**1.3.2. *Syllabus*[[1]](#footnote-1)\***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Course name** | **Ancient Rome and Her Provinces** | | | | | | | | | | | | | | | | | | | | | | | | | **sch. y.** | | 2021/2022 | | | | |
| **Study name** | History – graduate study | | | | | | | | | | | | | | | | | | | | | | | | | **ECTS** | | **5** | | | | |
| **Department** | Department of history | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Study level** | undergraduate | | | | | | | | | graduate | | | | | | | | integrated | | | | | | | | postgraduate | | | | | | |
|  | undergraduate (visiting students only) | | | | | | | | | graduate (visiting students) | | | | | | | |  | | | | | | | |  | | | | | | |
| **Study type** | single major  double major | | | | | | | | | university | | | | | | | | professional | | | | | | | | specialistic | | | | | | |
| **Study year** | 1 | | | | | | | 2 | | | | | | | | 3 | | | | | | 4 | | | | | | | 5 | | | |
| **Semester** | winter  summer | | | | I | | | | | | | | | II | | | | | III | | | | | IV | | | | | | V | | |
| VI | | | | | | | | | VII | | | | | VIII | | | | | IX | | | | | | X | | |
| **Course status** | obligatory | | | | elective | | | | | | | | | elective course offered to other studies | | | | | | | | | | **Educational competencies** | | | | | | YES  NO | | |
| **Hours per semester** | 15 | **L** | | 15 | | **S** | | | 0 | | **E** | | | **E-learning system** | | | | | | | | | | | | | | | | YES  NO | | |
| **Time and place of lectures** | | |  | | | | | | | | | | | | | | **Language(s) of instruction** | | | | | | | | | | | | | English | | |
| **Beginning of lectures** | | | February 28th 2022 | | | | | | | | | | | | | | **End of lectures** | | | | | | | | | | | | | June 9rd 2022 | | |
| **Preconditions for enrollment** | | | Students should have basic knowledge of English language in speaking and writing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course holder** | Professor Anamarija Kurilić | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | [akurilic2011@gmail.com](mailto:akurilic2011@gmail.com) [akurilic@unizd.hr](mailto:akurilic@unizd.hr) | | | | | | | | | | | | | | | | | | | **Student hours** | | | | | |  | | | | | | |
| **Course provider** | Professor Anamarija Kurilić | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | [akurilic2011@gmail.com](mailto:akurilic2011@gmail.com) [akurilic@unizd.hr](mailto:akurilic@unizd.hr) | | | | | | | | | | | | | | | | | | | **Student hours** | | | | | |  | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching types** | lectures | | | | | | | seminars and workshops | | | | | | | | exercises | | | | | | e-learning | | | | | | | field class | | | |
| independent work | | | | | | | multimedia and net | | | | | | | | laboratory | | | | | | mentoring | | | | | | | other | | | |
| **Learning outcomes of the course** | | | | After the successful completion of the course the students will be able to:  1. define and describe basic facts on Roman provinces (DPJ1, DPJ5, DPJ6),  2. define and describe processes and events that led to formation of Roman provinces (DPJ1, DPJ5, DPJ6),  3. compare and contrast processes and events among various provinces (DPJ2, DPJ5, DPJ6, DPJ7, DPJ8),  4. understand military, political, social, demographic, religious and economic consequences of Roman expansion (DPJ2),  5. analyse and understand literary sources relative to the history of Roman provinces (DPJ4, DPJ5, DPJ6, DPJ8),  6. analyse factors of Roman imperialistic growth (DPJ5, DPJ6, DPJ7, DPJ8). | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning outcomes of the programme to which the course is contributing** | | | | After the successful completion of the program the students will be able to:  DPJ1 – define and describe historical processes characteristic for distinct historical periods and differentiate specificities of certain historical periods,  DPJ2 – independently establish causal relationships between historical events and historical processes,  DPJ3 – interpret, compare, evaluate and apply different historiographical methodologies,  DPJ4 – apply specific knowledge and skills required to study documents from a particular period (e.g. paleography, epigraphy, use of old languages and scripts, etc.),  DPJ5 – critically interpret and evaluate data from sources and literature in terms of their credibility and perspective,  DPJ6 – analyse and judge the value of conflicting narratives and evidence,  DPJ7 – formulate and defend a specific thesis,  DPJ8 – independently research and analyse various types of historical evidence. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Ways of evaluating students' activity** | attending classes | | | | | | | preparation for classes | | | | | | | | home work | | | | | | continuous evaluation | | | | | | | research | | | |
| practical work | | | | | | | experiments | | | | | | | | presentation | | | | | | project | | | | | | | seminar | | | |
| mid-term exam(s) | | | | | | | written exam | | | | | | | | oral exam | | | | | | other: papers | | | | | | | | | | |
| **Prerequisites for taking the exam** | Students can take the final exam upon successfully completing all of their seminar obligations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Examination terms** | winter examination term | | | | | | | | | | | | summer examination term | | | | | | | | | | autumn examination term | | | | | | | | | | |
| **Examination dates** |  | | | | | | | | | | | |  | | | | | | | | | |  | | | | | | | | | | |
