

CLAS240-02/HIST230-05 Roman History
Ancient Rome: From Romulus to Justinian

2nd 1/2 Fall Semester 2015

TR 9:30-10:45am

Wallace Hall 114

Dr. Kristian Lorenzo

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Class website: www.nauarchos.emmaf.org

Office: Hewes Library, Room 11A

Phone: 309-457-2289

Office hours: M-T-W-Th 11-12pm

Or by appointment



Bust of Commodus as Hercules. Musei Capitolini, Rome. ca. 190-92 AD.

Roman History-Ancient Rome: From Romulus to Justinian

Kings, dictators, gods and saints all have their place in the history of Rome. Integrated with this array of powerful personalities is the story of how a small city-state at first unified the Italian peninsula under its military and political leadership. This tenacious land power then developed into a Mediterranean Empire that, at its greatest territorial extent, stretched from Britain in the West to the Mesopotamia in the East. This empire later lost political and military control of its vast territory, which broke apart into what became Medieval Europe and the Byzantine Empire. This survey traces the history and civilization of ancient Rome from the traditional founding of the city in 753 BC under the Etruscan kings, to the establishment of the Roman Republic in 509 BC headed by two annually elected consuls, to the transition to imperial monarchy in 31 BC through the reign of the emperor Justinian (525-548 AD). Our focus will be on a variety of political, social, military and cultural aspects of Roman civilization, including religious beliefs, moral and social values, governmental organization, and urban structures.

Objectives:

Successful students in this class will:

- Acquire familiarity with the events and concepts important for understanding Roman history.
- Demonstrate on exams the ability to absorb, assess and analyze the information presented in lectures and in the readings.
- Gain a deeper appreciation of what ancient Roman culture has contributed, for better or for worse, to our own civilization today.

- Grasp both the similarities and differences between the Romans and ourselves

Required Text:

Martin, T. R. 2013. *Ancient Rome: From Romulus to Justinian*. Yale University Press. ISBN-13: 9780300198317

Additional readings can be found on: www.nauarchos.emmaf.org (NAU).

Grading and Coursework:

20%, Attendance and Participation (see Attendance Policy below)

Participation obviously requires basic attendance, but it also requires **preparation**—come to class prepared to discuss material presented in the assigned readings and new topics presented in class, and please ask questions or make comments when you have them.

30%, Quizzes: (1) Tues. Oct. 27, (2) Tues. Nov. 3, and (3) Tues. Dec. 1.

The first quiz is a map quiz. For the other two, two questions/topics that we have discussed in class will be taken either from the Reading/Study worksheets or the Lecture Pdfs. You will have to answer one of them in a short paragraph (3-4 sentences).

50%, Exams:

25%, Midterm, Thurs. Nov. 12

25%, Final, Tues. Dec. 15

Check www.nauarchos.emmaf.org → **Lecture PDFs** for Pdfs of the lectures to help you study. You will be expected to identify the slides fully (name, date, artist (if known), location, etc.) and comment on their significance in brief paragraphs. There will also be a section with identification of important terms and names.

Attendance Policy:

You have **TWO** free absences. Every unexcused absence thereafter will drop your **Attendance and Participation** grade by a full letter (e.g. 3 absences = B; 4 = C, etc.).

Please do not arrive late or leave early, as this is disruptive and discourteous to your classmates.

No electronic devices are to be used during class: no laptops, phones or other devices may be used. Every device must be turned OFF and put away out of sight before each class begins and remain off until class has ended.

Class Schedule:

Week 1: First Class

Thurs. Oct. 22: Class begins

Week 2: Introduction and Background; Roman Values, the Family and Religion

Tues. Oct. 27: Map Quiz; **Read Martin, Ch. 1**

Thurs. Oct. 29: **Read Martin, Ch. 2; *The Twelve Tables* (NAU)**

Week 3: From the Founding of Rome to the Republic; War and Expansion during the Republic

Tues. Nov. 3: Reading Quiz 1; **Read Martin, Ch. 3**; Polybius, *The Roman Constitution* (NAU) and review *The Twelve Tables* (NAU)

Thurs. Nov. 5: **Read Martin, Ch. 4**; Livy, *From the Foundation of the City* 22.45-22.51 (The Battle of Cannae, 216 BC) (NAU)

Week 4: Study for the Midterm

Tues. Nov. 10: Review

Thurs. Nov. 12: Midterm

Week 5: The Destruction of the Republic; From Republic to Empire

Tues. Nov. 17: **Read Martin, Ch. 5**; Sallust, *The Conspiracy of Cataline* excerpts (NAU)

Thurs. Nov. 19: **Read Martin, Ch. 6**; Augustus, *Res Gestae* (NAU)

