HSTAM 302
History of Rome:
Foundations to Constantine

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)
Course Reader (abbreviated CR below, found on course website)

Course Website: [https://canvas.uw.edu/courses/1303986](https://canvas.uw.edu/courses/1303986)
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 midterm examination, two short essays (3-4 pages), and a final exam. The schedule and weight of each assignment is:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE OF GRADE</th>
<th>DUE DATE</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Every week</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>10%</td>
<td>See Syllabus for Due Dates</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>20%</td>
<td>July 22</td>
</tr>
<tr>
<td>2 short essays (Upload via Canvas)</td>
<td>40%</td>
<td>First (20%): July 12</td>
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<tr>
<td></td>
<td></td>
<td>Second (20%): August 9</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
<td>August 21</td>
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**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.

**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.

**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 on Thursdays. You will be asked to complete a total of 3 reading responses during the course beginning on July 9, 2019.

**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). **If you plagiarize another’s work for any of these assignments, you will be reported to the Office of Community Standards and Student Conduct and you will fail this assignment if found guilty of plagiarism.**
**Weekly Schedule of Lectures and Readings**

### WEEK ONE

**June 24, 2019**
- **Introduction to the Course**
  - The Founding of Rome: Archaeology and Myth
  - The Mos Maiorum and Virtues of Men and Women

**June 26, 2019**
- **The Roman Social Order and Family**
- **The Roman State:**
  - Offices, the Senate; and Assemblies

### WEEK TWO

**July 1, 2019**
- **Introduction to the Punic Wars**
  - Dillon et al, *The War with Carthage* (CR #7)

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

**July 3, 2019**
- **NO CLASS: HOLIDAY**

### WEEK THREE

**July 8, 2019**
- **The Consequences of Empire**
  - Sandra Joshel, *A Brief History of Slavery* (CR #8)
  - CR #9 (Selection of ancient authors of *lucus* and *metus hostilus*)

  **The Gracchi: Reformers, Revolutionaries, or Aristocrats?**
  - Plutarch, *The Life of Tiberius Gracchus* (CR #10)
  - Plutarch, *The Life of Gaius Gracchus* (CR #11)

*First Reading Response due July 9, 2019 at 5:00 p.m. via Canvas*
July 10, 2019  **Discussion: The Gracchi**  Plutarch, *The Life of Tiberius Gracchus* (CR #10)
Plutarch, *The Life of Gaius Gracchus* (CR #11)

**Marius: The New Man and the Client Army**  Plutarch, *Life of Marius* (in FORR)

**FIRST PAPER DUE VIA CANVAS BY JULY 12, 2019, 9:00 P.M.**

**WEEK FOUR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Author/Source</th>
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<tbody>
<tr>
<td></td>
<td><strong>The “Young Butcher”: The Career of Pompey</strong></td>
<td>Plutarch, <em>Life of Pompey, Life of Crassus</em> (in FORR)</td>
</tr>
<tr>
<td>July 17, 2019</td>
<td><strong>Caesar’s Consulship: Consul or Tribune</strong></td>
<td>Plutarch, <em>Lives of Pompey, Crassus, Caesar</em> (in FORR)</td>
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</tbody>
</table>
|            | **Caesar’s Dictatorship and the Ides of March**                | Events of 50s (CR#12)  
|            |                                                                    | Plutarch, *Life of Caesar, Life of Brutus* (in FORR) |

**WEEK FIVE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Author/Source</th>
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</thead>
<tbody>
<tr>
<td>July 22, 2019</td>
<td><strong>MIDTERM</strong></td>
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</table>
| July 24, 2019 | **Augustus: Politics and the Power of the Princeps**                  | *Res Gestae* (CR #13)  
|            |                                                                    | *Suetonius, Augustus* (in TC) |
|            | **Nero: The Last of the Julio-Claudians**                            | *Suetonius, Nero* (in TC)  
|            |                                                                    | *Tacitus, Annals 15.38-43* (CR #14) |

