

CHAPTER 4

Classical Civilization in the Mediterranean: Greece and Rome

CHAPTER SUMMARY

The civilizations of Greece and Rome rivaled those of India and China in cultural richness and their effect on world history. Their institutions and values reverberated in the later histories of the Middle East and Europe and Europe's colonies around the world. The study of classical Mediterranean civilization is complicated because it includes Greek and then Roman political, social, and economic institutions, which were sometimes shared but often unique.

The Persian Tradition. Greeks and Romans had contacts with and were influenced to some degree by the large Persian Empire and its descendants. The Persians absorbed many of the attributes of earlier Mesopotamian societies. Zoroastrianism, an early monotheistic religion, came from within the empire. After being toppled by the Greek leader Alexander the Great, another empire arose—the Sassanid—during Rome's imperial era.

Patterns of Greek and Roman History. The rise of the dynamic city-states of classical Greece began around 800 B.C.E., reaching a high point in the 5th century B.C.E. with the leadership of the Athenian Pericles. The next major era came under the expansionist Alexander, who briefly united Greece and the Persian Empire. The legacy of the combination of the two civilizations was called Hellenism. Rome's development as a republic began as Hellenism waned. As Rome gained more territory by challenging regional powers and lesser developed cultures, it grew into an empire.

Greece. The Greeks were an Indo-European people who took over the Greek peninsula by 1700 B.C.E. From 800 to 600 B.C.E. Greek civilization rose to prominence rapidly with the creation of strong city-states. Each city-state had its own government, typically either a tyranny of one ruler or an aristocratic council. Sparta and Athens came to be the two leading city-states. Sparta represented a strong military aristocracy, while Athens was a more diverse commercial state that was proud of its artistic and intellectual leadership. During the 5th century Pericles dominated Athenian politics, creating a democratic political structure where each citizen could participate in government. Political decline soon set in for the city-states as Athens and Sparta vied for control of Greece during the Peloponnesian Wars. Afterwards the city-states were conquered by Philip II of Macedon and then his son Alexander the Great, who extended the Macedonian Empire throughout the Middle East and Egypt. Although this empire did not last long beyond Alexander's death, the Hellenistic period, as it is called, saw the merging of Greek art and culture with other Middle Eastern forms and had influence well beyond the end of the empire.

Rome. The Roman state began as a local monarchy in central Italy around 800 B.C.E. Roman aristocrats succeeded in driving out the monarchy in 509 B.C.E. The new Roman republic gradually extended its influence over the rest of the Italian peninsula. Roman influence widened during the three Punic Wars, from 264 to 146 B.C.E., during which Rome fought and defeated the armies of the Phoenician city of Carthage. The politics of the Roman republic grew unstable as victorious generals sought even greater power while the poor of the city rebelled. In 45 B.C.E. Julius Caesar ended the traditional institutions of the Roman state. Caesar's grandnephew, Augustus Caesar, seized power in 27 B.C.E. and established the basic structures of

the Roman Empire. For 200 years the empire maintained great vigor, bringing peace and prosperity to the entire Mediterranean world. Then the empire suffered a slow fall that lasted about 250 years until invading peoples from the north finally overturned the government in Rome in 476 C.E.

Greek and Roman Political Institutions. Greece and Rome featured an important variety of political forms. Both tended to emphasize aristocratic rule but there were significant examples of democratic elements as well. Politics was very important in the classical Mediterranean civilizations and offered similarities to Confucian values, yet the variety of political forms reminds the historian of India. There was no single Greek political style, but democracy is the most famous. Classical Mediterranean political theory involved ethics, duties of citizens, and skills, such as oratory. Governments supported an official religion, but tolerance of other faiths was the norm. The exception, Christianity under the Roman Empire, occurred because Christians refused to place state first in their devotion. The greatest political legacies of the Mediterranean cultures were an intense loyalty to the state, a preference for aristocratic rule, and the development of a uniform set of legal principles.

In Depth: The Classical Mediterranean Civilization in Comparative Perspective. The three great classical civilizations of China, India, and the Mediterranean lead historians to espouse a variety of comparisons. Similarities include that each developed into an empire; each relied primarily on an agricultural economy; and each supported the development of science, but for different reasons. All three civilizations emphasized clear social strata with the elites considerably distanced from the masses. Differences included social mobility, with India's the most restrictive and Rome's the most fluid, comparatively. In addition, each civilization developed a different cultural "glue" that held society together, with the Mediterraneans' emphasis on devotion to the state for the good of the whole ("civic duty"), while India promised reward for good behavior through reincarnation, and Chinese Confucianism promoted obedience and self-restraint as a good unto itself, with the result being peace and prosperity. Over time, Indian and Chinese social structures survived better than those in the Mediterranean because of the introduction of Christianity into the latter's culture.

Religion and Culture. The Greeks and Romans did not create a significant world religion. Their religions derived from a complex set of gods and goddesses who were seen as regulating human life. Both Mediterranean and Indian religious lore reflected the common heritage of Indo-European invaders. Greco-Roman religion tended toward an of-this-world approach with lessons that illustrated human passions and foibles but offered little in regard to modeling ethical behavior. Thus, separate models of moral philosophy were developed, by such men as Aristotle and Cicero, who like Confucius, taught the importance of moderation and balance in human behavior. Socrates taught his followers to question conventional wisdom by using rational inquiry. In the sciences, Greek work in geometry and anatomy was especially important. The greatest Roman contribution to the sciences was in engineering. In the arts and literature, the Greeks had few equals, particularly in sculpture, architecture, and plays. The Romans mimicked but rarely surpassed the Greek innovators in these fields.

Economy and Society in the Mediterranean. Most Greeks and Romans were self-sustaining farmers, but there was also a great deal of commercial agriculture, which in turn fueled their establishment of an empire. There was also extensive trade. Slavery was an important economic and social institution in the Mediterranean civilization. The family was a tight social structure, with men in firm control; however, women were often active in business and sometimes

controlled property. Overall, the status of women in the Mediterranean world was better than in China.

Toward the Fall of Rome. The fall of Rome differed from China's and India's declines. For instance, no single civilization rose to replace Rome, although several smaller governments claimed to be its inheritor. In addition, Rome's fall was fragmentary, collapsing in the western empire long before the eastern side did.

Global Connections: Greece, Rome, and the World. The Greeks set up a widespread colonial and trading network, peaking with Alexander, but it did not last. The much bigger world of the Romans was well aware of the Asian, African, and northern European world outside its realm. Chinese goods were traded in the city of Rome itself, but interest in the Middle Kingdom seems to have been strictly out of a desire for material goods, rather than because of China's technology or system of governance.

KEY TERMS

Cyrus the Great: Most famous Persian emperor, who controlled land and peoples across the northern Middle East and into northwestern India.

Pericles: One of the most famous Greek political figures, he dominated Athenian government in the 5th century B.C.E. He ruled through wise and clever means. Even he was not able to prevent war between Athens and Sparta.

Alexander the Great: Extended the Greek Empire begun by his father into the Persian Empire, all the way to India. From a political standpoint, his efforts were largely in vain, but Greek cultural contributions to the area cannot be overstated.

Hellenistic period: After Alexander's death, Greek art, education, and culture merged with those in the Middle East. Trade and important scientific centers were established, such as Alexandria, Egypt.

Punic Wars: Series of wars (264-146 B.C.E.) between the Roman republic and the Phoenician colony Carthage over dominance of the Mediterranean. Carthage's great general Hannibal was ultimately unable to stop the Romans, who conquered Greece and north Africa, including Egypt.

Julius Caesar: Dictator of the Roman republic who effectively ended the republic and, with his successor Augustus, transformed it into an empire.

Diocletian and Constantine: Strong emperors toward the end of the Roman Empire who tried with some success to reverse the tide of its ultimate fall. Constantine moved the capital away from Rome and allowed freedom of worship for Christians.

Greek city-states: "Politics" comes from the Greek word for city-state. Though united in language and religion, the Greeks held differing forms of government, from monarchies to oligarchies to aristocratically controlled democracies.

Senate: The most important legislative body in the Roman republic, composed mainly of aristocrats.

Consuls: The two men who shared executive power in the Roman republic, but in times of crisis the Senate could choose a dictator with emergency powers.

Cicero: Roman writer and senator who expounded on the value of oratory in political discourse.

Socrates: A leading figure in the development of classical Mediterranean philosophy. He encouraged his students to question conventional wisdom. His work symbolized the Greco-Roman emphasis on the power of human thought.

Plato: Socrates' greatest pupil, who suggested that humans could approach an understanding of the perfect forms of truth, good, and beauty that he thought underlay nature.

Aristotle: Student of Plato who developed logic and scientific reasoning in the Western sense. He stressed the value of moderation in all things.

Stoics: Adherents of this Greek philosophy emphasized an inner moral independence cultivated by strict discipline and personal bravery.

Sophocles: Athenian dramatist who specialized in psychological tragedies, such as *Oedipus Rex*.

Iliad: Greek epic poem attributed to Homer but possibly the work of many authors; defined gods and human nature that shaped Greek mythos.

Doric, Ionic, Corinthian: Three forms of Greek columns that represent what is still known as classical architecture.

Battle of Marathon: (490 B.C.E.) In this battle, the Persians who have invaded Greece are defeated on the Plain of Marathon by an Athenian army led by the general, Miltiades.

King Xerxes: (486 – 465 B.C.E.) Persian king who invaded Greece in retribution for earlier Persian defeats by the Greeks; his forces were defeated by the Greeks in the battles of Salamis and Plataea.

Themistocles: Athenian leader who advocated for an Athenian navy during the Persian Wars; this led to the defeat of the large Persian fleet at the Battle of Salamis by the Athenian navy.

Battle of Thermopylae: (480 B.C.E.) Battle in which Spartan king Leonidas and his army of 300 Spartans and 700 Thespians refused to surrender to the numerically superior Persian army at the pass of Thermopylae; they were annihilated to the man but allowed the other Greek armies to prepare for the Persian invasion.

Zoroastrianism: Persian religion developed by the prophet Zoroaster around 600 B.C.E. in which is taught that life is a battle between the opposing forces of good and evil, with humans having to choose between the two.

Olympic Games: Festival and athletic contests held at Olympia in honor of Zeus in which all Greek city-states sent representatives.

Peloponnesian Wars: (431 – 404 B.C.E.) War which involved Athens and its allies against Sparta and its allies; Sparta ultimately won the war but a majority of the Greek city-states are weakened considerably by the fighting.

Philip II of Macedon: (359 – 336 B.C.E.) King of Macedon who defeated a combined army of Thebes and Athens to become the ruler of the Greek city-states; father of Alexander the Great.

Alexandria: Seaport in Egypt on the Mediterranean Sea which was founded by Alexander the Great and became the center of Hellenistic culture.

Roman Republic: (510 – 47 B.C.E.) The balanced constitution of Rome; featured an aristocratic Senate, a panel of magistrates, and several popular assemblies.

