

PROVIDENCE UNIVERSITY COLLEGE

211.37 History of Greece and Rome

3 credit hours

Winter 2012

Instructor: Patricia Janzen Loewen, Ph.D. (UBC)

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Class: **Tues. & Fri. . 8: 30 – 9:45 am**

Office Hours: **Wed.** 9:00 am – Noon **&** 1:00- 2:00 pm; **Thu.** 3:00 – 4:30 pm; or by appointment

Office: 2H36

SYLLABUS

A. COURSE DESCRIPTION (from the academic calendar)

This course is a focused study of the significant events in the history of Greece and Rome. Attention will be given to the character of ancient historical texts. Students are invited to learn about what happened as well as reflect on the purposes of ancient history-writing.

B. COURSE OBJECTIVES

This course will introduce students to the history of Greece and Rome. Students will learn about the political, social and cultural aspects of these two civilizations. Students will be expected to read and discuss a number of primary sources (in translation). Attention will be given to a broad spectrum of people from these cultures—from the political and military leaders to the artists, writers and thinkers, to the lower classes and women of these societies. Students will gain a strong sense of what life was like during these eras—from the architectural landscape, the political structures, the social hierarchies, literature, and religious practices. By reading the ancient authors it is hoped that significant comparisons between the character of ancient history-writing and the character of modern historical styles will be made.

C. COURSE TEXTS AND SUPPLEMENTARY RESOURCES

Recommended Texts

Boatwright, Mary T., Daniel J. Gargola, and Richard J. A. Talbert. *The Romans: From Village to Empire*. New York: Oxford University Press, 2004.

Pomeroy, Sarah, B., Stanley M. Burstein, Walter Donlan, and Jennifer Tolbert Roberts. *Ancient Greece: A Political, Social, and Cultural History*. New York: Oxford University Press, 2008.

Special Note to Students:

It is your responsibility to retain course syllabi for possible future use to support applications for transfer of credit to other educational institutions.

Required Readings Excerpted From:

Herodotus. *The Histories*. Translated by Aubrey de Sélincourt. New York: Penguin Books, 1996.

Livy. *The Early History of Rome*. Translated by Aubrey de Sélincourt. New York: Penguin Books, 2002

Sallust. *The Jugurthine War/The Conspiracy of Catiline*. Translated by S.A. Handford. New York: Penguin Books, 1963.

Strassler, Robert, ed. *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*. New York: Touchstone, 1996.

Suetonius. *The Twelve Caesars*. Translated by Robert Graves. New York: Penguin Books, 2000.

D. COURSE REQUIREMENTS

1. Discussion Papers	5 x 10% = 50 %	DUE: Jan. 27, 2012 (Herodotus) Feb. 7, 2012 (Thucydides) Feb. 24, 2012 (Livy) Mar. 20, 2012 (Catiline) Apr. 3, 2012 (Flavian Bios)
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Students will submit **five** discussion papers (one on each of the dates assigned) based on the five required readings listed above. The discussion papers are intended to introduce the student to additional readings of interest and prepare the student for in-class discussion on those readings. Discussion papers must be submitted at the **beginning** of class on the due date. These discussion papers will be marked assignments. Discussion papers must be between **1300-1500 words**.

2. Research Paper	25%	DUE: Apr. 13, 2012
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Students will choose a topic from the course material on the History of Greece and Rome to explore in greater detail through a research paper. The paper must be **3500 – 4000 words**. This paper must demonstrate mature research and writing skills.

3. Final Exam	25%	EXAM WEEK
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During the final exam period students will write a comprehensive, essay-style exam. The question will be given out before the end of classes.

E. GRADING SUMMARY (and Percentage to Letter-Grade Breakdown)

Excellent	A+	4.0	93-100	Marginal	D+	1.0	57-59
	A		85-92		D		53-56
	A-		80-84		D-		50-52
Very Good	B+	3.5	77-79	Failure	F	0.0	<50
Good	B	3.0	73-76				
	B-		70-72				
Satisfactory	C+	2.5	67-69				
Adequate	C	2.0	63-66				
	C-		60-62				

F. COURSE POLICIES

In addition to the policies outlined in the *Student Handbook*, full text to the academic policies, procedures and regulations of providence College can be found online, in the Library, in the Admissions Office, and the Dean's Office.

