

HSTAM 302 History of Rome: Foundations to Constantine

Course Website: <https://canvas.uw.edu/courses/1205806>

HSTAM 302 is an introduction to the history of the Roman world from its foundations as a small hut village to the development of its empire through the reign of Constantine. After a brief look at the Italian communities that grew alongside Rome during the 8th-6th centuries BCE, we will study Rome's first two wars with Carthage, the advent of empire in the second century BCE, and the social, economic, and cultural effects of empire that played a role in the transformation of Rome's republican system of government to that of the rule of the *princeps*. We will consider the struggles that brought Augustus (the first *princeps*) to power, the development of imperial institutions, the growth of the emperor's power, and the conflict between the emperor and the senatorial class. We will also look at Roman perceptions of barbarians (those outside the empire) and then turn to the means by which those inside the empire were ruled. We will look at social life within the empire—citizenship and privilege, family and social life, and religious practices. In the last weeks of the course, we will consider the role that Christianity played in the transformation of the Roman empire.

Course Objectives

- Become familiar with major historical events of ancient Roman history
- Develop historical analysis and familiarity with the types of evidence ancient historians use
- Improve writing skills for argumentative essays in the discipline of history
- Practice different formats for public speaking during discussion sections
- Creatively adapt skills of historical analysis to new formats

Required Readings

Plutarch, *Fall of the Roman Republic* (Abbreviated below as FORR)
Apuleius, *The Golden Ass* (or *Metamorphoses*)
Suetonius, *Twelve Caesars* (abbreviated below as TC)
Tacitus, *The Germania* and *The Agricola* (in one volume of Penguin edition)
Course Reader (abbreviated CR below)

Requirements and grading

You are expected to attend lectures and discussion, do the assigned readings, participate in class discussions, and complete written assignments. The latter include weekly reading responses, a mid-term examination, two short essays (3-4 pages), and a final exam. The schedule and weight of each assignment is:

ASSIGNMENT	PERCENTAGE OF GRADE	DUE DATE
Participation	10%	Every week
Reading Responses	10%	See syllabus for due dates
Mid-Term	20%	August 1 st
2 short essays (Upload via Canvas)	40%	First (20%): July 27 th Second (20%): August 10 th
Final Exam	25%	August 16 th

Participation: In this class, consistent and respectful engagement is the key to success. To receive high marks for participation, you must be present both physically and mentally. This means that your attendance is not enough; you must also be a thoughtful commentator and listener. A 4.0 student comes to class with an understanding of the readings and how they relate to one another. She also tries to puzzle together how weekly readings build on each other and has discussion points already in mind. She will actively contribute to discussion, but she also knows when to let others speak and responds to their comments with respect. Obviously, if you are not in class, you cannot demonstrate your mastery of the material nor your insightful analysis. If you must miss class, I recommend that you contact me in advance.

Reading Response: In order to help you prepare for discussion, you will be required to turn in a **one-page, typed** response to the assigned reading to be discussed during sections. These responses will be uploaded via Canvas **by 5:00 p.m. on the date noted on the syllabus.**

Exams: The midterm will cover all the material that precedes the exam and the final will cover all the material that follows the midterm. Exams are given only as scheduled except in the case of **documented** illness or university responsibilities.

Essays: For essay topics and due dates, see course website: "Essay Topics and Instructions." Late essays and exams will be penalized. Two points per day will be taken off the grade (Saturdays and Sundays included). For example, if you turn in a paper that would have received a grade of 3.2 two days late, your grade will be reduced to 2.8).

