

GRST 499: Revised Syllabus and Instructions for Weeks 10-14 (Winter 2020)

REVISED for shift to online instruction

Here are the instructions for how GRST 499 will work online for the rest of Winter 2020 term. Please read these instructions carefully.

1) How to Access Lecture Content

Lecture content will be made available through our course page on D2L.

The goals for each online lecture are the same as the goals for in-person classes.

The goals are:

- for you to learn key explanations, terms, and background for a given topic
- for you to experience working with relevant ancient texts and material culture
- for you to discuss the material with your fellow students and with the instructor

Here's how this will work:

- Lindsay will post explanations, terms, and background for each topic to a new section of D2L called '**Online Lectures**'.
 - As usual, I will refer to quotations from ancient texts and to images of ancient material culture.
 - The quotations from ancient texts will either be from your Tacitus *Annals* textbook, or I will provide citations so that you can look them up in online editions.
 - I will provide links to the images so that you can look them up online.
 - As usual, I will include discussion questions for you to work on.
- You can answer the discussion questions, discuss them with fellow students, and ask the instructor questions about lecture content in a new section of D2L called '**Discussions**'.
 - You can access this under 'Communication' in the D2L navbar. There will be a separate discussion 'Topic' for each topic we cover in lectures.
 - To start a new thread, click on the relevant Forum and Topic, then click 'Start a new thread', type your comments, and click 'Post'.
 - To reply to someone else's thread, click on the thread, click 'Reply', type your comments, and click 'Post'.
- Questions I receive about how the course and assessments work (as opposed to lecture content) will be anonymized and answered in a new section of D2L called '**Course Questions**'.
 - If you have a practical question about how the course works, deadlines, assessments, etc., please check this section to see if it's already been answered before you email the instructor.

So:

Explanations, terms, background, questions for you to work on	Ancient texts and material culture	Class discussion, your questions about lecture content	Your questions about the course, deadlines, etc.
'Online Lectures' (D2L)	• <i>Annals</i> textbook • citations and links in 'Online Lectures' (D2L)	'Discussions' (D2L)	'Course Questions' (D2L)

2) Timing of Online Lectures

We have four more topics to cover in this course:

- Sejanus
- Imperial Women
- Death of Tiberius
- Tacitus vs. Suetonius

For each topic:

- Lindsay will post the lecture materials on Tuesdays, by 3:15 pm.
- Lindsay will respond to questions and comments in the discussion board on Thursdays, by 3:15 pm.
- You can access the lecture materials any time. Once posted, lecture materials will be available 24/7.
- You are welcome to respond to each other's questions and comments in the D2L Discussions. Discussions are accessible 24/7. Note that discussions will be moderated. Comments for your fellow students need to be constructive and offered in a spirit of kindness. Remember that we're all in this together.

3) Assessments and Deadlines

This class had five kinds of assessments. You have already completed two of them, the Annotated Bibliography and Essay Plan. You have already completed three of the five Reading Responses.

Reading Responses

Everyone still needs to do Reading Response #4 on imperial women.

Here are the revised instructions:

- deadline: 24 Mar. 2020 (moved from 17 Mar. 2020), by end of day (11:59 pm)
- format: unchanged.
 - See Appendix A in this file for syllabus instructions (unchanged)
- how to submit it: as a Word or PDF file to the 'Essay' dropbox on D2L (unchanged)
 - The dropbox is available 24/7. There is no close/end date.
- weight: 10%

You will not be required to do Reading Response #5 this term.

Essay Presentation

Everyone still needs to do this assessment.

Here are the revised instructions:

- deadline: must be done by 9 April 2020 by 5 pm
- format:
 - Not done in class. Please do it at home.
 - Same instructions as before for what to include in the presentation.
 - See Appendix B in this file for syllabus instructions.
 - See ‘Assignments’ section of D2L for ‘How-To’ PDF (unchanged).
- how to submit it:
 - Presentations will be held in private Skype sessions between you and the instructor.
 - Presentations will be held on weekdays between the hours of 9 am and 5 pm Calgary time.
 - Email Lindsay as soon as possible to book a time-slot that works for you.
 - On the day of your presentation, and before it begins, email your handout to Lindsay.

Research Essay

Everyone still needs to do this assessment.

The instructions for this assessment are unchanged.

