

# CLSt 308: History of Rome

Spring 2023      Mondays/Wednesdays 10:30-11:45

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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

M. T. Boatwright, D. J. Gargola, and R. J. A. Talbert, *The Romans. From Village to Empire*. Oxford: Oxford University Press, 2004. [Available online from LUC Libraries](#)  
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.”** The collective health of the JFRC is everyone’s responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL.**

## Assessment Components and Schedule

Assessment	Date	%
Attendance and participation	N/A	10%
Mid-term exam	3/1	25%
Final exam	4/24	35%
Research paper	4/24	30%
<b>TOTAL</b>		<b>100%</b>

## 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](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

- 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 readings 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 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 – Course introduction and background

M 1/16: Course introduction; history - what is it, and how do you make it?

W 1/18: Sources and methods

Reading: A. Feldherr, ed., *The Cambridge Companion to the Roman Historians*. Cambridge: Cambridge University Press, 2010.

J. Marincola, "Ancient Audiences and Expectations," 11-23.

J. M. Hall, *Artifact and Artifice*. Chicago: University of Chicago Press, 2014.

Ch. 1, "Classical Archaeology: The 'Handmaid of History'?", 1-16.

M. Peachin, ed., *The Oxford Handbook of Social Relations in the Roman World*. Oxford: Oxford University Press, 2011.

E. A. Meyer, "Epigraphy and Communication," 191-226.

C. F. Noreña, "Coins and Communication," 248-268.

#### Week 2 – 753-509 BC

M 1/23: 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 1/25: Archaeology and/vs. early Roman history

Reading: J. M. Hall, *Artifact and Artifice*. Chicago: University of Chicago Press, 2014.

Ch. 7, "The City of Romulus," 119-143.

Ch. 8, "Birth of the Roman Republic," 145-165

**Week 3 – 509-ca. 200 BC**

M 1/30: Republican Rome and the conquest of Italy

Reading: *The Romans* Ch. 3

H. I. Flower, ed., *The Cambridge Companion to the Roman Republic*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 2014.

S. P. Oakley, "The Early Republic," 3-18.

W 2/1: 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

**Week 4 – Roman social history I**

M 2/6: The family and women

Reading: H. I. Flower, ed., *The Cambridge Companion to the Roman Republic*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 2014.

K.-J. Hölkenskamp, "Under Roman Roofs: Family, House, and Household," 101-126.

P. Culham, "Women in the Roman Republic," 127-148.

W 2/8: Slavery and spectacle

Reading: H. I. Flower, ed., *The Cambridge Companion to the Roman Republic*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 2014.

D. B. Shaw, "The Great Transformation: Slavery and the Free Republic," 187-212.

H. I. Flower, "Spectacle and Political Culture in the Roman Republic," 377-398.

**Week 5 – ca. 200-82 BC**

M 2/13: Italy and empire

Reading: *The Romans* Ch. 5

Plutarch, *Life of T. Gracchus*

Sallust, *Jugurthine War* Chs. 1-16, 63-73, 95-114

W 2/15: Italy threatened, enfranchised, divided

Reading: *The Romans* Ch. 6

Appian, *Civil Wars* Book I Chs. 34-54

**Week 6 – 82-44 BC**

M 2/20: The domination of Sulla and its legacy

Reading: *The Romans* Ch. 7

Appian, *Civil Wars* Book I Chs. 97-106  
Sallust, *Catilinarian Conspiracy*

W 2/22: Review for mid-term examination

F 2/24 End of the Republic: Caesar's dictatorship

Reading: *The Romans* Ch. 8

M. Tullius Cicero, selected letters

J. Caesar, *Civil War* – excerpts

### Week 7

M 2/27: Discussion: why and how did the Roman Republic end?

W 3/1 Mid-term examination

### Week 8 SPRING BREAK March 3-12

### Week 9 – 44 BC-AD 14

M 3/13: Augustus and the transformation of the Roman world I

Reading: *The Romans* Ch. 9

Augustus, *Res Gestae (Deeds and Accomplishments)*

W 3/15: Augustus and the transformation of the Roman world II

Reading: Cassius Dio, *Roman History* Book 50

R. Syme, *The Roman Revolution*. Oxford: Oxford University Press, 1939.

Ch. I, "Introduction: Augustus and History."

A. F. Giles, "Dux et princeps." (Review of *The Roman Revolution*.) *The Classical Review* 54.1  
(March 1940), 38-41.

### Week 10 – AD 14-138

M 3/20: The early Principate

Reading: *The Romans* Ch. 10

Tacitus, *Annals* Book I – excerpts

Suetonius, *Gaius (Caligula)*

W 3/22: 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 11 – Roman social history II

M 3/27: Religion and morality

Reading: R. Turcan, *The Gods of Ancient Rome* (trans. A. Nevill). Edinburgh: Edinburgh University Press, 2000.

Ch. 1, "Introduction: *Pietas Romana*," 1-13.

J. Rüpke, *Religion of the Romans* (trans. R. Gordon). Cambridge: Polity Press, 2007.

Ch. 12, "From Caesar to the Lamb: Historical Perspectives," 236-257.

Pliny the Younger, selected letters

W 3/29: Entertainment and spectacle

Reading: J. Coulston and H. Dodge, eds., *Ancient Rome: The Archaeology of the Eternal City*. Oxford 2000

K. Coleman, "Entertaining Rome," 210-258.

## Week 12 – AD 138-324

M 4/3: Italy and the provinces: civil and military affairs

Reading: *The Romans* Ch. 12

*Historia Augusta, Life of Septimius Severus*

W 4/5: The third-century crisis, the tetrarchic restabilization, and Constantine

Reading: *The Romans* Ch. 13

M. Grant, *The Collapse and Recovery of the Roman Empire*. London: Routledge, 1999.  
Chs. 1, 4, and 6.

## EASTER RECESS April 7-10

## Week 13 – Epilogue: AD 324-395

W 4/12: The rise of Christianity and the growth of the barbarian threat (AD 324-395)

Reading: T. R. Martin, *Ancient Rome from Romulus to Justinian*. New Haven: Yale University Press, 2012.

Ch. 9, "From Persecution to Christianization in the Later Empire"

Lactantius, *On the Deaths of the Persecutors* Chs. I, VII-XV

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

## Week 14 Epilogue: AD 395-584

M 4/17 The final years of the western empire and Rome's revival in the east (AD 395-584)



Reading: T. R. Martin, *Ancient Rome from Romulus to Justinian*. New Haven: Yale University Press, 2012.

Ch. 10, "Barbarian Migrations and the Fates of the Empire"

Procopius of Caesarea, *Gothic War* 5.XIX-XXV

E. Gibbon, *The Decline and Fall of the Roman Empire* Ch. 39.

W 4/19 Review for final examination

## Week 15

**M 4/24** Final examination; research paper due