



## Course Description

It is easy to assume that the Roman Empire's heart was its capital, the city of Rome. But the vast majority of Romans lived outside of Rome, and the empire's territories encompassed many cultural groups, geographic landscapes, and religious rites. In this class, we will focus on Roman history outside of Rome. We will focus on questions of power, conquest, and imperialism in order to understand how and why the Roman Empire developed in the way that it did. We will also highlight the experiences of those who lived under Roman rule and consider how Rome's rise changed (and did not change) life in the provinces.

Students in this course will study ancient texts in translation (including historical, documentary, and literary sources) and art and archaeology in order to get a holistic view of Rome's provinces. As part of this course, students will complete a research project centered around a particular province and deliver a group presentation based on their work. Shorter in-class assignments and activities are required.

## Course Learning Objectives

Over the course of the term, students will **1)** develop familiarity with key events, people, and places in Roman provincial history, **2)** engage with and evaluate ancient texts and objects and evaluate how modern scholars create knowledge from this evidence, **3)** engage with theoretical discussions of colonialism and discrepant experience in the ancient world, **4)** build familiarity with research methods for ancient history, including working with fragmented and partial evidence, and **5)** develop skills in written analysis and critique.

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Class Meetings: 2-3:30 PM, TuTh  
Classroom: 189 PLC  
Office Hours: Tuesday 3:30-5PM,  
Thursday 10-11:30PM

## Campus Resources for Illnesses, Accessibility, and Mental Health

I intend for this class to be an accessible and inclusive learning environment. If you anticipate any problems with the format or requirements of this course due to an illness, disability, or other extenuating circumstance, please let me know as soon as possible. I am happy to meet with you and find a way for you to participate successfully in this course.

-If you need help accessing accommodations on campus, contact UO's Accessible Education Center. They are located in 164 Oregon Hall and can be reached at 541-346-1155 or through their website at <https://aec.uoregon.edu/>

-If you are struggling with mental health issues or substance abuse problems, counseling and support is available to all UO students in the Counseling Center: <https://counseling.uoregon.edu/>

-If you need access to health care services and/or help understanding your medical insurance options, visit the Student Health Center on 13th Ave or check out their website at <https://health.uoregon.edu/>

***If you need help but are unsure where to go or who to ask, please come see me in office hours and I will do my best to connect you with campus or community resources.***

## Academic Misconduct

My policy is to assume that all of my students are acting honestly and ethically until proven otherwise. When presented with evidence to the contrary, however, I will refer cases to the Dean of Students and/or the Office of Student Conduct and Community Standards as appropriate.

From the Dean of Students: "The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism)."

## Help & Resources

If you are confused or have questions:

### 1. Ask in class

You will have the opportunity at the beginning of every class to ask questions without penalty or prejudice. I will answer these immediately or get back to you ASAP.

### 2. Speak to me after class

Usually, it takes me 5-10 minutes to pack up and leave the classroom. Feel free to come speak to me more privately after class or walk with me to my next class/appointment to discuss your question.

### 3. Make an appointment

Feel free to send me an email with your questions; I do my best to respond within a few hours. You are also welcome to come to my office hours or schedule an appointment. I check my email regularly between the hours of 9 AM - 6PM.

### 4. Use online resources

Google, when used appropriately, often turns up the requisite Oregon webpages!

# ASSESSMENTS AND EXPECTATIONS

**Engagement (15%)** - Besides obvious elements like daily attendance, preparation, and participation, which in a small class are of great and obvious importance, the “engagement” grade is meant to encourage you to find and articulate your own interests in antiquity and to share these with your peers and instructors both in and out of class. Your job is to speak up in class. Ask a question! Respond to another student’s question! Bring in a newspaper article to share with the class! Ask your professor if you’re having trouble participating. Your grade also requires you to **attend office hours at least once** with your professor to discuss your progress in the course.

