

HIST 300/MSTU 343 – Writing Intensive
Emperors, Bishops, Barbarians: the Transformation of Rome
Loyola University Chicago, John Felice Rome Center
Spring Semester 2023 – Monday, 16 January – Thursday, 28 April 2023
Tuesdays & Thursdays | 03:45-05:00 PM | **Sala 2**

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Course Description

Rome – *Umbilicus Mundi*, the navel of the world, the centre of civilisation, by far the greatest city in Antiquity. The “most splendid of splendid cities” counted approximately one million inhabitants in its hey-day. Lavish provisions of food and wine, as well as spectacles and various forms of urban decoration, magnificent temples and public buildings; public baths, gardens, libraries, circuses, theatres and amphitheatres... The citizens of Rome all had access to it! An elaborate network of roads and aqueducts, well-maintained throughout the centuries, all led to the Eternal City. At the time, it must have appeared that Rome would never end!

The third to the eighth centuries AD constitute what was traditionally and until recently regarded as a rather turbulent period. Theories of decline and fall (triggered by phenomena such as barbarian invasions, socio-political, military and economic crises, natural disasters, and even the rise of Christianity) dominated the historiography of this era, and a wide range of scholars believed that Rome actually did come to an end.

This course, however, focusing on the City of Rome itself from the third century up to the reign of Charlemagne, intends to demonstrate that the period concerned was a time of gradual transformation and even a certain degree of continuity. Both literary sources and the archaeology and epigraphy of the City shall be combined to show that barbarian invasions did not destroy the walls of Rome, and that the arrival of Christianity did not cause the fall of classical culture.

Throughout this course, some of the major issues in the study of the city of Rome in this transitory period are more closely examined. History is never a single-minded and uniform matter. The various contributions of numerous scholars, along with the use of the textbook—**Peter Brown, *The World of Late Antiquity* (London, 1971; reprinted in 1993)**—are all intended to stimulate the mind to ask further questions, and to start thinking into only few of all the possible directions towards possible answers – or mere hypotheses. Primary sources, as well as secondary literature from a variety of disciplinary perspectives, reveal the drama of the history, society, politics, and culture of the City of Rome. This course is focused on evaluating the validity of various theories, research findings, and attitudes related to issues such as “decline and fall”, “continuity and change”, *et cetera*.

The key objective of this course is to survey **the history of the ancient city of Rome in the period of Late Antiquity and the Early Middle Ages**. One of the main problems concerning the studies of Rome and of the Ancient World in general is always one of evidence. Also in this particular case one has to rely on biased, and often fragmented literary sources. Archaeology and epigraphy supplement the literary evidence, but also provide information that partly stands completely on its own. All the evidence has to be weighed with extreme care and consideration. At the end of this course, students are expected to be aware of all the problems and debates concerning a few key themes taken from this time span, and the sensitivities regarding the evidence at hand. They need to demonstrate an understanding of the working of historical mechanisms. They need to be able to evaluate and critically analyse this historical period, having acquired a set of skills to scrutinize the available source material. They need to demonstrate that they are able to comprehend, paraphrase, summarise, and contextualise both the primary sources and the discussions centred on them.

Learning Outcomes

On completion of the course students should be able to:

- develop their skills in critical thinking, and their ability to express their ideas and opinions!
- determine the importance of history – no matter how ancient!
- assess the relevance of events and people in ancient times to their own lives!
- identify the authenticity and value of primary sources!
- read, analyse, and interpret secondary literature and scholarly debate – and present the full spectrum of ideas and opinions, including their own, either in the written or spoken word!
- remember all the important dates of historical events and individuals – forever and ever!

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigour, all courses adhere to the following absence policy. Prompt attendance, preparation, and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

Emperors, Bishops, Barbarians meets **twice** a week, on **Tuesdays and Thursdays** from **03:45 PM until 05:00 PM**, and thus a total of **two** unexcused absence(s) will be permitted. Unexcused absences beyond these will result in a lowering of your final grade – 1% per unexcused absence!

Absences will be excused only in the event of sickness or an emergency. The collective health of the JFRC is everyone's responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL**. In the event of missed classes due to sickness or the obligation to quarantine, the offices of the JFRC Academic Dean and Student Life will work with students and professors to insure access to course content.

