

ClSt 308: History of Rome

Tuesdays/Thursdays 3:40-4:55 PM
Sala 2

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Office hours (faculty office): Tuesdays/Thursdays 2:30-3:00 PM and by appointment

Introduction and 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 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.

Required Textbooks and Materials

M. T. Boatwright, D. J. Gargola, N. Lenski, and R. J. A. Talbert, *The Romans. From Village to Empire*. 2nd ed. Oxford: Oxford University Press, 2011.

Supplementary electronic readings and resources available on Sakai.

Examinations and Major Assignments

The mid-term examination, which will be administered in Week 7 (Tuesday, Feb. 27), will test the student's understanding of the major historical events, figures, and trends covered up to that moment. The final examination (Thursday, April 26, 11:30-1:30) will allow the student to demonstrate his/her cumulative and synthesized knowledge of Roman history, based comprehensively on notes taken during class lectures and discussions, assignments, and the course readings.

A. The **mid-term examination** will consist of

1. a series of terms (historical persons, places, concepts) to be identified briefly (2-4 sentences) in relation to their significance for Roman history;
2. a timeline of events to be arranged in chronological order;
3. a blank map of a region requiring labels, dates, and/or other significant information; and
4. one 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) to be identified briefly (2-4 sentences) in relation to their significance for Roman history;
2. a timeline of events and/or persons to be arranged in chronological order;
3. a blank map of a region requiring labels, dates, and/or other significant information; and
4. two short (3+ pages) essays addressing themes in Roman history.

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

C. The **ten weekly homeworks** consist of answering several simple questions prepared by the instructor, based on the assigned readings, in order to encourage students to perform the readings in a timely manner. The homeworks must be submitted via Sakai or e-mail by midnight Thursday of the same week.

D. **Assignment 1** is a brief written summary (minimum 2 double-spaced typed pages of text) of United States history created without the aid of sources in order to exemplify some of the problems commonly encountered in composing history. Assignment 1 must be submitted via Sakai or e-mail by midnight on Thursday, January 25.

E. **Assignment 2** is a brief written exercise (minimum 3 double-spaced typed pages of text) in source criticism and reconciling information from varied sources. Assignment 2 must be submitted via Sakai or e-mail by midnight on Thursday, February 15.

C. **Assignment 3** will consist of a research project that presents factual information about a specific place or monument in Rome (location, date of creation, creator, innovative materials, notable events and personalities, purpose/role/function, etc.) and discusses its significance in the context of Roman history. The student will compose a written summary (8-10 double-spaced typed pages of text) including bibliographical references and an exterior photograph taken by the student, to be submitted to the instructor via Sakai. The topics will be assigned by Week 8; the assignment is due in Week 13 (April 19). The instructor will provide guidance on research sources.

The assignment will be evaluated on

1. the quality and depth of the research and
2. the clarity of the writing.

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 and bring the textbook to class. 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, 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.
- Come to class with specific questions and comments in mind.
- 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 general narrative of Roman history. The weekly homework assignment based on the readings is designed to ensure that the student is keeping up with the syllabus.

Grading

The final grade will be calculated as follows:

Attendance and participation	10%
Assignment 1	7.5%
Assignment 2	7.5%
Assignment 3	15%
Weekly homework (x 10)	10%
Mid-term examination	20%
Final examination	30%
TOTAL	100%

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.

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in a given academic course. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, WF are assigned the following credit points for purposes of grade point average (GPA) calculations: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, F = 0, WF = 0.

The attendance policy for this class follows the official JFRC rules: *"In order for a student to be excused from class, he/she must present to the professor of each of his/her classes a written note of excuse. The only authorized notes are those from a doctor, the Director, the Vice Director, the Assistant Director, or the Associate Dean of Students."* Personal travel is NEVER a valid excuse for missing classes or late submission of assignments.

Attendance is MANDATORY. A student is allowed to miss two classes in this course without penalty. Any additional absence from class for reasons other than compelling and documented ones (for example, medical or family emergency—see immediately above) will earn a 2-point (20%) deduction from the attendance/participation component of the final grade. It is the student's own responsibility to seek information on class discussions, lectures, and announcements made during his/her absence.

There is no possibility for make-up or substitution of any assigned work. Submission of any assignment or homework after the due-date will earn a 10% deduction from the item's portion of the final grade for every day of tardiness.

Students who miss the mid-term or final examination at the assigned time will NOT be permitted to sit for a make-up examination without approval of the Director/Dean, Vice Director/Associate Dean, or Assistant Director/Registrar. Permission is given rarely and only for grave reasons; personal travel is NEVER a grave reason. Make-up examinations will only be given for documented absences. Absence due to a serious illness must be reported to the Assistant Director/Registrar prior to the examination and later substantiated by a written statement from the physician in attendance. In cases where proper permission has not been granted, a grade of "WF" will be assigned. In instances where proper authorization has been granted, the student may take a make-up examination by following the make-up procedure outlined above.

Course Goals and Primary Learning Objectives

This course is designed to give students a critical and historical appreciation of the significant political, cultural, and social accomplishments, events, institutions, figures, trends, questions, and concerns of Roman history from the foundation of the city through the end of the western Roman empire.

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 337;
- 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;
- identify and describe the various sources available for the reconstruction of Roman history;
- understand and describe how Roman history is reconstructed from disparate sources of variable quality, quantity, and value;
- evaluate the merits and faults of various approaches to historical inquiry.

Assignment and Examination Schedule

Date	Assignment	Evaluation points / Points contributed to final grade
1/25	Assignment 1	10 / 7.5
2/15	Assignment 2	10 / 7.5
2/27	Mid-term examination	100 / 20
4/19	Assignment 3	100 / 15
4/26	Final examination	100 / 30

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.

Class Policies

- As the material presented in the course is cumulative in nature, attendance in class is mandatory. Attendance will be taken at the beginning of every class.
- Students will be given reading assignments for each class meeting. Students are expected to be able to discuss the contents of the readings in class.
- Constructive participation in class discussions is essential. Students should 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 cell phones and other electronic 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 work independently on all of the assignments and homeworks.

Disruptive Classroom Behavior

The classroom is a special 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:

- 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
- habitual late arrival or early departure
- sleeping
- eating

Cheating and Plagiarism

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations, when one student attempts to copy information or content from another. However, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. These means may include, but are not limited to:

- Copying any of the individual intellectual content in the assignments or homeworks.
- Sharing the majority of the individual intellectual content in the assignments or homeworks, even if using alternate forms of expression.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Plagiarism may involve traditional print media and/or modern digital media (ebooks, websites). Plagiarism of a source is different from citation of it, which is an acceptable form of intellectual reference using quotation marks or paraphrasing supported by footnotes or other explicit forms of proprietary recognition. Students must properly cite/identify all sources of intellectual content that is not their own, whether print or digital, and they are encouraged to contact the instructor for guidance.

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): http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook.