University of Waterloo / Fall 2017
CLAS 202: ANCIENT ROMAN SOCIETY

Course Outline

This course deals with various aspects of the life and civilization of ancient Rome, with particular emphasis on the Republic and the early Empire. Areas to be covered include the physical setting, foundation myths, the rise of Rome from village to world power, social hierarchies, intellectual and artistic developments. Particular foci will be on family life and gender roles, the fate of slaves in Rome and the religious trends from the traditional cults over the mysteries to the spread of Christianity. Many of these aspects reflect the broader context of Roman Imperialism. The Romans’ life styles developed depending on time and place in their city on the Tiber, throughout the Italian Peninsula, or in their Roman-Mediterranean Empire at large. Many features had a lasting influence on the neighbouring and subsequent cultures, including current-day Canada.

Instructor: Professor Altay Coşkun
Class Location: AL 116
Class Time: TTh10:00-11:30 am
Prerequisite: none
Office: ML 228
Office Hours: After class (11:30-12:30, also 16:00-17:00), by appointment or email.
Email: acoskun@uwaterloo.ca. If you contact me by email, please include your first and last names, student number, and use CLAS 202 as subject line.
Required Reading: All required and some optional readings will be made available in LEARN
Course Website: at UW LEARN
Work Load: Please, set aside 3-4 hours per week to revise and prepare class.

Course Goals and Learning Outcomes

Upon completion of this course, students should:

- be familiar with the various stages in which Rome developed from village to world power, and with the impact of Roman imperialism on Rome and her neighbours;
- know some of the more famous kings, consuls and emperors of Rome and either their most remarkable achievements or misdeeds (or at least the rumours surrounding them);
- have an understanding of guiding principles that structured every-day life in family and society at large, such as social hierarchies and gender roles;
- be able to explain the Latin origins of certain terms used in 21st-century history, law, politics, and culture (e.g., patrician, plebeian, trivia, diploma, ius, civitas);
- be aware of major concepts of traditional Roman religion and philosophy, and their influence on the growth of mystery cults and Christianity;
- have a deeper understanding of their own social values and cultural identities, as being highly dependent on place and time in world history;
- be able to explain why Roman society and culture continues to matter in the 21st century.
Course Requirements – Standard Version

22 mini quizzes consisting of one multiple-choice question each. No aids permitted
  • Every Tuesday and Thursday during class time; each correct answer gains you one out of max. 16% towards your final grade. No make-up possible (16%)

Two in-class tests consisting of multiple-choice questions. No aids permitted
  • Test 1 Th., Oct. 12, 10-10:30 am  Content from weeks 0-4 (16%)
  • Test 2 Th., Nov. 16, 10-10:30 am  Content from weeks 5-9 (16%)

One final exam consisting of multiple-choice questions. No aids permitted
  • in Dec., day tba  Content from weeks 0-12 (52%)

Course Requirements – Opt-Out Version

Two in-class tests consisting of multiple-choice questions. No aids permitted
  • Test 1 Th., Oct. 12, 10-10:30 am  Content from weeks 0-4 (20%)
  • Test 2 Th., Nov. 16, 10-10:30 am  Content from weeks 5-9 (20%)

One final exam consisting of multiple-choice questions. No aids permitted
  • in Dec., day tba  Content from weeks 0-12 (60%)

Explanations

All students accept the standard version of the course requirements, unless they choose the opt-out version through LEARN by the end of week 3.

The mini-quizzes will ask for a crucial matter treated in the previous class, be about a central aspect of the required readings, or follow on group discussions in the lecture theatre. They have been designed as an incentive to regularly engage with the class. Participation requires access to LEARN during class through a laptop or a smart phone. For instructions to access the quiz, see slides of week 00. The quiz opens and closes during class time, when announced by the instructor. Since six out of 22 quizzes will be waived anyway, no make-up or extension can be granted, but speak to your instructor, if a health issue keeps you out of class for more than three weeks altogether.

Tests will normally start at 10:00 sharp, so please make sure you arrive in time; coming late does not entitle you to extra time. Tests will normally comprise 30 multiple-choice questions and last 30 mins accordingly. The final exam will consist of 50 multiple-choice question covering the whole course. It will last for 75 min. Please, bring your watcard to all tests and the exam, and put it on your desk or show it when submitting your materials. See below on preparation materials.

In order to qualify for a make-up, you have to obtain your instructor’s permission by email BEFORE missing the test; after missing the test, only written documentation for medical or other very serious reasons such as accidents or funerals will be considered; travel purposes will only constitute valid excuses, if they are integral to your study program (this needs to be endorsed by an email of a prof addressed to me). Make-ups are normally taken on the next day of class during my office hours (unless agreed otherwise) – please, be prepared. Regular teaching follows after the tests.

