



INTRODUCTORY TOPICS IN EUROPEAN HISTORY:

## RISE OF ROME FROM REPUBLIC TO EMPIRE

#50:510:380:01 | Spring 2021  
Rutgers University - Camden

Instructor: **Professor Evan Jewell (Department of History)**  
Email: **evan.jewell@rutgers.edu**  
Class Day/Time via Zoom: **MW – 2:05pm-3:25pm**  
Office Hours: **T – 2:00pm-4:00pm**  
Delivery Mode: **Synchronous only (Zoom/Canvas)**

### **Course Description:**

At the Battle of Actium in 31 BCE, Gaius Octavius (better known as Augustus, the first emperor) finally conquered the last of the Greeks—and the Romans as well. This course explores the rise of Rome and its empire in the provinces on either side of this watershed moment. From the emergence of Rome as a Mediterranean power in the late 200s BCE with the defeat of the Carthaginian empire, down to the early principate of the Roman emperors, students will study the major developments in Roman imperialism in this course. In addition to a chronological survey, students will discuss the impact of Roman rule on social, religious, economic and legal developments throughout Europe, Northern Africa, and the Near East, as well as interactions with regions beyond Roman control (e.g. India). Special consideration will be paid to how life differed for people in the empire according to their region and place (e.g. urban vs rural), local pre-Roman culture, social and legal status (e.g. slave, free or freed), religion, gender and other factors. In part, students will approach the topic of Roman imperialism through a unique Roman persona assigned to them at the beginning of the semester, as well as engaging closely with primary sources, such as art, architecture, archaeology and texts in translation, as well as some modern scholarship.

### **When and How does class meet?**

**This class meets *synchronously*:** live, on Zoom, twice a week.

- On **Mondays** we will have an interactive, live lecture on Zoom.
- On **Wednesdays** we will discuss the class readings in TWO smaller groups.
- If you **cannot attend** this class **synchronously**, then this is likely not the class for you.

→ It is crucial that you **come well-prepared for each class**, as directed on the Study Guide distributed separately and posted on the module for each week on Canvas.

### How do I contact Professor Jewell?

- 1) **Email me** ([evan.jewell@rutgers.edu](mailto:evan.jewell@rutgers.edu)): start by adding a **subject line** that signals what you are asking about, then **address me** ("Dear Professor Jewell..."), and ask your question or whatever it may be. I will respond within 24-hours, likely much sooner!
- 2) You can also attend my **Zoom office hours** (link on Canvas) or **schedule an appointment for another Zoom time by email**.

### What are we trying to learn in this class? (Course and Learning Outcomes)

(1) to gain a working knowledge of the political and military development of the Roman world, from the time of Hannibal (218 BCE) through to the times of the emperors, down to the death of the emperor Hadrian (138 CE);

(2) to gain understanding of social and cultural developments—and interactions—over this same span of time and their interrelationship with political history;

(3) to gain experience in analyzing the primary sources from which modern historians construct their narratives and interpretations of Roman history;

(4) to learn how to conduct a basic historical inquiry and to present the findings of it in written and oral form, both digitally and in print;

(5) to develop some digital and public-facing skills in (ancient) history—from digital mapping to podcasting;

(6) to develop a sense of historical empathy and approach historical problems from different viewpoints other than your own—from the subaltern to the elite.

### Roman identity-empathy challenge:

At the beginning of the semester, in the first class, you will each be assigned a Roman social identity—a non-existent ancient **Roman "persona"**, but one based on what we know historically about status, class, ethnicity, gender and other identities in the Roman empire. You might be a Roman senator or "knight" (*eques*), or more likely, a slave, or a free laborer; a woman, man, or child—maybe even a eunuch or a Vestal Virgin. ***Personas will be randomly assigned before the first class.***

From the perspective of your given persona, you will be asked in class and in various assessments (e.g. exams, quizzes and essays) to write—or even role-play—from your unique perspective on a historical issue or event. That means you need to start doing some extra reading from Day 1 about how your persona would live in the Roman empire—what privilege or discrimination they experienced; what freedoms they had or restrictions were placed on their person; how they might or might not participate in some of the events and historical processes we will discuss in this course. Look ahead in the syllabus to the readings that seem most relevant to your identity. I will also provide some further reading for you to follow up in the Canvas folder "Roman Persona Further Readings".

