

**HISTORY 3060 -- ROMAN EMPIRE**  
**SPRING 2010**  
**MWF 9:30-10:20**  
**Dale Hall 116**

**Dr. Rangar Cline**  
**112 Robertson Hall**  
**Office Hrs. M 2:30-3:30;**  
**W 3:30-4:30; & by appt.**  
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### **Course Description**

In this course we will examine the origins of the Roman Empire, how the empire changed in the first through fifth centuries, what factors led to the decline of centralized power in the western empire, and in what manner the eastern empire survived in the Middle Ages. This course will use political developments as its organizing principle. However, much of the class will focus on Roman society and culture during the Empire. We will examine documents, archaeological evidence, architecture, and art that shed light on how Romans lived and died from the first century BCE to the end of the fifth century CE.

### **Class Format and Expectations**

Class periods will typically consist of lecture and discussion. Lecture portions of the class will amplify (rather than merely repeat) your reading assignments. Therefore, you should complete the readings listed for each day before coming to class. Students will be expected to read 100-150 pp. per week. I will expect every student to be able to discuss the readings in class and respond to questions about the readings. Your participation grade will be based upon your thoughtful participation in classroom discussions. It is particularly important that you read the primary source documents in Meyer and Reinhold's *Roman Civilization: Selected Readings – The Empire* and assigned portions of Suetonius and *The Lives of the Later Caesars*. Class discussion will focus on these readings. When readings from this book are assigned, you should bring the book to class.

### **Exams, Essays, Quiz, and Participation**

- 1) Exams – There will be one mid-term exam and a final exam. The exams will consist of short IDs and essay questions. A study guide will be provided prior to the first exam.
- 2) Response Essays – There will be two in-class response essays. The essay questions will be based on assigned readings. The question will be given in class and the essay must be completed in class. Further details will be provided prior to the first in-class essay.
- 3) Participation – Students are expected to attend class regularly and to participate in class discussions. I will take attendance regularly. However, attendance is only one part the participation grade. To earn a high score in participation, a student should consistently demonstrate through productive participation that he or she has read the assigned material and understood it.
- 4) Map Quiz – There will be one map quiz. The quiz will ask students to identify significant cities, geographic areas, and bodies of water on the map of the Roman Empire.

### **Grading Break Down**

Participation 10%

Map Quiz (Feb 8): 5%

Essay 1 (Feb. 15): 15%

Mid-Term Exam (March 8): 25%

Essay 2 (April 9): 15%

Final Exam (May 10): 30%

### **Required Texts**

AUTHOR	TITLE	PUBLISHER	ISBN	\$ MSRP
Wells, Colin	The Roman Empire	Harvard UP	0674777700	\$20.50
Cameron, Averil	The Later Roman Empire	Harvard UP	0674511948	\$21.50
Lewis, Naphthali and Meyer Reinhold, edd.	Roman Civilization, Selected Readings Vol. 2 - The Empire	Columbia UP	0-231-07133-7	\$45.50
Robert Graves, Trans	Suetonius -- The Twelve Caesars	Penguin	0140455167	\$15.00
Anthony Birley, Trans	Lives of the Later Caesars	Penguin	0140443088	\$15.00

These books should be available at the campus bookstore and other student bookstores. However, students may wish to check the prices and availability of these books at other bookstores and on-line booksellers such as Amazon.com and Abe.com. If you order your books on-line, make sure that the book you order has the ISBN listed above. The ISBN is a unique number assigned to every edition of every book.

### **Email**

Students should feel free to email me with questions relevant to the course. However, students should expect a reply no sooner than one business day. Student emails should be formal, polite, and courteous. I reserve the right not to respond to emails that I judge to be otherwise.

### **Accommodation:**

The OU disability resource center states that, "The University of Oklahoma will reasonably accommodate otherwise qualified individuals with a disability unless such accommodation would pose an undue hardship, would result in a fundamental alteration in the nature of the service, program or activity or in undue financial or administrative burdens. The term "reasonable accommodation" is used in its general sense in this policy to apply to employees, students, and visitors." For further information see <http://drc.ou.edu/>

## **Religious Holidays**

The OU statement is as follows: "It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays." If you need to be excused for a religious holiday let me know as soon as possible.

## **Academic Integrity:**

The following statements are taken verbatim from the OU Provost's official statement on academic integrity. I would encourage each student to visit the provost's web site at <http://www.ou.edu/provost/integrity> for further information and a tutorial on academic integrity and plagiarism. If you have any further questions regarding the meaning of plagiarism, or questions about proper citation for your paper, please see me.