## Reading Responses (20%)

4 times per quarter you will turn in a 1000 word response to the week’s reading. Treat this as seriously as you would treat a short paper. You must respond to one or more of the readings and cite your sources clearly. I will provide a topic question or set of questions to guide your thinking (see **Reading Response Guide**), but you can choose to write on any relevant ancient topic related to the reading that you choose. I will assess your work based on 1) clear understanding of class discussions and reading, 2) length and depth of thought, 3) grammar and mechanics. Two of these responses are due in Week 5, and the rest are due in Week 10.

## Province Presentation (25%) -

Roman perspectives often shape our understanding of how provinces were conquered and the peoples who lived there. The goal of this class, however, is to critique those perspectives and reconsider the provinces from their own point of view.

During the first half of the course, you will work with a group to research one of the provinces we’re studying in class, research that province, and share your project with the class. Your project will have three parts. **First**, sign up for your preferred province from the list provided (via email). **Second**, with your group, read up on your assigned author using approved, reliable scholarly sources. Meet and discuss the questions provided on your handout, writing down your answers. (You need not agree, and multiple

perspectives are welcome). **Third**, using your discussion as a guide, prepare a series of discussion questions or activities to lead the class through your day’s assigned reading. You should plan to present for about 5-10 minutes on your assigned author and lead the class in discussion for an additional 15-20 minutes. You may use a handout, a PowerPoint, a video or an interactive activity to structure your time.

Your presentation will occur on the dates indicated on the course schedule and sign up sheet.

## Final Paper (40%)

Your final paper should be an **10-12 page** original research project based on both primary and secondary sources. Students are permitted to write their paper on any topic (in consultation with their professor), though I have provided a list of potential topics on Canvas to help you get started.

In order to keep on task, the final paper will have several checkpoint assignments due throughout the term. The **first** will be an annotated bibliography due in Week 5. You must find 10 sources (ideally a mix of modern and ancient) that will help you draft your paper and summarize each source in about 200 words. **Second**, students will write a 300 word abstract for their paper and bring it into class for a peer conference. Students will share their abstract with a small group of their peers and receive feedback on their idea and the structure of their paper. **Third**, students will bring in a draft of the first three pages of their paper in the last week of class and review their work with a classmate. *All of these checkpoint assignments will be graded on a pass/no pass basis and form 30% of the total assignment grade.*

The final paper will be due to the professor on Canvas by the end of the course’s scheduled final exam period. **Papers will be graded on** 1) strength of the argument, including the effectiveness of the evidence used to support it 2) clear, coherent, and thoughtful analysis of ancient and modern evidence 3) application of key concepts and themes from the course 4) clarity of writing, including grammar and mechanics and 5) adherence to the assignment parameters, including page length.

# ASSESSMENTS AND EXPECTATIONS

## Classroom Policies

Please arrive on time to class. Late arrivals are disruptive and disrespectful. Students who arrive more than 7 minutes late to class may be turned away at the door.

Students come to class with many different points of view, life experiences, and backgrounds. I intend my classes to be safe spaces for discussing difficult and intellectually challenging issues. This requires you to treat your classmates, your section leaders and me with respect: allowing others to speak, debating respectfully, avoiding raised voices, refraining from the use of inappropriate names or terminology in class, and **not posting about other students on social media.**

Everyone has the right to express their thoughts, challenge their own opinions, and change their mind as we progress through the semester: it is your responsibility to provide your classmates with the respect and freedom to experiment and learn. *Students who violate these guidelines will be given one warning and then either removed from the classroom or referred to university administration, as deemed appropriate by the professor.*

## Electronics Policy

Research has shown that the majority of students learn better by writing out notes longhand. I strongly discourage electronics in my classroom unless the Accessible Education Center has suggested you use one to facilitate your participation in this course. During class, I ask that you place all electronic devices, including phones, laptops, and tablets, into your bag. If you plan to use a computer, please take a seat at the back of the room to minimize disruption, unless you need to be in the front due to eyesight or accessibility issues. You may find an internet blocking software like SelfControl helpful. If you prefer to do your readings on a computer, you may bring out your device during group discussion sessions.

