CISt 276 World of Classical Rome
Summer 2020 online
Synchronous meetings Wednesdays 3:00-3:30 PM CET (8:00-8:30 AM CDT)

Instructor Information

Instructor: Alberto Prieto (A.B. Classical Languages, Harvard University; M.Litt Ancient History, University of St. Andrews; Ph.D. Classical Archaeology, University of Texas at Austin)
Campus Office: John Felice Rome Center
Email: aprieto2@luc.edu
Phone: n/a
Office Hours: M-Th 6:45-7:00 PM CET (11:45 AM-12:00 PM CDT)
Responsiveness: Since the instructor resides in the Central European Time zone, which is 7 hours ahead of the U.S. Central Daylight Time zone, he will generally respond to all e-mails sent before noon CDT (7:00 PM CET) on the same day. E-mails sent after that time will be answered the following day.

Essential Course Information

Course Description

This course surveys approximately 400 crucial years of Rome’s history, from ca. 200 BC to ca. AD 200, which saw Roman power and civilization expand to cover the area from Spain to Syria and from Britain to North Africa, embracing approximately 50 million people. This period includes the epochal transformation of the Roman state from an oligarchic republic led by the aristocratic senate to a military dictatorship led by the emperor. The focus of the course will be the persons, events, activities, attitudes, and structures that most directly contributed to Rome’s numerous successes and failures, especially in terms of their consequences for later history. Some attention will also be given to the centuries preceding the core period covered, in order to understand how Rome was influenced by its origins and the challenges it faced as it acquired control of Italy. Although most 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, the course will also address 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, as the course is offered by LUC’s John Felice Rome Center, it will leverage JFRC’s location, offering the student a unique opportunity to become familiar with the art, architecture, and urban organization of ancient Rome itself through brief virtual visits to major museum collections, a series of short research exercises, and a unique weekly synchronous lesson in an important area of the city. By the end of the course, the student will understand and appreciate Rome as the clearest and most direct expression of Roman history and culture.
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 approximately 200 BC and AD 200 (weekly discussion and final exam);
- 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 the city of Rome and the Roman world during this period, both singly/individually and corporately, in both general and specific terms (weekly discussion and final exam);
- identify, describe, and critically analyze the various sources available for the reconstruction of Roman history and culture/civilization (weekly discussion and final exam);
- identify, describe, and analyze the most significant areas and artistic and architectural monuments of ancient Rome in terms of their forms, materials, techniques, meaning, and historical context (weekly exercise and research assignment).

Required Textbooks and Software

All required textbooks are available as ebooks from LUC Libraries online.

Assignments and Grading

Summary of Assignments

<table>
<thead>
<tr>
<th>Description</th>
<th>Point scale</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly exercises</td>
<td>variable</td>
<td>25% (5 x 5% each)</td>
</tr>
<tr>
<td>Weekly discussion</td>
<td>10</td>
<td>30% (6 x 5% each)</td>
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<tr>
<td>Research assignment</td>
<td>10</td>
<td>10% + 5% viewing</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
<td>30%</td>
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<td></td>
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<td>TOTAL 100%</td>
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Assignment Descriptions

**Weekly exercise**
Each week the instructor will post a short exercise to the Assignments section of the course Sakai site. The exercises are designed by the instructor to familiarize the student with the topography, urban development, and materials of the city of Rome, building on the themes and ideas covered in the readings and other formats. Some of the exercises will require the student to assemble and organize data in Google Maps and then share it with the instructor (a personal Google account is required). Every exercise will be accompanied...
by precise instructions and will be due by Thursday evening.

**Weekly discussion**
Each week the instructor will post to the Forums section of the course Sakai site one or more questions about specific events or broad trends in Roman history derived from, or inspired by, the week’s readings. The questions are designed to help the student make connections between events and trends within the period of Roman history covered that week, as well as across periods covered in the entire course, focusing on the roles of individuals, institutions, actions/events and outcomes. Each student will be expected to answer the question(s) independently, drawing on their knowledge acquired from the course and their own personal knowledge and experience. The individual responses should take the form of a thoughtful essay or short answer.

