
Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Classics
Fiscal Unit/Academic Org Classics - D0509
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3301
Course Title Law, Citizenship, and Empire in Later Rome
Transcript Abbreviation Law Citizen Rome
Course Description This course explores the historical, social, religious, and cultural processes that led to the codification of Roman law by Justinian and his predecessors (this is primarily a historical course, not a course in jurisprudence). Also, this course will examine how changing notions of citizenship within the later empire effected and were affected by the practice and creation of law.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1200
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- You will engage in advanced study through the reading of, and responses to, primary and secondary sources that articulate notions of citizenship in relation to the legal culture of the later Roman empire.

Content Topic List

- Imperial contexts
Law in Practice under Late Rome (4th Century)
The Creation of the Codes (5th – 6th Centuries)
Law after Empire

Sought Concurrence

No

Attachments

- CLAS 3301 Law Empire Citizenship Late Rome Syllabus.pdf
(Syllabus. Owner: Jama, Khalid M)
- CLAS 3301 Law Empire Citizenship Late Rome Form.pdf: GE themes submission form
(Other Supporting Documentation. Owner: Jama, Khalid M)
- Classics Undergraduate Curriculum Map.xlsx: Updated Curriculum Map
(Other Supporting Documentation. Owner: Jama, Khalid M)
- C3301 Cover letter.pdf: Cover Letter regarding changes
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- C3301 form v2.pdf: GE Themes Submission Form - Resubmit
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- C3301 Syllabus v2.docx: Syllabus - Resubmit
(Syllabus. Owner: Walton, Rachel Kathryn)

Comments

- Please see Subcommittee feedback email sent 09/12/2023. *(by Hilty, Michael on 09/12/2023 02:34 PM)*
- If this course will be able to count in one of your majors (even as an elective), please upload the updated curriculum map for that major *(by Vankeerbergen, Bernadette Chantal on 04/25/2023 03:25 PM)*

COURSE REQUEST
3301 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/06/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jama, Khalid M	04/17/2023 11:02 AM	Submitted for Approval
Approved	Fullerton, Mark David	04/17/2023 11:13 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/25/2023 03:26 PM	College Approval
Submitted	Jama, Khalid M	04/25/2023 03:53 PM	Submitted for Approval
Approved	Fullerton, Mark David	04/25/2023 04:58 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/26/2023 02:22 PM	College Approval
Revision Requested	Hilty, Michael	09/12/2023 02:34 PM	ASCCAO Approval
Submitted	Walton, Rachel Kathryn	09/21/2023 11:16 AM	Submitted for Approval
Approved	Fullerton, Mark David	10/31/2023 03:51 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/06/2023 11:41 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/06/2023 11:41 AM	ASCCAO Approval



To the Citizenship Theme Committee:

Classics 3301: *Law, Empire, and Citizenship in Later Rome*

The committee's feedback has been addressed in the following ways:

"The reviewing faculty would like to see additional information and justification in the provided course syllabus surrounding how the course assignments will connect to GEN Theme ELOs 1.1, 1.2, 2.1 and 2.2. Specifically, they would like to see how this course will engage students in an advanced study of Citizenship and how the course assignments will assist in facilitating this advanced study. They believe this will be both beneficial to students as well as give the Subcommittee more clarity that this course will meet the required ELOs."

A table on pp.3-4 of the syllabus sets out in great detail how the assignments connect to GEN Theme ELOs 1.1, 1.2, 2.1 and 2.2.

"The reviewing faculty offer the friendly recommendation to update the Student Life – Disability Services statement in the course syllabus, as they recently updated it for the 2023-24 academic year. The most up-to-date Student Life – Disability Services statement can be found on the ASC Curriculum and Assessment website at: <https://ascas.osu.edu/submission/development/submission-materials/syllabus-elements>."

The Disability Services Statement on pp.5-6 of the Syllabus has been updated to reflect the changes made to this statement by ASC since the course application was originally submitted.

"The reviewing faculty ask that a cover letter be submitted that details any changes made as a result of the provided feedback."

This is the cover letter.