As a reminder:

- deadline: 14 April 2020, by end of day (11:59 pm)
- format: unchanged.
 - See Appendix C in this file for syllabus instructions (unchanged)
 - See ‘Assignments’ section of D2L for ‘How-To’ PDF (unchanged)
- how to submit it: as a Word or PDF file to the ‘Research Essay’ dropbox on D2L (unchanged)
 - The dropbox is available 24/7. There is no close/end date.
- weight: 30%

(see over)

So:

Course Component/Assessment	Timing/Deadline
Instructor: Lecture content posted on D2L	Tuesdays by 3:15 pm Students: Accessible 24/7 once posted.
Instructor: Response to comments on Discussion Board	Thursdays by 3:15 pm Students: Accessible 24/7 once posted.
Students: Reading Response #4	Due Tuesday, 24 Mar. 2020, by 11:59 pm Students: Submit online to D2L dropbox.
Students: Email instructor to schedule Skype Essay Presentation	Students: Email Lindsay by Monday, 23 Mar. 2020.
Students: Essay Presentation	Due by Thursday, 9 April 2020, by 5 pm Students: Email handout to Lindsay before your time-slot. Give presentation in Skype.
Students: Research Essay	Due Tuesday, 14 April 2020, by 11:59 pm Students: Submit online to D2L dropbox.

Final grades for this course will be made available in accordance with the university's grading deadlines.

4) Extensions and Missed Deadlines

The course policies for extensions, missed deadlines, remedial marks, and calculation of grades are unchanged, except that:

Important: Third-party documentation of circumstances causing you to need an extension or miss a deadline is not required.

Do not attend medical clinics for medical notes or visit Commissioners for Oaths for statutory declarations.

If you need an extension or miss a deadline, email the instructor as soon as possible to discuss what can be done.

5) Assessment Feedback

Assessment feedback on Essay Presentations and Research Essays will be emailed to you individually. Assessment feedback on Reading Responses will be uploaded to D2L as usual.

6) How to Contact the Instructor

Lindsay will endeavour to check email as usual. Due to the increased volume of online communications at this time, it may take me longer than usual to reply to you. Your patience is appreciated.

Sometimes you might end up sending me a question that it would be helpful for the whole class to know the answer to. If that is the case, your question will be anonymized and answered in the new 'Course Questions' section of D2L. I will tell you if I am answering your question there.

If your question is complex or requires a longer discussion, I will contact you to arrange a phone call. Similarly, if you need to contact me by phone rather than by email, you can email me to arrange a phone appointment.

Appendix A: How to do Reading Response #4

(Unchanged from previous syllabus, but reproduced here for your reference)

Length: 1 page

Style: full sentences, font size 12, page margins 2.54 x 3.17 cm, single-spaced

The aim of this assessment is to practice engaging with the required reading and preparing it effectively for class. Your response should reflect your own ideas about the reading. The goal is not just to summarize what you have read, but to engage critically with it.

Your Reading Responses can include comments on some or all of the following:

- a) What do you find interesting about this reading? Is there anything that surprises you?
- b) How might this reading relate to other readings or other material we are covering in class?
- c) What does this reading tell you that you didn't already know?
- d) Do you agree or disagree with an argument made in the reading? Why?
- e) Which examples used in the reading do you find most convincing/important/relevant? Which examples do you find least convincing? Why?
- f) What were the key points of the reading?
- g) What further questions are raised by the reading? (Focus here on questions which would shed further light on the reading/comment: things that have been overlooked but should be discussed, for example, or broader issues raised.)

This assessment will be marked on the following criteria:

• **Preparation:** Does your response give evidence of thorough reading of the assigned material? (Evidence of thorough reading includes: accurate comprehension; collecting relevant examples from the reading; ability to summarize the key points of the reading.)

• **Accuracy:** Does your response exhibit accurate recall of specific details from the assigned material? (Evidence of accurate recall includes: ability to discuss specific authors and passages by name; ability to use relevant dates; deployment of relevant specific examples from the reading to make an argument.)

• **Depth:** Does your response display deep thought about the assigned material? (Evidence of deep thought includes: analysis rather than narrative; constructive disagreement; explanation for why you hold the view you do; the application of the material to other things you already know; use of extra reading.)

• **Engagement:** Does your response show that you are able to respond to the assigned reading? (Evidence of engagement includes: taking a position on the reading; identifying counter-arguments or evidence that would strengthen or disprove the arguments made in the reading; identifying further questions which the assigned reading raises, or should have dealt with but did not.)

The key to success in this assessment is to make your own, detailed notes on the Required Reading, collecting key examples and details as you go along.

Appendix B: How to do the Essay Presentation

(As close to the instructions in the previous syllabus as possible, with some modifications for online environment.)

A 15-minute presentation summarizing your work on your Research Essay and answering questions from the instructor about it. This is your opportunity to share what you have learned in oral format, and to get feedback which you can use to improve your essay before you submit it.