Carthage: Ancient city-state in north Africa founded by the Phoenicians and destroyed by the Romans in the Punic Wars in 146 B.C.E.

Hannibal: Carthaginian general who led troops into Italy during the Second Punic War; he was defeated at the Battle of Zama in 202 B.C.E. by the Roman general Scipio.

Augustus Caesar: (63 B.C.E. – 14 C.E.) Grandnephew of Caesar who restored order to Rome after a century of political chaos; he assumed the title Augustus and instituted a monarchical government in which the emperor was dictator, chief military general, and chief priest; first emperor of Rome.

Polis: Greek word for city-state.

Tyranny: A government based on the rule of an absolute ruler.

Direct democracy: A government based on the rule of the vote of the people.

Aristocracy: A government based on the rule of the best of the society.

Twelve Tables: (c. 450 B.C.E.) Roman law code developed in response to the democratization of the Roman republic.

“Mystery” religions: Religions often imported from the Middle East which featured secret rituals and fellowship and a greater sense of contact with the divine.

Herodotus: Greek historian called the “Father of History” who wrote an account of the Persian Wars in the *Histories*.

Pythagoras: Hellenistic mathematician who developed many basic geometric theorems which are still in use in geometry today.

Galen: Hellenistic physician and writer who wrote many medical treatises that formed the basis of modern medical practice.

Euclid: Hellenistic mathematician who produced what was long the world’s most widely used compendium of geometry.

Ptolemy: Hellenistic astronomer who produced an elaborate theory of the sun’s motion around the Earth.

Sappho: (born ca. 612 B.C.E.) One of the great poets of the ancient Greeks; her poetry developed the complexities of the inner workings of human beings and love.

Vergil: (70 – 19 B.C.E.) One of the greatest of the Roman poets during “Golden Age” of Latin literature; patronized by Augustus; author of the *Aeneid*.

LESSON SUGGESTIONS

Leader Analysis	Pericles
Conflict Analysis	Roman policy toward religion in general and Christianity
Change Analysis	Mediterranean shifts from republics to empires
Societal Comparison	Mediterranean, Indian, and Chinese family cultures
Document Analysis	Rome and a Values Crisis
Inner/Outer Circle	Proposition: Mediterranean Empires should not be lumped into one category

LECTURE SUGGESTIONS

Identify the contributions of the Mediterranean civilizations to modern society. The framers of the Western-style constitutions were conscious of Greek and Roman precedents. Classical architecture can be seen in modern churches, banks, schools, and government buildings. Greek philosophy is thought of as the foundation of our own philosophical system. There are many more examples, including influences on Western literature, art, and politics.

Evaluate the following statement: Mediterranean empires never completely “fell.” There is no doubt that the political institutions of the Greeks and Romans ceased to exist in their own domains, but what aspects of their cultural legacies remain? Have students brainstorm to come up with examples of Mediterranean influences—from names of cities and school mascots to sports and law.

CLASS DISCUSSION SUGGESTIONS

Compare Greek and Roman political structures.

Greek politics were usually localized. There were times aristocratic government was in place and other times tyranny was important. Greece also sketched the democracy concept. Rome was a republic, checking aristocratic control through popular voice.

Evaluate the significance of the Hellenistic period in Asian and African history.

The significance was in the area of trade and scientific discovery. During this period, although the actual Greek peninsula had lost importance, the culture continued to wield significant influence. Additionally, Alexander (the Great)'s empire brought Hellenistic culture in contact with Asia and Africa, and his death brought chaos to his empire, which resulted in three major regional dynasties: one in Egypt that ended with Cleopatra's suicide in 31 B.C.E., one in Mesopotamia, and one in both Mesopotamia and Greece.

Compare the main political, social, and economic features of the Roman Empire and Han China.

Both civilizations had a sense of inferiority of the rest of the world. They both seemed to create their own world; that is, they traded throughout the empire, even with their inferior neighbors. Both were aware of the other. They allowed local autonomy while paying homage to the empire. Both the Roman Empire and Han China were agriculture-based civilizations, but while Han China became known for its bureaucracy and civil service tests, the Roman Empire became known for its military conquests. Both of these civilizations granted more rights to women than others in their area, but the Romans did beat Han China in this matter.

Assess how and why the Indians developed long-lasting polytheistic religions but the Greeks did not.

The Greeks and Romans did not create a significant world religion. Their religions derived from a complex set of gods and goddesses who were seen as regulating human life. Both Mediterranean and Indian religious lore reflected the common heritage of Indo-European invaders. Greco-Roman religion tended toward an of-this-world approach with lessons that illustrated human passions and foibles but offered little in regard to modeling ethical behavior. Thus, separate models of moral philosophy were developed, by such men as Aristotle and Cicero who, like Confucius, taught the importance of moderation and balance in human behavior.

Compare the scientific achievements and approaches of classical India, China, and the Mediterranean.

All three had a strong sense of discovery. Chinese and Indian scholars advanced in medicine. In China they tried to discover how nature worked. The Mediterranean and India did the same but narrowed the focus, primarily to mathematics and astronomy. The Mediterranean used primarily a philosophical approach, producing many theories, most of which were proven wrong. The classical Indian approach to science was to find a practical use for the Mediterranean philosophies.

Compare the political philosophical thoughts of the Greeks and the Chinese.

Greek politics was usually localized and emphasized no kind of government organizations and was ruled by aristocrats. In China the politics focused more on dynasties based on hierarchies and obedience and was a more centralized government. The philosophical thoughts of the Chinese led more toward peace and social harmony, whereas Greece produced philosophers who had more life-based questions.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1. The Greek genius was in democracy; the Roman genius was in
 - A) engineering.
 - B) politics.**
 - C) science.
 - D) democracy.
 - E) philosophy.

2. The quintessential Greek political institution was
 - A) imperial rule
 - B) monarchy.
 - C) the democratic city-state.**
 - D) a feudal social order.
 - E) repressive tyrannies.

3. The Roman Empire
 - A) disallowed the use of slaves.
 - B) insisted that all inhabitants become Roman citizens.
 - C) prevented foreigners from trading within the empire.
 - D) set up a military draft to supply the army.
 - E) generally tolerated local politicians and religions.**

4. The senate of republican Rome consisted of what group?
 - A) Landed aristocracy**
 - B) Emperors
 - C) Urban workers
 - D) Merchants and businessmen
 - E) Citizens elected by the general male population

5. The most characteristic political form in the classical Mediterranean world was
 - A) tyranny.
 - B) direct democracy.
 - C) representative democracy.**
 - D) aristocratic democracy.
 - E) monarchy.

6. Classical Mediterranean society differed from classical China in all of the following ways EXCEPT that the Mediterranean society used
- A) a more elaborate legal framework.
 - B) the idea of active citizenship.
 - C) the same trade routes.
 - D) a diversity of political systems.
 - E) religion in political life.
7. This Greek philosopher believed humans could approach an understanding of the perfect forms of the absolute true, good, and beautiful.
- A) Socrates
 - B) Plato
 - C) Aristotle
 - D) Ptolemy
 - E) Pericles
8. The Greeks made especially notable advances in
- A) science.
 - B) literature.
 - C) weaponry.
 - D) religious thought.
 - E) practical technology.
9. From a Confucian viewpoint, the Roman Empire might have been criticized for placing too much confidence in
- A) divine backing for the emperor.
 - B) public works functions for the masses.
 - C) education of leaders.
 - D) harsh punishment of criminals.
 - E) laws rather than trained officials.
10. Roman slaves were used in all of the following EXCEPT
- A) work in the mines.
 - B) agricultural labor.
 - C) household care.
 - D) military service.
 - E) tutoring.

SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.

1. Athens and Sparta emerged as the two leading city-states in classical Greece.
2. Alexander the Great created an empire based on Greek culture through the Middle East into India, setting the stage for the Hellenistic era.
3. Roman conquest spread to north Africa after defeating Carthage in the Punic Wars.
4. The word “politics” comes from the Greek word for city-state, polis.
5. The best-known law code of the Roman republic was the Twelve Tables.
6. The Athenian philosopher Socrates encouraged his students to question conventional wisdom and was put to death for this teaching.
7. Greek mathematicians made especially groundbreaking advances in the field of geometry.
8. The Athenian dramatist Sophocles wrote plays like *Oedipus Rex* that revealed the psychological flaws of the principal character.
9. The two leaders of the executive branch of Rome’s republic were called consuls.
10. Julius Caesar gained control of Rome and effectively ended the republic era.

TRUE/FALSE. Write “T” if the statement is true and “F” if the statement is false.

1. Augustus was the first Roman emperor. T
2. Pericles rose slowly from poverty to become a leading Athenian politician. F
3. During the entire era of the Roman Empire, internal politics was generally stable. F
4. Both classical Mediterranean civilizations experienced diverse political forms, which ranged from tyranny to democracy. T
5. Greece and Rome regulated their societies within an elaborate legal framework but without a strong centralized bureaucratic state. F
6. The Greeks did not develop a major world religion. T
7. Greek interest in rationality translated into the study of the physical environment. T

8. Greek, but not Roman, architecture has been known in the West as “classical” for centuries. F
9. The rise of commercial agriculture in the Roman world was one of the prime forces that led to the establishment of the empire. T
10. The Mediterranean civilization lagged behind both India and China in the production of agricultural technology. T

ANSWER KEY

Multiple Choice

- | | |
|------|-------|
| 1. B | 6. B |
| 2. C | 7. B |
| 3. E | 8. A |
| 4. A | 9. E |
| 5. C | 10. D |

Short Answer

1. Answer: Sparta
2. Answer: Alexander the Great
3. Answer: Punic
4. Answer: polis
5. Answer: Twelve Tables
6. Answer: Socrates
7. Answer: geometry
8. Answer: Sophocles
9. Answer: consuls
10. Answer: Julius Caesar

True/False

- | | |
|------|-------|
| 1. T | 6. T |
| 2. F | 7. T |
| 3. F | 8. F |
| 4. T | 9. T |
| 5. F | 10. T |

CHAPTER 4

TIMELINE

Insert the following events into the timeline. This should help you to compare important historical events chronologically.

end of Punic Wars

Persian Wars

rise of Greek city-states

Peloponnesian Wars

Alexander the Great dies

Cyrus the Great begins rule of Persian Empire

_____ 800-600 B.C.E.

_____ c. 550 B.C.E.

_____ 490-480 B.C.E.

_____ 431-404 B.C.E.

_____ 323 B.C.E.

_____ 146 B.C.E.

TERMS, PEOPLE, EVENTS

The following terms, people, and events are important to your understanding of the chapter. On a separate sheet of paper, define each one.

