

CLAH4006

**From Village to Empire: An
Introduction to the History of Rome**

Exam Preparation

Matthew Cobb

Exam Format

- The Exam is 1 hour long - split into two parts.
- Section A is Gobbets. Only one of these questions should be answered – worth 1/3 of the total marks.
- Section B is a choice of four essay questions. Only one of these questions should be answered – worth 2/3 of the total mark.
- It is probably best to spend roughly 20 minutes on Section A and 40 minutes on Section B.
- The Exam covers the second semester – nothing prior the death of Julius Caesar will appear – also do not worry about the period after Constantine.

Section A

Gobbet Passages / Images

- Only texts or images that have appeared in the lecturer slides or workshops will be in the exam - There are no “unseen” passages or images.
- There are four questions to choose from in Section A – two are passages, and there are two images (only pick one).
- You have to Analyse the context and content of one of the passages or images.

Approaching the Gobbets - Passages

- Do not just simply paraphrase or describe what is being said in the passage without comment!
- Identify the key features of the passage and analyse their significance - what actions or individuals are being discussed in the passage?
- Who is the author of the passage? Why is s/he making these comments? Can what is said in the passage be considered reliable (and what factors might influence this)?
- Place this passage in a broader **context** (social/political/historical, as relevant) - Are there any relevant texts or objects which can be meaningfully compared with the Gobbet. Do they conform with or contradict what is in the Gobbet.

Approaching the Gobbets - Images

- A name or description is not provided with the images – you will be rewarded for correctly identifying who or what is the object shown in the image – when was the object commissioned/ produced (approximate dates are acceptable).
- What is significant about the object, what does it represent? By whom might it have been produced/commissioned and for what purpose?
- What is its broader historical/social/political significance (as appropriate) – for example, can it be used as a historical source?
- Are there any relevant texts or objects which can be meaningfully compared with the image?

Section B

Approaching the Essay Questions

- You are not expected to provide footnotes or bibliographic references in the Exam.
- Try to show your knowledge and grasp of detail but ensure that you are analytical. Try to have coherent arguments directed towards the question.
- Discuss any relevant evidence or examples that support the argument you are trying to make.
- Evaluate the evidence (literary, numismatic, archaeological, as relevant) – do some of the sources appear to provide a differing or contradictory picture? What are the biases or limits of the evidence (ensure that any discussion in this respect relates to the question)?

Themes from the Lectures

Politics

- Establishment of the Principate – veiling power.
- The emperors and their positions in relation to the senate.
- The emperors household/imperial court.
- The emperors and their positions in relation to the army – securing their loyalty and threats from usurpers.
- Means of succession.
- Apotheosis of emperors – Damnation of emperors.

Warfare, Revolts and Persecution

- Security of the frontiers – nature and danger of external threats to the Roman Empire.
- Expanding the Roman frontiers – subjugation of foreign peoples.
- Stability in the Roman Empire – insurrections/ revolts and there causes.
- Persecutions within the Roman Empire.

Art and Architecture

- Major building programmes under different emperors.
- Building programmes as a means of mass employment.
- Monuments and art as representing Roman warfare and imperialism.
- Ideological messages for Roman society.
- Value as historical sources.

Revision

- Read the lecture slides and workshop reading.
- I will aim to put on Moodle (around the beginning of next week) a number of references or links to useful reading for the exam.

Good Luck!