CAS/GRS Course Revision Proposal Form

This form is to be used when proposing a revision of an existing CAS or GRS course.

Once completed, this form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu.

For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: CAS Classical Studies
CURRENT COURSE NUMBER: CL222
CURRENT COURSE NAME: Roman history
CURRENT 40 WORD COURSE DESCRIPTION: Introduction to the political, social, and economic history of Rome from the foundation of the city through the fall of the western empire. Cannot be taken for credit in addition to CAS CL 322. Carries humanities divisional credit in CAS.

DATE SUBMITTED: 9/5/2016

CURRENT CROSS-LISTING DEPARTMENT/PROGRAM, if any: none
TO BE OFFERED NEXT:  Sem./Year: Spring / 2017
INSTRUCTOR(S): Zsuzsa Varhelyi

DEPARTMENT CONTACT NAME AND POSITION: Zsuzsa Varhelyi, Assoc. Prof. of Classical Studies
DEPARTMENT CONTACT EMAIL AND PHONE: varhelyi@bu.edu 617-353-2426

ITEMS PROPOSED FOR REVISION (check all that apply):

- [ ] X Course Number
- [ ] Title
- [ ] Short Title
- [ ] Credits
- [ ] Cross-listing
- [ ] 40 Word Description
- [ ] Prerequisites
- [ ] Divisional Studies Credit
- [ ] Other (Explain)

Notes: The “short title” appears in the course inventory and on student transcripts and must be 15 characters maximum including spaces. The “40 word description” appears in the CAS/GRS Bulletin.

PROPOSED REVISIONS: For each item checked above, provide the current information, then the proposed information, then a brief explanation for the proposed change, including the intended impact of the change.

1. [First item checked]
   a. Current information: CL222
b. Proposed information: CL322

c. Explanation & impact: Content and approach of course suits better department’s conception of a 300-level course.

2. [Second item checked]

a. Current information:

b. Proposed information:

c. Explanation & impact:

etc...

IMPACT ON OTHER DEPARTMENTS/PROGRAMS: Will any of these changes have an impact on students pursuing the degree requirements or expectations of other departments, programs, or schools? Check one: □ Yes  X No

If YES, please identify impacts and attach cognate comment from the appropriate department/ program/ school.

RESOURCE NEEDS: STAFFING, FACILITIES, AND EQUIPMENT: As a result of the proposed changes, will there be any changes in the staffing, special facilities or equipment needs of the course (e.g. laboratory, library, instructional technology, technical resources, etc)? Check one: □ Yes  X No

If YES, explain further and indicate whether currently available staffing, facilities, and equipment are adequate for the proposed course.  (NOTE: Approval of proposed revisions does not imply a change in resource commitments on the part of CAS.)

FURTHER INFORMATION THAT MUST BE SUBMITTED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

1. A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the proposed changes (see guidelines on “Writing a Syllabus” on the Center for Excellence and Innovation in Teaching website. Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

2. Cognate comment from chairs or directors of relevant departments and/or programs. Use the form available here. You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT APPROVAL:  

[Signature]

Department Chair

8/29/16

Date
DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date:__________________
☐ Tabled  Date:__________________
☐ Not Approved  Date:__________________

Divisional Studies Credit:

☐ Endorsed

☐ HU
☐ MCS
☐ NS
☐ SS

☐ Not endorsed

__________________________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ____________________________

__________________________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: __________________________  ☐ Approved  ☐ Not Approved

__________________________________________________________
Curriculum Administrator Signature and Date

Comments:
Hi Peter,

Attached is change of number form and syllabus for present CL 222 (Roman History). We'd like to go back to CL 322. When we changed our numbers from 300s to 200s for Greek History (321 / 221), Roman History (322 / 222), Greek Drama (324 / 224) and Ancient Epic (326 / 226), the numbers stayed constant for Greek Drama and Ancient Epic but dropped significantly for Greek History and Roman History. We think the latter two courses are better suited as 321 and 322 and request number changes, accordingly.

Attached is the change of number form and syllabus for CL 222/322. I'll send similar files for CL 221/321 tomorrow.