Alexander the Great

Alexandria

Cyrus the Great

Galen

Hannibal

Hellenistic age

Ionian, Doric, Corinthian

King Xerxes

Peloponnesian Wars

Sappho

Sophocles

“mystery” religions

direct democracy

Philip II of Macedon

Cicero

Roman republic

Iliad and *Odyssey*

Euclid

Augustus Caesar

Plato

city-state

Themistocles

Aristotle

Vergil

Punic Wars

Pythagoras

aristocracy

Zoroastrianism

Constantine

Carthage

Persian Wars

Ptolemy

polis

Julius Caesar

Battle of Marathon

Battle of Thermopylae

Augustus

Herodotus

Twelve Tables

tyranny

Olympic Games

Socrates

MAP EXERCISE

The following exercise is intended to clarify the geophysical environment and the spatial relationships among the important objects and places mentioned in the chapter. Locate the following places on the map.

Sparta

Athens

Aegean Sea

Asia Minor

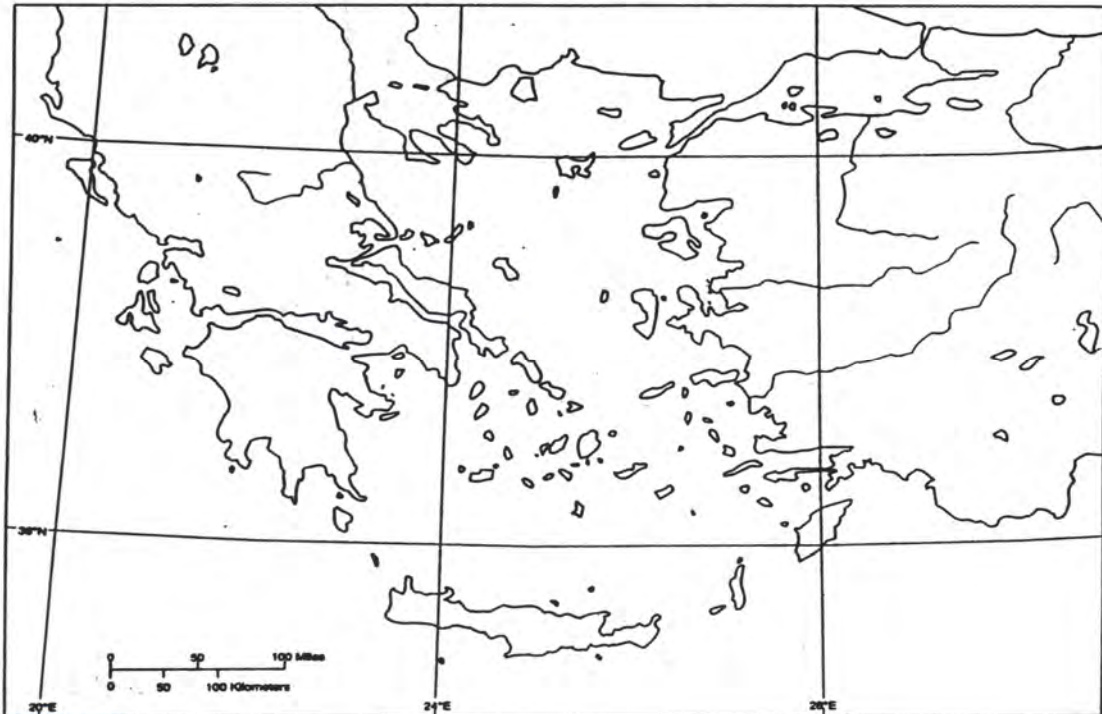
Mediterranean Sea

Macedonia

Peloponnesus

Ionia

Crete



How might have Greece's geography contributed to its development of sea trade with Egypt and Phoenicia?

Chapter 4

Classical Civilization in the Mediterranean: Greece and Rome

I. Introduction

A. Mediterranean culture

1. Greece slowed Persian empire, set up a few colonies, but...
2. Rome known for empire
3. New institutions/values that would remain in western culture
4. "our own" Classical past
 - a. U.S. Constitution
 - b. buildings in the U.S.
 - c. founders of the philosophical tradition
 - d. Socratic method

B. Greco-Roman history

1. more dynamic, but less successful
 - * We can clearly recognize the connections and our own debt without adhering to the notion that the Mediterranean world somehow dominated the classical period.
2. Complicated – passed through two centers
 - a. Rome preserved many of Greek achievements

C. Rome vs. Greece

1. Mighty empire vs. inept/Greek city-states
2. Mastered engineering vs. scientific thought
3. western Europe – Greco Roman vs. Eastern Europe – Greek influence
4. Shared
 - a. political ideas
 - b. common religion
 - c. artistic styles
 - d. economic structures

II. The Persian Tradition

A. 550 BCE Cyrus the Great – massive Persian Empire across Middle East

1. Tolerant of local customs
2. Advanced iron technology
3. Zoroastrianism
4. artistic lifestyle
5. Conquered by Alexander the Great
6. Persian language and culture survived into the 20th century

III. Patters of Greek and Roman History

A. Greece

1. Crete – showed Egyptian influence by 2000
 - a. Monumental architecture
2. 1400 Mycenae – kingdom Trojan War
 - a. Indo-Europeans destroyed until 800 – Dark Ages
3. Rise from 800-600 strong city-states
 - a. tyrant or aristocratic council
 - b. divided by mountains
 1. unified government difficult
 2. trade developed

- c. written language came from Phoenician alphabet
- d. regular celebrations
 - 1. athletic competitions – Olympic games
- e. Sparta/Athens rose to the top
 - 1. Sparta – military tradition dominated slaves
 - 2. Athens – commercial state, slaves, artistic/intellectual leadership
 - 3.
- 4. 5th century – Democracy in Athens
 - a. Pericles - most famous political figure
 - 1. No official position, but influence/negotiation
 - b. each citizen participated
 - c. eventually Spartan/Athenian war weakens both sides
 - 1. Peloponnesian Wars – weakened Greece
 - a. Philip II of Macedon came down and took over
 - b. Alexander the Great then kept going to Persia
 - 1. 13 years of conquests – 33
 - 2. Successor kingdoms ruled for centuries
 - 3. Hellenistic period – Greek art/culture merges
 - 4. Trade flourished
 - 5. Scientific centers – Alexandria
 - 6. Greece decline, but legacy carries on

B. Rome

- 1. Started under control of monarchy in 800 – defeated in 509
- 2. Roman republic expanded
 - a. Always fear of invaders, keep extending boundaries
 - b. Across Sicily, conflict with Carthage
 - 1. Leads to Punic Wars – 3 of them
 - a. Bloody defeat by Hannibal – through Gaul
 - b. 3rd Punic War – salted fields – agriculture
- 3. Republic replaced by powerful generals
 - a. Caesar first to “Cross the Rubicon” – 45 BCE
 - b. August Caesar takes over in 27 BCE – after rivalry following assassination
 - 1. Pax Romana – basic structure for Roman Empire
 - a. Until 180 CE Marcus Aurelius – peace to Medit. World
 - b. Empire expanded to Britain
 - c. Gradual fall until 476 when invaders took over
 - 1. economic deterioration – trade loss
 - 2. population loss – declining birth rates
 - 3. government less effective – couldn’t take care of empire
 - 4. unable to take over more land to finance empire
 - 5. too spread out – undefendable
- 4. Diocletian Reforms
- 5. Constantine – 313 adopts Christianity
- 6. After the fall
 - 1. Governments became local in Western Europe – can’t control/order
 - 2. Roman armies needed foreign recruits – why are we fighting again?

IV. Greek and Roman Political Institutions

A. Introduction

- 1. Politics crucial – polis – Greek city-state – similar to China

- a. “Good life” included political service, military
- 2. Did not try to administer local regions
- 3. Unlike China, never had single set of political institutions/bureaucracy/emp
- 4. Like India diverse forms
 - a. Monarchy – not preferred – tried to abolish
 - b. Individual strongman – tyranny – quite common – some effective
- B. Greece – demos – the people
 - 1. General assemblies – all vote – direct democracy – not a republic
 - 2. Executive officers chosen by lot – similar to jury duty
 - 3. ½ citizens – slave/foreigners – women excluded > 25% participate
 - 4. Negatives of democracy – Peloponnesian Wars
 - a. Lower class citizens want power – recommend stupid military choices
 - 5. Most preferred – aristocratic assemblies – aristocracy – rule of the best
- C. Rome
 - 1. Constitution – relied on aristocracy – election of magistrates
 - 2. Senate – held executive offices – two consuls shared power – public speaking
 - a. Dictator during emergencies
 - 3. Ample political theory – Cicero main guy
 - a. Political ethics
 - b. Duties of citizens
 - c. incorruptible service
 - d. key political skills – oratory
 - e. Diff. than China – not so much on hierarchy, obedience, bureaucracy
 - 4. Roman Empire – preserved Senate – relatively useless
 - 5. Local autonomy prevailed – accept times like Jewish rebellion 63 CE
 - a. tolerance local customs, religion
 - 6. Strong military organization
 - 7. Well-crafted laws – Twelve Tables 450 BCE – restrain upper class
 - a. Rules, not personal whim, should govern people
 - b. regulated property, commerce
 - c. similar to Chinese bureaucratic structure
 - 8. Focused on law courts, military force
 - a. Not so much on commerce, but...
 - b. Rome...roads, harbors – military transport, commerce
 - c. Public baths, stadiums – “bread and circuses”
 - 9. Supported official religion – civic festivals, but not imposed
 - a. Religions tolerated as long as didn’t conflict with state
 - 1. Problem w/ Christianity, state not first
- D. Key elements
 - 1. Localism, political focus, diversity of political systems, aristocracy, law
 - 2. Lacked specific individual rights, instability showed system was flawed

V. Religion and Culture

A. Religion

- 1. Christianity spread, but not a product of Christian/Roman Culture
- 2. Greco-Roman religion – nature > gods and goddesses
 - a. Different names/interacted w/ mortals/whims/soap opera
 - b. Patrons of nature/human activities
 - c. god stories used to illustrate human passions/foibles – literature

- d. lacked spiritual passion – lower class attracted to “mystery religions” M. East
- e. Upper class – didn’t allow for method systematic inquiry
- 3. Many thinkers/philosophers searched for explanations/model for ethical behavior
 - a. Aristotle – Golden Mean – balance
 - b. Stoics – moral independence – discipline/personal bravery
 - c. Socrates – question – accused of undermining – poison
 - d. Plato – understand three forms – True, Good, Beautiful
 - e. Importance – human ability to think, not human spirituality
 - f. Similar to Confucianism, but more skeptical and focused on abstract questions
- B. Rational inquiry
 - 1. Few inventions, many theories, classification
 - a. Many theories wrong
 - b. Some geometry, anatomy, incorrect astronomy
 - 2. Romans more practical – engineering – roads/aqueducts
- C. Art and literature – far more important
 - 1. Official religion inspires artist expression – temples, statues
 - 2. Realistic depiction of human form
 - 3. Poetry, music, dance – not as preserved
 - 4. Drama – comedy and tragedy – trilogy – focused on human flaws
 - a. Sophocles – Oedipus complex
 - b. Not just for upper class
 - c. Romans known more for athletic performances – charioteers/gladiators
 - 5. Greek literature – epic tradition – Homer – Iliad/Odyssey – links mythology/history
 - 6. Sculpture – heroic/realistic tradition
 - 7. Architecture – columns – Doric, Ionic, Corinthian – classical architecture
 - a. Rome – dome/stadium – heavily adorned public buildings/monuments

