

Topics in History: Roman Empire and its Legacy

3 Credits Permission of instructor

Counts towards a History minor, an upper division course in a History BA major and as a 'S' course (social sciences).

Type: Lecture-Discussion

Location: UAF

Meeting times: Monday-Saturday, January 2-11

12:45-5:45 pm (including the break)

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Course description:

The civilization of ancient Rome continued to serve as a model for centuries after its formal dissolution, and inspired both the creators of democracies in the United States and France, as well as war leaders from Charlemagne to Napoleon. Whether you are aware of it or not, you have been influenced by the ancient Romans in almost every aspect of your daily life even now. In this topic-centered course, we will examine the long legacy of ancient Rome in law, government, politics, hygiene, architecture, education, city planning, art, theater, philosophy, poetry, medicine, engineering etc. , and you will see for yourself that Roman culture never died out entirely.

The course is structured thematically with each day centered on 2 interrelated topics such as conquest and imperial ideal, religion and philosophy, law and justice, societal structure and family and so forth. The course integrates a wide variety of disciplines (history,

archeology, law, religious studies, philosophy, art), while offering visual/audio support to selected readings from the time period.

Course readings/materials:

Christopher Kelly, *The Roman Empire: A Very Short Introduction*

- Publisher: OUP Oxford
- Print ISBN: 9780192803917, 0192803913
- eText ISBN: 9780191516788, 0191516783

Available from \$ 4.00 USD

Suggested Readings:

Boatwright, Gargola, and Talbert, *A Brief History of the Romans* (Abbreviated below as BHR)

Apuleius, *The Golden Ass* (or *Metamorphoses*)^[SEP]

Pliny, *The Letters of the Younger Pliny*^[SEP]

ESPECIALLY (for serious history students those are the must):

Suetonius, *Twelve Caesars* (abbreviated below as TC)

Tacitus, *The Germania* and *The Agricola* (in one volume of Penguin edition)

Homework consists in reading assigned pages following the guiding questions provided for each dossier well in advance (in December), and making personal notes that students are expected to share with the class during the discussion. The first reading is assigned for the second day of classes.

Quizzes, very brief and clearly defined, are based on homework and follow the guiding questions.

Presentations: Presentations will be discussed on the first day of classes. Students can choose a presentation according to their interests. The length of the presentation is no longer than 10-15 minutes. Visual support is encouraged but not obligatory.

Assessment of Required Elements: The course is interdisciplinary, and based on the analysis of primary and secondary historical sources.

Additional/suggested sources:

Course Goals and Student Learning Outcomes:

- ❖ To provide students with the opportunity to link disciplines within the liberal arts in the context of ancient history.
- ❖ Assessment: Studies of antiquity are naturally cross-disciplinary, combining all humanities, thus offering the best opportunity to see the interconnected nature of liberal arts.
- ❖ Introduce students into disciplines otherwise absent or underrepresented in the UAF curriculum: religious studies and especially ancient history never taught at UAF
- ❖ Assessment: Address relevance of Roman legacy today.
- ❖ Help students think independently making their own judgment based on primary sources and critical literature.
- ❖ Assessment: By introducing various, sometimes contradictory, perspectives on the subject and encouraging free discussion both in the classroom and in written essays.

• **Policies:**

- Because it is a compressed course this class has a zero absence policy. Only in case of documented illness may a student be excused.
- Students are expected to read all texts on time.
- No make-up for classes or quizzes due to the course's compressed nature.
- Students are expected to read all texts on time. Short quizzes in the beginning of each class will serve to check whether the texts have been read. No make-up for quizzes is possible.
- **No chewing gum, food, or beverages! No pagers, cell phones are allowed.**
A special break will be provided between two parts of the class daily.

Evaluation:

Grade will be calculated as following:

Homework (readings & personal notes)	15%
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Participation in discussions	15%
Quizzes:	15%
Presentations	15%
Final exam	15%
Final paper:	25%

Final paper is due: January 16th

Grading Scale:

97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67- 69%	D+
63-66%	D
60-62%	D-
less than 60	– F

I will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.

About the instructor: I hold two doctorates (1998 & 2018) and I have published extensively, including two books (2004 & 2010), and over forty articles.