COURSE DESCRIPTION:
We examine the literary and archaeological evidence that reveal the beliefs and practices of religion in the Roman Empire. Attention is given to private and public religious activities and their roles in supporting the state. As religion was an aspect of daily life in which women and slaves participated, gender and status are important components of the subject. We begin with a brief historical overview and definition of “the Roman Empire”. After considering a definition for Graeco-Roman religion and the divine in the context of the Roman Empire, we briefly survey regional traditions. We consider the role of the elite in defining what was normative. We then turn to evidence for peoples’ experience of the divine, and what role it played in their lives. We look at how religion was practice in communities, from the household to the state, as well as what religious “options” were available. We approach much of the material through individual case studies where the instruction and learning is student-driven.

REQUIRED TEXTBOOK: James B. Rives, Religion in the Roman Empire (Blackwell Publishing 2007). NB: additional assigned readings will be placed on reserve or on ACORN, and some will be hand-outs in class. It is your responsibility to keep up with the readings for every lecture if you want to fully participate.

COURSE REQUIREMENTS:
Midterm examination Monday, February 11, 20%
2 case studies, signed up (TBA) 2 x 15% = 30%
Class participation and discussion: throughout the term (see Note 4 below) 20%
Take home final examination exam 30%

NOTES:
1. A passing grade will not be assigned unless all course requirements are completed (2018-2019 Academic Calendar, p. 52)
2. The case studies: The presentation should include a PPT/Hand-out and Bibliography for the class (You will post them on ACORN for the other students). The use of illustrations is encouraged, and hand-outs of primary (ancient) sources can be photocopied by me to distribute to the class. There are 3 components to the presentation: research, analysis of evidence, and the written and oral presentation.
The written component (800-1000 words) is a summary of your presentation. Written work for the case studies should be submitted on the day you present.

3. Some of the case studies have considerable material or various components that work well as group presentations. Each student in a group project will take responsibility for writing up their contribution to the case study.

4. Class participation includes attendance, taken every class (5%) and discussion of readings (in class and via ACORN discussion groups - 10%). Please note that you must complete the readings in advance of the class to participate. You will also review one presentation for content and contribution to your understanding of the topic (5%). This response of about 100-150 words will be emailed to me and anonymously forwarded the presenter.

5. My PPT notes will be available before each class on ACORN; you are strongly encouraged to take comprehensive notes of both lecture and discussion material.

6. Exam deferrals will not be granted without prior notification, except for medical reasons certified by a medical doctor.

* * * *

**Suggested Topics for Case Studies:**
A religious complex, such as the Parthenon and Athenian Acropolis (sacred spaces, people, and rituals)
A festival/priesthood/ritual to a specific deity, such as the one at Aricia to Diana, Arval Brethren and the imperial cult
Magna Mater (Cybele)
Oracles, Sibylline books, divination
Magic/curse tablets
Various mystery cults (Isis, Mithras, Demeter’s Eleusinian, Bacchus, Orpheus)
Villa of the Mysteries, Pompeii (Initiation scene)
Funerary rituals and beliefs (Roman; Christian)
Female priesthoods
Slaves and religion
Sacred/Divine in the Household
The Imperial Cult (origin and significance)
Local religions in the Empire (Druidism)
Judaism under Rome/Rise of Synagogue and Rabbinic Judaism
Christian martyr (Perpetua)

Other topics that appeal to you are fine, but please check with me. The presentation and paper should include a PPT/Hand-out and Bibliography for the class (You will post them on ACORN for the other students). The use of illustrations is encouraged, and primary (ancient) sources can be photocopied by me to distribute to the class. There are 3 components to the presentation: research, analytical content, and the written and oral presentation.

**STUDENTS WITH DISABILITIES:**

*Accessible Learning Services*
If you are a student with documentation for accommodations who anticipates needing supports or accommodations, please contact Accessible Learning Services at 902-585-1823, disability.access@acadiau.ca. Accessible Learning Services is located in Rhodes Hall.

**ACADEMIC INTEGRITY, PLAGIARISM:**

Please review the University Policies on Academic integrity, found on page 50 in the Acadia University Calendar, 2018-2019, either in hard copy or on-line at: [http://www.acadiau.ca/registrar/Current%20Calendar/calendar_final.pdf](http://www.acadiau.ca/registrar/Current%20Calendar/calendar_final.pdf)

While you are encouraged to study and work on in-class questions in groups, all graded submissions and exams must be your own, original work. Academic dishonesty will not be tolerated.
ELECTRONIC DEVICES AND CLASSROOM ETIQUETTE
You will need your laptop/tablet/smartphone to post your discussion results as a group or individually. However, please be respectful of those around you during class and avoid causing a distraction. As a courtesy to your fellow classmates and the instructor, these devices should only be used for academic purposes relating to this class, and certainly not to participate on social media etc.

***