Rome was the starting point and centre of the largest empire of antiquity, and the most durable superpower in the history of the western world. 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. Beginning 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 BCE) and its transition into the monarchy under Augustus (31/27 BCE 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, Classical Studies, ML 228, ex. 38903
Class Location: PAS 1229
Class Time: TTh 14:30-15:50
Prerequisite: none
Prof’s Office Hours: TTh after class (until 17:00), and on appointment
Email: acoskun@uwaterloo.ca
Required Reading: C.S. Mackay, Ancient Rome: A Military and Political History, Cambridge 2005. Further required and optional readings are available through LEARN
Course Website: at UW LEARN
Course Requirements Two multiple-choice tests: 8+12=20%
One mini-essay assignment: 10%
One essay abstract: 10%
Course essay: 30%
Final exam: 30%
Regular attendance is highly recommended
Work Load: Please, set aside 5-6 hours per week to revise and prepare for class.

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). 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 factors stabilizing or jeopardizing the Roman state, such as the controversial role of Christianity.
**Tentative Lecture Schedule & Readings, Winter 2020**

<table>
<thead>
<tr>
<th>Week</th>
<th>Main subjects covered</th>
<th>Required and optional readings*</th>
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<tbody>
<tr>
<td>(7) Feb 15-23</td>
<td>Reading Week – get started with your course essay!!</td>
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<tr>
<td>(8) Feb 25/27</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.). And 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). <em>Handout 10 ‘HBO Rome, Season 1’.</em> Civil War, Caesar’s Dictatorship, Ides of March, Second Triumvirate.</td>
<td>Mackay 159-169. Caesar, Civil War I 1-14</td>
</tr>
<tr>
<td>(10) Mar 10/12</td>
<td>Julio-Claudian Dynasty, Civil War (68-69 CE). Jewish War, Flavian dynasty <em>Handout 12 ‘High Empire’</em> <em>Course essay abstract due (Th).</em></td>
<td>Mackay 192-222</td>
</tr>
<tr>
<td>(13) Mar 31/Apr 2</td>
<td>Thesis challenge (Th) Consolidation: periodization, principatus &amp; dominatus, transformation. <em>Course evaluation (Th).</em> <em>Handout 16 ‘Periodization’</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course essay due on Fr., Apr. 3.</td>
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* All readings other than Mackay (our course book) 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. Smart phones and laptops are permitted as long as they are used for note taking or online quizzes. 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 welcome. 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 (often on Friday or Saturday), and it would be to your disadvantage to miss them. 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, Mini-Essay, and Final Exam
You are expected to do your course book 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 (Content). After revising them, you are fit to go through the Possible Test Questions (PTQs) which you will likewise find in LEARN (Content). By the end of each week, there will be 20-30 multiple-choice questions (MCQs) and normally one mini-essay question (MEQ). These will help you reconsider the chapters of Roman History as 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 through these questions on a weekly basis. The first MC test will have 20 MCQs and be worth 8%, the second MC text will have 30 MCQs and be worth 12% of the final grade. All MCQs for the tests and final exam will be drawn exclusively from the PTQs and will be administered through LEARN (Submit – Quizzes), so please bring a laptop or smartphone with which you have access to LEARN during class. If you see any obstacle to using such a device in class, please, let me know asap, so that we can discretely and efficiently plan for an alternative. The regular lecture will be resumed after the tests.

Mini-essays (MEs) 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 300 words. To train your writing skills, you can submit the ME based on the question of week 1 (Word Document, attached to email to acoskus@uwaterloo.ca). You can do so anytime by Jan. 23, to be sure to have my written feedback before you submit your obligatory ME by Fr., Jan 31. This is an assignment you do from home, you can choose any of the MEQs of weeks 2-4. The grade will be worth 10% of your final grade.

The final exam will consist of 60 MCQs evenly drawn from weeks 1-12 (50%) and further ask you to write one essay of 300-400 words, responding to one of two questions. You will not know these questions before, but if you regularly work on the MEQs of the weekly PTQs (weeks 5-13), you should have a strong basis to write your ME (worth 50%). The final exam will be worth 30% of your final grade, and the date is expected to be released early in February.

Further Instructions (Short Guidelines)
You are encouraged to work together in little groups, to compare and discuss your answers to the MCQs. 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 MEQs with your fellow students, but the final argument has to be your own. I discourage the use of social media or mailing lists for communicating answers to the PTQ, this may be seen as Academic Offense. In the group work that I am encouraging, every participant is to show active involvement in finding out the correct answer. Whenever such group discussions ends without a consensus, feel welcome to involve me, to guide you towards finding the correct answer. Individuals may also ask me questions on one PTQ each week, groups are welcome to ask more questions, in accordance with the number of involved students, whose names they specify to me. Please, Direct such email requests to me by copy-pasting the full question with the possible 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 but effective hints without giving you the answer myself. Since I use the same questions in the tests and also the final exam, I cannot release answer sheets. This would defeat the purpose of having you revise the materials carefully, and thus be prepared to write good mini-essays and your finest product: the course essay.

Course Essay
Your course essay will comprise between 1,200 and 1,800 words, plus bibliography (on which see below). You should get started by Reading Week 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. 200 words (plus bibliography) by Th., March 12: 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. In case you abstract is less successful, I may encourage a resubmission that follows my guidance. Your course essay is due on Fr., Apr. 2. 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, unless I grant a penal-free extension before the deadline has expired (so stay in touch with me in the run-up). I may no longer accept your essay after the exam day, unless I have granted an according extension in writing for a strong reason. Please, submit your essay as a Word file AND as a pdf file as an email attachment – do not submit paper. Expect my confirmation of receipt within a day, otherwise, please, get in touch.
Tu., March 31, is reserved for a special event: the Thesis Challenge, which will not only be training in public debate,
but also sharpen your view for strengths and weaknesses of two or three essays in preparation. Brave students ready to defend their thesis in a 3-5 min presentation and face my (improvised) counter-arguments: please, come forward and contact me by Tu., March 24.

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 & let me know via email by Th., Feb. 13:

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?

You may still add a different subtitle, to express the thesis to which your research has led you.

You are welcome to use your course book for your essay, but this does not count into the minimum of four scholarly titles (books, chapters, journal articles) that your bibliography needs to include. Moreover, you will find detailed **bibliographies** at the end of Mackay’s book (pp. 377-384). 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 but not least, **include at least two of the following titles** into your bibliographies (items in the DPL = Dana Porter Library are on **course reserve**):

The Fine Print: Further Regulations, Academic Freedom & Integrity, Discipline, Grievance, Services & Declaration

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 very strong, normally a documented medical reason for missing a test, exam or assignment. Be prepared for the make-up at the next possible opportunity.

Cross-Listed Course
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Freedom at the University of Waterloo
Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, ‘academic freedom’ refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Academic Integrity
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.

Accommodation for Students with Disabilities
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.

Mental Health Support – On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Mental Health Support – Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website.

Territorial Acknowledgement
We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.