Length: 15 minutes

Format:

- 1 handout summarizing your work: please email a copy to Lindsay before your presentation
- 15 minutes presenting your work to Lindsay in Skype
- answering questions in the discussion after your presentation

You may use Powerpoint/other materials in addition if you wish. If so, you will need to email a copy of the additional materials to Lindsay before your presentation.

Your Essay Presentation needs to:

- 1) Introduce your Research Question. What is your question? Why did you choose to work on it?
- 2) Summarize your findings. What are you trying to say/prove in your Research Essay? What are the most important conclusions you are drawing?
- 3) Explain the evidence you are using. Select 1 specific example, and explain it to the rest of the class. How does this example prove your point?
- 4) Identify one challenge you faced in doing your research. Explain how you overcame this challenge. Are there resources/strategies/techniques you used which might be helpful for your fellow-students?

This assessment will be marked on the following criteria:

- **Preparation:** Does your presentation give evidence of thorough preparation to discuss your research? (Evidence of thorough preparation includes: accurate comprehension of the material you are discussing; evidence that you have read the ancient evidence and modern scholarship you are citing; collection of specific examples.)
- **Accuracy:** Does your presentation exhibit accurate recall of specific details from the material you are working with? (Evidence of accurate recall includes: ability to discuss specific authors by name; ability to use relevant dates; deployment of relevant specific examples to make an argument; correct understanding of key points from your reading.)

- **Depth:** Does your presentation display deep thought about your research? (Evidence of deep thought includes: analysis rather than narrative; explanation for why you hold the view you do; use of extra reading; reflection on the challenges you faced and how to overcome them.)
- **Engagement:** Are you able to respond effectively to the questions of the instructor?
- **Clarity:** Does your presentation express your points clearly? (Evidence of clarity includes: explaining your ideas effectively; getting to the point rather than waffling; working through your points in a straightforward order; not going under or over the time allotted.)

Appendix C: How to do the Research Essay

(Unchanged from previous syllabus, but reproduced here for your reference)

Your Research Essay enables you to explore in detail a topic of interest to you. Your essay needs to set out a clear research question, and give a clear answer to this question. In the body of the essay you argue for your position, setting out the ancient evidence and modern scholarship that supports it. Your Research Essay needs to follow the outline in your Essay Plan (see above), and must incorporate the feedback/research from your Annotated Bibliography and In-Class Essay Presentation. In the essay itself, you are explaining your ideas and arguments more fully.

Length: 3000 words minimum, 3500 words maximum

Format: full sentences

This is what I will be looking for in your Research Essay:

1) **Elements Required in the Essay Plan** (see above).

2) **Structure:** Every essay needs an introduction explaining what your Research Question is, why it is important, and how you propose to answer it (e.g. what kinds of pieces of ancient evidence you will be using, and why). The introduction needs to include your ‘thesis-statement’. The body of the essay must be divided into paragraphs. Each paragraph must make a specific point (your ‘topic-sentence’) in support of your thesis-statement, and must prove that point using the ancient sources as evidence. Finally, your conclusion needs to summarize what you have argued and, if you wish, identify relevant further questions for future research.

3) **Additional Elements Required for the Research Essay:** In addition to a fuller treatment of the elements from your Essay Plan, your Research Essay needs:

3a) For **EACH** piece of ancient evidence:

A1) **Explanation of the relevant context/motives/background of the author.** (E.g. why the author/maker produced this source, why the source shows/says what it does.) For suggestions on what aspects to discuss, use the ‘Tips for Reading Ancient Sources’ sheet distributed in class.

A2) **Comment on what we need to be careful of (‘cause for caution’)** when using this piece of ancient evidence. (E.g. potential inaccuracies/distortions; reasons that the author/maker may have had to falsify or invent evidence; limitations of the evidence.) For

suggestions on what to be careful of when using ancient evidence, use the ‘Tips for Reading Ancient Sources’ sheet distributed in class.

3b) Identification of possible counter-arguments to your position, and attempt to address them. For possible counter-arguments, look at the arguments made in the items in your Annotated Bibliography and any additional reading you have done. Most modern scholars will discuss possible counter-arguments to their points within their published work. (It can also help to imagine that you are a defense lawyer about to argue your case in court. What will the prosecution bring up which might seem to threaten your points? See if you can explain why those objections are not actually relevant/do not actually disprove your point.)

- To complete this portion of the assessment you will need to do additional research/background reading, beyond what you did for your Annotated Bibliography/Essay Plan. Make sure to add the additional Modern Scholarship you use to your references and Bibliography.

