Syllabus: Winter Session 2019
December 26, 2018 - January 18, 2019

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Roman Civilization
Credits: #3
Format: online
Prerequisites: none
Professor: Nina C. Coppolino, Ph.D.
Email: nina.coppolino@uconn.edu (preferred method of contact: UConn email)

Note: Permission is not granted to take another Winter Session course along with this course.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Texts:

Recommended Text:
   • Note: the Boatwright History is listed here to help clarify historical issues. It does not appear on the syllabus for specific lectures; it is recommended as a secondary source, from which you may read sections to supplement historical background.
Course Description
This course in Roman Civilization is based on primary literary sources, translated into English from Latin. The focus is on what the literary sources say among themselves, and to us, about cultural, ethical and philosophical issues of life, within civilized society, in the historical era of ancient Rome. In Roman Civilization, sources and themes include: Vergil’s foundation epic of Rome, written retrospectively in the aftermath of Republican chaos; Livy’s history of the city’s maturation to libertas (freedom) in the archaic period; personal emotions and situations reflected in the lyric poetry of Catullus; Lucretian principles of Epicurean philosophy—for tranquility (ataraxia)—in a Roman context; and Tacitus on imperial tyranny and the glory and guilt of the survivors.

Course Objectives
1. Knowledge of the content of primary sources (in translation) on Roman Civilization; students should be able to recognize and describe facts and ideas in the sources, and to identify specific language and historical context (i.e., “What’s in it?”)
2. Knowledge of interpretation of sources on Roman Civilization; students will recognize various ways in which these sources on Roman civilization have been understood (i.e., “How is it explained?”)
3. Skill at analysis of the sources on Roman Civilization; students will be able to distinguish and debate problems and achievements of Roman Civilization, as presented in the sources (i.e., “What are the parts of the problem or the achievement?”)
4. Synthetic knowledge of cultural, ethical, historical, and philosophical trends of Roman Civilization, and evaluation of them; students will argue specific positions upon dilemmas and achievements of Rome, from the Archaic to the Imperial era, using evidence from primary sources (i.e., “What do we think, based on the evidence?”)
5. We will examine fundamental questions about human life in civilized society—ideas and situations with which the Roman sources grappled. The ultimate question posed by the Romans is perhaps: “How do we live?”
6. General Education courses ensure that students: become articulate; acquire intellectual breadth and versatility; acquire critical judgment; acquire moral sensitivity; acquire awareness of their era and society; acquire consciousness of the diversity of human culture and experience; acquire a working understanding of the processes by which they can continue to acquire and use knowledge

Course Outline and Calendar
This is an online course; all instruction and assessment will occur at our HuskyCT site. The course material is organized into 6 modules, two per week, for three weeks. Note Well: This is not a mini-course. A full semester of work is assigned for completion in 3 weeks. Be prepared to devote the your time accordingly. See the modules at the website for exact due dates within each week

Week 1 (12/31/18-1/5)
Module 1: Vergil, Aeneid, Books 1, 2, 4, 6, all.
Module 2: Vergil, Aeneid, Book 7 all; selections from Books 8-12: Book 8 lines 1-210, 350-end; Book 9 lines 1-90, 210-270, 375-535; Book 10 lines 1-137, 488-688, 915-end; Book 11 lines 1-115; Book 12 lines 529-end.

Week 2 (1/7-12/19)
Module 3: Livy, Ab Urbe Condita (History of Rome From the Founding), Book 1 all; Book 2 chs. 1, 9-15, 31-40.
Module 4: Catullus, Carmina (poems): (a range of human experience and expression) poems numbered 1, 14a, 35 (poetry & poets); 9, 55 (friends & friendship); 101 (brother); 46, 31 (journey and homecoming); 39, 12, 84, 45; (satire and comedy); 108, 49, 57, 54, 93 (invective vs. politicians); poems 51, 2A, 3, 5, 7, 83, 92, 8, 107, 109, 70, 87, 75, 72, 85, 76, 58A, 11 (love/hate for Lesbia); 61 (marriage hymn).

Week 3 (1/14-1/18)
Module 6: Tacitus, Agricola, all. Term Paper also due Wednesday, Jan 16.
Activities for Each Module (TWO modules per week; the activities below are therefore DOUBLED per week):

1. First activity: Assigned Readings are posted for each module; specified texts only should be used, for specific language and references.
2. Second activity: Audio-Lectures, with text slides, should be reviewed for each module, in conjunction with the specific texts assigned.
3. Third activity: Journal Entries are required (5) per module, answering specific questions for which evidence must be given from the text, and based also on the context of the lectures.
4. Fourth activity: Discussion Posts, at least one post and three replies per module, are required in answer to a specific discussion question proposed for each module. Effective participation requires familiarity with the readings, lectures, and material analyzed in journal entries.
5. Fifth activity: Quiz, one per module, consists of short quotations from assigned readings for identification of context and significance. Success requires knowledge of readings and lectures on them.

Additional Activity (Term Paper):
Term Paper, one per course, (4 pages) is due on Wednesday, Jan 16. (Please note that this due date for the paper is mid-week of the final week of the course, during which other activities also run, including final readings, journal entries, quizzes and discussions.) This is not a research paper. It is based exclusively on the primary sources in this course, and it argues a debatable question based on the evidence of the text. Topics, requirements and guidelines (TBA) must be observed for full credit on your paper. The paper must be submitted on time.

Course Requirements and Grading

Summary of Course Grading:

<table>
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<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Journal Entries</td>
<td>36%</td>
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<tr>
<td>Discussion Posts</td>
<td>18%</td>
</tr>
<tr>
<td>6 quizzes</td>
<td>18%</td>
</tr>
<tr>
<td>paper</td>
<td>28%</td>
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You are expected to complete journal entries and discussion posts on time, and to take quizzes and to hand in your term paper as scheduled in the modules and course.

No make-ups will be given; in certain cases of documented emergency, other adjustments may be made at the discretion of the instructor.

Grade equivalents for this course:

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<tr>
<td>90-93</td>
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<td>87-89</td>
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<tr>
<td>84-86</td>
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<tr>
<td>80-83</td>
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<tr>
<td>77-79</td>
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<tr>
<td>74-76</td>
<td>C</td>
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Due Dates

All course due dates are identified in the modules at our HuskyCT web site. **Deadlines are based on Eastern Standard Time**; if you are in a different time zone, please adjust your time accordingly. The instructor reserves the right to make small changes as the semester progresses. **All changes will be communicated in an appropriate manner. All work must be submitted on time. Observe the due dates carefully.**

Feedback and Grades

Every effort is made to provide feedback and grades as soon as possible upon the completion of each module, because feedback can help make your work stronger. (This is also the reason that modules themselves are released sequentially.) To keep track of your performance in the course, refer to My Grades in HuskyCT.

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<tr>
<td>&lt;60</td>
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Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important **standards, policies and resources**, which include:

The Student Code
- Academic Integrity
- Resources on Avoiding Cheating and Plagiarism
  - Copyrighted Materials
  - Netiquette and Communication
  - Adding or Dropping a Course
  - Academic Calendar
  - Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

Academic Support Resources

**Technology and Academic Help** provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by
the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx)

### Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access
- Silverlight Plugin for Lectures using Mediasite (Click here to check if your computer is ready)

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

### Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).