History of Rome from its origins to Charlemagne

SECTION I: Course Overview

Course Code: HIS342FCO
Subject Area: History, Classics
Prerequisites: None
Language of Instruction: English
Total Contact Hours: 45
Credits: 3

COURSE DESCRIPTION

This course provides students with an introductory knowledge of the history of Rome and Italy from its origins through the ninth century CE. Students will engage in the political, social, religious, and cultural aspects of early Rome and track the shifts of power overtime. Emphasis will be given to Rome's place in the cultural history of the Mediterranean, the spaces of political activity within the city, as well as the way in which emperors ruled. A selection of texts from ancient writers will illustrate daily life in the metropolis that ancient Rome grew to become at the beginning of the second century CE, until its eventual demise and the rise of new centers of power.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Illustrate the development of the Roman Empire and the reasons for historical continuity and change
- Define the functions that urban spaces and buildings were expected to serve
- Interpret the political, social, religious, and cultural context of Rome, Ravenna, and Byzantium

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

> **Name:**
> **Contact Information:**

Term:
Schedule:

ATTENDANCE POLICY

This class will meet once weekly for 180 minutes each session. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	**Allowed Absence(s)**	**Automatic Failing Grade at Xth Absence**
Courses meeting **1** day(s) per week	**1** Absences	**4th** Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	**1st**	**2nd**	**3rd**	**4th**
Penalty	**No Penalty**	**0.5 Grade Docked**	**1 Grade Docked**	**Automatic Failure**
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	**A+**	**A**	**A-**	**F**

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

FORM OF ASSESSMENT	VALUE
Class Participation	20%
Oral Quizzes (2)	30%
Research Paper	20%
Final Exam	30%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions – including earned grades for courses taken abroad – are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (20%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining a participation grade:

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	**A+** (10.0 – 9.70)

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You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	**A/A-** (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	**B+/B** (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	**B-/C+** (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	**C/C-** (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	**D** (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	**F** (5.99 – 0.00)

Virtual class participation will be measured by (a) how often students log in the course, (b) their performance and attitude in mandatory live sessions, and (c) how significant their contributions to the virtual discussions are; students should be ready to offer critical comments clearly based on readings, research, & theoretical course topics.

Oral Quizzes on assigned Readings (30%): Two oral quizzes, each worth 15% of the final grade, will test how students are keeping up with the readings and the course in general.

Research Paper (20%): You are required to research and write a paper (4-6 pages of text) about an architectural complex or monument exemplifying methods of political propaganda. The paper should include a brief description of the chosen building or monument, a historical analysis of the context and a reflective interpretation on its political, social, cultural, and economic aspects. The paper will demonstrate your ability to carry out attentive observation, engage with scientific research, and form constructive arguments based on solid evidence. You are expected to work on your paper well in advance to ensure that your paper is completed by the due date.

Guidelines for written papers:
- Handwritten papers are not accepted. All papers must be typed in character size 12, with double-spaced lines. The text of the paper should be 4-6 pages long and should <u>additionally</u> include a cover page with the title and your name and a bibliography page.
- Texts should be carefully written with a correct documentation of sources in proper footnotes or endnotes (any format, MLA, Chicago etc. is acceptable).
- All papers must include a pertinent bibliography, and any websites utilized must be clearly cited as references. You are not allowed to use other internet sources than the ones cited in the syllabus or those of a recognized academic status. Wikipedia will not be considered an academic source of information.
- Plagiarism as well as undocumented 'borrowings' or quotations are unacceptable and will result in a D grade.
- Editing and proof-reading are important. Avoid repetitions (of concepts or words), spelling mistakes etc.
- One letter grade will be deducted for the first week of delay. Unacceptable work might be returned for re-submission.

Final Exam (30%): The final exam will consist of one long essay (around 1000 words) and 3-4 shorter questions.

REQUIRED READINGS

Reading assignments for this course will come from the required texts and/or the selected readings listed below. All required readings will be provided in electronic format and must be completed according to the due date assigned by the course instructor.

BOWERSOCK G.W., Brown P., Grabar O. (Eds.), *Late Antiquity. A Guide to the Postclassical World*, Cambridge (Mass.) and London, The Belknap Press of Harvard University Press, 1999 (Lim, p. 196-218).

CAMERON A., *The Mediterranean World in Late Antiquity, AD 395-600,* London and New York, Routledge, 1996 (1993), Ch. 5.

COULSTON, J. AND DODGE, H. (eds), *Ancient Rome: The Archaeology of the Eternal City*, (Oxford School of Archaeology Monographs), Oxford, Oxford University Press, 2000, Ch. 2 (Smith) and 4 (Walker).