4) References for Ancient Sources: You must cite the pieces of ancient evidence as you go along, fully and correctly. You can include quotations from ancient sources in your essay. Just make sure that you go on to explain what they mean in your own words. The easiest way to cite these is either a) to include the complete citation in text, or b) to give a partial citation in text and a full citation in a footnote/endnote. E.g.:

- a) ‘Sallust, *Conspiracy of Catiline* 25 claims that Sempronia was distinguished by her “masculine boldness”. It was this boldness, he believed, which led her to behave in ways which Romans typically defined as masculine, such as actively pursuing sexual partners and participating in violent deeds.’ (*full citation in text, with quotation followed by your own explanation*) OR
- b) ‘Sallust claims that Sempronia was distinguished by her “masculine boldness” [1]. It was this boldness, he believed, which led her to behave in ways which Romans typically defined as masculine, such as actively pursuing sexual partners and participating in violent deeds.’

[1] Sallust, *Conspiracy of Catiline* 25. (*partial citation in text, so that the reader knows which author you are talking about, with full citation in footnote*)

5) References for Modern Scholarship: You must use footnotes or endnotes to cite Modern Scholarship as you go along, to acknowledge the modern scholars whose work has helped you. ALL footnotes/endnotes must include the specific page number to which you are referring. (If you are not sure about the difference between footnotes/endnotes and Bibliography, speak to me, ask a librarian, or contact the Student Success Centre.) Aim to get into the habit of referring to scholars by name as you write, using phrases like ‘As X has shown...’ or ‘I accept X’s argument that...’.

- Aim to use quotations from modern scholars as little as possible. Aim to put everything into your own words. Even if you think a modern author has phrased something perfectly, it is almost always better to explain her/his ideas in your own words. Just make sure to cite the scholar whose ideas you are summarizing. E.g.:

Body of the essay:

As Brown has shown, from the late 4th c. AD onwards the cult of the saints was a vital source of spiritual encouragement and companionship for many Christians. [1]

Footnote/endnote:

[1] Brown 1981: 50-68.

Bibliography:

Brown, P. (1981), *The Cult of the Saints* (University of Chicago Press).

- The best way to learn how to refer to ancient sources and modern scholars is to look at how this is done by the scholars you are reading. What phrases/techniques do they use which might be helpful for you?

Some additional tips:

- Always answer your Research Question! Your aim is not to write down everything you know about the topic, but to craft a well-supported argument which answers the question.
- Be concise. As you write, ask yourself: ‘How does this sentence/example/argument prove my point?’ If it doesn’t, leave it out.
- Use the ancient sources as much as possible. Aim to back up every claim you make with a piece of ancient evidence (either a quotation, in the case of literary sources, or an allusion to an artefact, image, coin, or inscription, in the case of material culture).
- Use the ancient sources critically, asking yourself the questions you asked when doing the reading and your previous assignments. The answers you give to those questions need to inform how you use each source in your essay; include comments on the accuracy (or inaccuracy!) of the sources you are using in your essay as you go along.
- Express your own opinion. I want to see that you have read the relevant scholarship, but I also want to know what you think! Don’t be afraid to disagree with the scholars you have read.

This assessment will be marked on the following criteria:

Effective Engagement with Modern Scholarship: Do you cite the work of modern scholars correctly? Have you understood what these scholars are arguing, and how it applies to your essay? Have you expressed your opinion about the arguments made by these scholars, and have you explained why you hold that opinion?

Effective Use of Primary (Ancient) Sources: Have you cited each piece of ancient evidence correctly, accurately, and consistently according to the guidelines given above? (If you are not sure how to cite ancient primary sources, please speak to me.) Is each piece of ancient evidence as relevant as possible for your research question/the argument of the paragraph in which it is used? Does each piece count as an ‘ancient’ source as defined above? Does the piece of ancient evidence prove what you say it does? Have you explained clearly why each piece of ancient evidence proves your point? Have you commented on the reliability of, or problems raised by, the sources you are using?

Effective Argumentation: Does your essay pose, focus on, and answer a clear Research Question? Are your thesis-statement, topic-sentences, and conclusion effectively expressed? Do they make a clear point/argument (rather than simply stating a fact)? Are the arguments and factual details you use correct and comprehensive?

Relevance and Accuracy of Causes for Caution/Possible Counter-Arguments: Have you researched/thought about/understood the limitations of the evidence you are using? Have you read enough Modern Scholarship to know what some of the possible counter-arguments are? Have you adequately addressed these counter-arguments?

Use of Feedback: Have you made the changes recommended in the feedback on your Annotated Bibliography, Essay Plan, and In-Class Essay Presentation? (Failure to make these changes will result in a lower score on this criterion. Please don't hesitate to ask me if you are not sure how to use the feedback you have been given!)