Rome was the starting point and centre of the largest empire of the ancient world, and the most durable superpower in world history. This course provides an introductory survey of her political history, with due consideration of her (changing) constitution, her imperialistic drive and her major players such as Caesar, Augustus, and Constantine. After starting with the mythical past and the regal period (753 to 510 BCE), we shall focus on the establishment, stabilization, and disintegration of the Republic (510 to 31/27 BC) and its transition into the monarchy under Augustus (31/27 BC to 14 CE). The main events of the High Empire, the 3rd-century crisis, the spread of Christianity and the transformation of the Roman state in Late Antiquity (until the 6th century CE) will be treated more briefly. Discussions on the notions of history, on the risks and advantages of periodization, on the critical use of ancient sources & on the implications of modern bias will frame the course.

Instructor
Professor Altay Coşkun
ML 228, ext. 38903
acoskun@uwaterloo.ca
Office hours: after class (until 16:00), and on appointment

Term/Time/Location
Winter 2017, T, Th 13:00-14:30 / Room: HH 334

Required Texts
A selection of further materials, including some ancient sources in English translation, will be made available through LEARN.

Course Requirements
Two multiple-choice tests: 20%
One mini-essay test: 10%
One essay abstract: 10%
Course essay: 30%
Final exam: 30%
Regular attendance is expected, active participation may earn you a top-up.

Workload
Set aside at least five hours per week beyond class time.

Course Website
In LEARN

Learning Outcomes and Course Objectives:

Students will acquire a basic knowledge of the main historical issues such as the gradual growth of the city state and empire of the Romans as well as of their political constitution and more broadly their political culture (students more interested in social and cultural history should consider taking CLAS 202 now or in a later term). They will learn not only the names of outstanding personalities and the dates of key events, but also be acquainted with the different genres of sources (such as historiography, inscriptions, coins), on which our ‘knowledge’ is based. They will also have some idea of the fragility and limitation of this ‘knowledge’, which may be due to the fabrications or distortions by ancient authors, the complete lack of sources for certain questions, or the prejudice of modern perspectives. The weekly writing assignments and the course essay challenge the students with central questions of Roman History, thereby initiating the development of their methodological and analytical skills, as well as training their capability of communicating their research results in writing. The course will prepare them to form their own opinions on crucial issues such as the driving force of Roman imperialism or on aspects of the Christianization of the Empire, also on factors stabilizing or jeopardizing the Roman state. Any of these topics may be covered in more detail in CLAS 352 or 486.
<table>
<thead>
<tr>
<th>Week</th>
<th>Main subjects covered</th>
<th>Required and optional readings*</th>
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<tbody>
<tr>
<td>(6) Oct 17/19</td>
<td>ME TEST 1 (T at 13:00). Pompey, Cicero, Caesar, and the fall of the Republic. 1st Major Discussion: Senate, 1 Jan 49 BCE. Handout 9 ‘Late Republic II’</td>
<td>Cicero, Maniliana Le Glay 114f., 136-53, 176-8 Mackay 133-58, 170-6</td>
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<tr>
<td>(7) Oct 24/26</td>
<td>Reasons for Civil War in HBO Rome 1.1, 1:30-5:20; 16:10-25:50; 32:30-34:20; 42-00-47:50 (ca. 22 min). &amp; 1.2, 1:30-5:15; 16:10-20:00; 27:00-29:00; 31:00-35:12; 38:53-47:00 (ca. 23 min). Civil War, Caesar’s Dictatorship, Ides of March. Handout 10 ‘HBO Rome, Season I’.</td>
<td>Le Glay 154-169 Mackay 159-169 Caesar, Bellum Civile I 1-14</td>
</tr>
</tbody>
</table>

* Read either Le Glay or Mackay. All other readings will be made available through LEARN. Optional readings (in italics) may help you improve the argument of some mini-essay questions, but those who read slowly or do not have the time can safely work around them.

**Expectations inside 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. While cell phones and iPods are banned, laptops are permitted as long as they are used for note taking. As a matter of courtesy, you should inform your instructor in advance, if you have to enter late, leave early or miss class for any good reason. Questions during the lecture are permitted and appreciated. Whenever you email your
instructor, do not forget to mention the subject “CLAS 252”, “HIST 252” or “Roman History”. In times in which junk mails abound emails without recognizable subject may well be deleted without reading them. Please check your UW email frequently: I shall often send out course updates, and it would be to your disadvantage to miss those emails. Please, let me know immediately if for any one reason my emails do not reach or if you do not have access to LEARN.