During lectures, a GE will be seated at the back and monitoring your computer use. If inappropriate activity is observed, you may be asked to leave the classroom. Repeated offenses will be punished at the discretion of the professor.

## Grade Policies

The grade scale in this course will follow the Department of History's guidelines: <https://history.uoregon.edu/undergraduate/grading-policy/>.

All issues with your grades must first be raised with your section leader. In general, please communicate any issues with your section leader as soon as possible. Emergencies happen. If you anticipate a problem with a course deadline, contact your section leader as soon as possible to make alternate arrangements. The earlier you communicate, the better your outcome will probably be. Not all requests can be honored.

No extra credit will be granted without extenuating circumstances.

## Grade Scale

A+: 100-99%  
 A: 98-93%  
 A-: 92-90%  
 B+: 89-87%  
 B: 86-83%  
 B-: 82-80%  
 C+: 79-77%  
 C: 76-73%  
 C-: 72-70%  
 D: 69-60%  
 F: 59% and below

# Reading and Assessment Schedule

*Reading assignments are due and will be discussed on the day listed. Any readings not from the required textbook will be available on Canvas.*

## Required Texts

**Boatwright** - T. Boatwright, *Peoples of the Roman World*. Cambridge: Cambridge University Press, 2012.

**Tacitus** - A. Birley (translator), *Tacitus: Agricola, Germany*. Oxford: Oxford University Press, 1999.

### Weeks 1-2

#### Defining the Provinces

Jan. 7: Welcome! Syllabus Overview and Introduction

Jan. 9: Defining the Provinces

**Reading:** Boatwright Ch. 1 (pp. 1-32), Jimenez, "What is a Roman Province?" (pp. 16-31, Canvas)

Jan. 14: Theory and Method in Provincial Studies

**Reading:** Mattingly, "Identities in the Roman World: Discrepancy, Heterogeneity, Hybridity, and Plurality" (Canvas)

### Week 2-3

#### Beginnings

Jan. 16: Conquer thy Neighbor

**Reading:** Terrenato, "The Consequences of the Expansion" (Canvas)

Jan. 21: Building a Bureaucracy

**Reading:** Polybius (selections on Canvas), Ando, "The Administration of the Provinces"

### Weeks 3-5

#### Western Provinces

Jan. 23: Gallia

**Reading:** Caesar's *Gallic Wars*, Woolf, "Roman Power and the Gauls" (Canvas)

#### Presentation 1: Gaul

Jan 28: Germania

**Reading:** Caesar's *Gallic Wars* (selections), Tacitus *Germania*

#### Presentation 2: Germania

Jan 30: Germania II

**Reading:** Boatwright Ch. 2 (33-64), Krebs, "Borealism: Caesar, Seneca, Tacitus and the Roman Discourse about the Germanic North."

Feb. 4: Britannia

**Reading:** Tacitus, *Agricola*, Green, "Poles Apart? Perceptions of Gender in Gallo-British Cult-Iconography" (pp. 95-118, Canvas)

#### Presentation 3: Britannia

### Week 5-7

#### Eastern Provinces

Feb. 6: Greece I - **Reading Response Midterm Check**

**Reading:** Plutarch, *Life of Antony* (selections on Canvas), Shear, "Reusing Statues, Rewriting Inscriptions and Bestowing Honours in Roman Athens" (221-46, on Canvas)

Feb. 11: Greece II - **Annotated Bibliography Due**

**Reading:** Boatwright Ch. 3 (65-98), Platt, "Virtual Visions: Piety and Paideia in Second Sophistic Literature" (pg. 215-53, on Canvas **with reading guide**)

