ClSt 308: History of Rome

Fall 2023  Mondays/Wednesdays 10:30-11:45  Sala ___

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Office hours (Faculty Office): Mondays/Wednesdays 10:00-10:30 and by appointment

Course Description

This course surveys nearly 1,100 years of Roman history, from the foundation of Rome by Romulus in 753 BC through the death of Constantine the Great in AD 337. The focus will fall on the persons, events, activities, attitudes, and structures that most directly contributed to Roman civilization’s expansion across Italy and beyond, first under the kings, then under the Senate as a republic, and finally under the emperors. That civilization’s numerous successes and failures will be considered, especially in terms of their consequences for ancient and later European history. Brief attention will also be given to the centuries preceding and following the core period covered, in order to understand the origins and context of early Rome, as well as the ultimate fate of the city and Roman civilization.

Although much of the course will necessarily be based on the study of names, dates, circumstances, and motives forming the political and social framework required for the comprehension of history, a significant portion of the course will be devoted to the study of broader cultural issues such as religion, gender, ethnicity, slavery, social and physical mobility, occupations, and the ancient economy, in order to illustrate the variety of investigative approaches that have widened our view of Roman history over the past several decades. To this end the course will introduce the student to the major sources of information and evidence for Roman “daily life” and “social history,” including literary texts, inscriptions, coins, and other material evidence obtained via archaeological techniques, which are enriching our understanding of Roman history with every passing year.

Finally, consideration of the different types and natures of evidence used in the study of Roman history will introduce the student to history as a discipline, which ideally aims for an accurate, precise, and objective reconstruction of the causes, effects, and interrelations of past events by answering the classic questions, “Who?, What?, When?, Where?, How?, and Why?” The course will encourage the student to think critically about what “Roman history” means, what are the relative weights of the available types of evidence, how evidence is selected and assembled into history and historical argument, and how Roman history has been reconstructed at different scales, and for different purposes, from antiquity through the present day.

Learning Outcomes

As a result of this course, the student will be able to:

- identify and define the major figures, accomplishments, attitudes, events, institutions, trends, questions, and concerns representing the history, culture, and social, economic, political, and religious organization of Rome and the Roman world between 753 BC and AD 600 (see examinations below);
- identify, describe, and analyze the role(s) that each of these accomplishments, events, attitudes, institutions, figures, trends, questions, and concerns had in, and their effect(s) on, the history and development of Rome and the Roman world during this period, both
singly/individually and corporately, in both general and specific terms (see examinations below);
• identify, describe, and critically analyze the various sources available for the reconstruction of Roman history (see research paper below);
• understand and describe how and why the ancient Romans constructed their history, as well as the differences between ancient and modern historiography (see research paper below);
• evaluate the merits and faults of various modern/contemporary approaches to historical inquiry (see research paper below);
• develop critical thinking and communications skills (see research paper below).

Required Textbooks and Materials
Supplementary electronic readings and resources available on Sakai.

Attendance Policy
In accordance with the JFRC mission to promote a higher level of academic rigor, 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.

As this course meets twice a week, a total of two unexcused absences will be permitted. Unexcused absences beyond these will result in a 1% lowering of the final course grade for every absence after the “approved limit.”

Assessment Components and Schedule

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date</th>
<th>%</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>N/A</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>10/11</td>
<td>25%</td>
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<tr>
<td>Final exam</td>
<td>12/11</td>
<td>35%</td>
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<tr>
<td>Research paper</td>
<td>12/11</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>100%</td>
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Assessment Descriptions
The mid-term examination will test the student’s understanding of the major historical events, figures, and trends covered up to that moment, based comprehensively on notes taken
during class lectures and discussions, assignments, and the course readings. The final examination will concentrate on the major historical events, figures, and trends covered in the second half of the course while drawing on the student’s cumulative and synthesized understanding of Roman history.

