

**FIRST-YEAR SEMINAR REAPPROVAL FORM**  
UNIVERSITY OF MARY WASHINGTON

<b>COURSE TITLE:</b>	<b>FSEM 100 JJ: Daily Life in Ancient Rome</b>		
<b>SUBMITTED BY:</b>	Liane Houghtalin	<b>DATE:</b>	Nov. 21, 2014

**RATIONALE.** Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above).

This course meets all of the basic components for an FSEM.

-It utilizes active, discussion-based, participatory learning in several ways. Each student in the first week of classes draws at random a basic Roman identity (gender, age in 115 CE, and occupation/social rank) and through primary and secondary readings develops that identity and shares that identity in class discussion, role-playing exercises, and writing and speaking assignments.

-It is exploratory in nature, rather than just presenting conclusions, because the student must explore and interpret the Roman world in order to develop his or her character. For example, in the class discussion on Roman religion, each student must say to which divinity his/her character was particularly devoted, and why that divinity would be so important (helpful, etc.) to that character. In a broader discussion, the students examine several Roman cults and compare their appeal to that of various mystery cults, including the newly spreading Christian cult.

-In addition to a basic handbook, or textbook, on daily life in ancient Rome that helps the students with contextual background, the students read extensively from primary sources, particularly from the works of various Roman writers, including Livy, Martial, Pliny the Younger, Juvenal, and Cicero.

-Students take a look at and synthesize material from multiple sources—primary readings, secondary readings, and archaeological materials—to develop their views on a topic before presenting those views in class discussion, speaking, and writing assignments.

-The course is capped at 15 students.

This course also meets all Student Learning Outcomes.

-Students utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments. Students engage in research throughout the semester both to prepare for class discussion and to gather material for their papers and oral presentations. The class meets at Simpson for an extremely helpful and thorough presentation on research tools and techniques by the librarian Peter Catlin.

-Students improve development and organization of written arguments, and they demonstrate the ability to edit and revise in the writing process. For example, I comment on the first paper, “Naming Your Character,” but do not assign it a grade. The student then rewrites it, adds to it, and resubmits it for the second paper, “Naming Your Character, *redux*, & Your Character’s Family and Friends.” (*N.B.*, the Roman system of names was quite complex—a name reflected not only one’s gender, but also origins and social status—so this paper involves solid research, a thesis statement, and logical reasoning.) Similarly, I comment on the thesis statement and outline of the second oral presentation, in which each student presents his/her research on a building in Rome, and the student uses that research, presentation, and critiqued thesis and outline as the basis for his/her fifth paper.

-Students learn to apply the basic theories and principles of oral communication. For example, the first oral presentation, “Introducing Your Character to the Class,” is prefaced by having the students examine and identify the three basic modes of persuasion—*logos*, *ethos*, and *pathos*. They then read a portion of Tacitus and discuss an item he wrote about that resulted in a death sentence for hundreds of slaves, including babes in arms. Each student then prepares a persuasive speech from the point of view of his/her character on whether the slaves should or should not be put to death. Following those speeches, each student writes a list of what s/he learned about public speaking (things to do, things to avoid) based on giving and hearing the speeches. The lists are combined, and the class refers to them before delivering the second presentation.

-Students learn to communicate effectively in a variety of settings, including public speaking and group discussion. The course requires two formal, individual oral presentations, each worth 5% of the overall grade, and participation in class discussion and interactive role-playing exercises (all together worth 10% of the grade).

**SYLLABUS**. *Attach a course syllabus.* **ATTACHED.**

**SUBMIT** this form and attached syllabus **electronically as one document** to Dave Stahlman ([wdstahlm@umw.edu](mailto:wdstahlm@umw.edu)). All submissions **must** be in electronic form.