Yours faithfully,

Alan J. Ross, FHEA, FRHistS

Department of Classics, OSU
CLAS 3201: Law, Citizenship, and Empire in Later Rome
Autumn 2024, MW 11.10-12.30

Instructor: Dr Alan J. Ross
Email: ross.2005@osu.edu
414G University Hall
Office Hours: TBC

Course Description

Civil Law is the legal system of 60% of countries in the modern world. It is used in the US state of Louisiana, and its principles influence US constitutional law. Civil Law ultimately derives from the practice and codification of law in the Later Roman Empire (4th-6th Centuries CE), especially the mammoth work of codification by the Emperor Justinian in the sixth century, entitled the *Corpus Iuris Civilis* – the “Body of Citizen Law”. In this course, you will study the historical, social, religious, and cultural processes that led to the codification of Roman law by Justinian and his predecessors (this is primarily a historical course, not a course in jurisprudence). In particular, you will study how changing notions of citizenship within the later empire effected and were affected by the practice and creation of law, including but not limited to: the extension of citizenship to all inhabitants of empire; differing levels of access to the legal system of speakers of languages other than Latin (the language of Law); and the change in legal status of a once-persecuted religion that became the state religion, namely Christianity. You will also study how the notion of “Citizen Law” survived the end of the Empire, and the first moments of transmission that ultimately led to modern Civil Law. Throughout you will examine how the concepts of citizenship and justice interact; what limits and shapes different groups’ access to the law; and how the changing nature of power structures affected the creation and codification of law.

GE Theme: Citizenship for a Diverse and Just World

This course fulfills the general requirements and expected learning outcomes for the GE Theme: Citizenship for a Diverse and Just World.

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

How we will meet these Goals in this Course:

Goal 1: You will engage in advanced study through the reading of, and responses to, primary and secondary sources that articulate notions of citizenship in relation to the legal culture of the later Roman empire. You will practice critical and logical thinking through your responses and short essays, especially regarding the concepts of legal status and citizenship (ELO 1.1). The primary exercise in advanced, in-depth, scholarly exploration of the theme of citizenship within imperial legal structures is the essay portion of the midterm as well as the final exam (which is made up of two short essays), where you respond directly to questions that span the arc of the course, such as the relationship between empire and law (ELO 1.2)

Goal 2: This course invites you to consider how legal culture in the Later Roman empire has contemporary resonance in debates on citizenship, access to the law, and legal systems globally. Each week, we consider the roles that law can play in a society generally, and in the final unit of the course, you will explore how Late Roman Codes have shaped later legal systems (ELO 2.1). In your weekly responses and your essays, as well as in interactive lectures, and when meeting with the course head, you will be invited to engage in reflection

and self-assessment of your own understanding of the material and its contemporary implications (ELO 2.2).

Goal 3: You will describe and analyze a wide range of perspectives on what constitutes citizenship and its relationship to legal culture, the creation of and access to the law, and the how law shapes concepts of citizenship (ELO 3.1). The perspectives that you will encounter characterize the legal systems of many countries today and as well as the central issue of the US constitution, something you will explore especially in the third unit (ELO 3.2).

Goal 4: You will examine expressions of diversity, equity, and inclusion (as well as exclusion) in the Later Roman Empire, as they are highlighted and/or created by legal culture. Among many other topics, we explore how language, religion and wealth affect access to the law; what types of people are able petition emperors, a key first step in creating new law (ELO 4.1). You will work throughout the course to make sense the seeming paradox that within an empire of theoretically equal citizens, different groups interacted with legal structures and processes differently across varying periods and locations; you will achieve this by responding weekly to readings and participating actively in interactive lectures (ELO 4.2).

Additionally, the course assignments will assist in facilitating students’ advanced study of Citizenship in the following ways:

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>Students will engage in critical and logical thinking about citizenship primarily through comparison and evaluation of the differing and conflicting articulations of ideas about citizenship, empire, justice, and law in the Later Roman Empire.</p> <p>Students write brief weekly reading responses that engage with the readings directly in advance of the engaged lectures. This allows for lectures to incorporate and respond to student understanding of these topics in every lecture and every week.</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>The primary exercise in advanced, in-depth, scholarly exploration of the theme of citizenship within understandings of imperial legal law and systems of justice is the essay portion of the midterm as well as the final exam. The latter is made up of two essays that students write over a 48-hour period. Students respond directly to questions that span the arc of the course. Sample questions include:</p> <ul style="list-style-type: none"> • Analyze the ways in which citizens could affect the creation of law in an autocratic state. • How did “Christian citizenship” differ from legal citizenship? • What do the Burgundian law codes tell us about the relationship between Roman Imperial Law and citizenship the Roman Empire?