1. Class Attendance Policy

Class attendance is expected of all students. Attendance will be recorded at the start of every class, including the first class. **Any student who misses more than four 75-minute class periods will automatically fail the course.** Arriving late or leaving early will count as missing half a class.

2. Late Assignment Policy

Discussion Papers

All discussion papers are due at the beginning of class on the designated due date. Any student who has not handed in his or her discussion paper at the beginning of class will receive a zero for that assignment. There will be no exemption from penalty except in extreme circumstances which must be communicated to the professor.

Research Papers

Research papers submitted after the due date will be penalized one letter grade increment per day. For example, if an assignment is due on a Tuesday and is submitted Wednesday the grade will drop one letter increment—from a “B+” to a “B.” If handed in on Thursday the mark for that assignment would drop two gradations— from a “B+” to a “B-.” And so forth.

All students wishing to apply for exemption from the penalties given to late assignments must fill in and staple a hard copy of the “Late Assignment Submission Form” (as attached to this syllabus) to the assignment. Assignments handed in after the deadline which do not have this form attached will not be considered for exemption from penalty.

3. Plagiarism

Issues of academic integrity will be dealt with according to the policies outlined in the Academic Conduct section of the Student Handbook, the Providence College document entitled “Academic Dishonesty: The Problem of Plagiarism in Academic Writing,” in the Providence College Academic Formation Guide available in the bookstore, or in the Providence College Policies, Procedures, and Regulations portion of the website. Students are strongly encouraged to familiarize themselves with the policies and with the consequences attached to their violation.

4. Missed Exams

Exceptions to final exams must be processed by appeal to the Academic Committee.

All requests to have a final exam rescheduled must be approved by the Academic Committee in accordance with the Early Leave Policy (available in the College Academic Calendar).

5. Information and Communication Technologies in the Classroom

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.

G. COURSE OUTLINE / SCHEDULE

Jan 10	Syllabus and Introduction
Jan 13	Greek Origins and the Bronze Age
Jan 17	Greek Dark Age
Jan 20	Greek Myths
Jan 27	Archaic Greece DUE: Herodotus Discussion Paper
Jan. 31	Sparta, Athens, Persia
Feb. 3	Parthenon and 5 th Century Art
Feb. 7	Peloponnesian War DUE: Thucydides Discussion Paper

Feb 10	4 th Century Hegemonies
Feb. 14	Phillip II and the Rise of Macedon
Feb. 17	Alexander the Great
Feb. 21	The Hellenistic World
Feb. 24	The Etruscans DUE: Livy Discussion Paper
Feb. 28	The Early Republic
Mar. 2	Rome's Early Expansion
Mar. 13	The Punic Wars
Mar. 16	Consequences of Empire
Mar. 20	Ambitious Republican Romans from Sulla to Julius Caesar DUE: Discussion Paper—The Catiline Conspiracy
Mar. 23	Caesar Augustus and the Empire
Mar. 27	Pompeii
Mar.30	Empire in the Early 1st Century: Julio-Claudians
Apr. 3	Empire in the Late 1 st Century: Flavians DUE: Discussion Paper—Suetonius's Flavian Biographies
Apr. 10	Empire in the 2 nd Century
Apr. 13	Empire in the 3 rd Century DUE: Research Paper

NOTE: Schedule subject to change

Discussion Paper #1

Herodotus

“Book I” of Herodotus. *The Histories*. Translated by Aubrey de Sélincourt. New York: Penguin Books, 1996.

1. Briefly summarize the section (tell me what is going on in this Book). How did you experience the writing style of Herodotus? Was it interesting, frustrating, etc.?
2. Herodotus is our earliest historian. As best as you can tell from this reading, what historical methods and theories inform his writing. Defend your answers with specific examples from the reading.
3. Herodotus is often called both the Father of History and the Father of Lies. Which of these titles do you think is a better fit for Herodotus? Support your answer with examples from the reading.

Discussion Paper #2

Thucydides

“Book 1.1-1.85” of Thucydides’s *The Peloponnesian War*. Translated by Richard Crawley. In *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*, ed. Robert Strassler. New York: Touchstone Books, 1996.

