

HISTORY 550 001 CRN 14516: ROME

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Fall 2018
Class Time: TR 2:00 – 3:15 PM
Classroom: Kinard 219
Credit Hours: 3

Office Hours:

M 10:45 AM – 12:45 PM
M 9:45 – 10:45 AM in my Medieval Studies office (Bancroft 105)
W 10:45 AM – 1:45 PM
W 9:45 – 10:45 AM in my Medieval Studies office (Bancroft 105)
or by appointment

The city of Rome was founded over 2,500 years ago, and the people living in that city came to develop an empire that dominated the Mediterranean world and Europe for centuries. At its height in Antiquity, Rome was perhaps the largest, most diverse city in the world, and Romans ruled a domain that was in the conversation as the most powerful and influential empire at that time. Although it disappeared centuries ago, remnants of the Roman Empire can easily be seen in the world all around us. Of course, Roman themes are found in books, games, and in movies. It can also be seen reflected in many of the institutions we take for granted today. After all, the senate is not a new concept, and Roman law set the foundation for many of our own laws. The purpose of this course is to understand Rome and the Roman Empire. We will look at the basic history of the evolution of the Romans from the founding of the city (traditionally 753 BCE) through the disintegration of the Roman Empire in the west, which, for the purposes of this course, occurred sometime in the fifth century (when Emperor Romulus Augustus gets pushed out in 476 CE is a common reference date). In addition, we will explore what life was like for Romans at different times in their history, and try to determine what drove them to live their lives as they did. Rome produced a fascinating culture, and in this course we will be immersed in that culture and see what made it tick.

GENERAL EDUCATION GOALS, UNIVERSITY-LEVEL COMPETENCIES, AND STUDENT LEARNING OUTCOMES

This course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program.

Satisfied University-Level Competencies for undergraduate students include:

- First: Winthrop graduates think critically and solve problems
- Third: Winthrop graduates understand the interconnected nature of the world and the time in which they live
- Fourth: Winthrop graduates communicate effectively

The global learning component(s) of this course is/are the following: By its very nature, this course adheres to the Global Learning Initiative.

In order to achieve these goals, this course will have the following student learning outcomes:

History Department Component Learning Objectives

Students in this course are expected to achieve the following learning objectives of the

History Department:

- (Department Outcome Two) History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments
- (Department Outcome Four) History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form

Historical Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related

to the historical perspective:

- Read, write, and speak standard English on historical topics
- Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages
- Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competence appropriate to the

level of the course. This should be demonstrated through a number of evaluated writing assignments

- Identify sound and unsound historical reasoning
- Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus
- Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another
- Demonstrate an understanding of how historical change occurs and what causes it
- Articulate a philosophy of history or be able to use the “tools” of historiographical study and research
- Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed
- Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”
- Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience
- Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures
- Identify the root causes of historical changes or conflict and articulate methods of conflict resolution
- Demonstrate recognition of historical causes for present realities
- Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities
- Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
- Demonstrate understanding of the relationships among various art forms within their socio-historical contexts
- Critically evaluate the connections between the arts and society

Humanities and Arts Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related to the humanities and arts perspective:

- Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints
- Critically evaluate diverse intellectual and/or cultural viewpoints
- Demonstrate knowledge of the history of the arts
- Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts
- Demonstrate knowledge of and appreciation for diverse values and beliefs

- Critically evaluate those values and beliefs
- Examine their own values and beliefs
- Critically evaluate materials in a variety of formats (e.g., written, oral, visual, etc.)
- Gather information and to develop and effectively communicate ideas in Standard English

Global Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related to the global perspective:

- To expose students to multiple perspective such as the influences of economic, historical, political, social, and cultural forces in the development and functioning of the world
- To study the effects of such forces on particular countries, cultures, and geographic regions
- To apply critical thinking and analytical skills
- To recognize human diversity (both past and present)

This course conforms to the *General Education* guidelines by requiring four written assignments.