**Required Texts:**

- Mary Beard (2016), *SPQR: A History of Ancient Rome*. Liveright. ISBN: 978-1631492228. Paperback.
- Brian K. Harvey (2015), *Roman Lives, Corrected Edition: Ancient Roman Life Illustrated by Latin Inscriptions* (Focus Classical Sources). Focus. ISBN: 978-1585107698. Paperback.
- Pliny the younger (2009), *Complete Letters*, translated by P.G. Walsh. Oxford World Classics. Oxford University Press. ISBN: 978-0199538942. Paperback.

**Assessment and Grading:***Grade Breakdown:*

Attendance:	15%
Participation:	10%
Memos :	15%
Quizzes:	15%
Podcast Project:	25%
Final Take-Home Exam:	20%

**1. Attendance (15%) and Participation (10%):**

**Attendance** will be taken for every live Zoom class we have during the semester.

**Participation** will be graded *separately* on the basis of how engaged you are in these class meetings—asking questions, discussing the material, offering your thoughts, and responding to my questions, as well as attendance at my office hours at least once during the semester.

**2. Memos (15%)**

You can submit **up to THREE memos; a minimum of TWO are required**. For each memo, write **no less than one page** (single-spaced, 12 pt., is fine; max. 2 pages) addressing the question asked about a specific source(s) from the week's readings. The memo should use full sentences and be organized into coherent paragraphs. But avoid writing long introductions or conclusions in them. **Your best TWO grades out of the three will count towards your final grade.** (submit via Canvas, by 9 AM on the day of the relevant class). ***It is always better to submit one of these early on in the semester, so that I can give you feedback as soon as possible!***

**3. Quizzes (15%)**

Two timed, open-book online quizzes will be given on Parts I and II of the course, at the end of each Part. They will be comprised of short answer questions on key concepts and short analyses of ancient sources (textual and visual), based both on the lectures and the source readings discussed in class. You should take notes during the lectures and during our class discussion! You can also go back re-watch the class recordings to revise. The focus, however, will be on concepts and understanding of the sources, rather than memorizing key dates/places/names. The quiz will be administered on Canvas and open for at least a week.

**4. Podcast Project: Dying Roman Deaths! (25%)**

In groups (randomly assigned) of 4-5 students, you will develop an 8-10 minute podcast episode on the **death of a specific figure in Roman history**. Groups will be assigned from within your weekly discussion group at random. You will be given a choice from a list of significant persons, but every group must choose a different person (you can also make the case to podcast about another person in consultation with myself). Further details will be given in a separate assignment sheet, but you will need to submit a draft script of the content you will cover with full citations and bibliography. You will also present your podcast to the class on the last day of class: we will listen to the podcast as a class and then your group will field questions from the audience for 5-10 minutes. Finally, to ensure everyone pulls their weight in the group, 5% of the assignment will be determined by anonymous peer review, based on mutually agreed criteria (to be discussed in class).

Further grade breakdown:

Draft script:	5% (Due: April 19)
Final product (incl. Q&A):	15% (Due: Final Class)
Peer review of group work:	5% (Due: Final Class)

**5. Final Exam (take-home) (20%)**

**A take-home exam** (approx. six-seven pages, double-spaced, 12 pt. font, with full referencing).

- Part 1:** Digital Mapping task (a practice run will happen in class and at home);
- Part 2:** Written essay response from the perspective of your Roman persona on a major development in Roman history;
- Part 3:** An epitaph for your Roman persona with an accompanying justification for your compositional choices (with citations).

Due: **During the Final Exam week.**

**Extra Credit!**

From time to time, I will offer you the opportunity to undertake a fun extra credit task. These can *only boost your grade!* However, your priority should always be the original for-credit assignments.

**\*\*HISTORY CLUB BONUS\*\*:** For every event you attend this semester, you will receive **1%** towards your final grade!

