

**CLST/ROST 276: *The World of Classical Rome***  
**Loyola University Chicago, John Felice Rome Center**  
Autumn Semester 2022, 5 September – 8 December 2022  
Wednesdays | 2:30-5:30pm | Classroom TBD & Somewhere in Rome

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Office Hours: T/Th, 12:00pm-01:00pm, or by appointment (Office: B4)

### **Course Description**

Rome – *Umbilicus Mundi*, the navel of the world, the centre of civilisation, by far the greatest city in Antiquity. The “most splendid of splendid cities” counted approximately one million inhabitants in its hey-day. Lavish provisions of food and wine, as well as spectacles and various forms of urban decoration, magnificent temples and public buildings were pretty much the norm. Public baths, gardens, libraries, circuses, theatres and amphitheatres gave access to all the citizens of Rome. An elaborate network of roads and aqueducts, well-maintained throughout the centuries, all led to the Eternal City. It must have appeared at the time that Rome would never end!

*The World of Classical Rome* takes us on a journey – a journey through time. If you always thought space to be the final frontier, then you’re wrong: time is! This course investigates the historical development of the Roman people through study of their history, politics, society, and culture – especially in the 1st centuries BC and AD, the turning point of Republican into Imperial Rome. Actually, speaking of turning points, the last phrase of the previous, first paragraph, might be a bit misleading... At least to a contemporary Roman at the time... Because to some of those old chaps, the Roman Republic seemed to be in grave danger... And with the Republic, Rome... With Rome, the world... Think Star Wars: the Republic, the Empire that strikes back... Chaos: political, social, economic, cultural, religious chaos... Wars, both external and civil, corruption, violence... Rome could have ended, at least according to some, right then, right there... Classical Rome, and the journey that it is, takes us right back to some of the major characters of Roman history: to the Scipio clan, the Gracchi, Marius, Sulla, Pompeius, the big Julius Caesar himself, and the rather short Octavian, who became *Augustus* in 27 BC – august, elevated, perhaps because he was sporting some impressive platform heels?

This course intends to demonstrate that the period concerned was indeed a time of chaos, but also one of gradual transformation and even a certain degree of continuity. Both literary sources and the archaeology and epigraphy shall be combined to show how classical Rome took shape, was modified, but at the same time was carried further by the likes of *Augustus*. Throughout this course, some of the major issues in the study of the city of Rome in this transitory period are more closely examined. History is never a single-minded and uniform matter. The various contributions of numerous scholars, along with the use of our main textbook—**Christopher S. Mackay, *The Breakdown of the Roman Republic. From Oligarchy to Empire* (Cambridge, 2009/2012)**—are all intended to stimulate the mind to ask further questions, and to start thinking into possible directions, towards possible answers – or hypotheses. Primary sources, as well as secondary literature, from a variety of disciplinary perspectives, reveal the drama of the history, society, politics, and culture of Classical Rome and its empire. This course is focused on evaluating the validity of various theories, research findings, and attitudes related to issues such as “the fall of the Republic”, “continuity and change”, *et cetera*.

The key objective of this course is to survey the history of Rome in the period of the 1<sup>st</sup> century BC and the 1<sup>st</sup> century AD, with some flirtations to earlier and later periods. Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age. One of the main problems concerning the studies of Rome and of the

Ancient World in general is always one of evidence. Also in this particular case one has to rely on biased, and often fragmented literary sources. Archaeology and epigraphy supplement the literary evidence, but also provide information that partly stands completely on its own. All the evidence has to be weighed with extreme care and consideration. At the end of this course, students are expected to be aware of all the problems and debates concerning a few key themes taken from this time span, and the sensitivities regarding the evidence at hand. They need to demonstrate an understanding of the working of historical mechanisms. They need to be able to evaluate and critically analyse this historical period, having acquired a set of skills to scrutinise the available source material. They need to demonstrate that they are able to comprehend, paraphrase, summarise, and contextualise both the primary sources and the discussions around them.

### **Learning Outcomes**

On completion of the course students should be able to:

- develop their skills in critical thinking, and their ability to express their ideas and opinions!
- determine the importance of history – no matter how ancient!
- assess the relevance of events and people in ancient times to their own lives!
- identify the authenticity and value of primary sources!
- read, analyse, and interpret secondary literature and scholarly debate – and present the full spectrum of ideas and opinions, including their own, either in the written or spoken word!
- remember all the important dates of historical events and individuals – forever and ever!

