

CLA 2120: The Grandeur That Was Rome



Time and Location

MWF, Period 7 (13:55 – 14:45)
Flint 0105

Contact Information

Dr. Flora Iff-Noël

Office hours: M 4-5 PM; F 11:30 AM-12:30 PM
and by appointment
137 Dauer Hall and on zoom

f.iffnoel@ufl.edu

137 Dauer Hall
Phone: 352 273 3695

Graduate TA: Esteban Casas

Office hours: M 12:35-01:35 PM; F 12:35-01:35 PM

ea.casas@ufl.edu

125E Dauer Hall

Prerequisites / Credits

No prerequisites: knowledge of Latin is **not** required.
3 credits.

This course completes the requirement in General Education - Humanities, International.

Course presentation

This course provides a multi-faceted introduction to the culture of Rome and its contribution to western civilization and canon. Primary source material are read in translation.

You will learn about the origins of Roman literature, culture and society and also study why ancient Rome remains relevant today. We will be looking at Roman literature from a variety of genres and critically evaluating the relationship between the hopes and fears the Romans had for their future and modern concerns about society.

We will analyze Latin texts by many authors from the Western Canon such as the poets Vergil, and Ovid, the philosopher Seneca, the playwrights Plautus and Terence, the politicians

Cicero and Caesar, and the historian Suetonius. We will also study material culture, artworks, inscriptions, and archeological sites to investigate the society of Ancient Rome.

Course objectives and goals

Content Objectives: Students will identify unique and original aspects of Roman literature and gain an appreciation for Roman literature's influence on our modern understanding of history, culture and civilization.

Critical Thinking Objectives: Students will analyze the conflicts and tensions that arise between the individual and one's duty to the community, pleasure and happiness, and fear versus hope when faced with adversity or challenges. They will critically evaluate key works of literature to determine why Rome has been stereotyped and glorified in our modern world.

Communication Objectives: Students will communicate concepts, expressions, and representations of the Roman way of life clearly and effectively in written and oral form as stated in the rubrics of the course.

Textbooks

- **Recommended:** *A Companion to Latin Literature* by S. Harrison (Blackwell Companions to the Ancient World), ISBN: 9781405161312
- **Optional:** *Oxford Anthology Of Roman Literature*, by Peter E. Knox and J. C. McKeown (Oxford University Press), ISBN: 9780195395167
- **All other texts and documents will be available on Canvas**

Primary General Education Designation

Humanities (H)

Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

<https://undergrad.ua.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

Student Learning Outcomes

	<i>Humanities SLOs → Students will be able to...</i>	<i>This course's SLOs → Students will be able to...</i>	<i>Assessment → Student competencies will be assessed through...</i>
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain theories and methodologies used in the discipline of Classics, and examine how ancient writers conceived Rome's identity.	Class participation, oral presentation, discussion posts, quizzes, essays on midterm and final.
Critical Thinking	Identify and analyze the relevant factors that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze key texts and artifacts to understand Roman literature, culture, and society. Compare Roman concerns—political, moral, and social—with modern issues. Evaluate how Roman hopes and fears shaped their vision of the future.	Class participation, oral presentation, discussion posts, essays on midterm and final.
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Clearly express ideas about Roman texts and culture in discussion and writing. Formulate original, well-supported arguments using primary and secondary sources. Engage with multiple perspectives on Ancient Rome through evidence-based analysis.	Class participation, oral presentation, discussion posts, essays on midterm and final.

Disclaimer

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Weekly course schedule of topics and assignments

Week 1	Aug. 22	1. Intro: the mythical origins of Rome <i>Viewing: 15-minute video</i>
Week 2	Aug. 25, 27, 29	2. Roman values or Roman stereotypes? <i>Viewing: 15-minute video, Reading: 10 pages by Plautus</i>
Week 3	Sept. 3, 5	3. The Roman family: Terence, <i>Adelphoi</i> <i>Reading: 20-page article on Terence</i>
Week 4	Sept. 8, 10, 12	4. Everyday life in Rome I: Catullus <i>Reading: 5 pages of poems by Catullus</i> https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0006%3Apoem%3D1
Week 5	Sept. 15, 17, 19	5. Cicero and the Roman Republic <i>Reading: 10 pages by Cicero</i>
Week 6	Sept. 22, 24, 26	6. Caesar and the Civil wars <i>Reading: Suetonius, Life of Caesar 1/2</i> https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0132%3Alife%3Djul.%3Achapter%3D1
Week 7	Sept. 29, Oct. 1, 3	7. Caesar seen by Caesar, Cicero, Suetonius, Asterix <i>Reading: Suetonius, Life of Caesar 2/2</i>
Week 8	Oct. 6, 8, 10	8. Augustus: the beginning of the Empire; Midterm <i>Reading: Suetonius, Life of Augustus</i> https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0132%3Alife%3Daug.%3Achapter%3D5
Week 9	Oct. 13, 15	9. The beginning of the Empire seen by poets: Virgil <i>Reading: chapter on Augustan literature in S. Harrison, A Companion to Latin Literature</i>
Week 10	Oct. 20, 22, 24	10. The beginning of the Empire seen by poets: Ovid <i>Reading: 5 pages by Ovid</i>
Week 11	Oct. 27, 29, 31	11. Nero, the stereotypical emperor? <i>Reading: Suetonius, Life of Nero</i> https://www.perseus.tufts.edu/hopper/text?doc=Suet.+Nero&fromdoc=Perseus%3Atext%3A1999.02.0132
Week 12	Nov. 3, 5, 7	12. Claudius and Nero seen by Seneca (<i>Apocol.; Thyestes</i>) <i>Reading: Seneca, Thyestes (10-page extract)</i>
Week 13	Nov. 10, 12, 14	13. Everyday life in Rome II: Roman leisure seen by Seneca <i>Reading: Seneca's Moral Letters to Lucilius 7 and 56</i> https://en.wikisource.org/wiki/Moral_letters_to_Lucilius/Letter_56
Week 14	Nov. 17, 19, 21	14. Pompeii: a Roman town still visible today <i>Reading: Pliny's letter LXV to Tacitus</i> https://www.gutenberg.org/files/2811/2811-h/2811-h.htm#link2H_4_0065
Week 15	Nov. 24, 26, 28	NO CLASS: Thanksgiving
Week 16	Dec. 1, 3	16. Conclusions; Review; Final exam (non-cumulative)