Attendance

Class discussion will take place regularly in this course. Key themes are analyzed in class, and earlier discussions influence later ones. Further, ideas we talk about will help you when you write your papers. Therefore, I expect full attendance throughout this course. University policy states:

Students are expected to attend classes. Students should understand that they are responsible for the academic consequences of absence. In particular, the student is responsible for all requirements of the course regardless of absences. Instructors are not obligated to provide make-up opportunities for students who are absent. The instructor will be responsible for judging the adequacy of cause for absence, and will decide if a make-up will be provided. The following attendance policy will be in effect unless the instructor specifies otherwise: If a student's absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N, F, or U, whichever is appropriate.

In this class, ***more than seven unexcused absences will result in a failing grade for the course.*** Please send an email, voice-mail, or note on my door if you are not in class. I

would let you know if I was going to miss a class, and I appreciate that you reciprocate this.

ASSIGNMENTS AND GRADE BREAKDOWN

This course includes three papers as well as a mid-term exam and a final exam. The **three papers** are due, in order, on Thursday, September 13th; Thursday, October 11th; and Thursday, November 29th. All papers should be submitted via Turnitin, and all will be due by midnight. The first and second papers (each 15% and 17% of your overall grade, respectively) should be two-to three-double-spaced pages (approximately 750 – 1000 words) in length. Each will be an examination of one or more primary documents, referring to the Roman Army and trade, respectively. The third paper (25% of the overall grade) will be a longer research paper based on primary sources. This paper will be roughly ten- to twelve double-spaced pages (between 3,500 and 4,250 words). A **mid-term exam** (15% of the overall grade; Thursday, November 1st) will be in-class and the **final exam** will take place during the established final exam period (18% of the overall grade; Wednesday, December 5th at 11:30 AM). Both exams will be in class, handwritten essays. More detailed descriptions of the papers and exams will be posted online on Blackboard. **Class participation** is 10% of the overall mark. Your overall class participation grade reflects regular attendance, which will be taken, as well as your participation in class discussions. Multiple unexcused absences will result in a reduced class participation grade. *As noted above, if you miss seven or more (unexcused) classes, you will fail the course.* Much of the content on the mid-term and final exams will be provided in class discussions and lectures. Therefore, missing classes will not only result in a poor class participation grade, but also will make the exams more difficult.

Again, the breakdown of the overall grade is as follows:

The Roman Army	15% of grade	Thursday, Sept. 13 th @ midnight
Mid-Term Examination	15% of grade	Thursday, Nov. 1 st in class
Trade Documents	17% of grade	Thursday, October 11 th @ midnight
Research Paper	25% of grade	Thursday, Nov. 29 th @ midnight
Final Exam	18% of grade	Wed, December 5 th , 11:30 AM
Class Participation	10% of grade	

Turnitin

Class Name: HIST 550 Rome

Class ID: 18765965

Enrollment Key: Augustus

This course will be graded on a plus/minus basis. Each course component (the two Source Analyses, the Research Paper, the Mid-Term Examination, the Final Examination, and Class Participation) will receive a letter grade. The numerical value of the letter grade is equal to the grade points listed in the Winthrop University Catalog (e.g., a C equals 2.0). Your overall mark will reflect a weighted average of those grades.

This course emphasizes writing and discussion. Utilizing the published rubric, which will be distributed in class and reflect the rubric posted on the General Education website, the following letter grades will be assigned:

A= 90-100 points	Level 5 ~ Exceptional	Substantially exceeds requirements
B= 80-89 points	Level 4 ~ Superior	Exceeds requirements
C= 70-79 points	Level 3 ~ Commendable	Meets requirements
D= 60-69 points	Level 2 ~ Rudimentary	Partially meets requirements
F= 0-59 points	Level 1 ~ Minimal	Does not meet requirements

Your grade will be assigned using the Plus/Minus grading system:

94% - 100%	=	A	74% - 76%	=	C
90% - 93%	=	A-	70% - 73%	=	C-
87% - 89%	=	B+	67% - 69%	=	D+
84% - 86%	=	B	64% - 66%	=	D

80% - 83%	=	B-	60% - 63%	=	D-
77% - 79%	=	C+	59% or less	=	F

Class Participation

Participation means that you should listen attentively, offer answers to questions, pose questions of your own to the group, or make informed comments about the reading or the comments of other students. Class participation points are based on both the quality and quantity of your contributions.