Weekly Schedule of Lectures and Readings

WEEK ONE
July 19, 2018

Introduction to the Course

The Founding of Rome: Archaeology and Myth

The *Mos Maiorum* and Virtues of Men and Women

CR #1-5 (Roman Name, Traditional Values for Women, Scipio Epitaphs, Roman Funerals)

WEEK TWO
July 23, 2018

The Roman Social Order and Family

CR#2-5

The Roman State: Offices, the Senate; and Assemblies

CR #6 (Roman Political Offices)

July 24, 2018

Introduction to the Punic Wars

Dillon et al, *The War with Carthage* (CR#7)

***Hannibal ad portas*: The Punic Wars Continued**

Same as above

First Reading Response due July 24, 2018 at 5:00 p.m. via Canvas

July 25, 2018

Discussion: The Portrait of Hannibal

Dillon et al, *The War with Carthage* (CR#7)

The Consequences of Empire

Sandra Joshel, *A Brief History of Slavery* (CR #8)
CR #9 (Selection of ancient authors of *luxus* and *metus hostilus*)

July 26, 2018

The Gracchi: Reformers, Revolutionaries, or Aristocrats?

Plutarch, *The Life of Tiberius Gracchus* (CR #10)
Plutarch, *The Life of Gaius Gracchus* (CR #11)

First Short Paper Due July 27, 2018 via Canvas by 9:00 p.m

WEEK THREE

July 30, 2018

Marius and Sulla: Big Men with Armies

Plutarch, *Life of Marius* (in FORR)
Plutarch, *Life of Sulla* (in FORR)

**The “Young Butcher”:
The Career of Pompey**

Plutarch, *Life of Pompey* (in FORR)

Optional: Plutarch, *Life of Crassus*
(in FORR)

July 31, 2018

**Caesar’s Consulship:
Consul or Tribune?**

Events of 50s (CR#12)
Plutarch, *Life of Caesar* (in FORR)

Optional: Plutarch, *Life of Brutus*
(in FORR)

Caesar’s Dictatorship and the Ides of March

Same as above

August 1, 2018

*****MIDTERM*****

August 2, 2018

Augustus and the Julio-Claudians

Res Gestae (CR #13)
Suetonius, *Augustus, Tiberius,
Claudius, Nero* (in TC)

WEEK FOUR

August 6, 2018

Civil War and the Principate Anew

Suetonius, *Vespasian* (in TC)

**“Good” Men and “Bad” Emperors:
Agricola and Domitian**

Tacitus, *Agricola*
Recommended: Suetonius,
Domitian (in TC)

August 7, 2018

**Five “Good” Emperors: The Ideals and
Ideology of Empire**

Pliny, *Panegyricus* (CR #15)

Second Reading Response Due on August 7, 2018 by 5:00 p.m via Canvas

August 8, 2018

**At the Boundaries of Empire: Barbarians
and Others**

Tacitus, *Germania*

**Discussion: Barbarians or Romans?
Tacitus' *Germania***

August 9, 2018 **Citizenship, Social Privilege, and the Problem of Wealth** *Acts of the Apostles* (CR #16)
(read specifically Chapter 16, 21, and 22)

Second Paper Due on August 10, 2018 by 9:00 p.m. via Canvas

WEEK FIVE

August 13, 2018 **The World of Apuleius: Magic, Superstition, Mystery Cults, and the Limits of Roman Policing** Apuleius. *The Golden Ass*, 1-74; 120-240

Third Reading Response Due on August 13, 2018 by 5:00 p.m via Canvas

August 14, 2018 **Discussion: Living in a World State** *Acts of the Apostles* and *The Golden Ass*

Martyrdom and the early Church Pliny, *Letters* 10.96-7 (CR #17)
Iginantius, *Martyrdom of Polycarp* (CR#18)

August 15, 2018 **Constantine: A Christian Emperor?** Constantine: Between Pagan and Christianity (CR#19)

Augustine and the World of Late Antiquity Augustine, *Confessions* (CR #20)

August 16, 2018 *****FINAL EXAM*****

GRADING SCALE

A 4.0.....99-100
3.9.....98
A- 3.8.....96-97
3.7.....94-95
3.6.....92-93
3.5.....90-91

B+ 3.4.....89
3.3.....88
3.2.....87

B 3.1.....86
3.0.....85
2.9.....84

B- 2.8.....83
2.7.....82
2.6.....81
2.5.....80

C+ 2.4.....79
2.3.....78
2.2.....77

C 2.1.....76
2.0.....75
1.9.....74

C- 1.8.....73
1.7.....72
1.6.....71
1.5.....70

D+ 1.4.....69
1.3.....68
1.2.....67

D 1.1.....66
1.0.....64-65
0.9.....63

D- 0.8.....61-62
0.7.....60



PLAGIARISM AND INCOMPLETES

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Along with the University of Washington, the History Department takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before submitting coursework.