**Grading Scale:**

*I am a generous grader, so it is not as difficult to get an A in this class as this scale might lead you to think!*

Letter	Range:	
A	100 %	to 94.0%

Letter	Range:	
B+	< 93.99 %	to 87.0%
B	< 86.99 %	to 80.0%
C+	< 79.99 %	to 73.0%
C	< 72.99 %	to 68.0%
D	< 67.99 %	to 62.0%
F	< 61.0 %	to 0.0%

### Course Policies:

#### ***Zoom Video Policy and Email/Canvas Etiquette:***

If you cannot **turn on your video** for any reason, you must write to me immediately in the first week of class, explaining why. In my experience so far, **class is a much better place and discussions are much more meaningful and clear when we can all see each other's faces**. However, I am completely aware that you may not be comfortable with, or safe, doing so—and I am willing to accommodate that.

**When you write to me via email** or in a Canvas message, please write a clear email, with a subject line and a proper form of address to me—write as if you were writing in a formal workplace setting, e.g. “Dear Professor Jewell...”.

#### ***Absence Policy and Work-College Balance:***

***Absences from synchronous discussion beyond two will seriously impact your grade.*** Absence will be excused for religious observances (with advance notification), family emergencies, and prolonged illness. If you are missing class because of prolonged illness, especially Covid-19 related matters, or any other reason that might be *sensitive*, seek care and provide documentation to the Dean of Students office, which will communicate with me about accommodations. Note that prolonged absence for any reason may necessitate withdrawal from the course.

Many of you will be working many hours, outside of college this semester. I completely understand that, but please note that ***your day job cannot become an excuse for not attending synchronous class, unless your circumstances change drastically during the semester in an unforeseen way.*** If you cannot attend this class during the scheduled hours from Week One, then you should find another class that works for your work schedule. I am open to discussing workarounds with you if you are especially keen to take this class, but at the end of the day, you should try to approach online college as if we were on campus and you had to work around going to campus for classes.

***Late Work and Extensions:***

**If you need an extension on an assignment, please write to me at least 24 hours before the deadline.** Every student is entitled to THREE 24-hour extensions. These can be used on any task or combined for one task. Further extensions are entirely at my own discretion and usually require documented reasons, but I am being quite lenient during this semester for reasons of online learning and disruptions due to Covid-19 and all that entails.

***Disability Services and Support:***

As a Rutgers student, you are entitled to reasonable disability accommodations under the Americans with Disabilities and Rehabilitation Acts. However, you also have strong privacy rights under the Family Educational Rights and Privacy Act, which forbids me from asking you questions about your medical history in order to evaluate an accommodations request. Like many universities, Rutgers has created a special office to address accommodation requests the Office of Disability Services (ODS).

In order to receive **disability-related academic accommodations, you must first be registered with ODS**, who will walk you through the process of requesting accommodation. Please do not come to me directly with accommodation requests—I will gladly (and must!) honor such requests from ODS, but cannot evaluate and accommodate students myself. See this website and register with them at the beginning of the semester: <https://ods.rutgers.edu/>

***Technology Issues:***

If you have issues at home with access to a computer, webcam and/or internet, **please let me know as soon as possible**—as I will need to alert Rutgers' Dean of Students to provide you with the necessary equipment.

***If you aren't feeling well:***

If the semester, Covid-19, or other things happening in life are affecting you and your well-being, please make use of Rutgers' counseling service **which now has a phone counseling service. Call 856-225-6005** or visit their webpage: <https://wellnesscenter.camden.rutgers.edu/index.php>. Your mental health is key to getting through the semester!

**IMPORTANT NOTE:** I am a mandatory reporter, and hence, if you divulge anything to me about any act of sexual misconduct (assault, harassment, stalking or discrimination) that has happened to you (or another person) on campus, I will need to report it to the appropriate office (e.g. Title IX).