Please Note: Sleeping or the use of cell phones during class will result in an automatic 0 for daily attendance (even a short catnap).

READINGS

Required readings and materials include:

- Mary Beard, *SPQR: A History of Ancient Rome* (Liveright Publishing Corporation, 2015)
- *Roman Social History: A Sourcebook*, Tim G. Parkin and Arthur J. Pomeroy, eds., *Routledge Sourcebooks for the Ancient World* (Routledge, 2007)
- Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History* (Cambridge University Press, 2018) *** On order
- Suetonius, *The Twelve Caesars*, Robert Graves, trans. (Penguin, 1957)
- Recommended: Quintus Tullius Cicero, *How to Win an Election: An Ancient Guide for Modern Politicians*, Philip Freeman, trans. (Princeton University Press, 2012)
- Recommended: One notebook for notes and class discussions

These books can be bought at the textbook store located within the DiGiorgio Campus Center. SPQR is available on closed reserve at Dacus Library. Shorter readings and handouts from *Roman Social History* will likely be put on the screen in class, as well.

Other reading assignments will either be placed on reserve at the Dacus Library, posted in the “Content” section of our Blackboard Website or handed out in class. We will often read documents in class, so make sure to check Blackboard to see what readings you should bring with you. There may also be an occasional article or book chapter assigned in addition to those listed on the syllabus.

ADDITIONAL INFORMATION

Students with Disabilities/Need of Accommodations for Access

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

Review the student code of conduct for university policies on academic misconduct. Academic misconduct will not be tolerated and will result in a failing grade on the assignment and/or in the course. The full handbook is available online at: <http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>

Papers with significant documentation problems and/or plagiarism issues will earn a 0 (Please see your University Undergraduate Catalogue for more information on Academic Misconduct). Cheating, plagiarism, or any other form of academic dishonesty can result in your receiving an F in this course. Plagiarism refers to the act of presenting someone else’s thoughts, words, ideas, or lines or argument as your own. Plagiarism is a serious academic offense and, whether intentional or not, is a violation of the Code of Student Conduct.

All electronic devices (including cell phones) should be set to silent and kept in your book bag or purse throughout class time unless otherwise instructed. If such devices are seen at times when we are not using them as a class you will be counted absent.

This syllabus is tentative, and may be updated over the course of the semester. An up-to-date syllabus, reflects any changes, will be available on Blackboard.

TENTATIVE SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENT DUE DATES

AUGUST

Week One (August 21st and 23rd): Introductions and Politics of the Late Roman Republic

- **Introduction**
- Politics of the Late Roman Republic
 - Readings: *SPQR*, pp. 15-52; begin reading Suetonius' *The Twelve Caesars*

Week Two (August 28th and 30st): Mythical Rome: Laying the Foundations

- **Foundations of Rome**
 - Readings: *SPQR*, pp. 53-89; continue reading Suetonius' *The Twelve Caesars*
- **Roman Kings and War: the place of Romans on the Italian Peninsula**
 - Readings: *SPQR*, pp. 91-130; continue reading Suetonius' *The Twelve Caesars*

September

Week Three (September 4th and 6th): Laying the Foundations and Rome on the Rise

- **New Order: Republicanism and law**
 - Readings: *SPQR*, pp. 131-168; continue reading Suetonius' *The Twelve Caesars*
- **Punic Wars: Manible and infrastructure implemented as Rome Expands**
 - Readings: *SPQR*, p. 169-207; continue reading Suetonius' *The Twelve Caesars*

Week Four (September 11th and 13th): Roman Republic

- **Evolving Republican Values: the Gracchi Brothers**
 - Readings: *SPQR*, pp. 209-233; continue reading Suetonius' *The Twelve Caesars*
- **Marius and Sulla: Paving the way for Strongmen; a new Roman Army**
 - Readings: *SPQR*, pp. 233-252 ; continue reading Suetonius' *The Twelve Caesars*