**Week 5-7****Eastern Provinces**Feb. 13: Asia Minor**Reading:** Newby, “Art and Identity in Asia Minor”(pg. 192-215, Canvas)**Presentation 4: Asia Minor**Feb. 18: Syria**Reading:** Lucian, *On the Syrian Goddess* (Canvas), de Jong, “The Dead: Bones, Portraits, and Epitaphs” (102-45, on Canvas)**Presentation 5: Syria****Week 7-9****In-Betweens and Fringes**Feb. 20: Judaea**Reading:** Josephus (selections), Boatwright Ch. 5 (pgs. 131-66)**Presentation 6: Judaea**Feb. 25: Africa**Reading:** Lucan, *Civil War* (selections on Canvas), Mattingly, “Landscapes of Imperialism. Africa: A Landscape of Opportunity?” (on Canvas)Feb. 27: Egypt**Reading:** Boatwright ch. 4 (99-130), Strabo *Geographica* (selections on Canvas), Gates-Foster, “Objective Alterity: Import Consumption in the Ports of Roman Egypt” (pg. 222-31, on Canvas)Mar. 3: Dacia - **Paper Abstract Due****Reading:** Ibarra, “Dacian Riders: Transcultural Expressions of Religious Identity in Roman Dacia in the Midst of War” (pp. 167-80, on Canvas)**Weeks 9-10****Key Questions For Roman Provinces**Mar. 5: Rome’s Imperial Strategy?**Reading:** Group 1: Luttwak, “Introduction” and “The Julio-Claudian System” (Book on reserve in Knight Library)

Group 2: Gruen, “Part II: Attitudes and Motivations” (Book on reserve in Knight Library)

Mar. 10: Mobility and Boundaries**Reading:** Favorinus’ *Corinthian Oration* (on Canvas), Tacoma ch. 1Mar. 12: Afterlives of Provinces - **Paper Intro Due in Class****Reading:** Woolf, “Enduring Fictions?” (pp. 89-118, Canvas)

# ADDENDUM: READING RESPONSES

## Assignment Guidelines

4 times over the quarter (so roughly every other week) you will turn in a short 300-400 word writing response to the week's reading. Because ancient primary sources and material culture can be difficult to understand, these low-stakes writing assignments give you the chance to practice interpreting these texts and develop your skills over the course of the quarter. I will check on your progress twice during the quarter (see the Schedule above) and grade your work on an excellent (100%), satisfactory (80%), unsatisfactory (65%) or incomplete (0%) basis. You will turn in each response under the Assignments tab on Canvas, and each will be checked for plagiarism by VeriCite. You should use these assignments to collect evidence for your final paper, and are welcome to adapt your responses and use them as part of the paper itself.

Below I have offered weekly questions to help you get started with this assignment. You should respond to one part of the question, not the whole thing. Your response should refer to specific primary source passages or objects and analyze them closely.

**Week 2:** What is a Roman province? Why is a provincial perspective valuable to our understanding of Roman history? What aspects of Mattingly's theories of identity can help us better understand the provincial perspective?

**Week 3:** This week we looked at examples of Rome as a conquerer and Rome as a ruler. What aspects of

Rome's bureaucracy aided its expansion? What military strategies ensured later stability in the colonies?

**Week 4:** Caesar's account of the Gallic Wars devotes lots of attention to the characteristics of the peoples he conquers. How does his account of the Germanii match up (or not match up) with that of Tacitus? Why is ethnography a key part of both histories?

**Week 5:** Roman historians and archaeologists often divide the empire into east and west. Using the examples of Britannia and Greece, assess this practice. Did Rome treat western provinces differently than eastern ones? Did eastern provinces react to Roman rule differently? What might account for the differences we see?

**Week 6:** How did individuals in Asia Minor and Syria represent themselves in Roman art and material culture? Thinking back to our Mattingly reading from the first week, what concepts might help explain the patterns we see?

**Week 7:** African provinces, and Egypt in particular, are often left out of the east-west discussion in Roman archaeology and history. What factors might affect that decision? Should Africa Proconsularis and Egypt be studied together?

**Week 8:** Did Rome have a grand imperial strategy? Was their empire planned? If not, when did Rome become an empire?

**Week 9/10:** What did it mean to be a provincial person in the Roman Empire? What internal boundaries persisted, and which did Roman imperialism strip away?