### **What does "academic integrity" mean?**

Academic integrity means honesty and responsibility in scholarship. Professors have to obey rules of honest scholarship, and so do students. Here are the basic assumptions about academic work at the University of Oklahoma:

(1) Students attend OU in order to learn and grow. (2) Academic assignments exist for the sake of this goal. (3) Grades exist to show how fully the goal is attained. (4) Thus, all work and all grades should result from the student's own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can exist. Academic misconduct -- "cheating" -- is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly.

### **“What is PLAGIARISM?”**

Here is OU's basic assumption about writing: all written assignments show the student's own understanding in the student's own words.

That means all writing assignments, in class or out, are assumed to be composed entirely of words generated (not simply found) by the student, except where words written by someone else are specifically marked as such. Including other people's words in your paper is helpful when you do it honestly and correctly. When you don't, it's a form of academic misconduct called plagiarism. Within the academic community and specifically at the University of Oklahoma, the following rules apply:

1. IT IS PLAGIARISM TO COPY WORDS AND PRESENT THEM AS YOUR OWN WRITING. It is the worst form of plagiarism to copy part or all of a paper from the Internet, from a book, or from another source without indicating in any way that the words are someone else's. To avoid this form of plagiarism, the paper must BOTH place the quoted material in quotation marks AND use an acceptable form of documentation to indicate where the words come from.

2. IT IS PLAGIARISM TO COPY WORDS, EVEN IF YOU GIVE THE SOURCE, UNLESS YOU ALSO INDICATE THAT THE COPIED WORDS ARE A DIRECT

QUOTATION. Simply documenting the source in a footnote or bibliography isn't good enough. You must also indicate that the words themselves are quoted from someone else. To avoid this form of plagiarism, put all quoted words in quotation marks or use equivalent punctuation.

3. IT IS PLAGIARISM TO COPY WORDS AND THEN CHANGE THEM A LITTLE, EVEN IF YOU GIVE THE SOURCE. Repeating someone else's writing in different words so it's not a direct quotation is called "paraphrasing." Paraphrasing is fine when you indicate the source and the new expression is actually your own. When it's not -- when the expression remains substantially similar to the source as a whole or in one of its parts -- it's plagiarism.

Even if not specifically prohibited by the instructor, "writing" a paper by copying words and then altering them violates OU's basic assumption about writing and may easily result in a charge of academic misconduct. To count as "your own words," your paper must be so significantly different from your sources that a reasonable reader would consider it a new piece of writing. If it's not -- if "your writing" is substantially similar to somebody else's where individual variations would be expected, it's plagiarism.

4. EVEN IF YOU EXPRESS THEM IN YOUR OWN WORDS, IT IS PLAGIARISM TO PRESENT SOMEONE ELSE'S IDEAS AS YOUR OWN. It is plagiarism to present someone else's original arguments, lines of reasoning, or factual discoveries as your own, even if you put the material in your own words. To avoid this form of plagiarism, cite the source.

## Schedule of Topics and Readings

Jan 20– Introduction – Overview of the History of the Roman Republic and its Territory

22 – Government in the Republic

Read: Handouts on Roman Government on D2L

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25 – Religion in the Republic

Read: Roman Priests Handout on D2L

27 – Challenges to the Late Republic

Read: “End of the Republic: Caesar’s Dictatorship” on D2L

Begin Reading: Suetonius: Julius Caesar

29 – Julius Caesar

Discussion: Suetonius: Julius Caesar

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Feb. 1 -- Social and Cultural Transformation of the Late Republic

Read: “Preface” in Colin Wells, *Roman Empire*

3 – Augustus: Prince of Peace

Read: Wells -- Chapter 1: “New Order”

Begin Reading – Suetonius: Augustus

5 – Augustus’ Reforms

Read: Begin Wells -- Chapter 3: “Work of Augustus”

Read: L&R 9.161 – Roman State Religion

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8 – Empire of Augustus

### **Map Quiz**

Read: Finish Wells – Chapter 3

L&R 5.95-96 – Augustan Women

10 – Augustan Life and Imperial Culture

Read: Wells -- Chapter 4 “Italy under Augustus”

Finish – Suetonius: Augustus -- Discussion

12 – Discussion: Augustus’ *Res Gestae* (On D2L)

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**15 – Essay Response – Suetonius: Augustus and the Res Gestae**

