

Winter 2019
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HISTORY OF THE ROMAN EMPIRE HSTAM 313

THE COURSE

'Power' as the term is now generally used in social science, has to do with whatever decisions men make about the arrangements under which they live, and about events which make up the history of their period. Events that are beyond human decision do happen; social arrangements do change without the benefit of explicit decision. But in so far as such decisions are made (and in so far as they could be but are not) the problem of who is involved in making them (or not making them) is the basic problem of power. [I]n the last resort, coercion is the final form of power. But then we are by no means constantly at the last resort. Authority (power justified by the beliefs of the voluntarily obedient) and manipulation (power wielded unbeknown to the powerless) must also be considered along with coercion. In fact, the three types must be constantly sorted out when we think about the nature of power.

C. Wright Mills, *The Sociological Imagination*

HSTAM 313 is a survey of the Roman Empire from 44 BCE- 337 CE. Over the ten-week period, we will explore Roman imperial political and social history. The course begins with a focus on political developments of the Roman Empire. It looks at the struggles that brought Augustus to power, the development of imperial institutions, the growth of the emperor's power, and the conflict between the emperor and the senatorial class. In this part of the course, we generally stay focused on Roman Italy and examine how the Julio-Claudians and Flavians struggled to define their power and influence. While we will continue to trace how the role of the emperor developed by stopping briefly to consider the changes that the Five Good Emperors, Diocletian, and Constantine make, the second half of the course will primarily be a social and cultural history. Although Roman Italy will still play a major role, our focus widens to consider the broader Roman world. Specifically, we will consider Roman perceptions of "barbarians" and others outside of the empire, and the means by which those inside the empire were ruled. We will also look at social life within the empire—what was daily life like, citizenship and privilege, family and social life, and religious practices? Throughout the course, two thematic concerns will drive our investigation: 1) the organization and practice of power and 2) its representation in the writing of history and fiction as well as in building projects and daily routines.

COURSE WEBSITE: <https://canvas.uw.edu/courses/1256310>

COURSE OBJECTIVES

1. Identify social, political, and cultural developments in the Roman empire from the late first century BCE through the early fourth century CE.
2. Learn the methods used in reading, analyzing and discussing ancient primary texts. Integrate this with analysis and discussion of different forms of secondary scholarship.
3. Improve writing skills for essays that meet the standards of the discipline of history.
4. Practice different formats for public speaking and group work with peers.

REQUIREMENTS AND GRADING

You are expected to attend lectures and discussion, do the assigned reading, participate in discussions, and complete the written assignments. The latter include reading responses, a mid-term examination, an essay (8-10 pages), and a final exam. The schedule and weight of each assignment:

<u>ASSIGNMENT</u>	<u>PERCENTAGE OF GRADE</u>	<u>DUE DATE</u>
Participation	10%	Every week in lecture
Reading Responses	15%	See weekly schedule
Mid-Term	20%	February 5, 2019
Essay	30%	See Essay Topics for dates
Final Exam	25%	March 18, 2019

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 7:00 p.m.** There is a total of 5 reading responses.

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: “Paper Topics.” 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.*****

REQUIRED READING

Boatwright, Gargola, and Talbert, *A Brief History of the Romans* (Abbreviated below as BHR)
 Apuleius, *The Golden Ass* (or *Metamorphoses*)
 Pliny, *The Letters of the Younger Pliny*
 Suetonius, *Twelve Caesars* (abbreviated below as TC)
 Tacitus, *The Germania* and *The Agricola* (in one volume of Penguin edition)
 Course Reader (abbreviated as CR—available on course website).

WEEKLY SCHEDULE OF LECTURES AND READINGS

WEEK ONE

January 8, 2019	INTRODUCTION TO THE COURSE ROMAN IMPERIALISM AND THE IDES OF MARCH	BHR 75-93; 136-159 Recommended but Optional: *Suetonius, <i>Caesar</i> (in TC) *Sandra Joshel, <i>Roman Society, Political Institutions, and Religion</i> (CR#1)
January 10, 2019	SEX, FOOD, AND HUMOR: REALITIES VS. SOCIAL AND POLITICAL CRITICISMS	<i>Roman Traditional Values</i> (CR#2) Plutarch, <i>The Life of Antony</i> , (CR#3)

WEEK TWO

January 15, 2019	THE MYTH OF ACTIUM	BHR 160-72 Plutarch, <i>The Life of Antony</i> , (CR#3) Suetonius, <i>Augustus</i> (in TC)
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**AUGUSTUS: POLITICS AND
POWER OF THE PRINCEPS**

BHR 172-6, 205
Res Gestae (CR #4)

Reading Response #1 Due January 16 by 7:00 p.m. via Canvas

January 17, 2019 **THE AUGUSTAN CULTURAL
PROGRAM AND CLIMATE**

BHR 176-80;189-92
Suetonius, *Augustus* (in TC)
Res Gestae (CR #4)

Recommended but Optional:
BBC4 Podcast: The Aeneid
<http://www.bbc.co.uk/programmes/p003k9c1>

LISTEN TO BBC 4 Podcast:
The Augustan Age
<http://www.bbc.co.uk/programmes/b00ktf1mw#play>

DISCUSSION:
Augustus: (Re)Founder or Destroyer
of 'Rome'?