Best,

Stephen Scully
Course description
The main objective of this course to develop your critical thinking and writing skill by studying the political, social, economic and cultural history of Rome and its empire from the foundation of the city to late antiquity. We will analyze ancient evidence, both textual and material, from a period of over 1200 years, in which Rome conquered and transformed the ancient Mediterranean, both on a large scale and on the level of individuals, who were among the first to discuss matters of ongoing concern today. During the course we shall also reflect on the nature of history and how our own modern perspective influences what we think of the Romans. No prior knowledge of Roman history is required.

Grading
PARTICIPATION/PREPARATION: 40% total of your final grade.
• Participation in classes: 35%
  Your class engagement with the material is a major part of this course, therefore presence in class is the minimum. There will be lots of opportunities to speak up, whether to the whole class or within smaller groups. You will also be using clickers in this class, which are mainly relevant to your participation grade (i.e. it is more important that you respond than what exactly you respond). Speaking up and showing your growth as the semester progresses are important as well.
• Participation in additional activities: 5%
  There will be a theatrical presentation later in the semester that you will also need to attend.

WRITING ASSIGNMENTS: 30%
  Five short, 500-word essays, based on assigned secondary material. Make an argument comparing ancient Rome with a contemporary phenomenon.

EXAMS: 30%
• Midterm: 15%
  Hour-long exam on material covered in the first half of the semester. On March 2, 2016.
• Final: 15%
  Hour-long exam based on material covered in the whole semester. In the final exam period.

◊ Meet the instructor. Please plan to come see me for office hours at least once during the semester.
◊ Attendance/late work policy: You need to attend class to be able to complete this course. More than three unexcused absences will affect your grade. In general, handing in your work late results in a lower grade, unless you can provide proof of exceptional circumstances that prevented you from completing your work on time. Incompletes: as per CAS policy, this is an extreme option available only in special cases.
◊ Plagiarism and cheating: Please read the Academic Conduct Code and be aware of what qualifies as cheating and plagiarism: http://www.bu.edu/academics/resources/academic-conduct-code/.
Required textbooks/equipment (available at Barnes and Noble on Kenmore Square): Note: Please bring the appropriate volume of readings to class.
◊ A clicker. / Phone with software installed.
You also need to be able to access our course website on blackboard.bu.edu.

SCHEDULE OF CLASSES (In case of any change, I shall make an announcement in class and send an e-mail to your bu.edu e-mail address)

INTRODUCTION
1/20 W: Introduction: the study of (Roman) history, sources, methods. How do we know what we know about Rome? Italy “before Rome”
Study question: did the location of Rome “predestine” its greatness?

I. FROM THE ORIGINS TO EMPIRE (754 BC- 70 BC)
1/22 F: The emergence of cities – discussion
Assignment: TR pp. 9-27; as well as additional handout.

1/25 M: Foundation legends I: Romulus
Assignment: Livy 1.1-1.16 (= pp. 3-22); TR pp. 31-35.
Study question: do you find anything contrary to our modern social values about Rome’s foundation legend?

1/27 W: Foundation legends II: Rome under the kings
Study question: do you find anything contrary to our modern social values about Rome’s foundation legend?

1/29 F: The Etruscan kings and the end of monarchy
Assignment: Livy 1.49-2.1 (= pp. 58-72).
Study question: what later Roman political values did the legend about the end of monarchy in Rome inscribed into its history?

2/1 M External and internal turmoil
Assignment: Livy 5.3-5.55 (= pp. 318-341), TR pp. 43-68.
Study question: how would you characterize Rome’s foreign policy in this period? What were the major internal political campaign issues in the years from 509 to ca. 250?

2/3 W The conquest of Italy
Assignment: TR pp. 69-86.
Study question: how did Rome’s early expansion shape its external and internal politics?
2/5 F Introduction into the Punic Wars: the First Punic War
Assignment: TR pp. 87-109.
Study question: how did the first Punic War change Rome’s external and internal politics?

2/8 M Hannibal workshop I
Assignment: handout
Study question: In what ways do our surviving sources destine Hannibal to become Rome’s archenemy?

2/10 W Hannibal workshop II
Assignment: handout
Study question: What reasons can we identify for the ultimate Roman victory in the Second Punic War?

2/12 F The end of the Punic wars and the beginnings of the Mediterranean empire
Study question: what is your sense of how Rome’s power might have been seen in the Mediterranean in the late third and second centuries?