***Academic Honesty:***

I expect you to adhere to Rutgers' Honor Code and am affirmatively responsible for reporting suspected infractions. If you cheat, plagiarize or self-plagiarize, **I will report it to the Academic Integrity Office.**

That said, the rules around plagiarism and academic honesty are not always clear-cut. **If you are not sure** how best to cite a source or what sort of attribution is appropriate, bring the source and/or your draft to office hours or make an appointment to discuss it. I want to help you stay out of trouble. *A rule of thumb: when in doubt, ask me!*



A first infraction may result in an F on that assignment or a request for a re-write with late penalty; a second may result in a possible F for the entire course after a formal report to Academic Integrity Office, an investigation and subsequent disciplinary actions.

For further guidance and academic honesty policies, see:

<https://deanofstudents.camden.rutgers.edu/academic-integrity>

### ***Feedback:***

Feedback on written assignments will be returned in digital form through Canvas. You can always discuss a grade or feedback with me in greater detail during my office hours or by email.

### ***Virtual Office Hours:***

All students in this class are required to come to my virtual office hours **at least once** during the semester. Failure to do so will result in a half grade (-/+) being deducted from your participation grade. These are hours set aside for you and we encourage you to take advantage of them. Please come to my Zoom room to ask questions, discuss assignments or readings, complain (hopefully, constructively!) or simply chat. ***If you require a meeting outside the listed times, please email me and I'll do my best to accommodate you.***

### ***Canvas and Email:***

Familiarize yourself with Canvas. **Check the Announcements in your RU Email daily. Check Canvas for all Course related materials and assignments:** readings and **weekly study guides with questions to guide your reading** will be posted there; video lectures will be posted there; quizzes will be posted there; assignments will be submitted there; grades/feedback will usually be posted to your account there.

### **Class Schedule and Readings:**

**N.B. this schedule and all readings listed are subject to change as determined by the Professor.**

→ From time to time, an additional scholarly article may be assigned in addition to readings from Pliny the younger, Beard and Harvey. All readings not listed as "required" will be posted on Canvas.

→ Readings will become available for each week's "Module" on Canvas, at least one week before the reading is due to have been completed, usually earlier.

→ ALWAYS refer to the WEEKLY STUDY GUIDE for the finalized reading.

**SPQR** = Beard, M. (2016), *SPQR: A History of Ancient Rome*.

**Harvey** = Harvey, B.K. (2015), *Roman Lives: Ancient Roman Life as Illustrated by Latin Inscriptions*.

**Pliny** = Pliny the younger (2009), *Complete Letters*, translated by P.G. Walsh. Oxford World Classics. References are by book and then letter number, NOT page number.

**Week 1:****January 18 (Monday) – NO CLASS – MLK DAY**

READ: Entire Syllabus and *SPQR*, pp.15-19; Harvey, pp.1-11.

**January 20 (Wednesday):** Lecture and Q&A – *Introduction to the class: come ready to read out your assigned Roman “persona” to the class.*

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**PART 1: DIVIDING UP ROME****Week 2:**

**January 25 (M):** Lecture – *Gender: Women, Men and the Familia*

READ:

- (A) *SPQR* pp.297-318;
- (B) Saller, R. (1986), “*Patria Potestas and the Stereotype of the Roman Family.*”

**January 27 (W):** Source Discussion

READ:

- (A) Harvey, pp.115-136, 169-184.
- (B) Selections from Grubbs, *Women and the Law in the Roman Empire.*
- (C) Juvenal, *Satires 6 OR laudatio Turiae* (depending on what you were assigned in groups).

**Week 3:**

**February 1 (M):** Lecture – *Class: From Working Lives to the Rich and Famous*

READ: *SPQR* pp.318-328, 435-455.

**February 3 (W):** Source Discussion

READ:

- (A) Selections on money-making, trade, and occupations in Pompeii and Herculaneum from Cooley and Cooley, *Pompeii and Herculaneum*;
- (B) Harvey, pp.13-42 (and revisit reading from previous week!).
- (C) Pliny, *Letters* 1.14-15, 2.6, 2.17, 3.6, 3.19, 4.1, 4.19, 6.3-4, 6.7, 6.32, 7.5, 7.18, 8.10-11, 9.6, 9.36 (Pliny and his family); 2.20, 3.14, 4.10, 5.16. 7.24 (others)



**Week 4:**

**February 8 (M):** Lecture – *Freedom: Slavery, Freedpersons and the Freeborn*

READ: *SPQR* pp.328-333; selections from Joshel and Petersen, *The material life of Roman slaves*.