Learning Materials, Tests and Final Exam:
You have the choice between two course books (see p. 1): Mackay provides a slightly better and more coherent narrative (and is cheaper), Le Glay et al. offer many additional sections (e.g. on society, culture and religion) which we cannot focus on in class, but may still be worthwhile reading (esp. if you also take CLAS 202). You are expected to do your readings before class. Also, browse through the handouts shared with you in LEARN before class. You will thus be more familiar with names and dates, which allows you to better follow my lecture, but also feel more confident to ask questions you may have in class. By Friday, the weekly lecture slides will be shared with you through LEARN. After revising them, you are fit to go through the Possible Test Questions (PTQ) which you will likewise find in LEARN. There will be 15-30 multiple-choice questions (MCQ) and about two mini-essay questions (MEQ) per week. They will help you reconsider the chapters of Roman History that will have been treated in class. All questions can be answered on the basis of the lecture and the materials listed here. It is recommended that you work on those questions by every week-end; if you do this properly, your test and exam preparations will be easy, because all test questions will be drawn exclusively from those Possible Test Questions. Mini-essays should demonstrate not only a basic knowledge of names, dates, and facts, but also of difficulties that ancient sources or controversies of modern scholarship imply. They should show a critical, informed and well-argued personal judgement; you are free to agree or disagree with your course book or with your prof’s view, but even if you agree you still have to explain why. Every mini-essay should comprise between 250 and 350 words. For your ME test and your final exam, you will have to answer one out of three ME questions.
You are encouraged to work together in little groups, to compare and discuss your answers to the MCQ. Do not simply accept others’ answers, but try to understand the answers that you will finally have to make your own, and to account for. You are likewise welcome to discuss aspects of the MEQ with your fellow students, but again the final argument has to be your own. I discourage the use of social media or emailing lists for communicating answers to the PTQ: lest the sharing of information be seen as cheating, every participant in such a discussion group is to show active involvement in the endeavour to find out the correct answer. Whenever such group discussions end without a consensus, feel welcome to involve me, to help you find the correct answer. Individuals may ask me questions on up to two test questions before each test, groups are welcome to ask more questions (but normally need to do so less). Please, always copy-paste the full question incl. answers into your email, and explain me how you have approached the question, and where you think you have got stuck. This allows me to give gentle hints without giving you the answer myself.

Course Essay:
The weekly mini-essays and my feedback on your mini-essay tests will help you prepare your course essay. This will comprise between 1,200 and 1,800 words, plus bibliography (at least four articles or book chapters) from different authors, see below, plus the edition[s] / translation[s] of ancient sources. You should get started by Thanksgiving to get things done properly. You are welcome to talk about your essay with me any time after class, or share your thoughts with me via email, if you like to get my feedback or further guidance. You have to submit your essay abstract of ca. 150 to 200 words by Th. Nov 2: this will briefly introduce into your topic, summarize your main arguments, and list the ancient sources (such as Livy or Polybius) and modern works you will read, discuss and quote in your essay. Your essay is due on Tuesday, Nov. 30. Make sure you reserve some extra hours to reread and edit your text: render the grammar correct, the meaning clear, the train of thought logical and coherent. Late submissions will be penalized with the detraction of one point per day; I may no longer accept your essay two days before grade submission will be coming due in Dec. Please, submit your essay as a word file AND as a pdf file via email – do not submit paper. Expect my confirmation of receipt within a day, otherwise, please get in touch with me.

In order to ensure that your argument benefits from our classroom discussion, and to further warrant that you have access to the scholarship you need, please, choose your essay topic from the following list:

1) What was the driving force of Roman Imperialism?
2) Who won the Social War?
3) Who is to blame most for the outbreak of the Civil War in 49 BCE?
4) Was the fall of the Roman Republic inevitable?
5) Does Augustan Rome deserve the qualification ‘recovered Republic’?
6) Did Augustus intend to be worshipped as a god?
7) Did Constantine I die as the first Christian Emperor?*
8) Had Christianity a major impact on the disintegration of the Roman Empire?*

* If you choose topic 7 or 8, you may submit your essay three or seven days late without incurring penalty points.

You are welcome to use your course book as one of the required four references. Moreover, you will find detailed
bibliographies at the end of Le Glay’s (pp. 595-616) or Mackay’s books (pp. 377-384). You may also check in LEARN the bibliographies that I have compiled for the Late Republic and the Later Roman Empire. Besides, you may consult the relevant chapters in the volumes of the Cambridge Ancient History (CAH), the Cambridge Companion or Oxford Companion series, they tend to be particularly well written and accessible to students. Last not least, include at least one of the following titles into your bibliographies (items in the DPL = Dana Porter Library are on course reserve):


Regulations Concerning Tests and Grades:

Students should consult the UW examination regulations for information about various rules governing the conduct of tests. Make-ups will only be granted if the student obtains the instructor’s permission in advance (or at least still on the same day) for a good reason, or offers a documented medical reason for missing the test at the next possible opportunity. Make-up tests will normally take place the following Tuesday during my office hours (or before, if so agreed). Lectures continue after the tests. Cross-listed courses will count in all respective averages no matter under which rubric it has been taken. Accordingly, the current course will count both into a Classics and History Major.