	These essay questions are designed to be answered drawing upon multiple units of the course, rewarding preparation, engagement, and note-taking throughout the semester.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	<p>Throughout the course, discussion questions posed in class encourage students to see connections between the material covered, contemporary issues, and citizenship. For example, in week 6 they will compare how different groups of citizens (women, Christians) were recognized and defined by the law, and how their experiences of accessing and shaping law differed.</p> <p>Each week, students consider the roles that law can play in a society generally, and in the final unit of the course, they explore how Late Roman Codes have shaped later legal systems.</p>
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	In weekly responses and submitted essays, as well as in interactive lectures, and when meeting with the course head, students will be invited to engage in reflection and self-assessment of their own understanding of the material and its contemporary implications. Particular issues for reflection will be: what factors make it easier for some citizens to access and shape the law than others; how do different power structures effect legal systems; how do concepts of justice and citizenship change over time?

Assignments (1000 points in total)

- Attendance/Engaged Participation (**100 points**). When enrollment allows, all students must meet the instructor once in office hours as part of their participation grade. If you know that you will need to miss class, please notify the instructor ahead of time.
- Brief (c. 150 word) weekly reading responses, due 24hrs before the first weekly lecture, late responses will not count, there are no make-ups, two responses are dropped (**300 points**). Responses identify the '5W's' of the readings (who, what, when, where, and why do you think you were asked to read/view/analyze this source) and prepare you with good notes for the final take-home exam. They are submitted via Carmen.
- In class Midterm (**250 points**)
Contents of exam:
 - IDs of places, concepts, locations, key terms
 - Multiple choice questions
 - Short essay. Sample questions/prompts might include:

- What difference did the extension of citizenship in 212CE make to the legal standing of provincial women in Roman Egypt?
 - Analyze the ways in which citizens could affect the creation of law in an autocratic state.
 - How did “Christian citizenship” differ from legal citizenship?
- Take home, open book, open note, cumulative, 48hr final exam **(350 points)**. Exam contains two short essays of 1000 words each (you can be 10% above or below word count), inclusive of citations. You only need to draw upon material that has been assigned in the course, including both readings and lectures. The exam is cumulative but draws more heavily on the second half of the course, and rewards those with strong class notes.
 - Sample questions might include:
 - What do the Burgundian law codes tell us about the relationship between Roman Imperial Law and the Roman Empire?
 - Analyze three major ways in which a citizen’s access to legal justice was aided or hindered during the fourth or fifth centuries.
 - What effect did codification have upon legal practice?

Grading Scale

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement on Disability

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as

possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Statement on Violence and Sexual Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgment

The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land. This acknowledgment is of particular importance for a course focused on colonial conquest and decolonization.

Syllabus

Text

Harries, Jill 1999. *Law and Empire in Late Antiquity*, Cambridge University Press.

All other texts are available electronically through Carmen/OSU Library

Unit 1: Imperial contexts

Unit 1 introduces you to the Roman empire at the beginning of our period - a hegemony composed of many peoples, speaking multiple languages, and with differing religious and cultural traditions, that stretched from Syria to Scotland. Of especial importance was the grant of universal citizenship in 212 CE (Wk 1.2), which fundamentally changed the legal relationship of a large proportion of the empire's inhabitants to the state. Week 2 will chart the effects of that change for the balance of existing imperial vs. customary law in the provinces (the latter being non-Roman law practiced in by non-citizens in her provinces and tolerated and upheld by Roman governors).

Week 1

23 Aug. Introduction - The Roman empire in Late Antiquity

- Mousourakis, George 2007. "The Dominate: the historical, social and constitutional background" Ch. 10 in *A legal history of Rome*. London: Routledge. Pp.135-155.

25 Aug. The grant of universal citizenship 212CE

- Hekster, Olivier 2008. "Law and Citizenship" in *Rome and its Empire AD 193-284*. Edinburgh University Press. pp.45-55.