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

GRADING PROCEDURES

Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. Grades cannot be changed after a degree has been granted.

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student, no later than ten days after his or her discussion with the instructor, may submit a written appeal to the Chair of the History Department with a copy of the appeal also sent to the instructor. Within 10 calendar days, the Chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the Chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the Chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the History Department to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action.

Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a History Department file.

SEXUAL HARASSMENT

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal to engage in sexual acts. It is also defined as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, History Undergraduate Advising, the Department's Director of Academic Services (Smith 315A) or the Chair of the Department (Smith 308C). In addition, the Office of the Ombudsman for Sexual Harassment 543-6028 is a University resource for all students, faculty and staff.

EQUAL OPPORTUNITY

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

STANDARDS OF CONDUCT AND ACADEMIC INTEGRITY: (SEE WAC 478-120-020)

The following abilities and behavioral expectations complement the UW Student Conduct Code. All students need to demonstrate the following behaviors and abilities: Communication: All students must communicate effectively with other students, faculty, staff, and other professionals within the Department of History. Students must attempt to express ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. All students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the class. Students must be able to evaluate and apply information and engage in critical thinking in the classroom and professional setting. Behavioral/Emotional: Students must demonstrate the emotional maturity required for the adequate utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in the class. Further, students must be able to maintain mature, sensitive, and effective relationships with students, faculty, staff, and other professionals while engaging in the class and within the History Department. Students must have the emotional stability to function effectively in the classroom. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Problematic behavior documented: Problematic behavior will be documented by the Department and if deemed appropriate forwarded on to Community Standards and Student Conduct. If a pattern of behavior or a single, serious lapse in the behavioral expectations becomes evident, the steps below will be followed so that the student is appraised of a warning indicating that the student's continuation in the class and/or major is in jeopardy. The student's instructor and/or appropriate program advisor or teaching assistant will document, either verbally or in writing, the concerning behavior and notify the student that they are receiving a warning. Notification of the warning will be forwarded on to the Chair of the Department and Student Conduct and Community Standards via email or in hard copy. The warning identifies what the concerning behavior was and that any further disruptions or concerning incidents will result in the student being asked to leave the class. When incidents occur that represent a significant impact to the program or its participants, students may be asked to leave immediately without prior warning.

DISABILITY ACCOMMODATION

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact: Disability Resources for Students at (206) 543-8924/V, (206) 543-8925/TTY, or e-mail at uwdss@u.washington.edu

SAFETY AND EVACUATION

Evacuation routes are posted throughout the building. In case of a fire, please evacuate and go to the evacuation assembly point, locations of which are posted on building walls. In case of a power outage or earthquake, please stay where you are and, for the latter, protect your head and neck. Students with disabilities which could impair evacuation should notify the instructor early in the quarter so accommodations can be made.

CONCERNS ABOUT A COURSE, AN INSTRUCTOR, OR A TEACHING ASSISTANT

Instructors

If you have any concerns about the course or the instructor in charge of the course, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, contact the History Department's Director of Academic Services, Tracy Maschman Morrissey, in Smith 315A. If you are not satisfied with the response that you receive from Tracy, please make an appointment with the Administrator or Assistant to the Chair in Smith 308B to speak with the Chair.

TAs

If you have any concerns about the teaching assistant, please see her or him about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, contact the instructor in charge of the course. If you are not satisfied with the response that you receive, you may follow the procedure previously outlined, or contact the Graduate School in G-1 Communications