17 -- Film: “I Claudius”

19 -- Empire of Tiberius

Read: Wells – Chapter 5 “Consolidation of the Principate”

L&R 9.162 – The Imperial Cult

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22 – Life of Tiberius

Read: Suetonius – “Tiberius”

24 – Caligula: The Power of the Principate

Read: L&R 3.42-43 – World Metropolis – Spread of Luxury

26 – Caligula in Life and Legend

Read: Suetonius – “Caligula”

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March 1 – Claudius: New Challenges

Read: L&R 3.39-40 – Roman Baths – Bread and Circuses

L&R 4.76 – Letter to Claudius

Suetonius “Claudius”

3 – Nero: New Directions for Rome

Read: L&R 3.37-38 – The Grandeur of Rome and The Great Fire at Rome

Suetonius – “Nero”

5 – Culture and Society in the Early Empire

Read: Wells – Chapter 6 “The Army and the Provinces in the 1<sup>st</sup> Century”

L&R 4.8 4.90 – Life in a Roman Province – Pro-Roman and Anti-Roman Sentiment

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8 – **Mid-Term Exam**

10 – Vespasian and Titus

Read: Wells – Chapter 7

Suetonius – “Vespasian” and “Titus”

12 – Titus and Domitian (cont.)

Read: L&R 1.5 – An Imperial Triumph

Suetonius -- “Domitian”

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March 15 -19 –SPRING BREAK!

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22 – The Beginning of a New Era: Trajan and the Antonines

Read: Wells – Chapter 9 “The Orderly Government of the Empire”

L&R – 7.149-151 – Families of Soldiers – Privileges of Veterans

24 – The Empire of Hadrian

Read: Begin Wells – Chapter 10 – “The Immeasurably Majesty”

*Lives of the Later Caesars* – “Hadrian”

26 – Hadrian (cont.)

Read: L&R 3.59-60 – Architecture and Engineering – Geography

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29 – Second Century Culture

Read: Finish Wells – Chapter 10

L&R 9.165 and 167 – Spread of Oriental Religions – Reaction to Christianity

31 – The Stoic Emperor: Marcus Aurelius

Read: L&R 2.24 Agriculture: The Large Estate; 9.169 -- 2<sup>nd</sup> Century Christianity

*Lives of the Later Caesars* – Marcus Antoninus

April 2 – End of an Era: Commodus

Read: *Lives of the Later Caesars* – “Commodus”

Film Clip: “Gladiator”

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5 – Rome Under the Severans

Read: Wells – Chapter 11 “An Age of Transition”

L&R 6.104-106 – Military Monarchy and Extension of Citizenship  
*Lives of the Later Caesars* – “Severus”

7 – Third Century Crisis

Read: Cameron – Chapters 1 and 2, pp. 1-29

L&R 9.172 Organized Persecution of Christianity

*Lives of the Later Caesars* -- Heliogabalus

**9 – In-Class Response Essay**

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12 – Diocletian and the End of the Principate

Read: Cameron – Chapter 3, pp. 30-46

L&R 6.123 Diocletian’s Edict on Maximum Prices

14 – Constantine and Christianity

Read: Cameron – Chapter 4, pp. 47-65

L&R 9.173-175 – Toleration of Christianity

16 – The Successors of Constantine

Read: Cameron – Chapter 5, pp. 65-84

L&R 6.125-129 – Economic Policy of Constantine

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19 – The Last Pagan Emperor

Read: Cameron – Chapter 6, pp. 85-98

L&R 10.180

21 – The Changing World of Fourth Century Rome

Read: Cameron – Chapter 7, pp.99-112

L&R 10.178-179 – The Pagan Aristocracy

23 – Christianity and Classical Culture in Fourth Century Rome

Read: Cameron – Chapter 10, pp. 151-169

L&R 10.183-185 – Christian Monasticism and Legislation

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26 – Later Roman Government and Economy

Read: Cameron – Chapter 8, pp. 113-132

L&R 10.186-187

28 – The Decline of the West

Read: Cameron – Chapter 9, pp. 133-150

L&R 10.191-192

30 – The Imperial East

Read: Cameron – Chapter 11, pp. 170-186

L&R 10.193-194

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3– World of Late Antiquity

Read: Cameron – Chapter 12, pp. 187-194

5 – Legacy of Rome

L&R Epilogue pp. 638-639

7 – Review

**Final Exam: Monday, May 10, 8:00-10:00 a.m.**