Week 2

30 Aug. Customary law and imperial law

- Humfress, Caroline 2014. "Law's Empire: Roman Universalism and Legal Practice." In Claudia Rapp & Harold Drake (eds.), *The City in the Classical and Post-Classical World: Changing Contexts of Power and Identity*. Cambridge: Cambridge University Press. pp. 81-108.

1 Sept. The Late Antique City: provincials, citizens, and empire

- Liebeschuetz, Wolf 1992 “The end of the Ancient City” in John Rich (ed.) *The City in Late Antiquity*. Pp.1-49.

Unit 2: Law in Practice under Late Rome (4th Century)

In Unit 2 you will examine the social, cultural, and religious contexts for the practice of Roman law after the extension of citizenship in 212CE and prior to the first major act of codification in the fifth century. It teaches intercultural competence as a global citizen by giving particular attention to the ways in which different groups of citizens, new and old (women, Christians, Greek-speakers), access and shape law, and how in turn concepts of citizenship and new groupings of citizens could be defined by legal practice.

Week 3

6 Sept. Law in practice: petition and response

- Harries, Jill 1999. “The Law of Late Antiquity” in *Law and Empire in Late Antiquity*, Cambridge University Press. pp.6-31.

8 Sept. Law and imperial self-representation: constitutions

- Schmidt-Hofner, Sebastian 2015. “Ostentatious Legislation: Law and Dynastic Change, AD 364–365”, in Johannes Wienand (ed.), *Contested Monarchy. Integrating the Roman Empire in the Fourth Century AD*, Oxford University Press. Pp. 67–99.

Week 4

13 Sept. Law in practice: efficacy and enforcement

- Harries, Jill 1999. “The efficacy of Law” in *Law and Empire in Late Antiquity*, Cambridge University Press. pp.77-98.

15 Sept. In court: *denuntiatio* and *editio*

- Mousourakis, George 2007. “The Dominate: administration of justice” Ch. 12 in *A legal history of Rome*. London: Routledge. Pp.170-178.

Week 5

20 Sept. Law and language: citizens’ access to the law

- Corcoran, Simon 2017. “Roman Law and the Two Languages in Justinian’s Empire”, *Bulletin of the Institute of Classical Studies* 60: 96–116.

22 Sept. Crime and Punishment of Citizens

- Harries, Jill 1999. “Crime and the Problem of Pain” in *Law and Empire in Late Antiquity*, Cambridge University Press. pp.118-134.

Week 6

27 Sept. New types of Citizens and the Law: Christian privileges

- Rapp, Claudia 2014. “City and Citizenship as Christian Concepts of Community in Late Antiquity” In Claudia Rapp & Harold Drake (eds.), *The City in the Classical and Post-Classical World: Changing Contexts of Power and Identity*. Cambridge: Cambridge University Press. pp. 153-167.

29 Sept. Existing types of Citizens and the Law: Women and Family

- Arjava, Antti 1996. "Mothers and Children" Chapter 3 in *Women and Law in Late Antiquity*. Clarendon Press ; Oxford University Press. Pp.76-110.

Week 7

4 Oct. Law in Practice: legal education

- Jones Hall, Linda 2004 "A City of Lawyers, Professors, and Students" Chapter 9 in *Roman Berytus: Beirut in Late Antiquity*. Routledge. Pp. 192-218.

6 Oct. Corrupt judges

- Harries, Jill 1999. "The Corrupt Judge" in *Law and Empire in Late Antiquity*, Cambridge University Press. pp.153-171.

Week 8

11 Oct. Midterm

13 Oct. Autumn Break – no class

Unit 3: The Creation of the Codes (5th – 6th Centuries)

In this Unit, we encounter the motivations and processes that led two emperors (Theodosius II and Justinian) to codify imperial law and the effects codification had on access to the law for the empire's citizens. You will examine what was included and what was excluded in these compilations; who was charged with compiling them, and the method and agendas for gathering them. You will critique the intersection of concepts of justice, difference, and citizenship, and how these interact with cultural traditions and structures of power.

Week 9

18 Oct. The Roman Empire in the 5th century

- Heather, Peter 2000. "The Western Empire 425-76" in Averil Cameron, Bryan Ward-Perkins and Michael Whitby (eds.) *The Cambridge Ancient History Vol. 14*. Cambridge University Press. Pp. 1-32.