| **Brief course description** | The aim of this course is to acquaint students with history of Roman imperialism that can be best observed through the history of Roman provinces. In order to do so, students shall be encouraged to understand processes that enabled Rome to successfully rule for centuries over vast territories of Europe, Asia and Africa. Understanding these processes shall also improve students' comprehension of the modern world and conditions, as they are in a way sum of all the previous human experiences. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course content (subject-matters)** | 1st week: Introduction to the course  2nd week: What is a province?  3rd week: First provinces: provinces of the Republican period  4th week: Augustan reforms  5th week: Roman Empire and its provinces: Roman imperialism in its greatest extent  6th week: Provincial administration  7th week: Provincial population  8th week: Urbanisation  9th week: East vs. West  10th week: Importance of the army  11th week: All roads lead to Rome – economy and communications  12th week: Organisation of cult in provinces  13th week: Case-studies – Germaniae, Galliae, Britannia and Dacia  14th week: Case-studies – Aegyptus, Syria and Dalmatia  15th week: Reforms of the Late Antiquity and fall of the Roman Empire | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reading** | Lectures and hand-outs (will be provided by lecturer).  C. Ando, The Administration of the Provinces, in: *A Companion to the Roman Empire*, ed. D.S. Potter, Blackwell Publishing, 2006, 177-192.  *The Roman World*, ed. J. Wacher, vols. 1-2, London – New York, Routledge, 2002 (reading: Chapters 15, Ch. 17 and Ch. 27)  Gabriele Wesch-Klein, *Die Provinzen des Imperium Romanum. Geschichte, Herrschaft, Verwaltung*, Darmstadt: WBG, 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Further reading** | Selected chapters in *Cambridge Ancient History*, vols. 8-14  M. T. Boatwright, D. J. Gargola & R. J. A. Talbert, *The Romans. From Village to Empire*, New York – Oxford: Oxford University Press, 2004 (selected chapters)  L. Capponi, *Augustan Egypt: The Creation of a Roman Province*, Routledge, 2005.  H. Elton, The Transformation of Government under Diocletian and Constantine, in: *A Companion to the Roman Empire*, ed. D.S. Potter, Blackwell Publishing, 2006, 193-205.  *The Oxford Companion to Classical Civilization*, eds. S. Hornblower & A. Spawforth, assist. ed. E. Eidinow, 2nd ed., Oxford University Press, 2014. (selected entries)  John J. Wilkes, *Dalmatia*, London: Routledge and Kegan Paul Ltd., 1969. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Online reading** | Roman Province Chronology, <https://www.unrv.com/provinces/provincetable.php> (accessed on 4/7/2019) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Checking learning outcomes (as instructed by the CCAF)** | Final exam only | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |
| final written exam | | | | | | | | | | | final oral exam | | | | | | | | | final written and oral exam | | | | | | practical work and final exam | | | | | |
| mid-term exam(s) only / home-work(s) | | | | | | mid-term exam(s) / home-work(s) and final exam | | | | | | | | seminar paper | | | | | | seminar paper and final exam | | | | practical work | | | | | | other ways | |
| **The way the final grade is formed (%)** | 15% seminar paper, 10% general activity during class, 75% oral exam | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Grades**  /enter the percentage or number of points for the elements being evaluated / | < 50% | | | | insufficient (1) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50%-60% | | | | sufficient (2) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61%-70% | | | | good (3) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 71-80% | | | | very good (4) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ≥ 80% | | | | excellent (5) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching quality assurance** | Standard institutional quality evaluation form at the University level  Standard institutional quality evaluation form at the department level  internal quality evaluation  sessions of department's council focused on the teaching quality assurance and on results of students' standard quality evaluations  other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Note / Other** | In accordance with Art. 6 of the *Code of Ethics of the Committee on Ethics in Science and Higher Education*, "the student is expected to fulfil his obligations honestly and ethically, to pursue academic excellence as a fundamental goal, to behave in a civilized manner, with respect and without prejudice." According to Art. 14 of the University of Zadar *Code of Ethics*, students are expected to "fulfill their responsibilities responsibly and conscientiously. […] It is the duty of the students to safeguard the reputation and dignity of all members of the university community and of the University of Zadar as a whole, to promote moral and academic values and principles. [...]  Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:  - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when expressly permitted;  - various forms of forgery such as the use or possession of unauthorized materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results."  All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious injuries, the *Bylaws on Disciplinary Responsibility of Students of the University of Zadar* apply.  Electronic communications will only respond to messages coming from known addresses with a first and last name and written in the Croatian standard and appropriate academic style.  Course uses the Merlin e-learning system so the AAI accounts are required. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1. \* *Words and concepts in this form that have gender meaning apply the same way to masculine and feminine gender.* [↑](#footnote-ref-1)