VI. Economy and Society

- A. Tendency for large landowners to squeeze out small farmers > feudalism later
 - 1. Much tension comes from farmers trying to keep independence, get out of debt
 - 2. Difficulty in farming – geography, topography
 - a. Forced olives, grapes – but these need capital, patience – 5 years – landlord
 - 3. Commercial agriculture led to need for empire
 - a. Supervised grain trade, public works, storage facilities
 - b. Manufactured products less advanced – exported animals/skins, metals
- B. Merchants – better in Mediterranean than China, but ambiguous
- C. Slavery – key component – agriculture – from military expansion
 - 1. Free farmers couldn’t compete w/ slave/tenant labor
 - 2. Hurt technological innovation – behind India/China in production technology
- D. Tight family structure – women inferior/diff. laws – not as bad as China, but infanticide
- E. Not the period of “human race was most happy or prosperous” – idealized in Western world
 - 1. Urban achievements not everything

VII. The Fall of Rome – fell in parts, not all at once

- A. No central religion
- B. Classical Mediterranean life not fully carried on

VIII. Global connections

- 1. Outsiders as barbarians

2. Alexander the Great expanded
3. some Romans saw Greek literature/philosophical focus as a waste of time
4. Rome expanded to Germanic tribes – trade/war
 - a. Tolerant of local customs, but built Roman monuments
5. Believed there was little to learn from beyond their own borders

IX. Classical Mediterranean in Comparative Perspective

1. China, India, Medit. All have agricultural economy, empires
 - a. Secular Medit. similar to Confucian
2. Politics don't speak of deference, bureaucratic training
3. Greeks more into theory
4. Each had social hierarchy and laws to justify/protect upper class
 - a. Aristocracy – India – priests, China – bureaucrats, Medit. – aristocrats
5. Social mobility
 - a. India's caste – little
 - b. China – few talented bureaucrats could move up
 - c. Medit. – some non-aristocrats could move up, military
6. Lowest class
 - a. India – untouchables
 - b. China – “mean people”
 - c. Medit. – slavery
 - a. Farmers/property important – but scorned manual labor > slavery
7. United by different reasons – social unrest, rebellions in all
 - a. India – Hinduism
 - b. Medit. – military force, local authorities
 - c. Chinese – Confucianism – obedience, self-restraint
8. China/India more successful in convincing poor of legitimacy of class structure
 - a. Medit. focused on aristocracy, tried to give some political rights to others

Chapter
4a

Ancient Greece
(1750 B.C. – 133 B.C.)



Section

1

The Minoans

- The Minoans established a brilliant early civilization on the island of Crete.
- The Minoans traded with Egypt and Mesopotamia. They acquired ideas and technology that they adapted to their own culture.
- The Minoans helped to shape the first Greek civilization.



Fresco in the Knossos Palace on Crete

Minoan Civilization began on the Island of Crete



Minoan History

- c. 3000 B.C., Crete was settled by a people from Asia Minor
- By 2000 B.C. they lived in cities and traded with other nations in the Mediterranean.
- They had a written hieroglyphic language that evolved into a linear form.
- They built magnificent palace centers at Knossos, Phaistos, and Kato Zakros.
- Their government system was ruled by priests and consisted of **bureaucratic monarchies**, who served as “chief entrepreneurs” or CEOs.
- They built large navies of armored merchant ships and traded throughout Asia Minor and Egypt.
- They had large multi-room homes – even the peasants.
- They are the first civilization that appears to have “leisure time.”

Bull-Jumping Fresco at the Palace of Knossos



Downfall of Cretans

- The concentration of wealth produced a society with social equality, which was unknown in the in ancient world.
- No gender inequality seems to have existed.
- Palaces had *no defensive works*, throughout much of their history.
- Their concentration of economic resources on mercantilism and their generous distribution of wealth among their people may have led to their downfall.
- Earthquakes and volcanoes weakened their cities.
- Eventually the Minoans were conquered by the Mycenaens .



Women in Minoan Civilization

- Crete was a class-based society with little inequality.
- Women played an important role in city public life, serving as priestesses, functionaries, & administrators.
- They participated in all the sports men did, including bull-jumping.
- They also participated in every occupation & trade available to men, including skilled crafts, entrepreneurs, bureaucracy, priesthood.



Fresco of Women at
Knossos Palace in Crete

The Mycenaens

- The Mycenaens conquered the Greek mainland and Crete.
- Mycenaen civilization dominated the Aegean from about 1400 B.C. to 1200 B.C.
- They traded with Sicily, Italy, Egypt, and Mesopotamia.
- Mycenaens absorbed Egyptian and Mesopotamian influences and passed them on to later Greeks.



Mycenean Fresco

Mycenean Civilization



The Late Helladic Period



Mask of Agamemnon

- Most of what we know about this culture comes from Homer's epics.
- The archeological sites at Troy and Mycenae indicate a strong influence on their culture from the Minoans.
- There were differences. The government consisted of monarchs who ruled over large administrations.
- Mycenaean kings accumulated vast wealth, but it was not shared by the rest of society.
- Mycenaean kings were warlords, constantly ready for battle or invasion.
- Cities had heavy defenses.

Mycenean Religion

- Early Myceneans had a sky-god, who would become Zeus.
- Later, they adopted the Minoan goddesses.
- Offerings and sacrifices were made to the gods, and may have involved human sacrifices.



The Greek Dark Ages



Mycenaean Woman

- Between 1200 and 1100 BC populations in cities dwindled & they could no longer support artisans and craftsmen.
- Writing was abandoned leaving no history to explain it the 500 years of mystery.
- Greeks returned to an agricultural or nomadic life in small tribal groups.
- Many Greeks took to the sea and migrated to the islands of the Aegean.
- **Dorians**, invaders from the north, soon followed bringing new weapons and tools.

The Epics of Homer

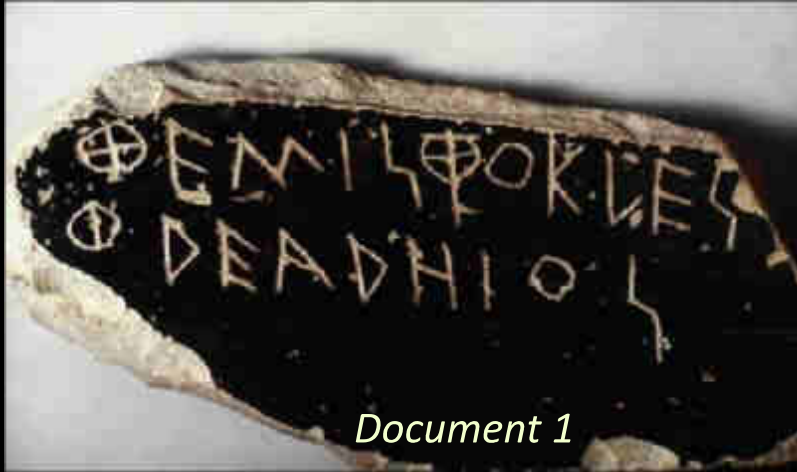
“Every man make up his mind to fight
And move on his enemy! Strong as I am,
It’s hard for me to face so many men
And fight with all at once. . . .
And yet I will!”

Homer, *Iliad*

- The *Iliad* and the *Odyssey* reveal many of the values of ancient Greeks. Homer’s heroes display honor, courage, and eloquence.
- The epics of Homer have been inspiring writers for almost 3,000 years.

Section
2

The Ancient Greeks: How Democratic?



Document 1

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Document 2

Section

2

Ancient Greece

- Greece is part of the Balkan peninsula. Mountains divide the peninsula into isolated valleys. Off the Greek mainland are hundreds of small islands.
- The geography of the region prevented the Greeks from creating a large, united empire. Instead, they built many small city-states, cut off from one another by mountains or water.
- The seas linked the Greeks to the outside world. The Greeks became skilled sailors, traveling and trading all over the Mediterranean.



Greek City-States Develop



Spartan Warrior

- The Greeks developed an alphabet based on the Phoenician's that became the basis for all western alphabets.
- Between 750 B.C. and 500 B.C., the Greeks evolved different forms of government.
- At first, the ruler was a king, who exercised central power, or a **monarchy**.
- Slowly, power shifted to a class of noble landowners, who defended the king, but in time, they won power for themselves, creating an **aristocracy**.
- As trade expanded, a new class of wealthy merchants, farmers, and artisans came to dominate some city-states, creating an **oligarchy**.

Competing City-States



ATHENS

- Society grew into a limited **democracy**, or government by the people.
- Only free, native-born, land-owning men could be citizens.
- Male citizens over age 30 were members of the assembly.
- Rulers encouraged trade with other city-states.
- Women were considered inferior.
- Boys received education in many areas, not just military training.

SPARTA

- Rulers were two kings and a council of elders.
- Rulers formed a military society.
- Conquered people were turned into slaves, called **helots**.
- Rulers forbade trade and travel.
- Male, native-born Spartans over age 30 were citizens.
- All boys received military training.
- Girls were raised to produce healthy sons for the army.
- Women had the right to inherit property.

The Acropolis



Athena



Unifying Forces

Local ties, independent spirit, and economic rivalries led to fighting among the Greek city-states. Despite these divisions, the Greeks shared a common culture.

- They honored the same ancient heroes.
- They participated in common festivals.
- They prayed to the same gods.
- They shared the Greek language.
- They felt superior to non-Greeks, whom they called “barbaroi,” people who did not speak Greek.

Despite their cultural ties, the Greek city-states were often in conflict with one another.

The threat of the powerful Persian empire united the Greek city-states.

The Persian Wars



- **Darius I** invaded Greece at Marathon in 490 B.C. with a fleet containing 20,000 soldiers.
- The Greeks waited out the Persians, attacking them as they tried to re-board their ships and won.
- Pheidippides then ran 26 miles from Marathon to Athens to tell them of the success. He told this story and died. The marathon race was added to the Olympics to commemorate the event.
- Later, **Xerxes** decided to attack Greece in order to take revenge for his father's loss.

The Persian Wars (cont.)

- In 480 B.C. Xerxes took 180,000 troops and thousands of warships and supply vessels to attack Greece.
- The Greeks joined forces to repel them.
- **Leonidas** and his Spartan soldiers led a combined Greek army against the Persians at **Thermopylae**.
- Athenian general **Themistocles** led the navy against the Persians at **Salamis**.
- United, the city-states defeated the Persians and ended the threat of Persian invasions.