Week 6: From the Julio-Claudians to the Empire's Golden Age

Tues. Nov. 24: **Read Martin, Ch. 7**; Tacitus, *The Annals* Bk. 15.38-44

Thurs. Nov. 26: **Thanksgiving Break!!**

Week 7: From Jesus to Crisis in the Early Empire; From Persecution to Christianization in the Later Empire

Tues. Dec. 1: Reading Quiz 2; **Read Martin, Ch. 8**; Cassius Dio, *Epitome* Bk 78.1-11 (NAU)

Thurs. Dec. 3: **Read Martin, Ch. 9**; Edicts of Toleration-Galerius and Constantine (NAU)

Week 8: Study for the Final; Barbarian Migrations and the Fates of the Empire

Tues. Dec. 8: Review for Final

Tues. Dec. 15: Final Exam

Extra Credit Opportunities:

Students may earn extra credit by attending an Archaeological Institute of America (AIA) lecture and submitting a 1-2-page response paper commenting on how it related or compared to what we have studied. However, if no relations are present or comparisons can be made, then summarize the lecture. Please include the speaker's thesis, main evidence/argumentation, and conclusion. Your summation should end with your answers to the following questions: Was the lecturer successful, or convincing? Is their argument logical? Does the evidence support their thesis? Responses are due by email on or before the last day of class.

Thursday, October 22, 2015

"Archaeology in Mexico"

Lawrence Conrad, Professor Emeritus of Anthropology, Western Illinois University

(LA-Conrad@wiu.edu)

7:30 P.M., Pattee Auditorium, Center for Science and Business

Wednesday, November 4, 2015

"Ritual Immersion Baths of the Early Rabbinic Period"

Danielle Fatkin, Assistant Professor of History, Knox College (dfatkin@knox.edu)
7:30 P.M., Pattee Auditorium, Center for Science and Business

Monday, November 23, 2015

“Report on Summer Archaeological Work on the Palatine East Project”

Mackenzie Davis MC’18 (mdavis@monmouthcollege.edu) and **Victor Martinez**, Visiting Assistant Professor of Art History, Arkansas State University (vmmartinez001@gmail.com)

7:30 P.M., Pattee Auditorium, Center for Science and Business

Academic Honesty:

Working together on homework assignments can be very beneficial, and is, in fact, encouraged. Graded class activities, except for those specifically designated as group activities, are designed to develop your thinking abilities, to increase your learning, to enhance your understanding of professional standards, and/or to measure your ability to apply course material to particular situations. The maximum penalty for academic dishonesty will be a grade of F for the course and the incident will be reported to the appropriate administrative office, which may result in your suspension or expulsion from the college. Monmouth College’s policy is included in the Scot’s guide and is available at: <http://www.monmouthcollege.edu/life/residence-life/scots-guide/academic.aspx>

The policy contains the following examples of violations of the policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students,
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

Please note that this list is not intended to be exhaustive.

The Writing Center:

The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. The Writing Center is located on the 3rd floor of the Mellinger Teaching and Learning Center, and is open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Contact bdraxler@monmouthcollege.edu or visit the website <http://writingatmc.wordpress.com/writing-center/> for more information.

Teaching and Learning Center:

The Teaching and Learning Center offers various resources to assist Monmouth students with their academic success. All programs are FREE to Monmouth students and are here to help you excel academically. Our services are not just for struggling students, but designed to assist all students to get better grades, learn stronger study skills, and be able to academically manage your time here. Visit them at the 2nd floor of Poling Hall from 8am-4:30 pm or on line at <http://www.monmouthcollege.edu/academics/support/tlc>. They can also be reached at:

tlc@monmouthcollege.edu or 309-457-2257. Remember—it's COOL to get the help early! Monmouth College wants to help all students be as academically successful as possible. It is the goal of Monmouth College to accommodate students with disabilities pursuant to federal law, state law, and the college's commitment to equal educational opportunity. Any student with a disability who needs an accommodation should speak with the Teaching and Learning Center. The Teaching and Learning Center is located on the 2nd floor of Poling Hall, 309-457-2257, or <http://www.monmouthcollege.edu/life/disability-services>.

Course Engagement Expectations (CLAS 240/HIST 230)

This course meets 2 times a week for 75 minutes for half a semester. You should expect to spend on course reading, homework and assignments approximately three hours outside of class for every hour in class. I fully realize that each student may take more or less time to finish; however, as the course is designed the weekly average for all students enrolled should be 10 hours. Further estimates:

In class activities	2.5 hours
Regular Reading	4.0 hours
Writing assignments	1.5 hours
Review of Class Materials and Class Prep	2.0 hours
Average per week	10.0 hours