**February 10 (W):** Source Discussion

READ:

- (A) Selections from sources in Wiedemann, *Greek and Roman Slavery* (online through RU Libraries) in comparison with selected sources from the Georgetown Slavery Archive.
- (B) Selections from Shaw, *Spartacus and the Slave Wars: a Brief History with Documents*.
- (C) Harvey, pp.83-98.

WATCH [for memo writers]: *Spartacus* (1960) via access provided by RU Libraries Swank subscription.

**MEMO OPTION DUE by gam, February 10.**

**Week 5:**

**February 15 (M):** Lecture – *Citizenship and Ethnicity:  
Romans and Non-Romans // Resistance and "Romanization"*

READ: *SPQR* pp. 494-534.

**February 17 (W):** Source Discussion

READ:

- (A) Tacitus on Gallic revolt of 21 CE (*Annals* 3.40-47); Tacitus on African revolt of 17-24 CE (2.52, 3.20-21, 3.73-74, 4.23-26); Tacitus on British revolt of 60/61 (*Annals* 14.29-39 and *Agricola* chapters 13-17); selections from Cassius Dio on Boudica.
- (B) Selections from Kennedy, Roy & Goldman, *Race and Ethnicity in the Classical World* [you will focus on TWO ethnicities in the readings]
- (C) "Exploding Misconceptions" (*Economist*);
- (D) Sources on Caracalla's extension of the citizenship;

**PART II: ROME, FROM REPUBLIC TO THE CAESARS****Week 6:**

**February 22 (M):** Lecture – *From Romulus' Hut to Italian Powerhouse:  
500 Years of History in 1 hour.*

READ: *SPQR* pp.53-130 [skim].

**QUIZ 1 OPENS.**

**February 24 (W):** Source Discussion – Aristocratic Political Culture in the Middle Republic

READ: *SPQR* pp.131-168 AND:

- (A) Selected sources on the Roman aristocratic ethos and the Scipionic epitaphs.
- (B) Selections from Plutarch's *Life of Cato the Elder*.

**MEMO OPTION DUE by gam, February 24.****Week 7:**

**March 1 (M):** Lecture – *Rome meets the Greek world*

READ: *SPQR* pp.169-207.

**QUIZ 1 CLOSSES at Midnight, March 1.**

**March 3 (W):** Source Discussion – Was Rome a “Democracy”?

READ:

- (A) Polybius, *Histories* Book 6 (selections);
- (B) Selected Latin sources on the nature of the Roman political system.
- (C) Sources on Rome’s interactions with the Greek East and Carthage.

**Week 8:**

**March 8 (M):** Lecture – *Rome’s Reformers and the First Civil War*

READ: *SPQR* pp.209-252 [skim].

**March 10 (W):** Source Discussion – The Gracchi: Reformers, Populists or Demagogues?

READ:

- (A) Plutarch, *Tiberius Gracchus*; selected sources on the death of Tiberius Gracchus.
- (B) Quotations from speeches of Gaius Gracchus.
- (C) Selections from Appian, *The Civil Wars*.

**~March 13-21: Spring Break~****Week 9:**

**March 22 (M):** Lecture – *The Fall of the Roman Republic*

READ: *SPQR* pp.21-52, 253-296.

**March 24 (W):** Source Discussion (2 parts) – The Catilinarian Conspiracy & Assessing Julius Caesar (before and after his death)

READ:

- (A) Cicero, selections from his letters;
- (B) Sallust, *The Catilinarian Conspiracy* (selections);
- (C) Judgments on Caesar by Cicero, Matus, Sallust, and Sulpicius Galba

**MEMO OPTION DUE by gam, March 24.**

**Week 10:**

**March 29 (M):** Lecture – *A Roman Revolution? (44 BCE – 14 CE)*

READ: *SPQR* pp. 333-360.