20 Oct. Political philosophy in Late Antiquity

- O'Meara, Dominic 2021. "Law and Legislator in the Philosophy of Julian the Emperor", *Polis* 38: 610-622.

Week 10

25 Oct. The creation of the Theodosian Code

- Matthews, John 1993. "The Making of the Text" in J. D. Harries and I. N. Wood, eds., *The Theodosian Code: Studies in the Imperial Law of Late Antiquity*. Pp.19-44.

27 Oct. Christianity and the Law ii: Canon Law

- Helmholz, Dick. 2015. 'Canon Law and Roman Law' in *The Cambridge companion to Roman law*, ed. D. Johnston Cambridge: Cambridge University Press. pp.396-422.

Week 11

1 Nov. The reign of Justinian

- Maas, Michael 2005. "Roman Questions, Byzantine Answers: Contours of the Age of Justinian" in M. Maas (ed.) *The Cambridge Companion to the Age of Justinian*. Cambridge University Press. pp.3-27.

3 Nov. The creation of the Justinianic Corpus: The Code

- Mousourakis, George 2007. "The Dominate: the Codification of Roman Law" Ch. 32 in *A Legal History of Rome*. London: Routledge. Pp.179-191.

Week 12

8 Nov. The creation of the Justinianic Corpus: The Institutes & Digest

- Haarer, Fiona 2022. "Governing the Empire" in *Justinian: Empire and Society in the Sixth Century*. Edinburgh University Press. pp.95-104.

10 Nov. Veterans Day – no class

Unit 4: Law after Empire

In this final unit, you will examine how codified Roman law outlived empire. By studying the influence of codified law first in Rome's successor kingdoms, then globally through Civil Law traditions, you will question the relationship between legal culture and citizenship in changing political contexts; you will explore the continued contemporary and global relevance of Roman Law to citizens of today.

Week 13

15 Nov. Post-imperial law and citizenship (i) Attila and the Huns

- Humfress, Caroline 2014. "Law and Legal Culture in the Age of Attila" in Michael Maas (ed.), *The Cambridge Companion to the Age of Attila*. Cambridge: Cambridge University Press. Pp.140-155.

17 Nov. Post-imperial law and citizenship (ii) Clovis and the *lex salica*

- Charles-Edwards, Thomas (2000), "Law in the Western Kingdoms between the Fifth and the Seventh Century," in *Cambridge Ancient History XIV* eds. Cameron, Ward-Perkins, and Whitby. Pp.260–87.

Week 14

22 Nov Thanksgiving – No Class

24 Nov Columbus day – No class

Week 15

29 Nov. Roman Law and modernity

- Mousourakis, George 2015. "Codification and the Rise of Modern Civil Law" in *Roman Law and the Origins of the Civil Law Tradition*. Springer. Pp.287-310.

1 Dec. Revision

Week 16

Final Exam is a take home, open book, open note, carried out over 48 hours after the final week of classes, submitted through Carmen

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

CLAS3XXX *Law, Empire and Citizenship in Later Rome* studies the historical, social, religious, and cultural processes that led to the codification of Roman law in the *Corpus Juris Civilis* (“The Body of Citizen Law”) in the 6th century CE. Through in-depth study of ancient sources and modern scholarship, students examine how changing notions of citizenship within the later Roman empire effected and were affected by the practice and creation of law, including but not limited to: the extension of citizenship to all inhabitants of empire; differing levels of access to the legal system of speakers of languages other than Latin (the language of Law); and the change in legal status of a once-persecuted religion that became the state religion, namely Christianity. They will also study how the notion of “Citizen Law” survived the end of the Empire, and the first moments of transmission that ultimately led to modern Civil Law. Throughout the course, students will examine how the concepts of citizenship and justice interacted; what limited and shaped different groups’ access to the law; and how the changing nature of power structures affected the creation and codification of law.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>Students will engage in critical and logical thinking about citizenship primarily through comparison and evaluation of the differing and conflicting articulations of ideas about citizenship, empire, justice, and law in the Later Roman Empire.</p> <p>Students write brief weekly reading responses that engage with the readings directly in advance of the engaged lectures. This allows for lectures to incorporate and respond to student understanding of these topics in every lecture and every week.</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>The primary exercise in advanced, in-depth, scholarly exploration of the theme of citizenship within understandings of imperial legal law and systems of justice is the essay portion of the midterm as well as the final exam. The latter is made up of two essays that students write over a 48-hour period. Students respond directly to questions that span the arc of the course. Sample questions include:</p> <ul style="list-style-type: none"> • Analyze the ways in which citizens could affect the creation of law in an autocratic state. • How did “Christian citizenship” differ from legal citizenship? • What do the Burgundian law codes tell us about the relationship between Roman Imperial Law and citizenship the Roman Empire? <p>These essay questions are designed to be answered drawing upon multiple units of the course, rewarding preparation, engagement, and note-taking throughout the semester.</p>
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	<p>Throughout the course, discussion questions posed in class encourage students to see connections between the material covered, contemporary issues, and citizenship. For example, in</p>