ERDKAMP P. (Ed.), *The Cambridge Companion to Ancient Rome*, Cambridge, Cambridge University Press, 2013, Ch. 11 (Don Miller)

CELIK, Z., FAVRO D. AND R. INGERSOLL, *Streets: Critical Perspectives on Public Space*, Berkeley and London: University of California Press, 1996 (1994), (Favro, p. 151-164).

HODGES R., WHITEHOUSE D., *Mohammed, Charlemagne and the Origins of Europe. Archaeology and the Pirenne Thesis*, Ithaca, Cornell University Press, 1996 (1983).

KRAUTHEIMER R., *Rome. Profile of a City, 312-1308,* Princeton and Guildford, Princeton University Press, 1983 (1980), Ch. 1 and 2.

LA ROCCA C. (ed.), *Italy in the Early Middle Ages 476-1000,* Oxford, Oxford University Press, 2002, Ch. 1 (Pohl) and 8 (Gelichi).

LE GLAY M., VOISIN J.-L., LE BOHEC Y., *A History of Rome*, Malden, Oxford and Carlton, Blackwell Publishing, 3rd ed., 2005, Ch. 9, 10, 14.

MCKITTERICK R., e.a. (edd.), *Old Saint Peter's,* Cambridge, Cambridge University Press, 2013 (Liverani, p. 21-34).

MOORHEAD J., *The Roman Empire Divided, 400-700,* Harlow, Pearson Education Ltd., 2001, Ch. 2 and 9.

SAMI D., SPEED G. (eds.), *Debating Urbanism Within and Beyond the Walls A.D. 300-700*, Leicester, University of Leicester School of Archaeology and Ancient History, 2010 (Cirelli, p. 239-263).

SCHEIDEL W. (ed.), *The Oxford Companion to the Roman Economy,* Cambridge, Cambridge University Press, 2018, Ch. 16 (Loseby).

SHOTTER, D., *The Fall of the Roman Republic*, London and New York: Routledge, 2nd ed., 2005.

TRONZO W., (ed.), *St. Peter's in the Vatican*, Cambridge, Cambridge University Press, 2008 (Bowersock, p. 5-15).

RECOMMENDED READINGS

A companion to the City of Rome, Wiley Blackwell, 2018.
A companion to the Roman Empire, Blackwell, 2006.
A companion to the Roman Republic, Wiley Blackwell, 2010.
A companion to the Archaeology of the Roman Republic, Wiley Blackwell, 2013.
Cambridge Companion to Ancient Rome, 2013.

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Cambridge Companion to the Roman Republic, 2014. *The*
Cambridge Companion to the Age of Augustus, 2005. *The*
Cambridge Companion to the Age of Constantine, 2006.
Cambridge Ancient History, 2nd edition
Oxford Classical Dictionary, 4th edition

COARELLI F., *Rome and Environs,* Berkeley, 2007, 2014.
DILLON M., GARLAND L., *Ancient Rome. Social and Historical Documents from the Early Republic to the Death of Augustus,* 2nd ed., Routledge, Londen-NY, 2015.
PLATNER S.B., ASHBY T., *A Topographical Dictionary of Ancient Rome*, Oxford, 1929, repr.
RICHARDSON L., Jr., *A New Topographical Dictionary of Ancient Rome*, Baltimore, 1992.

ADDITIONAL RESOURCES

To ensure your success abroad, CEA has provided the academic resources listed below:

- **UNH Online Library**: As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources (journals etc.) while performing research abroad. You may access the UNH online library here or through your MyCEA Account. You must comply with UNH Policies regarding library usage.

- **CEAClassroom – Moodle**: CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

  During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

  To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "Academics" tab. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools**: The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.
  www.aarome.org - American Academy in Rome
  www.aiac.org - Associazione Internazionale per l'Archeologia Classica (lectures and conferences in Rome)
  www.romereborn.virginia.edu - Virtual Rome
  http://www.britannica.com/ - Britannica Online

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SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
	COURSE CALENDAR *History of Rome from its Origins to Charlemagne*		
	PART I. ANCIENT ROME		
1	**1. Archaic Rome:** from its foundation to the end of the monarchy	Course Introduction Classroom lecture	SMITH C., Early and Archaic Rome, in: COULSTON J., DODGE H. (eds.), *Ancient Rome. The Archaeology of the Eternal City*, Ch. 2, p. 16-41.
2	**2. Republican Rome:** from city to capital of an empire	Classroom lecture	SHOTTER D., *The Fall of the Roman Republic*, Ch. 1. The government of the Republic, p. 5-18, App. II and III, p. 106-109, 110-111. FAVRO D., Urban Commemoration: The *Pompa Triumphalis* in Rome, in: HOLLERAN C., CLARIDGE A. (edd.), A Companion to the City of Rome, Ch. 30, Chichester, West Sussex, 2018, p. 599-618.
3	**3. Augustan Rome:** the "imperialization" of the urban space	On site lecture	WALKER Susan, The Moral Museum. Augustus and the City of Rome, in: COULSTON J., DODGE H. (eds.), *Ancient Rome. The Archaeology of the Eternal City,* Ch. 4, p. 61-75.
	FULL DAY EXCURSION TO OSTIA ANTICA & PORTUS	Full Day Excursion	
4	**4.Imperial Rome:** a. The Roman empire in the 1st c. AD: the Julio-Claudian and Flavian dynasty.	On site lecture	LE GLAY M., VOISIN J.-L., LE BOHEC Y., *A History of Rome,* Ch. 9. The Julio-Claudians. The System under Stress, AD 14-68, p. 229-254. Ch. 10. The Flavians. Consolidating the Imperial Order, AD 68-96, p. 255-281.