**March 31 (W):** Source Discussion – Assessing Augustus (from his own words and others')

READ: *SPQR* pp. 360-374 AND:

- (A) Selections from Plutarch, *Antony*.
- (B) Selected ancient sources on Cleopatra with Shelley Haley's essay on Cleopatra and race, "Black Feminist Thought and Classics".
- (C) Suetonius, *Divine Augustus* sections 9-60.
- (D) Augustus, *Res Gestae Divi Augusti* (= *Achievements of the Divine Augustus*)

**Week 11**

**April 5 (M):** Lecture – *The Julio-Claudian Dynasty*

**April 7 (W):** Source Discussion – Using Tacitus and Suetonius as sources

READ: *SPQR* pp. 374-414.

- (A) Tacitus, *Annals* 1.1-15; 2.27-32, 39-40, 43, 53-61, 69-84; 3.1-19; 4.1-12, 17-22, 28-35; 11; 13.1-5, 10-29, 45-47; 14.1-16, 48-65.
- (B) *Senatorial Decree concerning Gnaeus Piso, the father*.
- (C) *Claudius' speech concerning the admission of the Gauls to the Senate*.
- (D) Suetonius, *Nero* (selections).
- (E) Optional: Harvey, pp.99-114 ("the imperial household").

**Week 12**

**April 12 (M):** Lecture – *The Flavians to Hadrian: Empire's Limits?*

READ: *SPQR* pp.414-434

**April 14 (W): Source Discussion**

READ: *SPQR* pp.475-494 AND:

- (A) Selections from the Vindolanda Letters.
- (B) Military inscriptions: Harvey, pp.53-82 [skim].
- (C) Pliny, *Letters* [on Senators]: 2.1, 2.11-12, 3.11, 3.16, 7.19, 7.27, 7.33, 10.1-7, 10.10-11 (Pliny); also 1.5, 3.7, 4.11, 6.2 (other Senators); [on equestrians]: 3.5, 6.16, 6.20 (elder Pliny); 1.18, 1.24, 3.8, 5.10, 10.94-95 (Suetonius); 7.31 (Claudius Pollio); 1.17, 8.12 (Titinius Capito); 3.2 (Arrianus Maturus)

**MEMO OPTION DUE by gam, April 14. QUIZ 2 OPENS.**

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**PART III: UNITING ROME (City and Empire)****Week 13:**

**April 19 (M): Lecture – *Roman Religion and its Competitors***

**Podcast Draft Due by gam, April 19**

READ: re-visit – *SPQR* pp.102-106; Harvey, pp.43-52.

**April 21 (W): Source Discussion**

READ:

- (A) Selections from Beard, Price and North, *Religions of Rome*.
- (B) Lucian, *Alexander, or the False Prophet*.
- (C) Pliny, *Letters* 10.96-97.

**QUIZ 2 CLOSES at Midnight, April 21.**

**Week 14:**

**April 26 (M): Lecture – *Roman Fun: Spectacle, Sexuality and Leisure***

READ:

- (A) Richardson & Kamen (2018), "Revisiting Roman sexuality: Agency and the conceptualization of penetrated males";
- (B) Selections from Fagan (2014), *The Lure of the Arena: Social Psychology and the Crowd at the Roman Games*;

**April 28 (W): Source Discussion**

READ:

- (A) Sources from Shelton, *As the Romans Did* (Oxford, 1988) pp.311-15, 342-59;
- (B) Selections from Cooley and Cooley, *Pompeii and Herculaneum*;
- (C) Selected graffiti on Roman sex and sexuality.

**MEMO OPTION DUE by 9am, April 28.**

**Week 15:**

**May 3 (M): Podcasts (and Peer Reviews) DUE and Q&A after presentations.**

Watch Pre-recorded lecture – *Making Romans across Oceans:  
Trade, Cultural Exchange and Ancient "Globalism"*

[NO READINGS]

Exam Period: May 6-12. **Final Exam Due (specific date TBA).**