1. Summarize the events (tell me what is going on in this Book).
2. Thucydides is working very hard to convince you that what he is writing down is as accurate an account of the past as can be given. Discuss the ways in which he goes about persuading you that he is a trustworthy historical reporter.
3. Thucydides is often credited with being the first objective or scientific historian. Do you think this is a correct assessment of Thucydides based on this reading? What is the role of moral adjudication in his text—is he calling events or actions right or wrong, good or evil? Is he showing his reader better courses of action based on the analysis of the past?

Discussion Paper #3

Livy

Livy. *The Early History of Rome*. Translated by Aubrey de Sélincourt. New York: Penguin Books, 2002. (pages 33-79)

1. Briefly summarize the events (tell me what is going on in this selection).
2. What kind of characteristics would you expect the people of Rome to have if these stories are the ones that they look back to as the foundation of their civilization? List as many characteristics as you can and support your observations with specific events. In other words, why do you think the Romans of Livy's day were attracted to these myths as the stories of their beginnings?
3. Is there anything that impresses you, or troubles you about these stories? (This is an opportunity to interact freely with the text making observations as you see them).

Discussion Paper #4

Sallust

Sallust. *The Conspiracy of Catiline*. Translated by S.A. Handford. New York: Penguin Books, 1963. (pages 176-205)

1. Briefly summarize the events (tell me what is going on in this selection).
2. What is the character of Late Republican politics as depicted in this reading? Is there a problem? If so, describe the problem(s). What resolutions do you think will be found?
3. What is Sallust's 'message' to the reader? How does he want his reader, or his society to change as a result of reading this text?

Discussion Paper #5

Suetonius's *Vespasian, Titus and Domitian*

Suetonius. *The Twelve Caesars*. Translated by Robert Graves. New York: Penguin Books, 2000. (pages 241-272)

1. Briefly summarize the lives of these three Flavian Emperors.
2. How were the Flavian Emperors different from the Julio-Claudian Emperors?
3. What do we learn about the character of the political, social, cultural, provincial, etc., life of the Empire in these biographies? Discuss an aspect of the reading that particularly impressed you or troubled you and explain why it impressed or troubled you.

Format Guidelines for Discussion Papers and Summary of Text

Submission of assignments must be submitted in hard copy and adhere to the following style:

- Typed
- Double-spaced
- Single-sided
- 1-inch margins on **all** sides
- 12-point font
- Pages numbered
- Fastened with a staple or paper clip
- Use full sentences and paragraphs (no point-form allowed)
- Have a title page (including student's name, student number, box number, date, course name and assignment name)

Grading an Essay

I. Writing

- A. Spelling, Grammar, Punctuation
- B. Clear (Understandable)
- C. Structure of Sentences and Paragraphs

II. Thesis and Argument

- A. Clear and Historically Relevant Thesis
- B. Argument Supports Thesis (including accounting for potential objections to your thesis)
- C. Compelling Introduction and Conclusion
- D. Reasonable Parameters (not trying to talk about God, the Universe and Everything)
- E. Not a biography

III. Style Follows Turabian or CMS (Footnotes)

- A. Footnotes
- B. Bibliography

IV. Evidence of Research

- A. Use of 5 scholarly monographs (books)
- B. Use of 4 scholarly articles

V. Other Problems—noted below

Final Exam

Please answer **ONE** of the following questions.

1. Compare and contrast (what was the same and what was different) the progress of Greek history with the progress of Roman history. You may, for example, suggest why Greeks developed in certain areas while Romans developed in others.
2. Describe and then evaluate the accomplishments of Greek civilization and Roman civilization. Which of these civilizations was more successful? Why?
3. Using a grid of your own design, outline the history of Greece and Rome. Clearly indicate what your evaluative grid is.

Please remember the following

- This final exam is an essay-style exam. You are expected to follow good essay practices including introductory and concluding paragraphs, complete sentences and paragraphs, thesis question and argumentation. Cogency and clarity are important elements of an essay.
- Your essays should demonstrate summative and comprehensive knowledge of the course. (Do not focus on just one aspect of Greek and Roman history but rather demonstrate your ability to summarize the development of Greek history from the earliest period until the time of Alexander the Great and the development of Roman history from the period of the Etruscans to the second century CE.)
- Double-space your writing and use only one side of the page.
- Number your pages