Learning Materials

Be sure to complete your assigned readings before class, as specified in the lecture schedule below. All required readings will be uploaded to LEARN (see “Course Materials”) to be available the WE before. Every week, you are encouraged to revise your lecture notes and my slides again (they will be uploaded by Friday) and then to turn to the Possible Test Questions (PTQs). Towards the end of every week, I share some 10-15 PTQs with you. About a third of both tests and the final exam will draw directly on those questions, about another third will modify the questions or answers, so preparing them diligently will pay off.
There is one optional website that may further be of interest to you: “The Illustrated History of the Roman Empire”. This site has a wide variety of pictures, graphics, charts and illustrations, and is interactive as well. Feel free to browse it as an additional resource, or ignore it entirely. Moreover, you may want to draw on the detailed timeline of Roman History as well as the glossary for Roman political, social and cultural terms, both composed by Le Glay et al. (2009). Pdfs have been uploaded to UW LEARN for your convenience.

Recommended Readings

There are many good books on Roman (Social) History available in and through our library. I have picked the following five for the course reserve, but they can also be recommended for purchase, if your interest goes beyond our course.

Gibbs, Matt, Milorad Nikolic & Pauline Ripat (eds.): Themes in Roman Society and Culture: An Introduction to Ancient Rome, Oxford 2014. This was the former required course book: the choice of themes is very good, the quality of the chapters is great, but the quality of the pictures is poor and with over $80 I find the book overpriced (though amazon now lists one single copy for ca. $50).

Le Glay, Marcel, Jean-Louis Voisin & Yann Le Bohec: A History of Rome, 4th ed., Chichester / Malden, MA 2009. This book has some information on nearly everything. The main structure is chronological, and themes of Roman society and culture are dispersed throughout. The book is worth its price ($40-60), if also used as required course reading for CLAS 252 – Roman (Political) History.


Treggiari, Susan: Roman Social History, London 2002. The author is an outstanding scholar for the role of women and family relations in Rome. These are also the main foci of this short book (under $40).

Mackay, Christopher S.: Ancient Rome: A Military and Political History, Cambridge 2004/7. Conventional narrative, but gripping. The focus is on politics, that’s why it is the preferred course book for CLAS 252, but as an additional read, it could also be useful for CLAS 202. Ca. $32.

Few of the required and several of the optional readings have been drawn from these resources. In addition, the following books might also be of interest to you, and some of the weekly readings have been taken from them as well. Some of them have been put on course reserve, either for CLAS 202 or CLAS 252. There is a three-hour limit on them. See the file ‘Other Course Reserves’ in LEARN.

Brucia, Margaret A. & Gregorey N. Daugherty: To Be a Roman. Topics in Roman Culture, Wauconda IL 2007.
Čoşkun, Altay & Jürgen Zeidler: Acculturation des noms de personne et continuités régionales ‘cachées’: l’exemple des Decknamen dans l’anthroponymie gallo-romaine et la genèse du Netzwerk Interferenzonomastik (‘Acculturation of Personal Names and Regional Continuity ‘under Cover’: the Example of the ‘Cover Names’
in Gallo-Roman Anthroponomy and the Genesis of the Network for Intercultural Onomastics”), in Rivista Italiana di Onomastica 11.1, 2005, 29-54.


Coşkun, Altay: The Latins and Their Legal Status in the Context of the Political Integration of Pre- and Early Roman Italy in Klio 98.2, 2016, 526-569.


Goldsworthy, Adrian Keith: The Roman Army at War, 100 BC–AD 200, Oxford 1996.

Gwynn, David M.: Christianity in the Later Roman Empire: a Sourcebook (Bloomsbury Sources in Ancient History), London 2015.

Harries, Jill: Law and Crime in the Roman World (Key Themes in Ancient History), Cambridge 2007.


Lintott, Andrew: The Romans in the Age of Augustus, Chichester 2010.


Selection of General Reference Works for the Classical World (mostly available online through PRIMO)
Brill’s New Pauly, ed. by Hubert Canziker et al., 19 vols., 7 suppls., Leiden 2002ff. (BNP)
Paulys Realencyclopaedie der classischen Altertumswissenschaften, ed. by Georg Wissowa et al., Stuttgart 1894ff. (RE or P-W=Pauly-Wissowa)

acoskun@uwaterloo.ca
Tentative Lecture Schedule

**Week 0 (Sep 7): Lectures 1**
REQUIRED READING (after class): Treggiari 2002, 1-13 (Introduction to Social History).
OPTIONAL READING: Gibbs et al. 1-22 (Introduction to Social History).