First Paper due via Turnitin at midnight on Thursday, September 13th

Week Five (September 18th and 20th): Roman Republic

- **Daily Life in Late Republican Rome**
 - Readings: *Roman Social History* readings; *SPQR*, pp. 297-336; continue reading Suetonius' *The Twelve Caesars*
- **Daily Life in Late Republican Rome**
 - Readings: *Roman Social History* readings; *SPQR*, pp. 297-336; continue reading Suetonius' *The Twelve Caesars*

Week Six (September 25th and 27th): Caesar and Octavian

- **Julius Caesar and Pompey**
 - Readings: *SPQR*, pp. 253 - 274; continue reading Suetonius' *The Twelve Caesars*
- **Rise of Augustus**
 - Readings: *SPQR* pp. 274-296; continue reading Suetonius' *The Twelve Caesars*

October

Week Seven (October 2nd and 4th): Empire at it's Height (Life under the Julio-Claudians)

- **Emperor Augustus**
 - Readings: *SPQR*, pp. 337-385; continue reading Suetonius' *The Twelve Caesars*
- **Julio-Claudians**
 - Readings: *SPQR*, pp. 387-434; continue reading Suetonius' *The Twelve Caesars*

Week Eight (October 9th and 11th): Empire at its Height (Life under the Flavians)

- **The Flavian Dynasty**
 - Readings: *SPQR*, pp. 387-434; continue reading Suetonius' *The Twelve Caesars*
- **Living under Imperial Rule**
 - Readings: *SPQR*, pp. 387-434 and pp. 435-473; continue reading Suetonius' *The Twelve Caesars*

Second Paper due via Turnitin at midnight on Thursday, October 11th

Week Nine (October 16th and 18th): Empire at its Height (Life under the Five Good Emperors)

- **The Five Good Emperors**
 - Readings: *SPQR*, pp. 387-434; continue reading Suetonius' *The Twelve Caesars*
- **Provincial Rome**
 - Readings: *SPQR*, pp. 387-434 and pp. 475-525; continue reading Suetonius' *The Twelve Caesars*

Week Ten (October 23rd and 25th): Crisis of the Third Century

- **Crisis**
 - Readings: Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History*; continue reading Suetonius' *The Twelve Caesars*
- **Under-represented Emperors: Aurelian, Probus, and Carus and sons**
 - Readings: Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History*; continue reading Suetonius' *The Twelve Caesars*

Week Eleven (October 30th): Renaissance of the Fourth Century

- **Diocletian**
 - Readings: Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History*; continue reading Suetonius' *The Twelve Caesars*

November

Week Eleven. continued (November 1st): Midterm Exam

- **Midterm Exam**

Week Twelve (November 6th and 8th): Renaissance of the Fourth Century

- **Constantine**
 - Readings: Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History*; continue reading Suetonius' *The Twelve Caesars*

- **Defense in Depth**

- Readings: Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History*; continue reading Suetonius' *The Twelve Caesars*

Week Thirteen (November 13th and 15th): Renaissance of the Fourth / Huns and the End of the West

- **Life under the Constantinians and Valentinian/Theodosian Line**

- Readings: Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History*; continue reading Suetonius' *The Twelve Caesars*

- **Organized Chaos: The Visigoths, Franks, and Vandals**

- Readings: Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History*; continue reading Suetonius' *The Twelve Caesars*

Week Fourteen (November 20th and 22nd): Happy Thanksgiving

- **The Huns**

- **Thanksgiving Break, No classes**

Week Fifteen (November 27th and 29th): Huns and End of the West

- **Non-Roman Leaders of the former Roman World**

- Readings: Chapters from Hugh Elton's *The Roman Empire in Late Antiquity: A Political and Military History*; continue reading Suetonius' *The Twelve Caesars*

- **Last Day of Class**

- Readings: Finish Suetonius' *The Twelve Caesars*

Final Research paper due by midnight on Thursday, November 29th

FINAL EXAM: WEDNESDAY, DECEMBER 5TH AT 11:30 AM IN KINARD 219