**WEEK SIX**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>July 29, 2019</td>
<td><strong>Civil War and the Principate Anew</strong></td>
<td><em>Suetonius, Vespasian</em> (in TC)</td>
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<tr>
<td>July 31, 2019</td>
<td><strong>Five “Good” Emperors: The Ideals and Ideology of Empire</strong></td>
<td><em>Pliny, Panegyricus</em> (CR #15)</td>
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</tbody>
</table>
**Second Reading Response Due on August 2, 2019 by 5:00 p.m via Canvas**

<table>
<thead>
<tr>
<th>Week Seven</th>
<th>Date</th>
<th>Discussion: Tacitus on Emperors and Barbarians</th>
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<tbody>
<tr>
<td></td>
<td>August 5, 2019</td>
<td>Tacitus, <em>Agricola</em> and <em>Germania</em> &lt;br&gt;Listen to Podcast: BBC 4: In Our Times. &lt;br&gt;“Tacitus and the Decadence of Rome”&lt;br&gt;<a href="http://www.bbc.co.uk/programmes/b00cdtxp">http://www.bbc.co.uk/programmes/b00cdtxp</a></td>
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<tr>
<td></td>
<td>August 7, 2019</td>
<td>Tacitus, <em>Agricola</em> and <em>Germania</em>&lt;br&gt;Listen to Podcast: BBC 4: In Our Times.&lt;br&gt;“Tacitus and the Decadence of Rome”&lt;br&gt;<a href="http://www.bbc.co.uk/programmes/b00cdtxp">http://www.bbc.co.uk/programmes/b00cdtxp</a></td>
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**WEEK EIGHT**

|------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|

**Third Reading Response Due on August 13, 2019 by 5:00 p.m via Canvas**
August 14, 2019  |  Discussion: Living in a World State  |  *Acts of the Apostles* (CR #16)
                     |  Apuleius. *The Golden Ass*, 1-74; 120-240

The Third Century Crisis and Diocletian  |  *Edit of Maximum Prices* (CR #19)

**WEEK NINE**


Review for the Final Exam

August 21, 2019  |  FINAL EXAM

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0…..99-100</td>
<td>A-</td>
<td>3.8…..97-98</td>
<td>3.7…..94-95</td>
<td>3.6…..92-93</td>
<td>3.5…..90-91</td>
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<tr>
<td>B+</td>
<td>3.4……89</td>
<td>B</td>
<td>3.1……86</td>
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<td>2.9……84</td>
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<tr>
<td>B-</td>
<td>2.8……83</td>
<td></td>
<td>2.7……82</td>
<td>2.6……81</td>
<td>2.5……80</td>
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<tr>
<td>C+</td>
<td>2.4……79</td>
<td>C</td>
<td>2.1……76</td>
<td>2.0……75</td>
<td>1.9……74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.8……73</td>
<td></td>
<td>1.7……72</td>
<td>1.6……71</td>
<td>1.5……70</td>
<td></td>
<td></td>
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<tr>
<td>D+</td>
<td>1.4……69</td>
<td>D</td>
<td>1.1……66</td>
<td>1.0……64-65</td>
<td>0.9……63</td>
<td></td>
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<tr>
<td>D-</td>
<td>0.8……61-62</td>
<td></td>
<td>0.7……60</td>
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</table>
Smith Hall will have no elevator service from June 17 through the end of November. Floors 2 and above are accessible only by stairs. Please contact the advising office directly (histadv@uw.edu) or your instructor or teaching assistant to arrange an appointment in an accessible alternative location, if needed.

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 308). In addition, the Office of the Ombud (206 543-6028) is a University resource for all students, faculty and staff. Community Standards and Student Conduct Office (cssc@uw.edu) is a resource for students.

**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.

**Department of History Diversity Committee**

The Department of History Diversity Committee initiates and facilitates an ongoing conversation about diversity, proposes measures to address institutional disparities, and also serves as a confidential resource for students, staff, and faculty who have concerns related to climate and diversity. Any member of the department’s learning and working community may contact the committee with concerns and questions. [https://history.washington.edu/diversity-resources](https://history.washington.edu/diversity-resources)

**Standards of Conduct and Academic Integrity:** (see WAC 478-121-020)

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.
Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

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, make an appointment with the Assistant to the Chair in Smith 308B to speak with the Chair.

TAs

If you have any concerns about the teaching assistant, please see the 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.

Rev. June 2019