

HISTORY 3305 THE ROMAN EMPIRE



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Course Description

History 3305 is a study of the Roman Empire from the reign of Augustus and the rise of Christianity to the end of antiquity.

Required Reading

The following are required for this course and all may be purchased in the University bookstore or found online.

Tacitus. [The Annals of Imperial Rome](http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman&redirect=true) (Penguin or <http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman&redirect=true>)

Josephus. The Jewish War (Penguin, or <http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman&redirect=true>)

Book of Matthew (any revised standard, new revised standard, King James, version; check with me before using any other) <https://www.biblegateway.com/>

Ammianus. The Later Roman Empire (Penguin) or <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a2007.01.0082>

Eusebius. History of the Church (Penguin or <http://www.newadvent.org/fathers/2501.htm>)

Course Objectives:

1. Give students a broad understanding of the history of the Roman Empire.
2. Give students an understanding of the Roman influence on the development and basic nature of Western civilization.
3. Involve students in the process by which historians make their determinations of what happened in the past and why it happened.
4. Hone students' skills necessary to examine and analyze written information in a critical way.
5. Sharpen students' ability to write grammatically, analytically and cogently.
6. In general, to increase students written and verbal skills.

Requirements for the Course

There will be two examinations, a midterm and a final. Each will consist of a first section devoted to identifications about which the students will write a brief paragraph. The second portion will be devoted to one or more essay questions.

In addition to the examinations, four short papers (6-8 pages printed or equivalent in clear handwriting) are required during the course of the semester. Papers must be entirely based on the assigned primary reading, not translator's introduction, lecture notes, or material from secondary works; all statements of fact must be accompanied by in-text ancient notational references or page numbers [page numbers may be used only when using the assigned Penguin editions, and when an ancient notational system is not available]. An example of ancient notational system: Matt. 16. 18-19 (Book of Matthew, chapter 16, verses 18-19). **Paper format:** Each paper must include a **title** clearly reflecting the question you are answering; a **thesis** (or summary statement) that briefly, but succinctly, answers the question being asked, highlighting your main points and main conclusions. The **body** of the subsequent paper then supports and defends this thesis with evidence, and is subsequently followed by a **conclusion** that refers back to your original thesis, summarizing your major conclusions.

Class discussion is encouraged and 10% of a student's grade will be based on attendance and participation.

Grades will be computed on the following basis:

| | |
|-----|------------------------------|
| 10% | Attendance and participation |
| 20% | Midterm |
| 50% | Papers |
| 20% | Final |

General Information

No make-up exams will be given during the semester. Since the final is cumulative, those who miss the midterm will have their final weighted accordingly. Papers are to be turned in on or before their due dates as noted in the syllabus, and cannot be faxed. Late papers will be assessed grade penalties. Papers may, however, be rewritten and resubmitted for evaluation as often as the student wishes. Highest grade will be the one recorded. All rewrites must be turned in no later than at the beginning of the final exam.

No incompletes will be given unless special arrangements have been made with me prior to **May 10, 2019**. Incompletes will only be given when circumstances beyond the control of the student prevent the student from completing part of the course requirements. Incompletes will not be given for the entire semester's work. Moreover, all completed work counts; an incomplete is not a substitute for a failing grade.

All grade computations are on the following basis:

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|---------|-----|
| 90-100% | = A |
| 80-89% | = B |
| 70-79% | = C |
| 60-69% | = D |
| 0-59% | = F |

(Papers turned in the first time and earning a grade below 70% must be redone, except for final rewrites due at time of the final exam)

Class attendance is required and graded. Students are responsible for all information given out in class. Students are expected to arrive punctually and leave only at the conclusion of class.

Cell Phones

Please turn them off while in class. If you are involved in an emergency situation, please put the phone on vibrate. Emergency situations are those concerning birth or serious illness.

Disability Support Services

It is the policy of UALR to accommodate students with disabilities, pursuant to federal law and state law. Any student with a disability who needs accommodation, for example in arrangements for seating, examinations, note-taking should inform the instructor at the beginning of the course. It is also the policy and practice of UALR to make web-based information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the online course materials for this class, please notify the instructor immediately. The chair of the department offering this course is also available to assist with accommodations. Students with disabilities are encouraged to contact Disability Support Services, telephone 501-569-3143 (v/tty), and on the Web at <http://www.ualr.edu/dssdept/>.

Cheating

No student may gain undue advantage over his/her classmates by deceptive or dishonest means (as defined in “Cheating”, Student Handbook). Anyone who engages in such activity will receive an “F” in the course and may be turned over to the Academic Integrity and Grievance Committee for University disciplinary action.

SYLLABUS

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Assignment</u> |
|-------------|-----------------------------|---------------------------------|---|
| 1 | 1/23 | Introduction | Handout syllabi |
| | 1/25 | Review of Roman Republic | |
| 2 | 1/28 | Review of Roman Republic | |
| | 1/30 | Augustus | <u>Res Gestae</u> |
| | 2/1 | Augustus | |
| 3 | 2/4 | Tiberius to A. D. 23 | Tacitus, Book I-Book III |
| | 2/6 | Tiberius after A. D. 23 | Tacitus, IV-VI |
| | 2/8 | Tiberius | Tacitus VII-VIII |
| 4 | 2/11 | Caligula | Have read handout |
| | 2/13 | Claudius | Have read handout; Tacitus, XI-XII |
| | 2/15 | Nero | Tacitus, XIII-XV. 32 |
| 5 | 2/18 | Nero | Tacitus, XIII-XV. 32 |
| | 2/20 | Nero | Tacitus, XV. 32-XVI |
| | 2/22 | Roman imperial life | Petronius, Satyricon (handout); Paper due |
| 6 | 2/25 | Imperial Roman religion | Handout from Apuleus' The Golden Ass |
| | 2/27 | Stoicism | Handout from Letters of Seneca |
| | 3/1 | First century Judaism | |
| 7 | 3/4 | Jews, Greeks, and Imperial rule | Josephus, I. pref.-II |
| | 3/6 | Jewish War | Josephus, II. 9- IV. 15 |
| | 3/8 | Jewish War | Josephus, IV. 16-V |
| 8 | 3/11 | Roman Civil War | |
| | 3/13 | Jewish War | Josephus VI-VII.22 |
| | 3/15 | Moping-up operations | Josephus, VII. 23 Paper due |
| 9 | 3/17-24 Spring Break | | |
| 10 | 3/25 | Midterm | |
| | 3/27 | Christian origins | Matthew; Eusebius, I-II; review Apuleius and Seneca |
| | 3/29 | Heresy and Persecution | Eusebius III-IV |

