

CLASSICAL ROMAN HISTORY

Course Outline



Teacher: Mr. Jarrett Ketterling
Subject: Classical Roman History
Periods per cycle: 4.5
Room: 211
Website: <http://vweb.loyola.ca/ketterling>

Course Objectives

The secondary four Classics course is designed to provide students with a thorough introduction to the history of the ancient Romans. Why study ancient Rome? There are many reasons.

Rome's span was vast. In the regional, restless, and shifting history of continental Europe, the Roman Empire stands as a towering monument to scale and stability. At its height, the Roman Empire, unified in politics and law, stretched from the sands of Syria to the moors of Scotland, and it stood for almost 700 years.

Rome's influence is indelible. Europe and the world owe a huge cultural debt to Rome in so many fields of human endeavor, such as art, architecture, engineering, language, literature, law, and religion. In this course, you see how a small village of shepherds and farmers rose to tower over the civilized world of its day and left an indelible mark on history.

Rome's story is riveting. Drawing on a wealth of primary and secondary sources, including recent historical and archaeological scholarship, we get a vivid picture of the fascinating tale of Rome's rise and decline.

Required Materials

- One hardcover three-ring binder (ring radius should be 6-8 cm or 2-3 inches) to be used solely for Classics class
- 10-12 labeled dividers for the binder
- 100 sheets of loose leaf
- Four Hilroy copybooks (32-40 pages each, no spiral bindings)
- An equipment case filled with ballpoint pens (blue, black and red ink), pencils, colored pencils, ruler, highlighters, a black Sharpie, hand sanitizer, etc.

Texts

The Ancient Romans by Chester Starr (class text)

Website

Please refer to the Classics web site at <http://vweb.loyola.ca/ketterling> for additional course information, homework, marks and resources.

Course Content

Historians divide ancient Roman history into three major periods, based on the leadership Rome had at the time: The Age of Kings 753 BC-509 BC; The Age of the Republic 508 BC-29 BC; and The Age of the Emperors 27 BC- AD 476.

The course further divides the three main periods into specific units of study over three terms:

Foundations

Iron Age Italy 1200-750 BC

Italian Iron Age societies developed along two different paths in two distinct regions. The societies to the south and east were Indo Europeans who buried their dead while those who settled in the north and west were non Indo-Europeans who cremated their dead. One of the most important of these latter was the Villanovan Culture. Other societies continued developing in all parts of Italy. The Etruscans lived in the region of modern Tuscany in Italy. In contact with both Phoenicians and Greeks, they developed an interesting culture that made several important contributions to the Latin society in which Rome appeared. The Latins were the people who were destined to become the Romans. They occupied the land south of the Tiber and North of the Campanian Plain.

Origins of Rome 800-500 BC

Beginning as a collection of villages near an important river crossing, Rome became a united city-state eager to dominate its neighbors as part of a strategy for security and prosperity.

Republic

The Roman Republic 600-350 BC

After throwing out the Etruscan royal family, a group of prominent families established a new constitution — one which enabled the new state to assume a leading role in the affairs of the Italian peninsula. Rome would come to dominate the Italian peninsula, and began to assume important diplomatic and military functions in the wider Mediterranean world. Between 264 and 146 BC, the Romans fought three wars with their great rivals, the Carthaginians. These two early superpowers had different cultural values, different military strengths, and different political aims. Both states sought to rule the Mediterranean, and neither could accept the others' survival. Now unchallenged in the Mediterranean, Rome found domestic disputes among the great men, great families and great classes of society to be the ruling force in her politics. These disputes broke out of the Curia and into a series of open civil wars, which led to the collapse of the Republic and the rise of the Empire.

Empire

The new political model of the Empire demonstrated its value rapidly. The Emperors maintained control of the city only haphazardly, while the provinces remained relatively stable. As the Empire grew, the problems of succession and leadership kept recurring, and Diocletian decided to find some other solution. His failures led to a new era in Roman society. Now the Emperors had to contend with a new religion as well as resurgent enemies on the frontiers. Christianity had made great gains in the previous three centuries, and now the Romans had to embrace a formerly persecuted faith. At the same time, political and economic changes on the fringes of the Empire, and growing weaknesses within were pushing the Empire toward collapse. Many theories abound explaining why Rome fell: barbarian invasions, dried-up trade, economic failures, hard currency fleeing the country, lead in the water, adoption of the Christian faith, and failure to adopt Christian values completely. In this section, we look at some of the reasons for Rome's collapse,

and examine some of the reasons why it continued to exert a strong hold on the Western imagination.

Evaluation

Term 1:

September 3 – November 1

75% term work

10% homework

15% participation

Summary: 20%

Term 2:

November 4 – February 7

75% term work

10% homework

15% participation

Summary: 20%

Term 3:

February 10 – June 4

75% term work

10% homework

15% participation

Summary: 60%

Homework and Assignments

Always take pride in your work and hand in your assignments by the due date. If an assignment is one day late, you will lose 20%. More than one day late results in a zero.

Office Hours

Mr. Ketterling is available to meet with students during most lunch hours and often after school between 3:15 and 4:00 PM in room 211. Students may also schedule alternate times to meet.

Rules of Engagement and Expectations

- Always bring assigned reading and class materials to class.
- Students must keep their electronic devices on airplane mode and stored in their backpacks when entering class. Students may use them only when permission is given.
- Always respect your teacher, yourself, your fellow classmates, and your environment (this means always being on time for class and respecting the learning process of your peers and keeping the classroom clean).
- If you are absent for a class, you are responsible for acquiring class notes and assignments provided on that day and must make arrangements to hand in your assignment on time. Being absent does not absolve you from submitting an assignment on the due date. If you know you will be absent, it is your responsibility to get the assignment to the teacher on time or before the due date.
- Avoid plagiarism. Please refer to the Moodle site under “Library Resources” for more information.
- Always be prepared (failing to prepare is preparing to fail).

The Four Agreements

Inspired by the work of Don Miguel Ruiz, students are encouraged to keep four agreements:

- Be impeccable with your word.
- Do not take anything personally.
- Do not make assumptions.
- Always do your best.