Themistocles

Ancient Greek Trireme



The Impact of the Persian Wars

- Victory over the Persians increased the Greeks' sense of their own uniqueness.
- Athens emerged as the most powerful city-state.
- Athens organized the **Delian League**, an **alliance** with other Greek city-states.
- Athens used the Delian League to create an Athenian empire.
- Sparta responded by forming the **Peloponnesian League**.

Section
3

The Ancient Greeks: How Democratic?



Document 3

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Section
3

The Age of Pericles



↑ Pericles

Aspasia →



- After the Persian Wars, under the leadership of **Pericles** experienced a golden age.
- Periclean Athens was a **direct democracy**. In this form of government, large numbers of citizens take part in the day-to-day affairs of government.
- This meant that Athenian men participated in the assembly and served on **juries**.
- Pericles hired architects and sculptors to rebuild the Acropolis, which the Persians had destroyed.
- Pericles turned Athens into the cultural center of Greece. He did this with the help of an educated, foreign-born woman named **Aspasia**.

Pericles Funeral Oration

- Pericles gave a speech at the funeral of Athenians slain in battle. This speech is considered one of the earliest and greatest expressions of democratic ideals.
- “Our constitution is called a democracy because power is in the hands not of a minority but of the whole people.”
- “We alone regard a man who takes no interest in public affairs, not as a harmless but as a useless character.”

The Peloponnesian War

CAUSES

- Many Greeks outside of Athens resented Athenian domination.
- Sparta formed the Peloponnesian League to rival the **Delian League**.
- Sparta encouraged oligarchy, while Athens supported democracy.

EFFECTS

- Athenian domination of the Greek world ended.
- Athens recovered economically and remained the cultural center of Greece.
- Democratic government suffered.
- Corruption and selfish interests replaced older ideals such as service to the city-state.

Peloponnesian War Alliances



- After the unconditional surrender of Athens, Sparta became the undisputed major power in Greece.
- The Spartan general, Lysander, replaced the Athenian democracy with an oligarchy.
- Proponents of democracy fled to Corinth and Thebes, while the Spartans ruled with an iron fist.
- The Peloponnesian War weakened the Greek city-states, making them easier to conquer by **Philip of Macedonia**.

The Glory that Was Greece

- Guided by a belief in reason, Greek Artists, writers, and philosophers used their genius to seek order in the universe.
- **Homer** wrote the *Illiad* and the *Odyssey*.
- The greatest Athenian playwrights, Aeschylus, Sophocles, and Euripides, wrote **tragedies**.



Sophocles



Plato



Aristotle

Greek Philosophers

Some Greek thinkers used observation and reason to find causes for what happened. The Greeks called these thinkers philosophers, meaning “lovers of wisdom.”

SOCRATES	PLATO	ARISTOTLE
Developed Socratic method, whereby a series of questions are posed in order to challenge implications of answers	Emphasized importance of reason Believed the ideal state should regulate every aspect of citizens' lives to provide for their best interest	Favored rule by single strong and virtuous leader Taught that good conduct meant pursuing moderation

Greek Architects and Artists

The work of Greek artists and architects reflected a concern with balance, order, and beauty.

ARCHITECTURE	ART
<ul style="list-style-type: none">• Architects tried to convey a sense of perfect balance to reflect the harmony of the universe.• Example: The Parthenon	<ul style="list-style-type: none">• Early sculptors imitated rigid Egyptian poses.• Later sculptors emphasized natural poses that were lifelike but also idealistic.• Paintings offer views of Greek life.

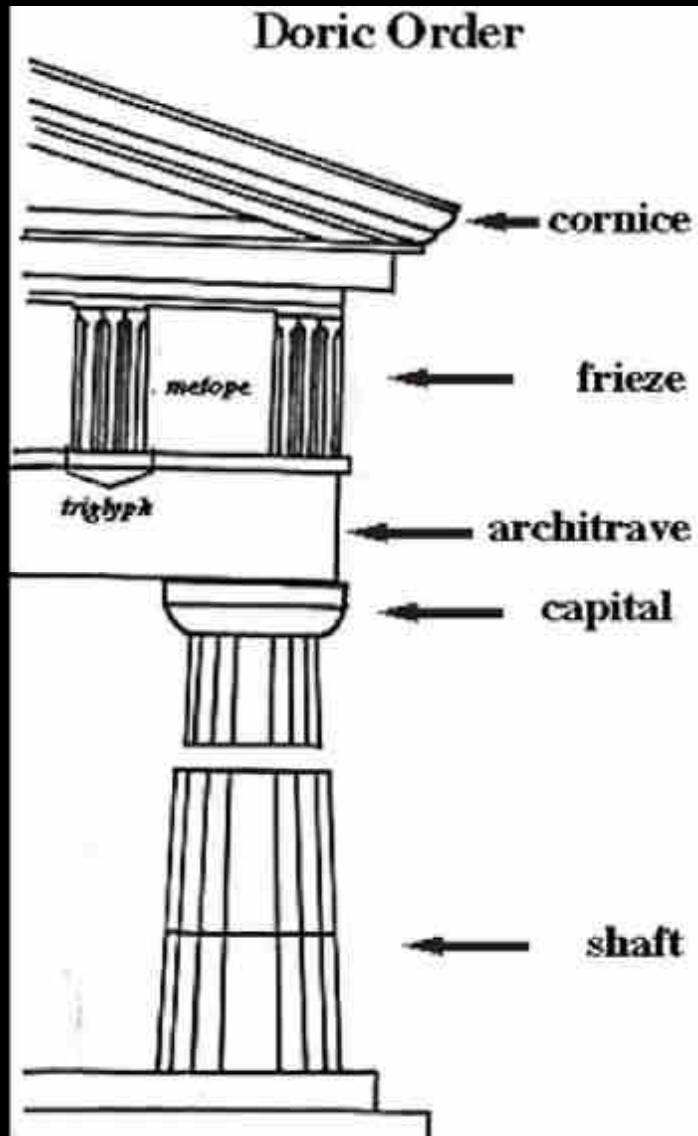
The Parthenon



The most famous temple is the Parthenon.

- The original inspiration for Greek architecture came from the Egyptians and was later passed on to the Romans.
- The columns were built to lean in toward each other so that from a distance they would look straight.

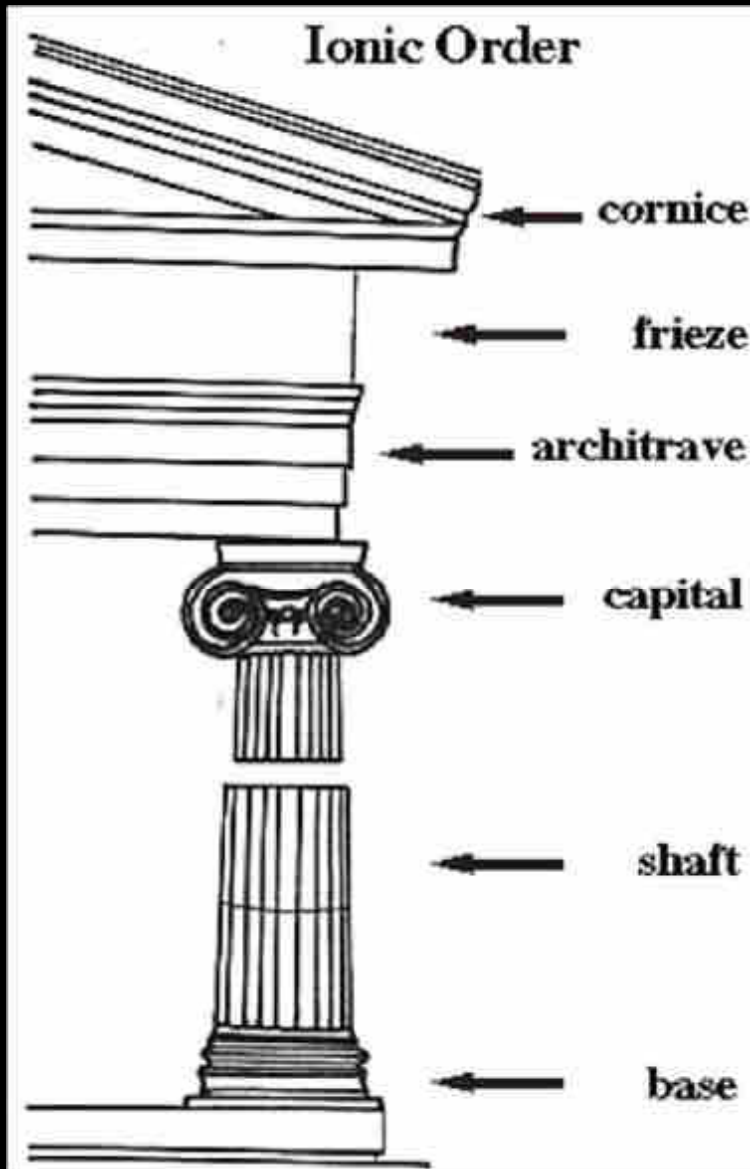
Three Orders of Greek Architecture



- Simplest form of column.
- Capital made of circle topped by a square.
- There is no base.
- The shaft is plain with 20 sides.
- The frieze had simple patterns.
- The Parthenon is an example.



Three Orders of Greek Architecture

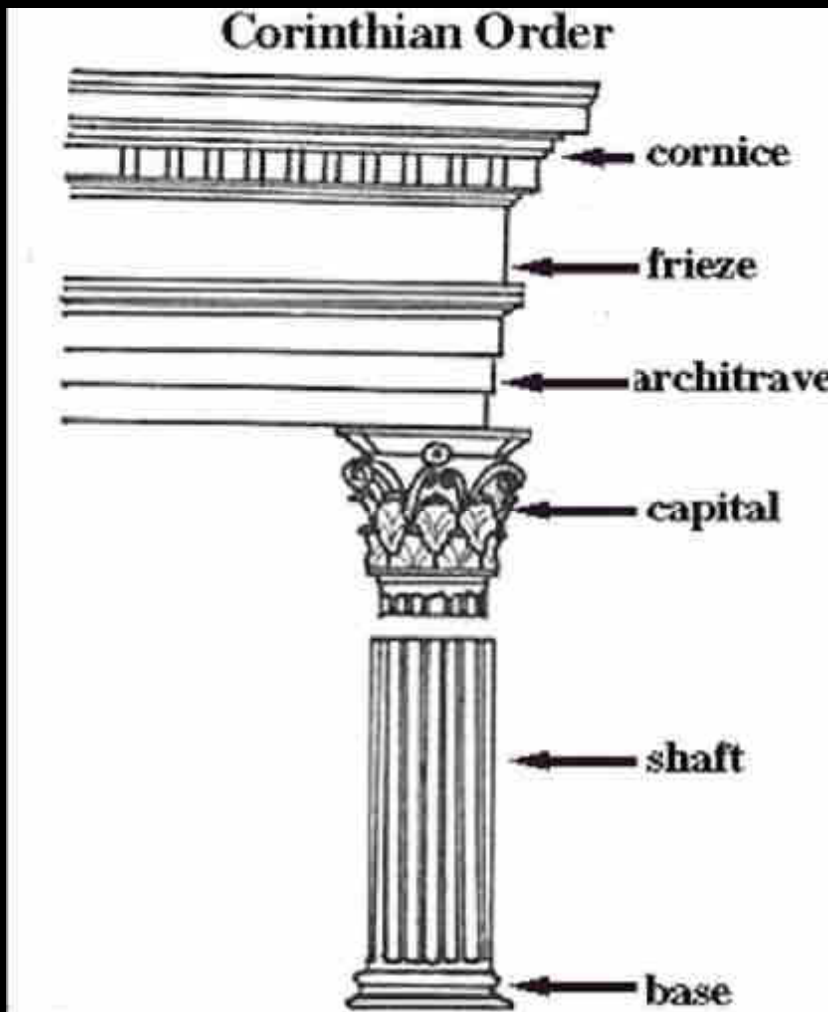


- Shafts were taller than the Doric, making them look more slender.
- Had flutes, or lines carved into them from top to bottom.
- Shafts had entasis, or a bulge, in the columns to make them look straight from a distance.
- The bases were large and looked like stacked rings.
- Capitals consist of scrolls above the shaft.