Suetonius, *Augustus* (in TC)
Res Gestae (CR #4)
Podcast:
<http://www.bbc.co.uk/programmes/b00ktf1mw#play>

WEEK THREE

January 22, 2019 **TIBERIUS AND THE
ALIENATION OF THE SENATE**

BHR 193-5
Suetonius, *Tiberius* (in TC)

**GAIUS: MADNESS OR PERSONAL
DESPOTISM?**

BHR 195-6, 211
Suetonius, *Caligula* (in TC)

January 24, 2019 **SLAVERY AND SOCIAL DEATH:
POWER IN A SLAVE SOCIETY**

*Documents on Roman Slaves and
Freedmen* (CR#5 and CR#6)
Pliny the Younger, *Letters* 7.29 and
8.6

**WIVES AND FREEDMEN: COURT
AND BUREAUCRACY**

BHR 196-9, 206-9
Suetonius, *Claudius* (in TC)
Tacitus, *Annals* 11-12 (CR#7)
Claudius's Speech (CR #8)

Reading Response #2 Due January 28 by 7:00 p.m. via Canvas

WEEK FOUR

January 29, 2019 **NERO: FIDDLING WHILE ROME
BURNED?**

BHR 199-200
Suetonius, *Nero* (in TC)
Tacitus, *Annals* 15.38-43 (CR #9)

Recommended but Optional:
BBC4 Podcast: Agrippina the Younger
<http://www.bbc.co.uk/programmes/b074yzwk>

**Discussion: Claudius and Nero:
Visionaries or Delusional**

Suetonius, *Claudius* (in TC)
Tacitus, *Annals* 11-12 (CR#7)
Claudius's Speech (CR #8)
Suetonius, *Nero* (in TC)
Tacitus, *Annals* 15.38-43 (CR #9)

January 31, 2019 **FLAVIANS AND THE
PRINCIPATE ANEW**

BHR 201-4; 213-6
Lex de Imperio Vespasiani (CR
#10)
The Triumph of Vespasian and Titus
(CR #11)
Suetonius, *Vespasian* (in TC)

**AUCTORITAS AND MAIESTAS:
THE FLAVIAN AMPHITHEATER**

Same as above

WEEK FIVE

February 5, 2019

MIDTERM

February 7, 2019

**HEROD, JESUS, AND THE JEWISH
REVOLTS: RESPONSES TO EMPIRE**

BHR 209
*Feeding the Multitude and the Sermon on
the Mount* (CR #12)

Recommended but Optional:
Josephus, *The Jewish Wars* 7 (CR#13)

LIFE OF A ROMAN SOLDIER

BHR 183-5; 192-3; 204-5

Reading Response #3 Due February 11 by 7:00 p.m. via Canvas

WEEK SIX

February 12,
2019

**PLINY THE ELDER AND THE
ENCYCLOPEDIA OF KNOWLEDGE
OF EMPIRE**

Pliny the Elder, selections from
Natural History (CR#14)

Recommended but Optional:
BBC4 Podcast: Pliny's Natural History
<http://www.bbc.co.uk/programmes/b00sxjtz>

DISCUSSION:
Pliny's Human Animal

Pliny the Elder, selections from
Natural History (CR#14)

February 14, 2019 **LIFE AND DEATH IN A ROMAN TOWN** Robert Ling, "Introduction" in *Pompeii: History, Life, and Afterlife* (CR#15)
Pliny the Younger, *Letters* 6.16, 6.20

ROMAN GRAFFITI AND HUMOR <http://ancientgraffiti.org/Graffiti/>

WEEK SEVEN

February 19, 2019 **GOOD MEN, BAD EMPERORS** BHR 217-9
Tacitus, *Agricola*

Recommended but Optional:
BBC4 Podcast: Tacitus and the Decadence of Rome
<http://www.bbc.co.uk/programmes/b00cdtxp>

Recommended but Optional:
Suetonius, *Domitian* (in TC)

THE FIVE GOOD EMPERORS BHR 219-27; 237-43
Pliny, selections from *Panegyricus* (CR #15)

Reading Response #4 Due February 20 by 7:00 p.m. via Canvas

February 21, 2019 **INSIDE THE BOUNDARIES: THE ADMINISTRATION OF EMPIRE** BHR 228-36
Pliny, *Letters* Book 10