	<p>week 6 they will compare how different groups of citizens (women, Christians) were recognized and defined by the law, and how their experiences of accessing and shaping law differed.</p> <p>Each week, students consider the roles that law can play in a society generally, and in the final unit of the course, they explore how Late Roman Codes have shaped later legal systems.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>In weekly responses and submitted essays, as well as in interactive lectures, and when meeting with the course head, students will be invited to engage in reflection and self-assessment of their own understanding of the material and its contemporary implications. Particular issues for reflection will be: what factors make it easier for some citizens to access and shape the law than others; how do different power structures effect legal systems; how do concepts of justice and citizenship change over time?</p>

Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Students will examine citizenship (and lack thereof) in variety of guises and across varying political, cultural and linguistic contexts within the later Roman empire and its successor states. For example, they will begin in Week 1 by examining the effects of the grant of universal citizenship to all the empire’s inhabitants in the year 212CE, and how that changed the legal rights of the new citizens. They examine the legal roles of ‘local’ citizens within provincial cities (Wk. 2.1). They compare the changing legal privileges of Christians (Wk 6.1), and of women (Wk. 6.1). Finally, they explore how concepts of citizenship as shaped by civil law traditions outlived the Roman Empire, through Frankish Salic Law (Wk. 13.1) and modern civil codes (Wk 15.1).</p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Teaching intercultural competence as a global citizen is central to the mission of this course. In class, students frequently explore historical examples of how citizenship is conditioned by law, in terms of legal privileges and obligations; they examine opportunities</p>

	<p>for citizens to shape law (Wk. 3.1; 7.1; 10.1; 11.1; 12.1), and how citizens are grouped and defined by law (wk. 6.1 and 6.2). They contemplate how justice and citizenship interact (wk. 4.2; 5.1; 7.2); and how Roman code law shaped later legal traditions that in turn used those codes to define citizenship in Europe and across the globe (Wks 13.1; 13.2; 15.1). They are invited to reflect upon these issues in their weekly reading responses; and upon the implications of these issues for modern concepts of citizenship through in-class discussions.</p>
<p>ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>This course fundamentally explores how law and legal culture define, include, promote, and exclude different types of citizen, and how active or otherwise citizens were in those processes. For example, students evaluate the major act of inclusion that was the extension of universal citizenship and the end of 'foreigner' legal status in the early third century (Wk. 1). They examine how language shaped (and hindered) access to law and legal systems (Wks. 4.2 and 5.1), particularly for those who did not speak the language of legal system (i.e. Latin). In week 6.1 they critique how Christians were distinguished as a special group by legal practice (Wk. 6.1); and how women's lives were shaped by their interaction with the law (6.2). Throughout they evaluate notions of equality as implied or constructed by law.</p>
<p>ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>Throughout the course, students grapple with the hierarchical tensions inherent in a world that was simultaneously an autocratic monarchy and populated by millions of legally-defined citizens. Students analyze how citizens could petition and influence the creation of law (wk. 3.1); they examine the intersection of difference and justice in the Roman court system (wks. 4.1; 4.2; 5.2); and how difference effected one's standing before law, and how law reinforced difference (wks. 6.1; 6.2; 10.1). Fundamental to the arc of the course is how political change effected the intersection of justice and citizenship between the extension of citizenship to all inhabitants of empire in 212CE to the end of the western empire, and the continuation of Roman models of citizen law in successor kingdoms (wk. 13).</p>