### **Attendance Policy**

In accordance with the JFRC mission to promote a higher level of academic rigour, all courses adhere to the following absence policy. Prompt attendance, preparation, and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

*The World of Classical Rome* meets **once** a week, on **Wednesdays** from **02:30pm until 05:30pm**, and thus a total of **one** unexcused absence(s) will be permitted. Unexcused absences beyond these will result in a lowering of your final grade – 1% per unexcused absence!

Absences will be excused only in the event of sickness or an emergency. The collective health of the JFRC is everyone's responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL**. In the event of missed classes due to sickness or the obligation to quarantine, the offices of the JFRC Academic Dean and Student Life will work with students and professors to insure access to course content.

It is expected of students to contribute a significant part. They are responsible for completing all of the assigned readings, according to the schedule in this syllabus. Class discussions and activities (including **on-site meetings in the centre of the City of Rome**) encourage students to generate their own ideas, hypotheses, opinions, theories, questions, and proposals; and develop strategies for seeking and synthesising information to support an argument, make a decision, or resolve a problem. This course has no prerequisites and assumes no prior knowledge of ancient Roman history, or indeed of the ancient Latin language. It is intended that students acquire a basic knowledge and understanding of the historical background and facts of ancient Rome in the Classical Period, as well as that of the working of historical mechanisms.

It is strongly recommended to take notes, both when reading and listening. These notes are an indispensable part of studying and learning, often the best means to anchor your thoughts with true understanding, transform

opinion into knowledge, and establish comprehension rooted in memory. Writing is learning – with half as much effort.

### **Exams and Final Essay**

There will be **2 (TWO)** exams, as a test of your acquired knowledge and understanding of our textbook, and part of the additional literature. The textbook provides an extensive outline of the developments of classical Roman history, society, and culture. The facts and the various backgrounds of events, both in time and throughout the classical Roman world, are the framework of any basic historical understanding and mode of thinking.

You are also required to write an essay, which needs to be submitted one week before the end of the semester. It is strongly recommended to start thinking of a suitable topic, including (some of) the appropriate material, right at the beginning of the course. You will in any case be summoned for a consult half way through the course, in order to establish an outline of the final essay. **Essays count 10-15 pages. AND: it is strictly forbidden to use encyclopaedias; or, indeed, to refer to visual items (other than sculpture, or frescoes, or mosaics – in case the object of study!), in other words: stuff you’ve seen on YouTube, SomethingFlix, TV, DVD, BluRay, VHS (anyone, still...?!).**

Information **MUST** under all circumstances be cited. **Plagiarism of any sort will result in a grade of “F” for the assignment, or, depending on the level, perhaps even for the entire course.** See below on university policy regarding Academic Honesty.

### **Essay Grading**

NO encyclopedias, nor encyclopedic websites (such as Wikipedia, History.com, etc., etc., etc.), may be used as bibliographic material. Your academic essay does simply NOT merit an “A” if you choose to use such material.

Written work such as essay assignments, and to a certain extent also the midterm and final exams, meriting the grade of “A” (excellent) must:

- address the central question or topic directly and intelligently;
- demonstrate a careful and considered reading of the texts at hand;
- present a lucid thesis and a persuasive argument in its defense;
- use correct grammar, punctuation, and sentence construction;
- make ample and appropriate use of quotations from the texts;
- weave together thesis and argument, quotations and interpretations;
- reveal thoughtfulness, originality, and insight.

Written work and examinations awarded the grade of “B” (good) adequately fulfil a majority of these criteria, with areas of improvement indicated by grading remarks and comments.

The grade of “C” (average) is given when written work and examinations fail to meet most criteria, therefore indicating to the student that an appointment *should* be made with the professor, before the next essay assignment, to discuss methods for improvement.

The grade of “D” is assigned to written work and examinations that are simply unacceptable, according to the criteria outlined above, in which case an appointment *must* be made with the professor and arrangements determined for re-submitting the assignments in an acceptable form.

Finally ... The grade of “F” ... Well ... Let’s not ... Shall we?!

### Assessment Components

- Participation 10%
- Midterm Exam 30%
- Final Exam 30%
- Final Paper 30%

### Grading

94-100: A	67-69: D+
90-93: A-	60-66: D
87-89: B+	59 or lower: F
84-86: B	
80-83: B-	
77-79: C+	
74-76: C	
70-73: C-	

### Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarise yourself with Loyola's standards here: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible to comply with the LUC Student Handbook.

### Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorisation of the instructor.

### Student Accessibility Office Services (SAC)

Any student that is registered with the Student Accessibility Center (SAC) at Loyola Chicago's home campus, or any comparable office at another institution, will be accommodated at the Rome Center as reasonably and as closely to their accommodations at their home campus as possible. For information and procedures please consult the JFRC academic dean's office.

### Further Resources

The University has a number of resources to help with various issues you may have during the semester. Please take advantage of them as needed:

- University Library: <http://www.libraries.luc.edu>
- Center for Student Assistance and Advocacy: <http://www.luc.edu/csaa/>
- Academic Standards and Regulations: <http://www.luc.edu/academics/catalog/undergrad/re.shtml>
- Wellness Center: <http://www.luc.edu/wellness/>
- Writing Center: <http://www.luc.edu/writing/>
- Dean of Students: <http://www.luc.edu/dos/>

### Withdrawal from Class

Students who withdraw from class merely by being absent will receive the final grade of "WF." Voluntary and repeated unofficial withdrawals from classes will result in the student being barred from further attendance at the Rome Center. Students may withdraw from class with the final grade of "W" provided this is done before the WF deadline (see the academic calendar for further details). Students may not withdraw from class if doing so will drop them below the 12-semester hour credit minimum required of students in attendance at the Rome Center. Official withdrawals can be made either online when the automated system is active or with an official "change of registration" form obtained from the Assistant Dean of Academic Programs.

### Pass-No Pass and Audit Policy

Students should register for all courses as regularly graded courses. For inquiries about pass-no pass and/or audit, please inquire with the JFRC dean's office for additional information. Please note that the JFRC's program requirement – enrollment in ITAL 101 Italian – is not permitted for pass/no pass or audit.

### **Required Text / Materials**

- Christopher S. Mackay, *The Breakdown of the Roman Republic. From Oligarchy to Empire* (Cambridge, 2009/2012). **IMPORTANT: You do not have to purchase this book – in Rome you will receive a FREE COPY!**
- Assigned readings posted on Sakai.

### **And finally ...**

#### **The World of Classical Rome in times of Corona**

We live in a different world at the moment—everything is different from before, different from all our expectations. We are all in the same boat, though—none of us is alone in having to deal with these changed circumstances: together we are strong!

These changed circumstances, however, do have an impact on the way we are meeting, the way classes and lectures will be held and organised. We all get together in Rome – in person! And, hopefully, nothing will change that! **Just in case**, as for eventual online sessions: they may be asynchronous (*i.e.* recorded beforehand and posted on SAKAI), or synchronous (*i.e.* ‘live’ via Zoom). As not everyone may be able to attend the synchronous sessions, we have to record those.

#### **Recording of ZOOM class meetings – just in case, hypothetically speaking, we would have to use ZOOM!**

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the course has concluded. *Students will be required to turn on their cameras at the start of class. Students who have a need to participate via audio only must reach out to me to request audio participation only without the video camera enabled.* The use of all video recordings will be in keeping with the University Privacy Statement shown below.

#### **Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Below are two links to pages of the LUC website, where you can find continuous updates and information regarding the COVID-19 circumstances at our university.

<http://www.luc.edu/returntocampus/>

<http://www.luc.edu/coronavirus/>

### **COVID -19 and Campus Health**

The JFRC will conduct all activity according to policies and best practices as prescribed by the Italian Ministries of Health and Education and in consultation with the Loyola University Chicago main campus. A complete set of COVID policies, taking into consideration the most up-to-date mandates and recommendations will be provided before students arrive on campus. These policies will be subject to change as the situation warrants.

### **Student Travel**

No special accommodations will be made for individual student travel. At present JFRC students will be advised and encouraged to limit travel to destinations within Italy. The freedom of movement within Europe for foreign students varies from country to country and changes frequently. There is risk of forced quarantine in either Italy or other European destinations, and countries may choose to limit mobility of students on short-stay visas. The office of JFRC Student Life will monitor and inform students about changing restrictions.