5	**Imperial Rome:** b. The Roman empire in the 2nd c. AD: the Antonine dynasty. c. The 3rd c.: the Severan dynasty and the age of the soldier emperors. An empire at risk?	Classroom lecture	LE GLAY M., VOISIN J.-L., LE BOHEC Y., *A History of Rome,* Ch. 14, A Disintegrating Order, AD 235-284, p. 417-430. DON MILLER R., Monumental Rome, in: ERDKAMP P. (Ed.) The Cambridge Companion to Ancient Rome, Ch. 11, p. 190-204
	PART II. LATE ANTIQUE ROME		
6	**1. From crisis to recovery, to the death of Theodosius I:** the age of the Tetrarchs, the reign of Constantine and the creation of the Eastern and Western Roman empires (285-395 AD)	Classroom lecture	LIM R., Christian Triumph and Controversy, in BOWERSOCK G.W., BROWN P., GRABAR. O. (Eds.), *Late Antiquity. A Guide to the Postclassical World*, p. 196-218.
	2. The "fall" of the Roman Empire and "barbarian" rule in the West (5th – 6th c.)		MOORHEAD J., *The Roman Empire Divided, 400-700,* Ch. 2. The Western Mediterranean till the Mid-Sixth Century, p. 35-65. POHL W., Invasions and ethnic identity, in: LA ROCCA Cristina, *Italy in the Early Middle Ages 476-1000*, p. 11-33.
7	**3. The Christianization** of the urban landscape of Rome (4th to 6th c. AD)	Classroom lecture	KRAUTHEIMER R., *Rome. Profile of a City, 312-1308*, Ch. 1. Rome and Constantine, p. 2-31; Ch. 2. The Christianization of Rome and the Romanization of Christianity, p. 32-58.
8	**4. The Tomb of St. Peter** and the topography of the Vatican area from Antiquity to the early Middle Ages	On site lecture	BOWERSOCK G.W., Peter and Constantine, in: TRONZO W., (ed.), *St. Peter's in the Vatican*, Cambridge University Press, 2008, p. 5-15. LIVERANI P., Saint Peter's and the city of Rome between Late Antiquity and the early Middle Ages, in: McKITTERICK R., e. a. (eds.), *Old Saint Peter's*, Cambridge University Press, 2013, p. 21-34.

	PART III. BYZANTINE ITALY		
9	**Introduction:** The Gothic Wars (535-553 AD); **1. Ravenna**: new capital of the West	Classroom lecture	CIRELLI E., Ravenna – Rise of a Late Antique Capital, in: SAMI D., SPEED G. (eds.), *Debating Urbanism Within and Beyond the Walls A.D. 300-700*, p. 239-263. ***Research paper due.**
10	**2. Constantinople:** from its foundation to the time of Justinian (527-565) **3. Rome** under Byzantine rule	Classroom lecture	CAMERON A., *The Mediterranean World in Late Antiquity, AD 395-600,* Routledge, 1993, repr. 1996, p. 104-127.
11	**4. The Byzantine Economy:** the archaeological evidence	Classroom lecture	LOSEBY S., Post-Roman economies, in: SCHEIDEL W., (ed.), *The Cambridge Companion to the Roman Economy,* Cambridge University Press, 2018, Ch. 16, p.334-360.
12	**5. Byzantines and Longobards** in early medieval Italy (6th-8th c. AD)	Classroom lecture	GELICHI S., The Cities, in: LA ROCCA C., *Italy in the Early Middle Ages 476-1000*, *(The Short Oxford History of Italy),* Oxford, 2002, p. 168-188.
	PART IV. FROM THE FRANKS TO CHARLEMAGNE		
13	**The king, the pope, and the emperor.** Carolingian Rome.	Classroom lecture	HODGES R., WHITEHOUSE D., *Mohammed, Charlemagne and the Origins of Europe. Archaeology and the Pirenne Thesis*, p. 1-19, 123-157. MOORHEAD J., *The Roman Empire Divided, 400-700,* Ch. 9. Systems Great and Small, p. 248-270.
14	FINAL EXAM		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found here
General Academic Policies can be found here