It is expected of students to contribute a significant part. They are responsible for completing all of the assigned readings, according to the schedule in this syllabus. Class discussions and activities encourage students to generate their own ideas, hypotheses, opinions, theories, questions, and proposals; and develop strategies for seeking and synthesising information to support an argument, make a decision, or resolve a problem. This course has no prerequisites and assumes no prior knowledge of **Ancient, Later, and Later Later Roman history**, or indeed of the ancient Latin language. It is intended that students acquire a basic knowledge and understanding of the historical background and facts of **ancient Rome in Late Antiquity and the Early Mediaeval Period**, as well as that of the working of historical mechanisms.

It is strongly recommended to take notes, both when reading and listening. These notes are an indispensable part of studying and learning, often the best means to anchor your thoughts with true understanding, transform opinion into knowledge, and establish comprehension rooted in memory. Writing is learning – with half as much effort.

Course Requirements

You are responsible for each week's readings. By NOON on Thursday of each week, you must compose a question or brief comment based on the readings for the week, and submit these via e-mail—this will help you to develop the key writing skills of summarising, analysing, and offering critique in a succinct fashion. These should be approximately 150-200 words—identifying a major theme/multiple themes; expressing your own thoughts and opinions, or reactions; speculating what the readings do or do not tell us about specific subjects.

Exams and Final Essay

There will be **2 (TWO)** exams, as a test of your acquired knowledge and understanding of our textbook, and part of the additional literature. The textbook provides an extensive outline of the developments of Later and Early Mediaeval Roman history, society, and culture. The facts and the various backgrounds of events, both in time and throughout the Roman world, are the framework of any basic historical understanding and mode of thinking.

You are also required to write an essay, which needs to be submitted one week before the end of the semester. It is strongly recommended to start thinking of a suitable topic, including (some of) the appropriate material, right at the beginning of the course. You will in any case be summoned for a consult half way through the course, in order to establish an outline of the final essay. **Essays count 10-12 pages. AND: it is strictly forbidden to use encyclopaedias; or, indeed, to refer to visual items (other than sculpture, or frescoes, or mosaics – in case the object of study!), in other words: stuff you’ve seen on YouTube, SomethingFlix, TV, DVD, BluRay, VHS (anyone, still...?!).**

Information **MUST** under all circumstances be cited. **Plagiarism of any sort will result in a grade of “F” for the assignment, or, depending on the level, perhaps even for the entire course.** See below on university policy regarding Academic Honesty.

Essay Grading

NO encyclopedias, nor encyclopedic websites (such as Wikipedia, History.com, etc., etc., etc.), may be used as bibliographic material. Your academic essay does simply **NOT** merit an “A” if you choose to use such material.

Written work such as essay assignments, and to a certain extent also the midterm and final exams, meriting the grade of “A” (excellent) must:

- address the central question or topic directly and intelligently;
- demonstrate a careful and considered reading of the texts at hand;
- present a lucid thesis and a persuasive argument in its defense;
- use correct grammar, punctuation, and sentence construction;
- make ample and appropriate use of quotations from the texts;
- weave together thesis and argument, quotations and interpretations;
- reveal thoughtfulness, originality, and insight.

Written work and examinations awarded the grade of “B” (good) adequately fulfil a majority of these criteria, with areas of improvement indicated by grading remarks and comments.

The grade of “C” (average) is given when written work and examinations fail to meet most criteria, therefore indicating to the student that an appointment *should* be made with the professor, before the next essay assignment, to discuss methods for improvement.

The grade of “D” is assigned to written work and examinations that are simply unacceptable, according to the criteria outlined above, in which case an appointment *must* be made with the professor and arrangements determined for re-submitting the assignments in an acceptable form.

Finally ... The grade of “F” ... Well ... Let’s not ... Shall we?!

Assessment Components

- Participation 10%
- Midterm Exam 20%
- Final Exam 20%
- Final Paper 50%

Grading

94-100: A	70-73: C-
90-93: A-	67-69: D+
87-89: B+	60-66: D
84-86: B	59 or lower: F
80-83: B-	
77-79: C+	
74-76: C	

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarise yourself with Loyola's standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorisation of the instructor.

Student Accessibility Office Services (SAC)

Any student that is registered with the Student Accessibility Center (SAC) at Loyola Chicago's home campus, or any comparable office at another institution, will be accommodated at the Rome Center as reasonably and as closely to their accommodations at their home campus as possible. For information and procedures please consult the JFRC academic dean's office.