## Course Schedule

### **WEEK 1: AB VRBE CONDITA... FROM THE BEGINNING!**

Wednesday, 7 September 2022 – **TBD**

### **WEEK 2: HANNIBAL AND THE ELEPHANTS... DEVASTATING EFFECTS OF THE SECOND PUNIC WAR?**

Wednesday, 14 September 2022 – **Largo Argentina (Area Sacra), Forum Boarium**

#### *Primary Sources*

- Livy, *Ab Urbe condita*, 22.4.1–22.7.9; 22.44.1–22.52.7

#### *Secondary Literature*

- Mackay 2009/2012, chapter 1.
- John W. Rich, 'The origins of the Second Punic War', in Tim J. Cornell, Boris Rankov, and Philip Sabin (eds.), *The Second Punic War: a Reappraisal* (London, 1996), pp. 1-37.
- Tim J. Cornell, 'Hannibal's Legacy: the effects of the Hannibalic War on Italy', in Tim J. Cornell, Boris Rankov, and Philip Sabin (eds.), *The Second Punic War: a Reappraisal* (London, 1996), pp. 97-117.
- Stephen L. Dyson, *Community and Society in Roman Italy* (Baltimore/London, 1992), pp. 23-55.

### **WEEK 3: BROTHERS IN ARMS... THE GRACCHI... AND CAIUS MARIUS**

Wednesday, 21 September 2022 – **TBD**

#### *Primary Sources*

- Plutarch, *Lives. Tiberius & Gaius Gracchus; Gaius Marius*.

#### *Secondary Literature*

- Mackay 2009/2012, chapters. 2 & 4.
- David Stockton, *The Gracchi* (Oxford, 1979), pp. 1-5; 58-86.
- Peter A. Brunt, 'The army and the land in the Roman revolution', in Peter A. Brunt, *The Fall of the Roman Republic and Related Essays* (Oxford, 1988), pp. 240-280.

### **WEEK 4: THE SOCIAL WAR AND THE 'GREAT DICTATOR'**

Wednesday, 28 September 2022 – **Ostia Antica**

#### *Primary Sources*

- Plutarch, *Lives. Sulla*.

#### *Secondary Literature*

- Mackay 2009/2012, chapters 7 & 11.
- Peter A. Brunt, 'Italian aims at the time of the Social War', in Peter A. Brunt, *The Fall of the Roman Republic and Related Essays* (Oxford, 1988), pp. 93-143.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 10-27.
- Erich S. Gruen, *The Last Generation of the Roman Republic* (Berkeley and London, 1974), pp. 6-46.

### **WEEK 5: ALL IN ONE ... REVIEW SESSION!**

Wednesday 5 October 2022 – **TBD**

### **WEEK 6: MID-TERM EXAM**

Wednesday, 12 October 2022 – **TBD**

## **SPRING BREAK!!!**

Friday, 14 – Tuesday, 18 October 2022

### **WEEK 7: PIRATES OF THE MEDITERRANEAN... THE RISE AND FALL OF GNAEUS POMPEIUS MAGNUS**

Wednesday, 19 October 2022 – **TBD**

#### **Primary Sources**

- Plutarch, *Lives. Pompey*.
- Cassius Dio, *Roman History*.

#### **Secondary Literature**

- Mackay 2009/2012, chapters 12 & 13.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 28-46.
- Erich S. Gruen, *The Last Generation of the Roman Republic* (Berkeley and London, 1974), pp. 83-120.
- Federico Santangelo, 'Roman politics in the 70s B.C.: a story of realignments?', *Journal of Roman Studies* 104 (2014), pp. 1-27.

### **WEEK 8: DEMOCRACY "ALLA ROMANA"!**

Wednesday, 26 October 2022 – **Forum Romanum**

#### **Primary Sources**

- Quintus Tullius Cicero, *Commentariolum Petitionis/Handbook on Campaigning for Office*, transl. David Cherry, in: David Cherry (ed.), *The Roman World. A Sourcebook* (Oxford, 2001), pp. 107-18.

#### **Secondary Literature**

- Mackay 2009/2012, chapters 15 & 16.
- Christian Habicht, *Cicero the Politician* (Baltimore and London, 1990), pp. 16-52.
- Fergus G.B. Millar, 'Popular politics at Rome in the Late Republic', in Irad Malkin and Zeev W. Rubinsohn (eds.), *Leaders and Masses in the Roman World: Studies in Honor of Zvi Yavetz* (Leiden, 1995), pp. 91-113. Reprinted in Fergus G.B. Millar, *Rome, the Greek World, and the East*, vol. 1, *The Roman Republic and the Augustan Revolution*. Edited by Hannah M. Cotton and Guy M. Rogers (Chapel Hill and London, 2002), pp. 162-182.
- Andrew J.E. Bell, 'Cicero and the spectacle of power', *Journal of Roman Studies* 87 (1997), pp. 1-22.
- Karl-Joachim Hölkeskamp, 'The Roman Republic: government of the people, by the people, for the people?', *Scripta Classica Israelica* 19 (2000), pp. 203-233.