Recommended but Optional:
BBC4 Podcast: Pliny the Younger
<http://www.bbc.co.uk/programmes/b03kv0cl>

AT THE BOUNDARIES OF EMPIRE: BARBARIANS AND OTHERS Tacitus, *Germania*

WEEK EIGHT

February 26, 2019 **CITIZENSHIP, SOCIAL PRIVILEGE AND THE PROBLEM OF WEALTH** BHR 252-6
Acts of the Apostles (CR#16)
Pliny, *Letters* 10. 5-7
Juvenal, *Satire* 3 (CR #17)

February 28, 2019 **WOMEN AND THE FAMILY** Pliny, *Letters* (see Pliny Reading Assignment)
Roman Women (CR #19)
Juvenal, *Satire* 6 (CR #20)

WEEK NINE

March 5, 2019	THE WORLD OF APULEIUS	Apuleius, <i>The Golden Ass</i> , 1-74, 120-240
	MAGIC, MYSTERY CULTS, AND CHRISTIANITY: SEEKING MEANING IN A WORLD STATE	Apuleius, <i>The Golden Ass</i> , 1-74, 120-240

Reading Response #5 Due March 6 by 7:00 p.m. via Canvas

March 7, 2019	Continued: MAGIC, MYSTERY CULTS, AND CHRISTIANITY: SEEKING MEANING IN A WORLD STATE	Apuleius, <i>The Golden Ass</i> , 1-74, 120-240 Pliny the Younger, <i>Letters</i> 10.96-97 Igantius, <i>Martyrdom of Polycarp</i> (CR#21)
	DISCUSSION: <i>Acts of the Apostles and The Golden Ass: Living in A World State</i>	<i>Acts of the Apostles</i> (CR#16) Apuleius, <i>The Golden Ass</i> , 1-74, 120-240

WEEK TEN

March 12, 2019	THE THIRD CENTURY CRISIS AND THE TETRIARCHY: A NEW FORM OF RULE	BHR 261-70; 273-80
March 14, 2019	CONSTANTINE: A BRAVE NEW WORLD?	BHR 270-3; 281-7; 296-301

**TAKE HOME FINAL EXAM
DUE MONDAY, MARCH 18, 2019 BY 12:00 P.M. VIA CANVAS**

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
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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
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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
<hr/>	
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

Student Conduct

Plagiarism

Plagiarism is defined as the use of ideas, words, or creations from a publicly available work without formally acknowledging the author or source through the use of appropriate quotation marks and/or references. Both the University of Washington and the Department of History take 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 their use of the work of others constitutes plagiarism should consult the course instructor for guidance before submitting coursework.

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

The following abilities and behavioral expectations complement the UW Student Conduct Code: **Communication:** All students should attempt to communicate effectively with other students, faculty, staff, and other professionals within the Department of History, expressing ideas and feelings clearly and demonstrating a willingness to give and receive feedback. Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the classes they take, and to engage in critical thinking in the classroom and other professional settings. **Behavioral/Emotional:** Students must demonstrate the emotional maturity required for the utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their classes. Further, students should maintain mature, culturally sensitive, and respectful relationships with students, faculty, staff, and other professionals within the Department of History. Students must be 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 the University Committee on 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 and the student will be advised that their 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 to the Committee on Student Conduct and Community Standards via email or in hard copy. The warning identifies what the concerning behavior was and warns 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.

Student Concerns about a Course, an Instructor, or a Teaching Assistant

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 their 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 also a resource for students.

Concerns about Instructors

If you have any concerns about a course or the instructor in charge of a 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 Department of History'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.

Concerns about Teaching Assistants

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

Grading Procedures

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. To obtain credit for the course, an undergraduate student must convert an Incomplete into a passing grade no later than the last day of the following quarter. An Incomplete not made up by the end of the following quarter (summer excluded) will be converted to the grade of 0.0 by the registrar unless the instructor has indicated, when assigning the Incomplete grade, that a grade other than 0.0 should be recorded if the incomplete work is not completed. The original Incomplete grade is not removed from the transcript.

Change of Grade Policy

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 their discussion with the instructor, may submit a written appeal to the Chair of the Department of History with a copy of the appeal also sent to the instructor. Within 10 calendar days, the Chair should consult 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 their faculty, shall appoint an appropriate member, or members, of the faculty of the Department of History 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 department file.

Access and Accommodations

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.

Disability Accommodations

The Department of History places great importance on the experience of all students in its classes. Students who have already established accommodations with Disability Resources for Students (DRS) should communicate their approved accommodations to the professor at their earliest convenience and make an appointment to discuss their needs in the course.

Students who have not yet established services through DRS, but who 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), should 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.