**Week 1 (Sep 12/14): Lectures 2-3**
REQUIRED READINGS: McGeough 48-59 (origins of Rome, regal period); Livy I 20-25 (Tullus Hostilius, Horatii).
OPTIONAL READING: Le Glay et al. 5-33 (origins of Rome, regal period, LEARN).

**Week 2 (Sep 19/21): Lectures 4-5**
REQUIRED READINGS: (1) Mouritsen 383-401 (Roman Republic); (2) Livy I 56-60 (Lucretia); (3) Francese & Smith 522-524 (personal names).
OPTIONAL READINGS: Gibbs et al. 23-45 (survey of Roman Political History); 217-240 (Roman magistrates and political institutions); Lintott 1999 (Republic); Le Glay et al. 578-583 (Glossary, LEARN); Nagle 71-90 (Republican society and constitution); Boatwright et al. 53-64 (Republican constitution, LEARN).

**Week 3 (Sep 26/28): Lectures 6-7**
THEMES (Tu.): Power in Roman Family. Verginia and the XII Tables. Basics of Roman Law.
FILM VIEWING (Th.): *Rome’s Glorious Cities* (BBC Documentary, in AL 116), followed by mini-quiz.
REQUIRED READINGS: (1) Livy III 50-57 (Verginia); (2) Nagle 101-104 (Roman family); (3) Readings from Gaius’ law books on power of father (*Institutes* I 48-67; 97-115; 142-146; 189-194).
OPTIONAL READINGS: Gibbs et al. 94-116 (family); Treggiari 1991 (marriage); Dixon in Rawson 2011 (Roman marriage, LEARN); Johnston 2015 (Law).

**Week 4 (Oct 3/5): Lectures 8-9**
THEMES: Rome’s major wars. Slaves and freedmen in the Roman world I.
REQUIRED READINGS: (1) McGeough 59-70 (Rome’s wars, 5th-2nd centuries BCE); (2) Bradley 2005 (slavery); (3) Select readings from Gaius on slaves and freedmen (*Institutes* I 8-19; 116-141).
OPTIONAL READINGS: Gibbs et al. 307-328 (conquests), 72-93 (slavery); Bradley 1999 and MacKeown (ancient slavery, modern constructions); Erdkamp 2007 or James 2011 (Roman warfare).
OPTIONAL FILM VIEWING: *Extra History* on the Punic Wars (LEARN).

**Week 5 (Oct 10/12): Lecture 10**
Tu. is ‘Reading Break’ following Thanksgiving. No lecture.
Th.: **IN-CLASS TEST 1** will be written from 10:00 to 10:30. Regular class thereafter, no quiz.
THEMES: Slavery continued; Revolt of Spartacus (incl. FILM CLIPS).
REQUIRED READINGS: Bradley 1989, 83-101 (Spartacus – *can be read after test*).
OPTIONAL READINGS: Bradley 1989 (slave revolts); Bradley 2011 (slave resistance, LEARN).
OPTIONAL FILM VIEWING: *Spartacus*, 1960 (LEARN).

**Week 6 (Oct 17/19): Lectures 11-12**
THEMES: Farming and Demography. From Republic to Empire. Roman Army. Augustan Revolution.
REQUIRED READINGS: (1) McGeough 70-78 (agrarian crisis, fall of republic); (2) James 2004/8, 10-15 (soldiers); (3) Lintott 2010, 77-83 (constitutional change under Augustus), 159-166 (army, fisc).
OPTIONAL READINGS: Gibbs et al. 329-344, 349-359 (Economy, Demography), 285-306 (Roman army), 385-390 (‘Augustan Rome’); Rosenstein & Morstein-Marx 2004 or Flower 2004 (Roman Republic); Erdkamp 2007 (Roman army, esp. ch. 5, 80-95 on Late Republic, by Cagniart [LEARN]; ch. 9, 148-163 on colonization by Broadhead; ch. 11, 183-200 on Augustan army by Gilliver); James 2011 (Roman warfare); Scheidel in Erskine 2009, 135-145 (ancient demography); de Ligt 2012 (demography, farming); Mouritsen 401-410 (Roman Republic, LEARN).

**Week 7 (Oct 24/26): Lectures 13-14**
REQUIRED READINGS: (1) McGeough 78-83 (Augustus, Julio-Claudians); (2) Scheid in Galinsky 2005 (religious policies of Augustus); Alston 1998 (Nero).