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| 11 | 4/1 | The Church | Eusebius V-VI |
| | 4/3 | The mature Empire | |
| | 4/5 | Roman Christianity | Eusebius VII |
| 12 | 4/8 | Crisis/Tetrarchy | Eusebius VIII-IX |
| | 4/10 | Constantine | |
| | 4/12 | Constantine | Eusebius, X. 1-9; Paper due |
| 13 | 4/15 | Constantius | Ammianus, XIV. 1-10 |
| | 4/17 | Empire in the field | Ammianus, XIV. 11-XVII |
| | 4/19 | Julian | Ammianus, XVIII-XXI |
| 14 | 4/22 | Julian | Ammianus, XVIII-XXI |
| | 4/24 | Jovian-Valentinian | Ammianus, XXV. 5-XXX |
| | 4/26 | Adrianople and the Roman twilight | Ammianus, XXXI |
| 15 | 4/29 | German empire | |
| | 5/1 | Imperial government | Paper due (if desiring to rewrite) |
| | 5/3 | Fall of the Western Empire | |
| 16 | 5/6 | No class | |

Final: Friday, May 10, 10:30-12:30
All rewrites due time of exam

THE JULIO-CLAUDIANS

Sources: Res Gestae; Tacitus, The Annals, Suetonius, Lives of Caligula and Claudius (handouts)

Questions:

1. What is the basis of imperial power? Does this change from Augustus to Nero?
2. How does the office of emperor evolve from Augustus to Nero (pick one or two major aspects)?
3. What are the limits on imperial power? Do these change from Augustus to Nero?
3. How trustworthy is Tacitus? Does he select sources carefully? What are his biases?
5. What is the role of the Senate? Do these change from Augustus to Nero?

The Jewish War

Sources: Josephus, The Jewish War; Apuleius, The Golden Ass (handout), Seneca, Letters (handout); Petronius, Satyricon (handout)

Questions:

1. How trustworthy is Josephus? What are his biases?
2. What are the causes of the Jewish Revolt?
3. What are the issues that divide members of the Judean community? Are they class based? Religiously based? Ethically based? Multiple bases?
4. From the evidence of Josephus how would you evaluate Roman provincial rule? Are there any basic principles upon which it is based? Is it oppressive, benevolent, or something in between? Is there a split between imperial policy as set in Rome and practice in the provinces?
5. Discuss the different religious outlooks of Roman and Jewish society. What role does religion play in the respective societies?

MIDTERM QUESTIONS

1. Evaluate the reign of Tiberius. Is Tacitus fair in his assessment of Tiberius?
2. Discuss the nature of the Principate. What are its basic institutions? How does it evolve from Augustus through Nero?
3. What was the basis for an emperor's power during the Julio-Claudian period? What were the limitations?
4. What are the causes of the Jewish Revolt?
5. What are the issues that divide members of the Jewish community? Are they class based? Religiously based? Ethically based? A combination of factors?

Christianity

Sources: Book of Matthew, Eusebius, A History of the Church (Penguin), Apuleius, The Golden Ass (handout), Seneca, Letters (handout); Petronius, Satyricon (handout)

Questions:

1. What are the teachings of Jesus?
2. What is the nature of conversion?
3. How does Christianity change from Jesus to the 4th c.?
4. How does Roman culture influence Christianity?
5. Why does Christianity supplant Roman paganism?
6. How does the Church emerge? Why?
7. What are the issues that divide Christians?

The Later Roman Empire

Source: Ammianus Marcellinus, The Later Roman Empire (Penguin)

Questions:

1. What is the basis of imperial power in the later Roman Empire?
2. How has the office of emperor evolved since Augustus?
3. What are the limits on imperial power in the later Roman Empire?
4. How is power transferred?
5. What for Ammianus makes a “good” emperor? Do you agree?
3. What powers does the Senate still possess? What role does it play in imperial government?
7. What is the role of the army in imperial government?
8. What impact has Christianity made on Roman society and government?
9. Evaluate Ammianus as an historian. What is his theory of history? Why does he write this history? Is he trustworthy?

Final Exam Questions

Part I

Do the Christians Christianize the Romans, or does the Empire Romanize Christianity?

What is the role of the army in imperial government in the Late Roman Empire?

What is the basis for imperial power in the later Roman Empire?
What makes for good government given the nature of power?

Why does the Western Empire collapse?

Part II

What is the basis for imperial power in the Empire, both theoretical and actual? How does this evolve from the time of Augustus?

Compare Christianity, Roman Stoicism, and the Cult of Isis. What are the differences? The similarities?

Evaluate the Roman Empire. What are its positive and negative aspects?

Compare Tacitus and Ammianus as historians. What features do they have in common? What differences? From this comparison what general conclusions can be drawn about the nature of Roman historiography?