Temple of
Athena Niki
in Athens



Three Orders of Greek Architecture



- Most decorative of orders.
- Uses entasis to make shafts look straight.
- Capitals have flowers and leaves below a small scroll.
- The shaft has flutes and the base is like the Ionian.
- Corinthian roofs are flat.



The Temple of Sybil in Rome

Poetry and Drama

Greek dramas were often based on popular myths and legends. Through these stories, playwrights discussed moral and social issues and the relationship between people and the gods.

Aeschylus, Sophocles, and Euripides wrote **tragedies**, plays that told stories of human suffering that usually ended in disaster.

Aristophanes wrote **comedies**, humorous plays that mocked people or customs.



Euripides, writer of
Greek Tragedies

Theatre in Antalya, Turkey

The Writing of History

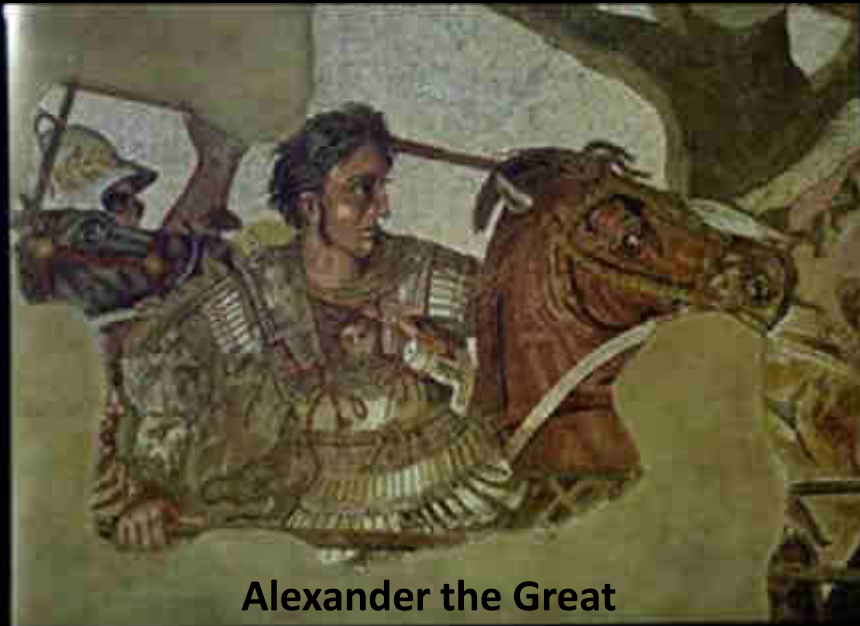
The Greeks applied reason, observation, and logic to the study of history.

Herodotus is called the “Father of History.”

Herodotus stressed the importance of research, while Thucydides showed the need to avoid bias.

Herodotus and **Thucydides** set standards for future historians.

Alexander the Great



Alexander the Great



Olympias



Philip II of Macedonia

- Alexander was the son of Philip II of Macedon and Olympias.
- He was taught first by Leonidas, who was a strict disciplinarian and later by the Greek philosopher, Aristotle.
- By age 16, Alexander had served as regent of Macedonia, put down a rebellion, and named a city after himself.

Alexander the Great

Philip of Macedonia conquered Greece. He was assassinated before he could fulfill his dream of conquering the Persian empire.

Philip's son, Alexander, succeeded him to the throne in 336 B.C. at the age of 21.

Alexander won his first victory against the Persians at the Granicus River. He then conquered Asia Minor, Palestine, Egypt, and Babylon.

Alexander crossed the Hindu Kush into northern India. There his troops faced soldiers mounted on war elephants. They were forced to retreat.

While planning his next battle campaign, Alexander died of a sudden fever. Three generals divided up the empire.



The Hellenistic World



Alexander the Great

- In 334 B.C. Alexander crossed into Asia Minor to begin his conquest of Persia, the largest empire to date.
- The conquests of **Alexander the Great** spread Greek civilization throughout the Mediterranean world and across the Middle East to the outskirts of India.
- Greek culture blended with Persian, Egyptian, and Indian cultures to create the **Hellenistic civilization**, in which art, science, mathematics, and philosophy flourished.
- In 323 BC, at the age of thirty-three, Alexander fell into a fever and died in Babylon on his way back from India.

Empire of Alexander the Great



The Legacy of Alexander

Although Alexander's empire did not last, he had unleashed changes that would ripple across the Mediterranean world and the Middle East for centuries.

- Alexander's most lasting achievement was the spread of Greek culture.
- Across the empire, local people **assimilated**, or absorbed, Greek ideas. In turn, Greek settlers adopted local customs.
- Gradually, a blending of eastern and western cultures occurred.
- Alexander had encouraged this blending by marrying a Persian woman and adopting Persian customs.

Great Minds of the Hellenistic Period

- Zeno founded Stoicism, which urged people to accept calmly whatever life brought.
- **Pythagoras** derived a formula to calculate the relationship between the sides of a triangle.
- **Euclid** wrote *The Elements*, a textbook that became the basis for modern geometry.
- **Aristarchus** theorized about a **heliocentric**, or sun-centered, solar system.
- Eratosthenes showed that the Earth was round and accurately calculated its circumference.
- **Archimedes** used principles of physics to make practical inventions, such as the lever and the pulley.
- **Hippocrates** studied illnesses and cures and set ethical standards for medical care.

Chapter
4b



**Ancient Rome
and the Rise of
Christianity
(509 B.C. — A.D. 476)**

Section 1
Warm-up

Slaves, Peasants, and Scribes

Document 1



Section

1

Geography and Rome



- Rome is located in the center of the Italian peninsula. This location helped the Romans expand in Italy and beyond.
- The Apennine Mountains run down the center of Italy but are not too rugged.
- Fertile plains supported a growing population.
- Ancestors of the Romans settled along the Tiber River. These villages eventually grew into Rome.

The Etruscans



- The Etruscans lived in independent, fortified city-states that formed small confederacies.
- They were ruled by oligarchies that governed through a council with elected officials.
- They were mostly agrarian, but had a strong military which they used to force surrounding peoples to do the agricultural labor on their farms.
- They then could devote time to commerce and industry.
- They had an alphabet based on that of the ancient Greeks.

Etruscan couple

Early Romans

- Rome was founded by a tribal, agrarian Italic people from south of the Tiber River around 753 B.C.
- As Romans developed their city, government, & culture, they imitated the Etruscans civilization to the north.



The Story of Romulus and Remus

- According to Roman mythology, the founders of Rome were twin-brothers, **Romulus and Remus**.
- They were sons of the god Mars and the priestess Rhea Silvia, daughter of King Numitor.
- Numitor was deposed by his brother, Amulius.
- Amulius had the boys placed in trough and thrown into the Tigris River.
- When they came ashore, they were found by a she-wolf who looked after them and suckled them. A woodpecker also helped feed them.
- A shepherd found them and raised them.
- When the boys grew up they killed Amulius and reinstated Numitor to the throne.
- They then decided to build a city, had an argument, and Romulus killed Remus.
- So the city was named Rome after Romulus.



Romulus and Remus suckled by the she-wolf

Virgil's Aeneid

- *Virgil's Aeneid* became the national epic of the Roman empire and the most famous poem of the Roman era.
- Aeneas, the son of Venus and a mortal father, was a hero fighting the Greeks in the Trojan wars.
- He escaped as the great city of Troy was sacked and after quite an odyssey he landed in Latium on the Tiber river.
- Aeneas married the daughter of King Latinus, only to aggrieve King Turnus of Rutuli who had wanted her for himself.
- War broke out between Turnus and Aeneas, who was by then supported by King Tarchon of the Etruscans.
- Naturally Aeneas, son of Venus, was triumphant.



Aeneas having his wounds dressed in the presence of Venus. From a wall painting in Pompeii.
Museo della Civiltà, Rome

Roman Society

FAMILY	WOMEN
<p>The family was the basic unit of Roman society.</p> <p>Male was head of household and had absolute authority.</p>	<p>Women gained greater freedom and influence over the centuries.</p> <p>Some women ran businesses. Most worked at home, raising families.</p>
EDUCATION	RELIGION
<p>Both girls and boys learned to read and write.</p> <p>Education was highly valued.</p>	<p>Gods and goddesses resembled those of Greeks and Etruscans.</p> <p>Religious festivals inspired sense of community.</p> <p>Romans built many temples for worship.</p>

Expansion in Italy

By about 270 B.C., Rome controlled most of the Italian peninsula.

Why was Rome's expansion in Italy successful?