**Research assignment**
The research assignment, due in the final week, will have the student collect and organize the most important information about a site or monument in the Roman Forum (date of creation, creator, materials, notable associated events and personalities, etc.) and explain its broader significance within the context of Roman history, art, public and private architecture, and economic, social, and urban history. The student will compose a brief written summary (minimum 2 double-spaced typed pages of text) of the research to be submitted to the instructor via Sakai or e-mail and record a brief (5-minute) presentation of the research on video to be posted to the Sakai course site, where it will be available to the rest of the class. The individual topics for the assignment will be assigned in Week 3. The instructor will provide guidance on research sources and expected contents. The paper and presentation will be evaluated on the quality and depth of the research and the clarity of expression, both written and oral. In order to encourage the student to view their classmates’ presentations before the synchronous meeting in the Roman Forum, the student’s viewing record will constitute one-third of the assignment grade.

**Final exam**
The final examination, which will test the student’s cumulative understanding of the material covered in the course, will be based comprehensively on the online learning materials, exercises, discussions, and readings. It will consist of:
- a series of terms (historical persons, places, concepts) to be identified briefly (2-4 sentences) in relation to their significance for Roman history and culture/civilization;
- a timeline of events and/or persons to be arranged in chronological order;
- a blank map of a region requiring labels, dates, and/or other significant information; and
- one essay (length approximately 1000 words) addressing a theme in Roman history.

**Grading Scale**
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.

**Late work and make up**
Assessments (weekly exercises and discussion forum and the final assignment) submitted after the published deadline will be accepted, with the grade reduced by 10% for every day beyond the deadline. If a student is unable to complete any assessment due to extraordinary circumstances, they should contact the
instructor as soon as possible in order to discuss an alternative format for equivalent credit.

**Academic Integrity**

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity.

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person’s unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one’s own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.”

Read through [Loyola’s full statement on Academic Integrity](#) here.

**Additional Course Policies**

**Synchronous Meetings**

All synchronous meetings will be conducted via [Zoom](#). The link for each meeting will be distributed the day before.

W July 1 3:00-3:30 PM CET (8:00-8:30 AM CDT) The triumph and Republican Rome (from Porta Carmentalis to Circus Maximus)
W July 8 3:00-3:30 PM CET (8:00-8:30 AM CDT) The death of Caesar and the creation of Augustus (from Largo Argentina to Pantheon)
W July 15 3:00-3:30 PM CET (8:00-8:30 AM CDT) The Principate and “the restored Republic” (lower Campus Martius)
W July 22 3:00-3:30 PM CET (8:00-8:30 AM CDT) The new Rome of the emperors (Imperial Forums)
W July 29 3:00-3:30 PM CET (8:00-8:30 AM CDT) *Caput mundi* (Colosseum, Circus Maximus, Palatine hill)
W August 5 3:00-3:30 PM CET (8:00-8:30 AM CDT) The once and future core (Roman Forum)

**Student Participation**

Regular weekly activity on the course Sakai site will include downloading the exercise, posting the completed exercise before the deadline, and contributing to the discussion forum. Thus the student will need to log into Sakai at least two times per week.

During synchronous meetings, the instructor encourages interaction with the student via questions and comments that can be posed in Zoom either vocally or via text in the chat window.

In the final week, every student will be expected to view all of their classmates’ presentation videos on the course Sakai site.
Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

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.

Copyright

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited using a standard reference system (either the Chicago style or the MLA style, both of which can be accessed from the LUC Writing Center). Read more about LUC’s copyright resources online.

Intellectual Property

All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the instructor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without the instructor’s express written permission. Lectures may not be recorded without the instructor’s written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that student work, too, is intellectual property, the instructor will not share or distribute a student’s work in any form without that student’s express written permission.

Statement of Intent

By remaining in this course, the student agrees to accept this syllabus as a contract and to abide by the guidelines outlined in the document. The student will be consulted should there be a necessary change...
to the syllabus.

