

28141 - Rome and its Empire

Syllabus Information

Academic year: 2024/25

Subject: 28141 - Rome and its Empire

Faculty / School: 103 - Facultad de Filosofía y Letras

Degree: 418 - Degree in History

ECTS: 5.0

Year: 4

Semester: Second semester

Subject type: Optional

Module:

1. General information

The approach of the subject responds to the objective of making understandable the Roman imperial model and the correlation between the political form of the principality and the empire in a territorial sense.

Within this approach, the aim is to (a) provide the student with procedures for historical interpretation by providing them with the necessary conceptual, analytical, technical and methodological tools (b) to train and instruct them in the examination and commentary of historiographical and legal texts, as well as in the exegetical reading of epigraphic, numismatic and archaeological languages, respectively, (c) and to inform them of the genealogy of the current state of research in relation to the thematic sets explained.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the 2030 Agenda of the United Nations (2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>)).

Goal 16: Peace, Justice and Strong Institutions

Goal 17: Alliances to Achieve Objectives.

2. Learning results

In order to pass this subject, students must demonstrate the following learning results:

Identifies and describes the main facts, processes and relationships involved in the transformation of the Roman imperial model.

Directly uses the different historical sources and interprets them using specific methods. Interprets historiographical texts and knows the current state of research.

3. Syllabus

THEORETICAL TEACHING

1. introduction. Concept of Late Antiquity

Part I: The crises of the Roman Empire from Marcus Aurelius to Diocletian (161-284)

2. The prolegomena of the crisis: The last Antonines (161-192).

3. The Severi (193-235). An Era of Reforms

4. Maximin the Thracian and the year of the six emperors (235-238)

5. The great crises of the third century (249-284)

6. Political thought and ideology in the 3rd century

Part II: The Late Roman Empire from Diocletian to Julian (284-363)

1. Construction and demolition of the so-called Tetrarchy. From Diocletian to Constantine (284-337). Political aspects and ideological aspects.

2. Constantine's successors (337-363)

3. The new imperial order (4th century)

PRACTICAL TEACHING

1. The crisis of 238. Texts of Herodian and the Historia Augusta.

2. Political thought in the 3rd century: Cassius Dion, Herodian, Philostratus.
3. The Agrippa-Mecenas debate in Cassius Dion.
4. The Milan agreements in Lactantius.
5. Notitia Dignitatum. Overview of the late Roman administration.

4. Academic activities

Through class attendance, preparation of the theoretical class syllabus and participation in the practical activities, the student will (a) acquire a precise knowledge of the interaction between political, institutional, socio-economic and ideological phenomena in the Roman empire between the 1st and 4th centuries, in their sequence, but will also be able to assimilate the long duration processes of continuity and transformation (b) continue their learning of the specific methods and techniques of the study of the ancient world and, in particular, the imperial Roman world. To this end, the usual tools of analysis will be used in the History of Rome: historiography, epigraphy, archaeology and analysis of material culture, but also legislation, numismatics and iconography. Furthermore, students will be introduced to the application of categories taken from social anthropology and historical and religious sociology. (c) Also, the comparison of sources and methods of different nature and the comparison of ancient and contemporary processes of political transformation will foster students' critical faculties and their ability to understand the inner workings of Roman society in times of political and social crisis, and how historians construct their explanatory discourse.

5. Assessment system

First call

Continuous assessment system: not applicable.

Global assessment test

Test 1. Written exercise consisting of two parts:

- 1) Elaboration of a topic related to the contents of the subject in which the student must demonstrate the knowledge and skills acquired for the historical analysis of the imperial model and its transformation. . This part will be weighted - 50% of the final grade.
- 2) Answer to a 5-question questionnaire on the contents of the subject with which the student must prove the mastery of the conceptual repertoire and the chronological sequence. This part will be weighted 50% of the final grade.

Second call

Global assessment test

Test 1. Written exercise consisting of two parts:

- 1) Elaboration of a topic related to the contents of the subject in which the student must demonstrate the knowledge and skills acquired for the historical analysis of the imperial model and its transformation. . This part will be weighted - 50% of the final grade.
- 2) Answer to a 5-question questionnaire on the contents of the subject with which the student must prove the mastery of the conceptual repertoire and the chronological sequence. This part will be weighted 50% of the final grade.

6. Sustainable Development Goals

4 - Quality Education

5 - Gender Equality

10 - Reduction of Inequalities