
Quiz 8: Saturday 3/29
Quiz 9: Saturday 4/12
Quiz 10: Saturday 4/26
Quiz 11: Saturday 5/3

Make-up Quizzes/Tests:

Only in case of a demonstrated medical reason (doctor's note required), other emergency (signed letter required), or religious holiday (14 day notice required) will a make-up quiz/test be granted. Except in emergencies, make-up quizzes for excused absences are to be taken ***BEFORE*** the absence. If you miss a quiz or an exam due to an emergency, you have up to two days to contact me and make arrangements. If you are an athlete, you must make me aware of scheduling conflicts during the first two weeks of the semester.

Academic Dishonesty:

Collaboration during tests, use of written notes during tests, or submission of work that is not entirely a student's own will not be tolerated. Any student found guilty of cheating or facilitating cheating in any way will receive no credit on the assignment/test and will be subject to the University procedures under Appendix C, Section 11 of the General Information bulletin (<http://www.utexas.edu/student/registrar/catalogs/gi04-05/app/appc11.html#11-802>). I reserve the right to reexamine any student whom I strongly suspect of cheating or facilitating cheating at any time. It is your responsibility to be familiar with the university's definition of cheating and to avoid any behavior that might be interpreted as academic dishonesty.

Add/Drop Policy:

Please familiarize yourself with the university's official drop/add policy. Any requests to drop this course after the fourth week will be handled according to these rules. Be forewarned: while you may use a "one time exception" to late-drop the course, the exception is to the deadline, not to the requirement that you must be earning at least a 70% in order to receive a Q-drop.

Add/Drop Dates:

January 6 -- Add/drop for the fall semester for students who registered and paid their tuition and fees by Wednesday, August 14.

January 16 -- Last day of the official add/drop period; after this date, changes in registration may require the approval of the department chair and usually the student's dean.

January 29 -- Last day to drop a class for a possible refund.

March 31 -- Last day an undergraduate student may, with the dean's approval, withdraw from the University or drop a class except for urgent and substantiated, nonacademic reasons.

Students With Disabilities:

The University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community engagement, services for students with disabilities at 471-6259, 471-4641 TTY, or check online at: <http://deanofstudents.utexas.edu/>.

Religious Holidays:

According to Section 51.911 of the Texas Education Code, students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. If you will miss class (including exams) to celebrate a religious holiday, you must notify me AT LEAST 14 days prior to the holiday so that we can make arrangements for you to make up the assignment. All make-up work must be completed no later than one week after the missed class.

Tips for Succeeding in CC302:

1. **Take good notes** on lectures and class discussions.
2. **Do the readings BEFORE the class in which they will be discussed** and bring the texts to class. I will always alert you to this in advance. Highlight major points, facts, and examples in your readings.

3. **Budget at least one hour a week to go over your lecture notes and your annotated/highlighted readings.** Don't simply memorize them, but try to identify patterns and commonalities/differences. Imagine you were going to teach someone the material covered in your notes: what would be the major issues?
4. **Form a study group.**
5. **Take the first exam seriously.**
6. When you see me or the TAs with any concerns about your performance, be sure to **bring in your lecture notes and specific questions.** That will enable us to give you concrete and specific advice.

Course Outline (subject to change):

Week 1 (1/13-1/17): In the Beginning: Legends and Archaeology of Early Rome

Week 2 (1/20-1/24): From the Monarchy to the Republic

Week 3 (1/27-1/31): The Birth of a Regional Power: Expansion and Conquest

Week 4 (2/3-2/7): The Punic Wars: Conflict with Carthage [**Test 1, Friday**]

Week 5 (2/10-2/14): Power Politics: the Gracchi and Marius

Week 6 (2/17-2/21): Changing the Face of the Republic: The Social Wars and Sulla

Week 7 (2/24-2/28): Warring Factions: Progression towards Civil War

Week 8 (3/3-3/7): The Death of the Republic: The Triumviral Period [**Test 2, Friday**]

(3/10-3/14): SPRING BREAK

Week 9 (3/17-3/21): A New Paradigm: The Augustan Principate

Week 10 (3/24-3/28): Building an Empire?: The Julio-Claudians

Week 11 (3/31-4/4): New Kids on the Block: The Flavians [**Test 3, Friday**]

Week 12 (4/7-4/11): Life at the Top: The Good Emperors

Week 13 (4/14-4/18): Diversifying the Empire: The Severans and the 3rd Century Crisis

Week 14 (4/21-4/25): Reshaping Rome: Diocletian and Constantine [**Projects Due, Friday**]

Week 15 (4/28-5/2): Decadence and Decline: Julian, Theodosius, and the Fall of Rome

Final Exam: Saturday, May 10, 2:00-5:00 pm