Student Support

**Special Circumstances—Receiving Assistance**

The student is urged to contact the instructor with questions concerning course materials and procedures. If a student has any special circumstance that may have some impact on their course work, inform the instructor in a timely manner so that a plan for assignment completion can be established. If a student requires assignment accommodations, the instructor should be notified early in the semester so that arrangements can be made with the Student Accessibility Center.

**Links to Resources**

- **ITS HelpDesk**
  - Email: helpdesk@luc.edu
  - Phone: 773-508-4487
- **Library**
  - **Subject Specialists**
- **Student Accessibility Center**
- **Writing Center**
- **Ethics Hotline**
  - Phone: 855.603.6988
- **Center for Tutoring and Academic Excellence**
- **Financial Aid**

**Technology Considerations**

The minimum technology required for the course is a desktop or laptop computer (MacOS or Windows) equipped with speakers and a microphone for both synchronous and asynchronous multimedia content; a webcam is helpful (but not essential) for online office hours.

**Technology Privacy and Support Information**

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at helpdesk@luc.edu or 773-508-4487.

The following are links to privacy policies as well as support documentation for the technology used in the course:

- **Sakai**
  - Sakai Privacy policy
  - Sakai Support Documentation
- **Zoom** – student tips for participation in online class sessions
### Weekly Schedule

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>June 29-July 2</td>
<td>A brief history of Rome from 753 to 200 BC  &lt;br&gt; The 2nd century BC: The Roman republic on a roll  &lt;br&gt; Art, Architecture, and Urban Organization in Rome  &lt;br&gt; Readings: <em>Romans</em> pp. 136-179  &lt;br&gt; Polybius, <em>Histories</em> Book 1 excerpts  &lt;br&gt; Plutarch, <em>Life of T. Gracchus</em>  &lt;br&gt; Sallust, <em>Jugurthine War</em> excerpts</td>
<td>Exercise 1; Discussion 1</td>
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<tr>
<td>2</td>
<td>July 6-9</td>
<td>The 1st century BC: The Italic issue &amp; civil wars  &lt;br&gt; Art, Architecture, and Urban Organization in Rome  &lt;br&gt; Readings: <em>Romans</em> pp. 179-254  &lt;br&gt; Appian, <em>Civil Wars</em> Book 1 excerpts  &lt;br&gt; Sallust, <em>Catilinarian Conspiracy</em>  &lt;br&gt; M. Tullius Cicero, selected letters  &lt;br&gt; G. Julius Caesar, <em>Gallic War</em> and <em>Civil War</em> excerpts</td>
<td>Exercise 2; Discussion 2</td>
</tr>
<tr>
<td>4</td>
<td>July 20-23</td>
<td>The 1st century AD: Emperor as institution  &lt;br&gt; Art, Architecture, and Urban Organization in Rome  &lt;br&gt; Readings: <em>Romans</em> pp. 317-365  &lt;br&gt; Tacitus, <em>Annals</em> Book 1 and <em>Histories</em>  &lt;br&gt; Book 1 excerpts  &lt;br&gt; Flavian poets, excerpts  &lt;br&gt; Suetonius, <em>Life of Caligula</em></td>
<td>Exercise 4; Discussion 4</td>
</tr>
<tr>
<td>5</td>
<td>July 27-30</td>
<td>The early 2nd century AD: Prosperity &amp; stability  &lt;br&gt; Art, Architecture, and Urban Organization in Rome  &lt;br&gt; Readings: <em>Romans</em> pp. 365-392</td>
<td>Exercise 5; Discussion 5</td>
</tr>
<tr>
<td>6</td>
<td>August 3-6</td>
<td>The late 2nd century AD: Continuity &amp; complacency  &lt;br&gt; Readings: <em>Romans</em> pp. 393-430  &lt;br&gt; Epilogue: The fate of Roman civilization, 3rd-6th centuries</td>
<td>Discussion 6; Research assignment; Final exam</td>
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