### **WEEK 9: 'BEWARE OF THE IDES OF MARCH' ... THAT'S WHAT HE SAID!**

Wednesday, 2 November 2022 – **TBD**

#### **Primary Sources**

- C. Iulius Caesar, *De Bello Gallico; De Bello Civili*.
- Suetonius, *The Lives of the Twelve Caesars*.

#### **Secondary Literature**

- Mackay 2009/2012, chapters 19 & 20.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 47-77.
- Stefan G. Chrissanthos, 'Caesar and the mutiny of 47 B.C.', *Journal of Roman Studies* 91 (2001), pp. 63-75.



- Llewelyn Morgan, “Levi quidem de re...” Julius Caesar as tyrant and pedant’, *Journal of Roman Studies* 87 (1997), pp. 23-40.
- Andrew Lintott, ‘The assassination’, in Miriam Griffin (ed.), *A Companion to Julius Caesar* (Chichester, 2009), pp. 72-82.
- Elizabeth Rawson, ‘Caesar’s heritage: Hellenistic kings and their Roman equals’, *Journal of Roman Studies* 65 (1975), pp. 148-159.

### **WEEK 11: THREE MEN... AND A LITTLE EMPIRE!**

Wednesday, 9 November 2022 – **Palatine Hill**

#### **Primary Sources**

- Plutarch, *Lives. Mark Antony*.
- Suetonius, *The Lives of the Twelve Caesars*.

#### **Secondary Literature**

- Mackay 2009/2012, chapters 21 & 22.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 227-258.
- Paul Zanker, *The Power of Images in the Age of Augustus*. Transl. by A. Shapiro (Ann Arbor, 1988), pp. 33-77.
- John E. Lendon, *Empire of Honour. The Art of Government in the Roman World* (Oxford, 1997; reprinted in 2001), pp. 160-172.

**Monday, 14 November 2022: Deadline to withdraw from class with a grade of "W" on transcript. After this date, the penalty grade of "WF" will be assigned.**

### **WEEK 12: PLATFORM HEELS... AUGUSTUS!**

Wednesday, 16 November 2022 – **Museo di Roma ‘Palazzo Massimo alle Terme’**

#### **Primary Sources**

- Ovid, *Metamorphoses* 8.616ff.
- Vergil, *Aeneid*, Book 8.370–731.

#### **Secondary Literature**

- Mackay 2009/2012, chapter 23.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 313-330; 349-368.
- Erich S. Gruen, ‘Augustus and the making of the Principate’, in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 33-51.
- Diana E.E. Kleiner, ‘Semblance and storytelling in Augustan Rome’, in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 197-231.
- Karl Galinsky, ‘Vergil’s *Aeneid* and Ovid’s *Metamorphoses* as world literature’, in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 340-358.

### **WEEK 13: ‘I FOUND A CITY IN BRICK...’ AUGUSTUS, PART DEUX!**

Wednesday, 23 November 2022 – **Theatre of Marcellus – Octavia – Pantheon – Ara Pacis & Mausoleum**

#### **Primary Sources**

- *Res gestae divi Augusti. Text, Translation, and Commentary* by Alison E. Cooley (Cambridge, 2009), pp. 58-101.

***Secondary Literature***

- Mackay 2009/2012, chapter 24.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 369-386.
- Diane Favro, 'Making Rome a world city', in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 234-263.
- Fergus G.B. Millar, 'State and subject: the impact of monarchy', in Fergus G.B. Millar and Erich Segal (eds.), *Caesar Augustus. Seven Aspects* (Oxford, 1984), pp. 37-60.
- Paul Zanker, *The Power of Images in the Age of Augustus*. Transl. by A. Shapiro (Ann Arbor, 1988), pp. 101-165.

**WEEK 14: ALL IN ONE ... REVIEW SESSION!**

Wednesday, 30 November 2022 – **TBD**

**FINAL ESSAY DUE: WEDNESDAY, 30 NOVEMBER 2022**

**FINAL EXAM: MONDAY 5 DECEMBER – THURSDAY 8 DECEMBER 2022 – TBD**