2/16 T (BU on Monday schedule!) Social and political transformations I: The Gracchi
Study question: what are the most obvious comparisons between certain ancient political views and current American party lines?

2/17 W Social and political transformations II: Marius
Assignment: TR pp. 157-177.
Study question: was Marius a great politician in your view?

2/19 F Social and political transformations III: Sulla and the radicalization of Roman political life
Assignment: TR pp. 177-193.
Study question: why did political radicalization lead to increased street violence in this period?

II. THE DESTRUCTION OF THE REPUBLIC (70 BC – AD 14)

2/22 M The rise of Pompey
Assignment: TR pp. 194-216.
Study question: why did political radicalization lead to increased street violence in this period?

2/24 W The rise of Cicero – Discussion class
Assignment: Murell, part 1.
Study question: what were the major tensions in Rome in the 50s BCE?

2/26 F Cicero and the Catiline conspiracy – Discussion class
Assignment: Murell, part 2.
Study question: based on a comparison with any other historical incident, do you think Cicero was justified in his handling of the conspiracy?

2/29 M Life in Rome and its empire. Review.
3/2 W MIDTERM EXAM

3/4 F Roman cities
Study question: In what ways does urbanization in the provinces of the empire reflect the influence of Roman rule?

3/5-3/13 Spring break
3/14 M Caesar’s rise to power.
Assignment: TR pp. 217-244.
Study question: what could Caesar learn from the rise and power of Pompey?

3/16 W Caesar: a life
Assignment: Suetonius, Caesar (pp. 3-42)
Study question: what do you think the advantages and disadvantages of a biography as a historical source are?

3/18 F The end of Caesar and of the Republic.
Assignment: TR pp. 244-261.
Study question: Why do you think Caesar was killed?

3/21 M Octavian/Augustus and the formation of the Principate.
Study question: gather all tactical moves that contributed to Augustus’ success.

3/23 W Living in Rome in the late Republic.
Assignment: TR pp. 264-265; 281-305.
Study question: To what extent can we know any individual, man or woman, from the ancient world?

3/25 F Augustus: a life
Assignment: Suetonius, Augustus; TR pp. 305-308.
Study question: Would Augustus have approved of this biography? Compare his Res Gestae.

3/28 M The Augustan age: social and cultural revolution – discussion class
Assignment: Morwood, part 1.
Study question: What aspects of Augustus’ political and cultural program aimed at appealing to a wide range of Romans?

3/30 W Virgil, Aeneid – discussion class
Assignment: complete Morwood.
Study question: based on a historical/literary comparison, discuss what different benefits can come from reading the Aeneid as a political or as a literary text.

4/1 F The Augustan age: a social revolution
Assignment: TR pp. 281-305. (repeat) Tacitus, 1.1-1.15 (=pp. 31-42)
Study question: In what characteristic ways did Augustan rule politicize private life?

III. THE EMPIRE IN STABILITY (AD 14-235)
4/4 M Following Augustus’ act: the Julio-Claudians
Assignment: Tacitus 1.72; 4.32-36, TR pp. 309-324.
Study question: How did Tiberius’ rule transform the image of imperial rule in Rome?

4/6 W “Living under Roman emperors workshop:” the senate and the army
Assignment: handout
Study question: who did the Romans identify as governing their state? Who really had actual control over the Roman empire?
4/8 F Nero: the “bad emperor” 1
Study question: Can you establish a “grammar” of good and bad emperors after Augustus in the work of Suetonius? How does Nero measure up and on what counts against Caesar and Augustus in the accounts of Suetonius and Tacitus?

4/11 M Nero: the “bad emperor” 2
Assignment: Tacitus, 14.14-14.65 (= pp. 320-344), 15.32-74 (= pp. 360-382)
Study question: How does Nero measure up and on what counts against Caesar and Augustus in the accounts of Suetonius and Tacitus?

4/13 W The crisis of 68-69 and the rule of the Flavians
Study question: How did Vespasian’s rule transform the image of imperial rule in Rome and in the provinces?

4/15 F Trajan and the imperial Roman army
Study question: How was the imperial Roman army different from that of the Republic? Try to include the full range of large, organizational aspects as well as lifestyle.