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**FSEM 100 JJ-01:**  
**Daily Life**  
**in Ancient Rome**  
Fall 2014  
TR 3:30-4:45 pm  
Trinkle 138

**+Course objectives:** This course will examine what it meant to be a Roman of the second century of our era. While exploring the physical and literary remains of the period, students will uncover the basic structures of Roman society and intimate details found in the daily lives of individuals. Along the way, each student will assume a Roman identity and will act, react, and interact with the other students doing the same within their own Roman identities. By the end of the course, students should have a good understanding of daily life in ancient Rome and all that it entailed—food, housing, occupations, entertainment, and so on—and how to research, write about, and present on those and related topics. Students should also acquire a heightened awareness of history, historical fiction, and the development of characters in literature.

**+Student Learning Outcomes (SLOs):** Through the successful completion of this First-year Seminar (FSEM), students will

- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication; and
- communicate effectively in a variety of settings, including public speaking and group discussion.

**+Course requirements and grading system:**

Participation, including oral reports (9/25 & 11/11-13), 20%

Paper #1	due 9/9	--	Paper #4	due 11/4	10%
Paper #2	due 9/23	10%	Paper #5	due 11/20	15%
Paper #3	due 10/9	10%	Paper #6	due 12/2	10%
Midterm Exam	10/23	10%	Final Exam	12/11	15%

Classes will include some lecture material and much discussion. Prepared and constructive participation in the discussion is required. Questions you raise will help the class. A participation grade will be assigned to each student for every class meeting. The two lowest class participation grades will be dropped in computing the final grade for the course. Each student will be formally notified of his/her current class participation grade at least twice during the semester, on or before Oct. 10<sup>th</sup> and on or before Dec. 5<sup>th</sup>.

Late reports or written assignments will be marked down, and late written assignments will not be accepted at all if they are more than a week late. There will be no make-ups for exams. The grade for missed exams and missing or unacceptably late reports or written assignments will be 0%.

The grading scale will be as follows.

93-100%	= A	80-82%	= B-	68-69%	= D+
90-92%	= A-	78-79%	= C+	60-67%	= D
88-89%	= B+	73-77%	= C	59% and below	= F
83-87%	= B	70-72%	= C-		

+Work below a C average (70%) will result in an unsatisfactory **mid-semester progress report** (due from me to the Registrar's Office Oct. 16<sup>th</sup>). No grades will be dropped in determining progress at mid-semester.

+The **Office of Disability Services** has been designated by the University as the primary office to assist students with disabilities. If you receive services through that office and require accommodations for this class, please submit your accommodation letter to me as soon as possible. I will hold the information you share with me in strict confidence unless you give me permission to do otherwise. If you need accommodations (assistance with note taking, extended time for tests, etc.), please make an appointment with the Office of Disability Services ([540] 654-1266). The office will require appropriate documentation of a disability.

+**The provisions of the Honor System are in effect for this course.** Students are authorized to study together for this class and to discuss reports and written assignments with each other. Students may not discuss exams with those who have not taken them. Students are to pledge exams and written assignments: *I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work. (Signature.)*

+Even Mercury, the messenger god of ancient Rome, would agree: cell phones are a distraction and a disturbance to the class, and only Mercury himself is allowed to be that. **Turn off your cell phone** and put it out of sight *before* class starts.

**+Required texts:**

Lesley Adkins and Roy A. Adkins, *Handbook to Life in Ancient Rome* Oxford University Press, 1998. (available in bookstore)

primary sources from ancient Rome, such as readings in Livy, Martial, Pliny the Younger, etc. (available on Canvas)

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**COURSE OUTLINE AND ASSIGNMENTS**

An assignment is due *on* the date next to which it is listed.