Further Resources

The University has a number of resources to help with various issues you may have during the semester. Please take advantage of them as needed:

- University Library: <http://www.libraries.luc.edu>
- Center for Student Assistance and Advocacy: <http://www.luc.edu/csaa/>
- Academic Standards and Regulations: <http://www.luc.edu/academics/catalog/undergrad/re.shtml>
- Wellness Center: <http://www.luc.edu/wellness/>
- Writing Center: <http://www.luc.edu/writing/>
- Dean of Students: <http://www.luc.edu/dos/>

Withdrawal from Class

Students who withdraw from class merely by being absent will receive the final grade of "WF." Voluntary and repeated unofficial withdrawals from classes will result in the student being barred from further attendance at the Rome Center. Students may withdraw from class with the final grade of "W" provided this is done before the WF deadline (see the academic calendar for further details). Students may not withdraw from class if doing so will drop them below the 12-semester hour credit minimum required of students in attendance at the Rome Center. Official withdrawals can be made either online when the automated system is active or with an official "change of registration" form obtained from the Assistant Dean of Academic Programs.

Pass-No Pass and Audit Policy

Students should register for all courses as regularly graded courses. For inquiries about pass-no pass and/or audit, please inquire with the JFRC dean's office for additional information. Please note that the JFRC's program requirement – enrollment in ITAL 101 Italian – is not permitted for pass/no pass or audit.

Writing Project

Your research paper accounts for **50%** of your grade in this class. You are required to complete it in a number of subsequent stages—each of which are to be printed and submitted:

- 2 Feb:** **Question/Proposal (1 page – 10 points):** The first stage of writing a history essay/paper/article/book is the formulation of a question to direct your inquiry. In the first two weeks of the semester, you should be thinking about what aspect of Late Antique/Early Mediaeval Rome you wish to explore, and be checking what information is available to you. On **Thursday, 2 February 2023** you must turn in a working question and a research proposal. The proposal should address how you plan to approach the question. It must include which types of material you plan to consult. This is a working proposal—this means that, as you research your topic, both the question and the approach are most likely to undergo modifications according to the requirements/peculiarities of the topic.
- 16 Feb:** **Annotated Bibliography (2-3 pages – 20 points):** This is a bibliography of primary sources, books, and articles, which you are gathering for your paper. You may end up citing only some of them in your actual paper, but all the works consulted (even the ones you decide not to use) belong in your bibliography. You must provide at least 6 annotations. An annotation is a brief summary of a work placed beneath its bibliographic information. For the purposes of a research paper, this summary should focus on those parts of the work that are relevant to the topic. Your bibliography may conform to any of the standard styles. (ie. Turabian, MLA, Harvard, etc. – available in the library) but must be consistent throughout.

**NOTE: WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE FOR A RESEARCH PAPER—
NOR IS ANY KIND OF ENCYCLOPAEDIC WORK.**

- 2 Mar:** **Sentence Outline with Thesis Statement (3-5 pages – 20 points):** At this point you must transform your question into a thesis and organise your research into a full-sentence outline. See the “Essay Rubric” for guidelines on writing a sentence outline. Remember: the more detailed the outline, the more help I can provide with the direction of your paper. It is at this stage that you should be answering the following questions: What information have you found to support your thesis? What is still missing? Will you organize your paper chronologically or topically? What information will you include in each subsection? Note: an outline does not include the introduction and conclusion.
- 30 Mar:** **Rough Draft:** There is no separate point value for your rough draft, but it is, of course, in your very own interest to turn one in. It is at this point that I can make suggestions to help you improve the content or structure of your argument—if necessary! It is also an opportunity to have your paper proofread by “fresh” eyes (although you are encouraged to help one another with proofreading as well!). As this is a writing intensive class, the grade for your research paper will derive from both content and writing style. In short: grammar, spelling, punctuation, syntax and vocabulary all count. After examining your draft, I will assign an “as is” grade which will later be replaced with your grade on the final version of your paper.
- 18 Apr:** **Final Paper (10-12 pages – 50 points):** The final version of your paper should include **EVERYTHING:** a title page, citations and bibliography. It must be turned in on **Tuesday, 18 April 2023**. Late papers will be penalized at a rate of .5 point (out of the 25 available) per day starting at the beginning of class **Tuesday, 18 April 2023**.

Required Text / Materials

- Peter Brown, *The World of Late Antiquity* (London, 1971; reprinted in 1993). **IMPORTANT: You do not have to purchase this book – in Rome you will receive a FREE COPY!**
- Assigned readings posted on Sakai.

AND FINALLY ...

Emperors, Bishops, Barbarians: The Transformation of Rome in times of Corona

We live in a different world at the moment—everything is different from before, different from all our expectations. We are all in the same boat, though—none of us is alone in having to deal with these changed circumstances: together we are strong!