**Week 8 (Oct 31/Nov 2): Lectures 15-16**
FILM VIEWING in class: scenes of gladiatorial fights (HBO Rome I 2, 26:56-28:55; I 11, 36:35-45:00; Gladiator, 1st Fighting Scene in the Colosseum [Ps-Battle of Zama]).
REQUIRED READINGS: Gibbs et al. 164-188 (sexuality); James 2008, 28-39 (gladiators, races, baths).
OPTIONAL READINGS: Gibbs et al. 264-284 (entertainment); Llewelyn-Jones in Erskine 2009 (Hollywood, LEARN); Davidson in Erskine 2009, 352-367 (ancient sexuality, LEARN).

**Week 9 (Nov 7/9): Lectures 17-18**
THEMES: Names as indicators of citizenship and multiculturalism in the Roman Empire. Craft and trade. Rome’s Golden Age under the Adoptive Emperors. Education.
REQUIRED READINGS: (1) Coşkun, ca. 2018 (Citizenship and Empire); (2) McGeough 84-89 (Flavians and Antonines); (3) Liversidge 100-127 (trade, craft).
OPTIONAL READINGS: Coşkun & Zeidler 2005 (intercultural naming patterns, LEARN); Coşkun 2013 (gradual change of personal names in Galatia, central Anatolia, 3rd cent. BCE to 4th cent. CE, LEARN); Coşkun 2016, esp. 526-533 (survey on Romanization in Italy, LEARN); Lintott in Erskine 2009, 486-495 (ancient citizenship); Gibbs et al. 344-349 (craft, trade), 355-377 (technology, engineering); McGeough 2004/9 (trade, economy); Rihll in Erskine 2009, 487-495 (technology, LEARN); Brucia & Daugherty 2007, 41-44 (education, LEARN).

**Week 10 (Nov 14/16): Lectures 19-20**
Th. Nov. 16: IN-CLASS TEST 2 will be written from 10:00 to 10:30. Regular class thereafter; no quiz.
THEMES: Roman religion and calendar. Hellenistic-Roman ruler cults and mystery cults.
REQUIRED READINGS: Brill’s New Pauly, Articles on ‘Afterlife’; ‘Burial’ (esp. D); ‘Calendar’ (esp. A-B); ‘Cult’ (esp. III. E-F); ‘Mysteries’; ‘Ruler Cult’.
OPTIONAL READINGS: Gibbs et al. 189-216 (Roman Religion); Warrior 2010 (Roman Religion, esp. ch. 1 on divine cults, ch. 2 on divination and sacrifices, ch. 6 on calendars and festivals, ch. 9 on divinization of Emperors); Ruepke 2011 and Stern 2012 (ancient calendars).

**Week 11 (Nov 21/23): Lectures 21-22**
REQUIRED READINGS: (1) Meadows (Introduction on Numismatics, in Erskine 2009, ch. 5, introduction); (2) Crawford in OCD (‘coinage, Roman’); (3) Curran (early Christianity); (4) excerpts from the New Testament (Lc II 1-7; XV 1-2; XX 20-26; XXII-XXIII).
OPTIONAL READINGS: Gibbs et al. 340-344 (taxation); Hedrick 126-143 (ancient coinage, LEARN).

Week 12 (Nov 28/30): Lectures 23-24
Th.: Lecture ct’d. COURSE EVALUATION. FILM VIEWING The Gothic Invasion of Rome.
REQUIRED READINGS: Kelly 78-94 (Christian martyrs); McGeough 89-94 (3rd to 5th centuries CE).
OPTIONAL READINGS: Correspondence between Pliny the Younger and Trajan on the treatment of Christians (Letters 10.96-97, LEARN); Warrior 2010, 119-130 (Jews and Christians, LEARN); Drake in Lenski 2006/11 (esp. ch. 5 on Constantine, Christianity, Church, LEARN); Mitchell 2007 (Late Antiquity); Gwynn 2015 (Late Roman Christianity); Liebeschuetz in Erskine 2007, 479-494 (warlords in Late Antiquity).

Expectations within and outside the classroom:
Everyone in the classroom is expected to do his/her best so that we enjoy an atmosphere of mutual respect and are able to concentrate on our academic tasks. Please, use your electronic devices with consideration and try to avoid distraction to others. As a matter of courtesy, you will make a strong effort to avoid entering late or leaving early. Given the size of this class, only few questions can be admitted during the lecture, but your instructor is normally available for you about an hour after class, and later in the afternoon again. Whenever you email your instructor, do not forget to mention the subject “CLAS 202”.

University Policies on Academic Integrity and Student Discipline and Grievance:
Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.
Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.
Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.
Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.
Note for students with disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.