A. The **mid-term examination** will consist of
   1. a series of terms (historical persons, places, concepts, events) to be identified briefly (2-4 sentences) in relation to their significance for Roman history;
   2. a blank map requiring labels, dates, and other significant information;
   3. a timeline of events; and
   4. a short (3+ pages) essay addressing a theme in Roman history.

B. The **final examination** will consist of
   1. a series of terms (historical persons, places, concepts, events) to be identified briefly (2-4 sentences) in relation to their significance for Roman history;
   2. a blank map requiring labels, dates, and other significant information;
   3. a timeline of events; and
   4. a long (5+ pages) essay addressing a theme in Roman history.

The exact scope of each exam will be presented and discussed in the preceding week.

C. A brief **research paper** of approximately 10 pages (3000 words), complete with bibliography/works cited page and formal citations of sources (footnotes or endnotes), will allow the student to demonstrate analytical skill and understanding of the correct use of both primary and secondary sources in the performance of research on a topic pertaining to Roman political, military, social, economic, religious, or cultural history.

**Grading**
The course grade scale is 94-100 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 60-66 = D, 59 and below = F.

**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 familiarize yourself with Loyola’s standards [here](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml).

Students are responsible for complying with the LUC Student Handbook.

**Late or Missed Assignments**
Late or missed assignments will not be accepted for grading without the authorization of the instructor.

**Accessibility Accommodations**
Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center in the first week of classes.
How to do well in this course

- Take good notes in class. Detailed questions that require more time than can be addressed in class should be posed to the instructor at the beginning or end of class, or in office hours.
- Do the readings BEFORE the class in which they will be discussed. Some reading selections are longer than others, since it is impossible to divide them up equally in a course of this nature. The student should look over the week’s assignments well in advance to budget study time appropriately.
- Jot down notes, observations, questions, and comments about each reading and bring them to class.
- Take all assignments seriously.
- See the instructor in office hours with any concerns about content, expectations, or performance.
- Participate. Contribute to the class and discussion in an informed way.

The importance of the readings and class attendance cannot be over-emphasized. In-class lectures explore specific themes, events, institutions and individuals; the readings provide a broader context for them within the broader picture of Roman civilization.

Class Policies

- Constructive participation in class discussions is essential. Students are encouraged make observations and ask questions.
- All work in class will be based on lectures, readings, assignments, and discussions. As history is by nature largely subjective and often touches sensitive subjects (race, gender, politics, religion, class, sexuality), there is a lot of room for debate, disagreement, and definition. Be curious and forthright, and always respectful.
- During class smartphones and other personal communication devices should be switched off or set to silent mode.
- Lectures may be recorded for study purposes, but only with the instructor’s prior and express permission.
- Students are expected to do all of their assigned work independently, including the assignments and the homework.

Disruptive Classroom Behavior

The classroom is a particular environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process will count significantly against the participation grade component and may lead to disciplinary action and/or removal from class. Disruptive behavior includes, but is not limited to, habitually:

- cross-talking or talking out of turn
- whispering or talking to classmates
- reading non-related materials on paper or digital media
- communicating with external parties in any format (phone, text message, VoIP, e-mail, etc.)
• working on any other coursework during class
• arriving to class late or leaving class early
• exiting and re-entering the classroom for bathroom breaks and other non-emergency uses
• sleeping
• eating

Subject to Change Statement
This syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student’s responsibility to check for announcements made during his/her absence.

Weekly course schedule
All PDF files are available in the “Resources” section of the course Sakai site, organized by week.

Week 1
M 9/4: Course introduction; history - what is it, and how do you make it?

W 9/6: Sources and methods
   Ch. 1, “Classical Archaeology: The ‘Handmaid of History’?,” 1-16.