These changed circumstances, however, do have an impact on the way we are meeting, the way classes and lectures will be held and organised. We all get together in Rome – in person! And, hopefully, nothing will change that! **Just in case**, as for eventual online sessions: they may be asynchronous (*i.e.* recorded beforehand and posted on SAKAI), or synchronous (*i.e.* ‘live’ via Zoom). As not everyone may be able to attend the synchronous sessions, we have to record those.

Recording of ZOOM class meetings – just in case, hypothetically speaking, we would have to use ZOOM!

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the course has concluded. *Students will be required to turn on their cameras at the start of class. Students who have a need to participate via audio only must reach out to me to request audio participation only without the video camera enabled.* The use of all video recordings will be in keeping with the University Privacy Statement shown below.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Below are two links to pages of the LUC website, where you can find continuous updates and information regarding the COVID-19 circumstances at our university.

<http://www.luc.edu/returntocampus/>

<http://www.luc.edu/coronavirus/>

COVID -19 and Campus Health

The collective health of the JFRC community is everyone's responsibility. The JFRC will conduct all activity according to policies and best practices as prescribed by the Italian Ministries of Health and Education, and in consultation with the Loyola University Chicago main campus. At present masking, social distancing, and periodic testing are required to keep our campus and community safe. A complete set of COVID policies, taking into consideration the most up-to-date mandates and recommendations, will be provided at the start of the semester. These policies will be subject to change as the situation warrants.

Student Travel

No special accommodations will be made for individual student travel. The JFRC supports travel as an opportunity for personal growth by offering excursions and trips throughout Italy and Europe. In addition, there are no classes on Friday (with the exception of 2-3 Friday Class Days per semester) to facilitate individual travel. Personal travel, including travel that incurs delays back to campus, is not a permitted excuse for absences or lateness. For that reason, no exams or quizzes are to be made up if missed for reasons of travel. Students are responsible for communicating any lateness or absence due to travel to the correct parties at the JFRC (Student Life, Academic Life, Faculty, etc., ...).

COURSE SCHEDULE

WEEK 1: THE 'LONG THIRD CENTURY' – THE ROMAN RESPONSE TO CRISIS

Tuesday, 17 January / Thursday, 19 January 2023

Primary Sources

- Herodian, *History of the Empire*.
- Cyprian of Carthage, *To Demetrianus*.

Secondary Literature

- Brown (1971/1993), pp. 11-21.
- Geza Alföldy, 'The crisis of the third century as seen by contemporaries', *Greek, Roman and Byzantine Studies* 15 (1974), pp. 89-111.

Monday 16 - Sunday 22 January 2023: Late / change of registration!

WEEK 2: WHY WERE THE EARLY CHRISTIANS PERSECUTED?

Tuesday, 24 January / Thursday, 26 January 2023

Primary Sources

- Cyprian of Carthage, *To Donatus*.

Secondary Literature

- Brown (1971/1993), pp. 22-33.
- Geoffrey E.M. De Ste.Croix, 'Why were the early Christians persecuted?', in: Moses I. Finley (ed.), *Studies in Ancient Society* (London, 1974), pp. 210-249.
- James B. Rives, 'The decree of Decius and the religion of empire', *Journal of Roman Studies* 89 (1999), pp. 135-154.

WEEK 3: CONSTANTINE THE GREAT AND CHRISTIANITY

Tuesday, 31 January / Thursday, 2 February 2023

DUE 02/02/2023: Question/Proposal (1 page – 10 points)

Primary Sources

- Eusebius, *Life of Constantine*, I.1.1-41.2. Transl., with introduction and commentary, by Averil Cameron and Stuart Hall (Oxford, 1999).

Secondary Literature

- Brown (1971/1993), pp. 49-69.
- Bertrand Lançon, *Rome in Late Antiquity*. Trans. A. Nevill (Edinburgh, 2000), pp. 3-30.
- Richard Krautheimer, *Three Christian Capitals. Topography and Politics* (Berkeley, 1982), pp. 7-40.
- John Curran, *Pagan City and Christian Capital. Rome in the Fourth Century* (Oxford, 2000), pp. 70-115.
- *Idem*, 'The conversion of Rome revisited', in: Stephen Mitchell and Geoffrey Greatrex (eds.), *Ethnicity and Culture in Late Antiquity* (London, 2000), pp. 1-14.
- Robert Ross Holloway, *Constantine and Rome* (New Haven/London, 2005), pp. 1-18.