No class on: Sept. 1: Labor day; Oct. 17: Homecoming; Nov.22-30: Thanksgiving

Course requirements and grades

Students will be expected to participate actively in class discussions. In this regard, it is necessary to read and analyze in depth the assigned texts before coming to class. In order to foster good participation, cell phone use is prohibited during class, and eating or drinking should be kept at a minimum. The participation grade will also include posting on the Canvas Discussion Board and reacting to another's student post at least 3 times throughout the semester.

Your grades will be based on 12 very short quizzes (one each Friday, except on weeks 8, 9, and 16; they will last 8 minutes and include basic definitions and key elements of the week; your lowest quiz grade will be dropped); a Midterm and a Final Exam (50 minutes, one image description, one text commentary and one short essay; the Final is non-cumulative, i.e. it is on everything studied after the Midterm). There will also be one oral presentation (during 15 minutes, you will present on a key element of the Roman civilization connected to the week's theme).

- Midterm exam (October 10) = 22 %
- 12 quizzes = 26 % (the lowest grade which will be dropped)
- Oral presentation = 15 %
- Attendance, homework and participation = 15%
- Final exam (December 3) = 22 %

Your Graduate TA, Esteban, can assist you if you have specific questions regarding lectures, class assignments, or concept clarification within the material covered in class. Please only discuss absences with your Graduate TA, he will contact me if necessary. You should discuss broader course-related topics such as grades, letters of recommendation, etc., with me.

Class attendance and make-up works

Students are expected to attend class regularly. Make-up examinations are rarely given and only for extraordinary circumstances beyond your control, such as a grave illness. If possible, please notify me in advance of a missed exam in order to arrange a makeup. I must have written documentation for any medical or other emergencies which result in a missed test.

Regular attendance and active participation are mandatory.

More than one absence will cause your final grade to be penalized by five points for each subsequent unexcused absence. Arriving late or leaving early will count as 1/3 of an absence.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students are expected to complete all assigned work by the due dates. Excused absences are consistent with university policies in the undergraduate catalog and require appropriate documentation.

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).

ADA requirements

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (Contact 352-392-8565, <https://disability.ufl.edu/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Grading scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	below 60

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

For more information, see: <http://www.isis.ufl.edu/minusgrades.html>

Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals (<https://evaluations.ufl.edu>).

Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via

<https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at

<https://gatorevals.aa.ufl.edu/public-results/>.

Honesty policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." If you have any questions, please ask.

See <https://sccr.dso.ufl.edu/resources-by-audience/faculty-and-staff/honor-code-syllabi/>

Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT. **The default is that such use is forbidden unless otherwise stated. Any such use must be appropriately acknowledged and cited.** It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility. Violations of this policy will be considered a violation of the Honor Code. I draw your attention to the fact that different classes at UF could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: Visit www.counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: call 392-1161 or visit www.shcc.ufl.edu/ for 24/7 information to help you find the care you need.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608;

<https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>

University Police Department: 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to helpdesk@ufl.edu.
<https://elearning.ufl.edu/student-help/keep-learning/quickstart-guide-for-students/>

They can help e.g. with Canvas.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Grading Rubric for Essay Question on Midterm and Final (50 Points Total)

Category	Excellent (10-9 pts)	Good (8-7 pts)	Needs Improvement (6-4 pts)	Unsatisfactory (3-0 pts)	Points Earned
Thesis & Organization (10 pts)	Clear, insightful thesis; well-structured argument; logical flow of ideas.	Clear thesis; mostly well-structured with some minor issues in organization.	Thesis is present but may be unclear; organization is weak in places.	No clear thesis; essay lacks logical structure and coherence.	___ /10
Use of Sources & Evidence (10 pts)	Effectively incorporates relevant ancient sources (e.g., Cicero, Catullus, Plautus); strong textual evidence and analysis.	Uses ancient sources appropriately; some analysis, though could be more developed.	Includes ancient sources but relies more on description than analysis.	Few or no references to ancient sources; little to no analysis.	___ /10
Analysis & Critical Thinking (10 pts)	Goes beyond description; strong analysis of historical and literary context; insightful connections.	Some analysis beyond description; makes connections but lacks depth.	Mostly descriptive; limited critical analysis or broader connections.	Largely descriptive; minimal analysis or understanding of broader implications.	___ /10
Engagement with Roman Values & Themes (10 pts)	Clearly explains and critically engages with key Roman values (e.g., <i>pietas</i> , <i>virtus</i> , <i>auctoritas</i> , <i>otium</i> , etc.).	Identifies and discusses Roman values but analysis could be deeper.	Mentions Roman values but lacks significant engagement or depth.	Little to no discussion of Roman values in relation to the literature.	___ /10
Clarity & Writing Quality (10 pts)	Well-written, clear, and engaging; very few or no grammar/spelling errors.	Mostly clear and readable; a few grammar/spelling issues.	Writing is sometimes unclear; frequent grammar/spelling mistakes.	Writing is difficult to understand due to major grammar/spelling issues.	___ /10

Total Score: ___ /50