Week 2
M 9/11: Archaic Italy and the origins of Rome
Reading: The Romans Chs. 1-2
   Livy, History of Rome from the Foundation of the City Book I
   Dionysius of Halicarnassus, Roman Antiquities Book I Chs. 1-8, 72-90

W 9/13: Archaeology and/vs. early Roman history
   Ch. 7, “The City of Romulus,” 119-143.
   Ch. 8, “Birth of the Roman Republic,” 145-165

Week 3
M 9/18: Republican Rome and the conquest of Italy
Reading: The Romans Ch 3
   H. I. Flower, ed., The Cambridge Companion to the Roman Republic. 2nd ed. Cambridge:

W 9/20: The beginnings of a Mediterranean Empire
Reading: *The Romans* Ch. 4
Polybius, *Histories* Book I – excerpts
Livy, *History of Rome from the Foundation of the City* Book XXIII.1-24

F 9/22: Italy and empire
Reading: *The Romans* Ch. 5
Plutarch, *Life of T. Gracchus*
Sallust, *Jugurthine War* Chs. 1-16, 63-73, 95-114

**Week 4**

M 9/25: Italy threatened, enfranchised, divided
Reading: *The Romans* Ch. 6
Appian, *Civil Wars* Book I Chs. 34-54

W 9/27: The domination of Sulla and its legacy
Reading: *The Romans* Ch. 7
Appian, *Civil Wars* Book I Chs. 97-106
Sallust, *Catilinarian Conspiracy*

**Week 5**

M 10/2: The family and women

W 10/4: Review for mid-term examination

**Week 6**

M 10/9: Slavery and spectacle

W 10/11: mid-term examination

**FALL BREAK October 13-22**
Week 7
M 10/23: End of the Republic: Caesar’s dictatorship
Reading: The Romans Ch. 8
   M. Tullius Cicero, selected letters
   J. Caesar, Civil War – excerpts

W 10/25: Augustus and the transformation of the Roman world I
Reading: The Romans Ch. 9
   Augustus, Res Gestae (Deeds and Accomplishments)

Week 8
M 10/30: Discussion: why and how did the Roman Republic end?

W 11/1: Augustus and the transformation of the Roman world II
Reading: Cassius Dio, Roman History Book 50
      Ch. I, “Introduction: Augustus and History.”
      (March 1940), 38-41.

Week 9
M 11/6: The early Principate
Reading: The Romans Ch. 10
   Tacitus, Annals Book I – excerpts
   Suetonius, Gaius (Caligula)

W 11/8: Military expansion and its limits; the empire and the provinces
Reading: The Romans Ch. 11
   Tacitus, Histories Book I – excerpts
   Josephus, Jewish War Book VI – excerpts

Week 10
M 11/13: Religion and morality
      Ch. 12, “From Caesar to the Lamb: Historical Perspectives,” 236-257.
   Pliny the Younger, selected letters
W 11/15: Entertainment and spectacle
   Ch. 8, “Fame and Death: Gladiators,” 265-289.

Week 11
M 11/20: Italy and the provinces: civil and military affairs
Reading: *The Romans* Ch. 12
   *Historia Augusta, Life of Septimius Severus*

W 11/22: The third-century crisis, the tetrarchic restabilization, and Constantine
Reading: *The Romans* Ch. 13
   Chs. 1, 4, and 6.

Week 12
M 11/27: The rise of Christianity and the growth of the barbarian threat (AD 324-395)
   Ch. 9, “From Persecution to Christianization in the Later Empire”
   Eusebius, *Life of Constantine* Book I Chs. XIII-XXXIX; Book II Chs. I-XVIII
   Memorials of Ambrose and Symmachus
   Ammianus Marcellinus, *The History* Book XIV Chs. 1-6

W 11/29: The final years of the western empire and Rome’s revival in the east (AD 395-584)
   Ch. 10, “Barbarian Migrations and the Fates of the Empire”
   Procopius of Caesarea, *Gothic War* S.XIX-XXV
   E. Gibbon, *The Decline and Fall of the Roman Empire* Ch. 39.

Week 13
M 12/4: Roman history for dummies
   Ch. 9, “The Transformations of Augustus,” 337-385.
   Ch. 7, “When Will Our Fears Be at Rest?,” 177-194.
W 12/6: Review for final examination

Week 14

**M 12/11** Final examination; research paper due