T Aug. 26	Introduction to Class
R Aug. 28	Geographic and Historic Context of Rome Assignment: Adkins 103-28; Livy
T Sept. 2	Social Classes in Rome; Roman Names Introduction to Writing and Speaking Assignments Introduction to Your Character and to Role-Playing Assignments Assignment: Adkins 1-38; Martial; Pliny the Younger; Juvenal

- R Sept. 4 Slaves; Freedmen and Freedwomen  
Assignment: Adkins 201-48 (especially 243-45) and 341-42; Pliny the Younger, Seneca the Younger, Cato the Elder, Columella, Apuleius, Cicero, Diodorus Siculus, Tacitus, Horace, Petronius
- T Sept. 9 Paper #1 (Naming Your Character) due  
Tour of Rome; Population; Urban Life  
Assignment: Virgil, Martial
- R Sept. 11 Aqueducts; Sewage; Streets/Roads  
Introduction to Building Assignments  
Assignment: Adkins 129-60; Frontinus, Horace, Martial, Juvenal
- T Sept. 16 Economy and Coinage  
Assignment: Adkins 167-200, 303-34; \*learning module *Communication Apprehension*\*
- R Sept. 18 Family Life; Marriage  
Assignment: Adkins 339-41; Cicero, Horace, Seneca the Younger, Tacitus, Pliny the Younger, Plutarch, inscriptions & papyrus
- T Sept. 23 Paper #2 (Naming Your Character *redux*, & Your Character's Family and Friends) due  
Journaling Your Character  
Clothing; Food and Wine—Farming and Rural Life  
Assignment: Adkins 161-66, 344-46; primary sources
- R Sept. 25 Oral Report #1: Introducing Your Character to the Class  
Food and Wine—Shipping/Storage; the Dole; Cooking; Serving  
Assignment: Review Adkins 194-200; read 342-44; primary sources
- T Sept. 30 Housing—Town, Country, Palace; Interior Decoration/Furniture; Gardens  
Assignment: primary sources
- R Oct. 2 Orientation to Resources for Research  
**Meet at the Reference Desk of Simpson Library at 3:30 pm**  
Assignment: \*learning module *Checking for CRAAP*\*
- T Oct. 7 Government; *Cursus honorum*  
Assignment: Adkins 38-48; primary resources
- R Oct. 9 Paper #3 (Your Character's Biography) due  
Provinces

FALL BREAK

- R Oct. 16 NO CLASS—Instead, attend papers presented at the CAMWS-SS conference on campus Friday afternoon. Details about the conference schedule will be posted when they become available.

- T Oct. 21 Discussion of CAMWS-SS conference papers  
Children; Education; Disabilities in the Ancient World  
Assignment: primary sources
- R Oct. 23 Midterm Exam**
- T Oct. 28 Time-keeping; the Roman Day; Occupations  
Assignment: Adkins 335-39; primary sources; start reading assignments on  
Entertainment and Religion to use in Paper #4
- R Oct. 30 Race Relations; the Army  
Assignment: Adkins 49-102; primary sources
- T Nov. 4 Paper # 4 (A Day in the Life of Your Character) due  
Entertainment and Leisure—Theater, Amphitheater, Bath, Circus
- R Nov. 6 Entertainment, continued  
Assignment: Adkins 347-52; primary sources
- T Nov. 11 Thesis Statement and Outline for Paper #5 due  
Oral Report # 2: start Building Reports
- R Nov. 13 Oral Report # 2: finish Building Reports  
Introduction to Fictional Rome Assignments
- T Nov. 18 Religion  
Assignment: Adkins 249-302; primary sources
- R Nov. 20 Paper # 5 (A Building in Rome) due  
Religion
- T Nov. 25 Fictional Rome, and Role-Playing  
Assignment: Selected short stories from Steven Saylor, *A Gladiator Dies Only  
Once*, “The Consul’s Wife,” pp. 1-27, and “A Gladiator Dies Only Once,” pp.  
137-81

#### THANKSGIVING BREAK

- T Dec. 2 Paper # 6 (Fictional Rome) due  
Medicine
- R Dec. 4 Funerary Customs  
Assignment: Adkins 353-59; primary sources

#### READING AND EXAMINATION PERIOD

- R Dec. 11 Final Exam, 3:30-6 pm**