- Skilled diplomacy
- Loyal, well-trained army
- Treated defeated enemies fairly
- Gave rights to conquered people

Imperator

____ Promagistrate
____ Promagistrate
____ Promagistrate
____ Promagistrate
____ Promagistrate

Legatus ____
Legatus ____
Legatus ____
Legatus ____
Legatus ____

____ Tribune
____ Tribune
____ Tribune
____ Tribune

Praetor ____
Praetor ____
Praetor ____
Praetor ____

____ Pro-Consul
____ Pro-Consul

Magister Equitum ____

____ Consul
____ Consul

Dictator ____

____ Pontifex Maximus

Censor ____

____ Flamen Majores
____ Flamen Majores
____ Flamen Majores
____ Flamen Majores

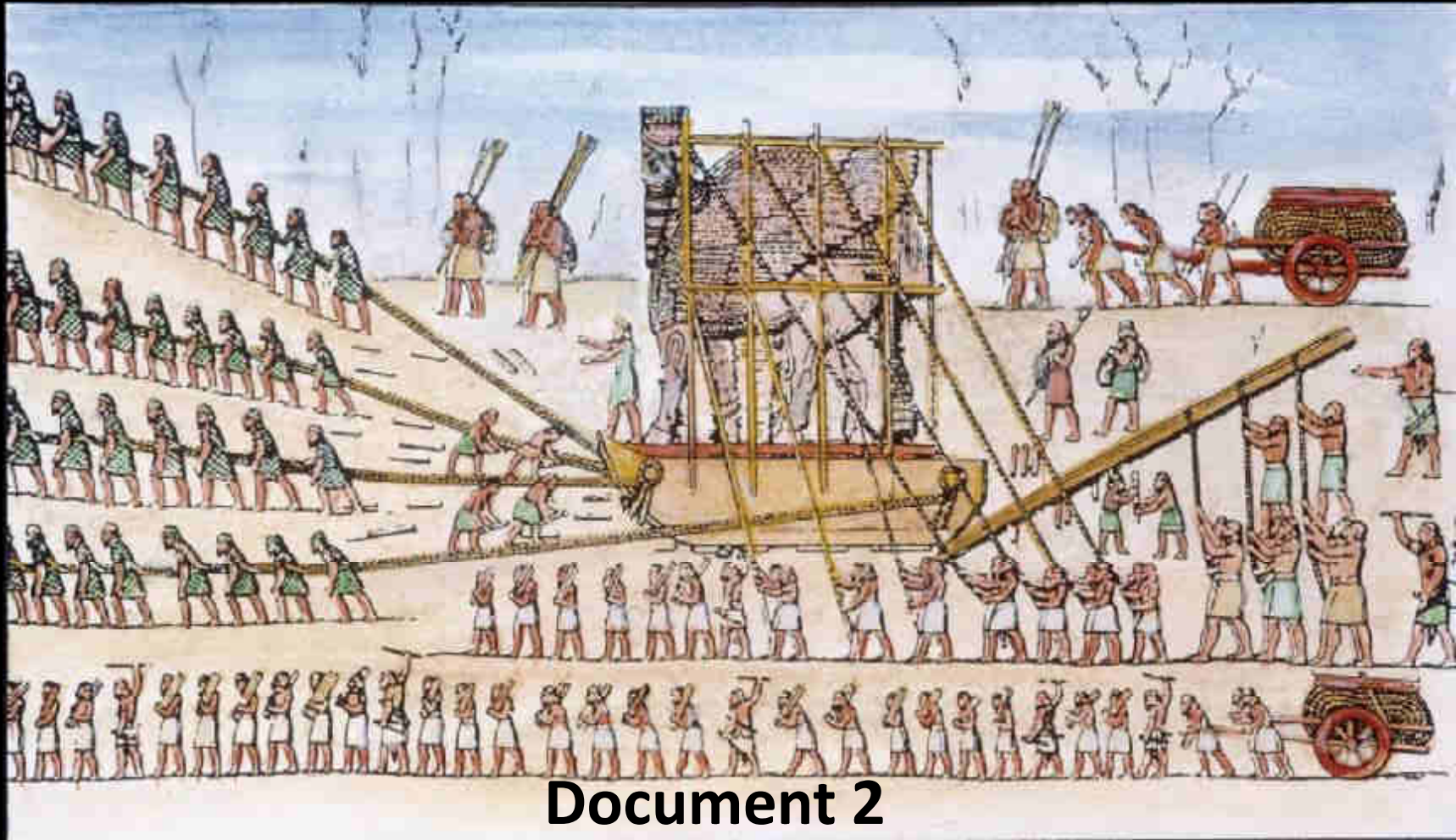
Aediles ____
Aediles ____
Aediles ____
Aediles ____

____ Flamen Minores
____ Flamen Minores
____ Flamen Minores
____ Flamen Minores
____ Flamen Minores

Quaestor ____
Quaestor ____
Quaestor ____
Quaestor ____
Quaestor ____

Section 2
Warm-up

Slaves, Peasants, and Scribes



Document 2

Section

2

Roman Republic

- After the Romans threw out their Etruscan king, they set up a **republic**, in which Rome was ruled by its Senate and its assembly.
- Two **consuls** were elected for one year terms. They initiated legislation, served as head of the judiciary and the military, and served as chief priests to the nation. Proconsuls were consuls, whose terms were extended due to military campaigns.
- There were two financial officers called, quaestors.
- The praetor was a military officer.
- The two censors drew up the role of citizens in order to assess taxes.



The Roman Republic

- *Imperium*, or power, was concentrated in the hands of the **patricians**, or noble classes, who elected the consuls, quaestors, praetors, and censors from their own class.
- The Senate was also comprised only of patricians and were the principal power in Rome.
- This dominance of Roman law, finances, and foreign policy by the patricians produced resentment among the **plebeians**, or common people.
- After years of conflict, the plebeians won the right to an assembly, headed by tribunes, which could veto any decision by a Roman magistrate or official and could veto any decision or legislation by the Senate.
- The Assembly could also make laws that governed the plebeians.
- In 450 BC, the **Law of the Twelve Tables**, formalized and codified Roman law and its constitution, which was a victory for the rights of citizens under the law.

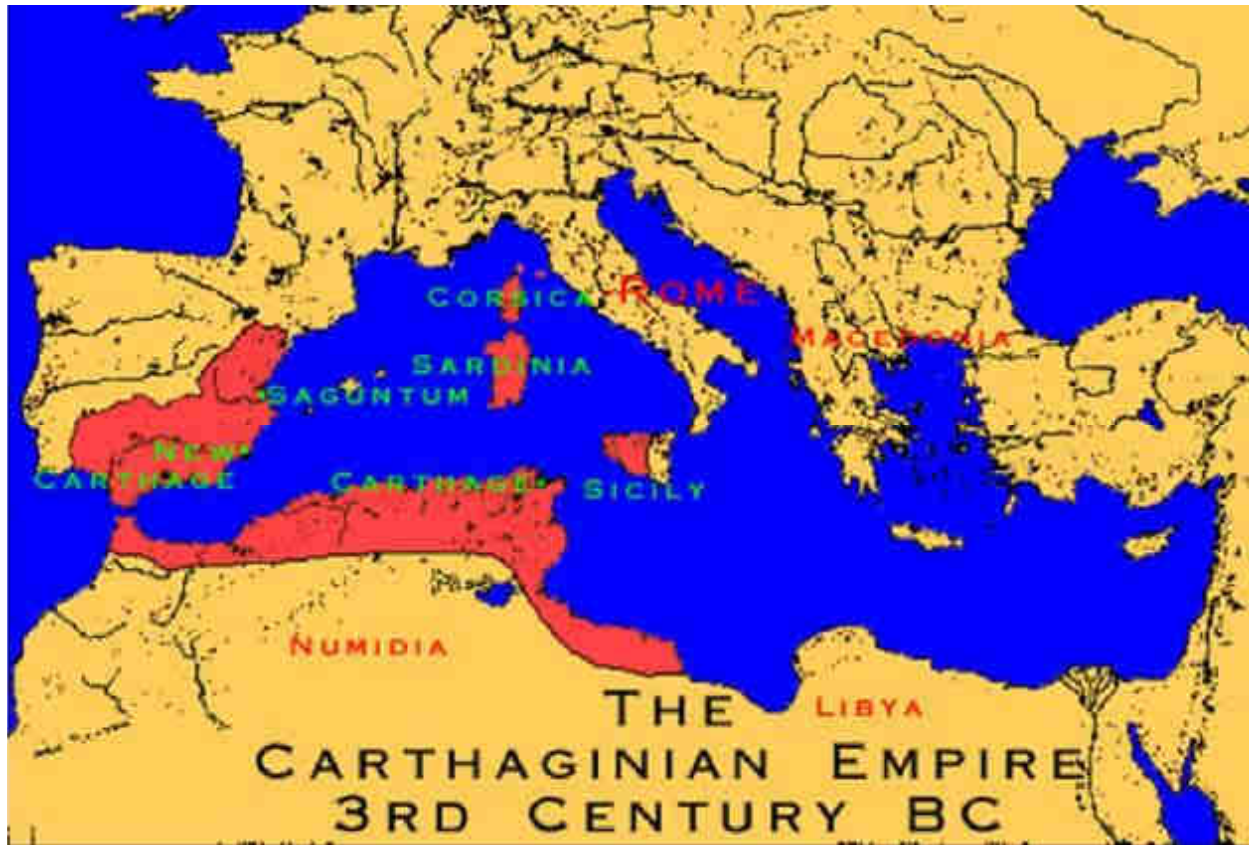
The Conquest of Italy

- The Romans allied themselves with other Latins and Greeks to drive the Etruscans from the Italian peninsula.
- In 387 B.C., the Gauls crossed the Alps into Italy and defeated the Roman army. They captured and burned Rome demanding tribute, leaving them vulnerable.
- Rome rebuilt and beat back the Gauls and then the other Latins to take control of the entire Italian peninsula.



Carthage

- Carthage was the greatest naval power of the Mediterranean in the 3rd century.
- They were originally a colony founded by the Phoenicians.



- “Carthage” means in Phoenician, “the New City.”
- They became independent when the Assyrians and then the Persians conquered the Phoenicians.
- By the time Rome controlled all of the Italian peninsula, Carthage already controlled the much of the North African coast, southern Spain, and the islands of Corsica and Sardinia.

The Punic Wars



Hannibal Crossing the Alps

- In the **First Punic War** Rome took the Carthaginian cities on Sicily and destroyed their navy.
- Then after signing a peace treaty with the Carthaginians, Rome took the island of Corsica from the Carthaginians.
- In retaliation, Carthage, under the leadership of **Hannibal**, started the **Second Punic War** by crossing the Alps, to invade Italy.
- Poverty begun with Hannibal's invasion of Italy and continued warfare, led the army to enter politics.