WEEK 4: DIFFICILLIMA TEMPORA?

Tuesday, 7 February / Thursday, 9 February 2023

Secondary Literature

- Brown (1971/1993), pp. 34-48.
- Bertrand Lançon, Rome in Late Antiquity. Trans. A. Nevill (Edinburgh, 2000), pp. 45-68, 76-84, 115-120, 146-148.
- John F. Matthews, Western Aristocracies and Imperial Court, A.D. 364-425 (Oxford, 1975), pp. 1-31.
- Geza Alföldy, “Difficillima tempora: urban life, inscriptions, and mentality in late antique Rome”, in Thomas S. Burns & John W. Eadie (eds.), Urban Centers and Rural Contexts in Late Antiquity (East Lansing, Michigan, 2001), pp. 3-24.

WEEK 5: THE MAKING OF A CHRISTIAN ARISTOCRACY

Tuesday, 14 February / Thursday, 16 February 2023

DUE 16/02/2023: Annotated Bibliography (2-3 pages – 20 points)

Secondary Literature

- Brown (1971/1993), pp. 70-81.
- Bertrand Lançon, Rome in Late Antiquity. Trans. A. Nevill (Edinburgh, 2000), pp. 30-31, 68-75, 98-111.
- John Curran, Pagan City and Christian Capital. Rome in the Fourth Century (Oxford, 2000), pp. 260-320.
- Michele R. Salzman, The Making of a Christian Aristocracy (Berkeley, 2001), pp. 178-219.

WEEK 6: SUBTERRANEAN ROME – CATACOMBS AND MARTYR CULT

Tuesday, 21 February / Thursday, 23 February 2023

Secondary Literature

- Bertrand Lançon, *Rome in Late Antiquity*. Trans. A. Nevill (Edinburgh, 2000), pp. 125-129.
- Glen W. Bowersock, *Martyrdom and Rome* (Cambridge, 1994), pp. 1-57.
- John Osborne, The Roman catacombs in the Middle Ages’, *Papers of the British School at Rome* 53 (1985), pp. 278-328.
- Leonard V. Rutgers, *Subterranean Rome. In Search of the Roots of Christianity in the Catacombs of the Eternal City* (Leuven, 2000), pp. 42-117.

WEEK 7: ALL IN ONE ... AND: MID-TERM EXAM!

Tuesday, 28 February 2023

- Review Session

Thursday, 2 March 2023

- Mid-term Exam +
DUE: Sentence Outline with Thesis Statement (3-5 pages – 20 points)

WEEK 8: SPRING BREAK!!!

Friday, 3 March – Sunday, 12 March 2023

WEEK 9: PANIS ET CIRCENSES

Tuesday, 14 March / Thursday, 16 March 2023

Primary Sources

- Augustine of Hippo, *Confessions*.

Secondary Literature

- Brown (1971/1993), pp. 82-95.
- Bertrand Lançon, *Rome in Late Antiquity*. Trans. A. Nevill (Edinburgh, 2000), pp. 130-146.
- Michele R. Salzman, *On Roman Time. The Codex-Calender of 354 and the Rhythms of Urban Life in Late Antiquity* (Berkeley, 1990), pp. 193-246.
- Richard Lim, 'People as power: games, munificence, and contested topography', in William V. Harris (ed.), *The Transformations of Urbs Roma in Late Antiquity*. Journal of Roman Archaeology Supplementary Series 33 (Portsmouth, Rhode Island, 1999), pp. 265-281.
- John Curran, *Pagan City and Christian Capital. Rome in the Fourth Century* (Oxford, 2000), pp. 218-259.

WEEK 10: THE ALTAR OF VICTORY

Tuesday, 21 March / Thursday, 23 March 2023

Primary Sources

- Symmachus, *Relatio* III.
- Ambrose of Milan, *Epistles* 17 & 18.

Secondary Literature

- Brown (1971/1993), pp. 96-114.
- John F. Matthews, *Western Aristocracies and Imperial Court, A.D. 364-425* (Oxford, 1975), pp. 183-219.
- Timothy D. Barnes, 'Augustine, Symmachus, and Ambrose', in Joanne McWilliam (ed.), *Augustine. From Rhetor to Theologian* (Waterloo, Ontario, 1992), pp. 7-13.
- Neil McLynn, *Ambrose of Milan. Church and Court in a Christian Capital* (Berkeley, 1994), pp. 149-157, 263-289.
- Alan Cameron, 'The last pagans of Rome', in William V. Harris (ed.), *The Transformations of Vrbs Roma in Late Antiquity*. Journal of Roman Archaeology Supplementary Series 33 (Portsmouth, Rhode Island, 1999), pp. 109-121.
- Michele Salzman, 'The Christianization of sacred time and sacred space', in William V. Harris (ed.), *The Transformations of Vrbs Roma in Late Antiquity*. Journal of Roman Archaeology Supplementary Series 33 (Portsmouth, Rhode Island, 1999), pp. 123-134.