4/18 M No class

4/20 W The Roman Empire in the first and second centuries: the games, the buildings and ideas of “a good life”
Study question: Discuss how the empire’s well-being *materially* affected various social groups (and geographical locations) in this period.

4/22 F Religious changes
Study question: In a famous phrase of Keith Hopkins, the imperial world of Rome is described as a world “full of gods.” In what ways does Christianity challenge this co-existing multiplicity of gods?

**IV. THE DISINTEGRATION OF THE EMPIRE (AD 235-476)**

4/25 M Crisis and recovery under Constantine; the victory of Christianity
Study questions: What were the real problems *versus* the foci of anxiety in this period? What difference does it make whether Constantine was really a Christian?

4/27 W Towards late antiquity
Study question: did life get better or worse in late antiquity, in general or for any specific group (e.g. women or slaves)?

4/29 F Final class: the “fall” of Rome?
Assignment: TR pp. 500-518.
Study question: what does it mean to say that the Roman empire “fell”? Try to think of at least one modern use of this statement.
A NOTE ON BIBLIOGRAPHY A detailed annotated bibliography is available at the end of each individual chapter in M.T. Boatwright, D.J. Gargola, R.J.A. Talbert, The Romans: from Village to Empire. For further bibliography on any particular topic of your interest please contact me. For quick reference, you can always check The Oxford Classical Dictionary, as well as The New Pauly (now also online, courtesy of Mugar). To pick up a few phrases of Latin you can try The Routledge Dictionary of Latin Quotations or Latin for the Illiterati. Even better, you can enroll in CL111, 112, etc. and master it all! As to my favorite book on Roman matters… well, there are too many. If you have a favorite book or movie on your own – or need recommendations for one – I am more than happy to talk to you about it.

How to Buy a Student-Response Device
Every student is required to have a TurningTechnologies® student-response device.

If you have an iPhone or an Android Phone:
If you have an iPhone or an Android phone, then I suggest you buy the One-Year ResponseWare license ($15). To do that, go to the TurningTechnologies store (https://store.turningtechnologies.com/) enter wh4a as your school code and click on the arrow. On the TurningTechnologies BU page, click on the 12-month license under RESPONSEWARE, and follow the online instructions. Be sure to submit your BU Email Address (username@bu.edu) for your Turning account.

If you do NOT have an iPhone or an Android Phone:
If you do not have an iPhone or Android phone, then you should buy a TurningTechnologies student-response card (clicker). The clicker works by itself, without a smartphone. If you decide to buy a clicker, I strongly suggest that you buy a new RF-LCD ResponseCard at the BU Bookstore ($45.21 tax included).

I do not recommend buying a clicker online ($32). Buying a new clicker from the Bookstore has several important advantages: you get the clicker immediately, it cannot get lost in the mail, and if it stops working (a common problem), you can exchange it at the Bookstore for another one (keep your BU Bookstore clicker receipt in a safe place). Be sure to buy the RF-LCD model, which is easier to use as compared with other models. I don’t recommend used clickers—they often stop working because of dead batteries or because of other problems, and the bookstore will not exchange them when they fail.

To Register Your Device: In order to get credit for using your student-response device in class, you have to register it on BlackBoard.

Student-Response Device
The student-response device in the form of a smartphone app or clicker represents an innovation in classroom teaching. The device will allow you to respond to the instructor’s questions in real time. You answer by selecting a button on the smartphone app or clicker device. Then, within a few seconds, a graph that shows how students answered will appear on the classroom screen, and I will tell you what the correct answer was (c., for this example).

To use your smartphone app: At the beginning of each lecture, after I have set up my laptop, you must “Join” the session. To do that, enter DDEE in the app box marked “Session ID.”

To use your clicker: Be sure that your clicker set to Channel 41. If you are not sure, push the Channel button, then 4, then 1, then Channel again. You do not need to use the Channel button again unless you have changed your channel for another class. Your clicker is always on.

On the average, I will ask 4 clicker questions during each lecture class: a review question at the beginning of class and an average of three questions on topics covered during the lecture. The answers of individual students are automatically recorded in the instructor’s computer. The distribution of student answers will be displayed on the classroom screen. Of course, no information about individual student responses will be released.

You need to buy your response device (either smartphone app or clicker) during the first week of classes.