Monday, 27 March 2023: Last day to withdraw with a grade of "W"—After this date a "WF" is assigned!

WEEK 11: DECLINE AND FALL?

Tuesday, 28 March / Thursday, 30 March 2023

DUE 30/03/2023: Rough Draft

Primary Sources

- Ammianus Marcellinus, *Roman History*.
- Salvian of Marseille, *On the Government of God*.

- Victor of Vita, *History of the Vandal Persecutions*.

Secondary Literature

- Brown (1971/1993), pp. 115-135.
- Bertrand Lançon, *Rome in Late Antiquity*. Trans. A. Nevill (Edinburgh, 2000), pp. 35-40.
- Edward Gibbon, *The Decline and Fall of the Roman Empire* (London, 1776-1788/repr. 1994), vol. 4, pp. 117-127.
- John F. Matthews, 'Gibbon and the later Roman Empire: causes and circumstances', in Rosamond McKitterick and Roland Quinault (eds.), *Edward Gibbon and Empire* (Cambridge, 1997), pp. 12-33.
- Peter D. Garnsey & Caroline Humfress, *The Evolution of the Late Antique World* (Cambridge, 2001), pp. 216-227.
- Bryan Ward-Perkins, *The Fall of Rome and the End of Civilisation* (Oxford, 2005), pp. 138-168.
- Ralph W. Mathisen, 'Roma a Gothis Alarico duce capta est: ancient accounts of the Sack of Rome in 410 CE', in Joachim Lipps, Carlos Machado, and Philipp von Rummel (eds.), *The Sack of Rome in 410 AD: the Event, its Context, and its Impact* (Wiesbaden, 2013), pp. 87-102.

WEEK 12: THEODORIC AND ROME – A BARBARIAN ON THE THRONE?

Tuesday, 4 April / Thursday, 6 April 2023

Primary Sources

- Cassiodorus, *Variae*.

Secondary Literature

- Mark Humphries, 'Valentinian III and the city of Rome (425-55): patronage, politics, power', in Lucy Grigg and Gavin Kelly (eds.), *Two Romes: Rome and Constantinople in Late Antiquity* (Oxford/New York, 2012), pp. 161-182.
- Michele R. Salzman, 'Leo's liturgical topography: contestations for space in fifth-century Rome', *Journal of Roman Studies* 103 (2013), pp. 208-232.
- Mark J. Johnson, "Toward a history of Theoderic's building program", *Dumbarton Oaks Papers* 42 (1988), pp. 73-96.
- John Moorhead, *Theoderic in Italy* (Oxford, 1992), pp. 66-113, 140-172.
- Peter Heather, *The Goths* (Oxford, 1996/2006), pp. 216-258.

WEEK 13: GREGORY THE GREAT – ARISTOCRAT AND BISHOP

Tuesday, 11 April / Thursday, 13 April 2023

Primary Sources

- Gregory the Great, *Epistles*.

Secondary Literature

- Bertrand Lançon, *Rome in Late Antiquity*. Trans. A. Nevill (Edinburgh, 2000), pp. 42-44.
- Mark Humphries, 'From emperor to pope? Ceremonial, space, and authority at Rome from Constantine to Gregory the Great', in Kate Cooper and Julia Hillner (eds.), *Religion, Dynasty, and Patronage in Early Christian Rome, 300-900* (Cambridge, 2007), pp. 21-59.
- Richard Krautheimer, *Rome. Profile of a City, 312 – 1308* (Princeton, 1980/2000), pp. 59-87.
- Robert A. Markus, *Gregory the Great and His World* (Cambridge, 1997), pp. 1-16, 83-124.

WEEK 14: AND NOW ...

- **Tuesday, 18 April 2023**
Review Session.
- **Thursday, 20 April 2023**
Q&A's

FINAL ESSAY DUE: TUESDAY, 18 APRIL 2023 !

FINAL EXAM: TUESDAY, 25 APRIL 2023, 3:00-5:00 PM, SALA 2!