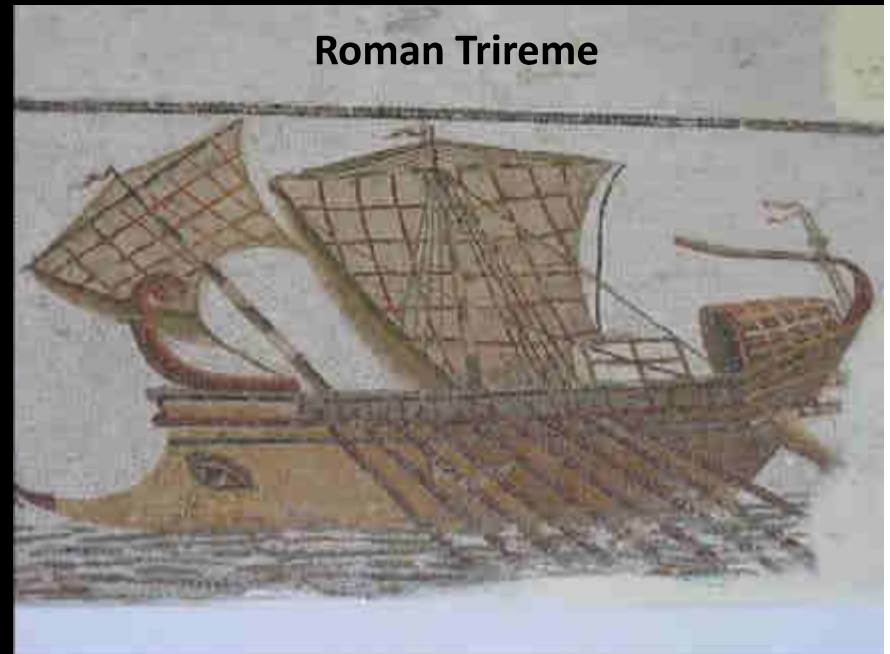
The Punic Wars (cont.)

- The Second Punic War was the defining experience for the Romans. They had faced certain defeat with toughness and determination and had won against overwhelming odds; it turned Rome from a regional power into an international empire.
- In the **Third Punic War** the Romans attacked the city of Carthage, destroying the city and its harbor and selling its inhabitants into slavery.

Ruins of Carthage



Roman Trireme



Winning an Empire

After gaining control of the Italian peninsula, Rome began to build an empire around the Mediterranean Sea.

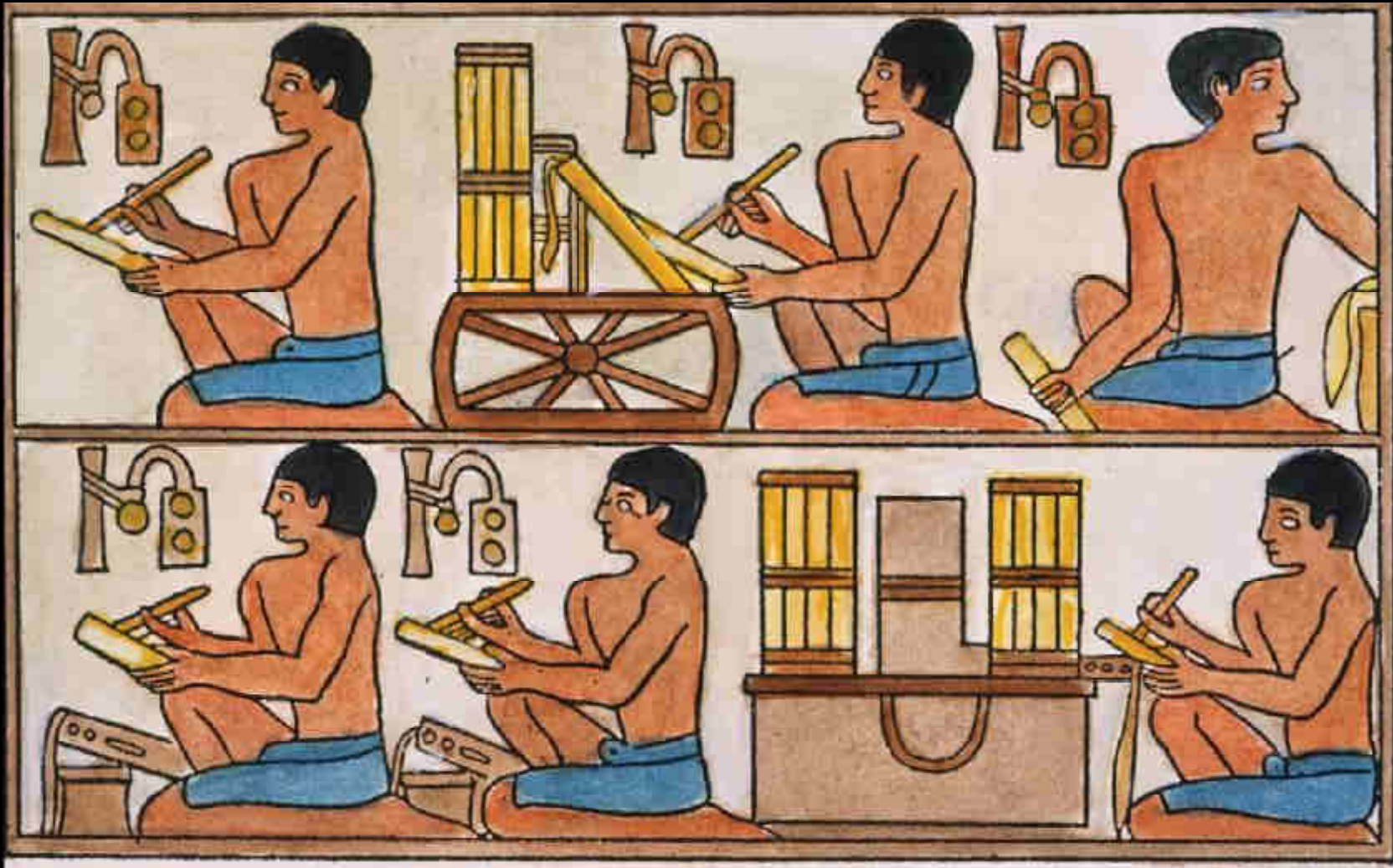
- The Romans followed a policy of **imperialism**, establishing control over foreign lands and peoples.
- Carthage, Macedonia, Greece, and parts of Asia Minor became Roman **provinces**, or lands under Roman rule.

The Roman Empire at its Height

By 133 B.C., Roman power extended from Spain to Egypt.



Slaves, Peasants, and Scribes



Document 3

Section

3

Causes Leading to the Decline of the Republic

Conquered people forced to work as slaves
Huge quantities of grain

Small farmers no longer needed to produce food
New wealth increases corruption

Farmers flock to Rome and other cities looking for jobs
Greed and self-interest replace virtues of simplicity,
hard work, and devotion to duty

Civil wars

Decline of the Republic



Julius Caesar

- In 70 B.C., Crassus and Pompey were elected consuls. They allied with the Tribunes and assembly against the Senate and patricians.
- As Pompey became more powerful through military campaigns, Crassus allied himself with the military general, Julius Caesar.
- When Julius returned from Spain he demanded a triumph, or victory parade, through Rome.
- Being denied he convinced Pompey and Crassus to reconcile and forced the Senate to establish the first **Triumvirate** comprised of Crassus, Pompey, and Julius Caesar.

From Republic to Empire

- Civil wars
- **Julius Caesar** forces the Roman senate to make him **dictator**.
- Caesar institutes reforms to try to solve Rome's many problems.
- Caesar is killed by enemies who feared that he planned to make himself king of Rome.
- More civil wars break out.
- Octavian defeats Mark Antony in a struggle for power.
- The Roman senate gives Octavian the title of **Augustus**, or Exalted One, and declares him first citizen.
- The 500-year republic comes to an end. The age of the Roman empire begins.

Roman Empire and Roman Peace

Augustus laid the foundation for a stable government that would function well for 200 years. This period was called the **Pax Romana**.

Augustus' reforms

- Created efficient civil service to enforce the laws.
- Opened up high-level jobs to men of talent, regardless of race.
- Allowed cities and provinces to govern themselves.
- Ordered a **census**, or population count, in order to make the tax system more fair.
- Set up a postal service and issued new coins.
- Employed the jobless.

From Republic to Empire

Chariot races and gladiatorial games were popular.



The Julio-Claudian Emperors



- **Tiberius** was a great military leader; regulated business to prevent fraud; kept Rome's economy stable; was depraved and cruel.
- **Caligula** abolished sales tax; allowed people in exile to return; increased court system's power; was depraved and insane.
- **Claudius** build a new harbor at Ostia and a new aqueduct for Rome; conquered most of Britain; stuttered and had a limp.
- **Nero** constructed many new buildings; gave slaves the right to file complaints; assisted cities suffering from disasters; self-professed actor; accused of burning Rome; committed assisted suicide.

Farthest Extent of Roman Empire



Slaves, Peasants, and Scribes



Document 4

Religious Diversity in the Early Empire



- As long as people honored Roman gods and acknowledged the divine spirit of the emperor, they were allowed to worship other gods as they pleased.
- After the Romans conquered Judea, they excused the monotheistic Jews from worshiping the Roman gods.

← The emperor Marcus Aurelius, attended by his family, offers sacrifice outside the Temple of Jupiter Capitolinus after his victories in Germany. Late 2nd century AD. Capitoline Museum, Rome

Outward from Jerusalem

- The Roman peace (*Pax Romana*) provided political and social stability, making possible easy movement of people and ideas.
- The pervasive Hellenistic culture provided a common form of Greek language to all learned people under Roman rule.
- People were also becoming dissatisfied with the inherited religions of the Mediterranean.
- Christianity was initially able to take advantage of these conditions.
- The dispersion of Jews from Judea initially provided a base of operations and protection of worship, as they were seen as a branch of Judaism.

The Teachings of Jesus

Some of Jesus' teachings were rooted in Judaism:

Belief in one God

Ten Commandments

Mercy and sympathy for the poor and helpless

Obedience to the laws of Moses

Jesus also preached new beliefs:

- 1) Called himself the Son of God
- 2) Proclaimed that he brought salvation and eternal life to anyone who would believe in him
- 3) Jesus also emphasized God's love and taught the need for justice, morality, and service to others.



The Good Shepherd

Agape Feast of Early Christians

This was the early communion in which Christians symbolically remembered the death and resurrection of Jesus Christ.



The Fall of Jerusalem, A.D. 70: Christianity Stand on Its Own



The Siege and Destruction of Jerusalem by the Romans Under the Command of Titus, A.D. 70, Oil on canvas, 1850

- In A.D. 66, the Jews were attacked by Greek-speakers in Caesarea while the Roman army stood by passively.
- The Jewish **Zealots** in Jerusalem were outraged and attacked a Roman garrison killing its defenders.
- Rome soon sent reinforcements to squash the rebellion.
- The destruction of the temple in A.D. 70 accelerated the break between Christianity and Judaism.

The Persecution of Christians

- Christians claims about a “**crucified messiah**” and that gentile converts became “**children of Abraham**” offended Jews deeply and drew determined opposition down upon the Church.
- Additionally, Rome mistrusted Christians because they refused to make sacrifices to the emperor and insisted that Jesus Christ, *not Caesar*, was lord.
- As the empire began to decline and was threatened by the Sassanid Empire in Persia, many Romans turned to Christianity in larger numbers, further threatening the Roman leadership.
- Roman persecution of Christians increased under the emperors **Nero** (from A.D. 64), Domitian (from A.D. 90), and Marcus Aurelius (in 177).
- Roman officials persecuted the Christians. Many Christians became **martyrs**, people who suffer or die for their beliefs.
- But not even the empires largest and bloodiest persecution of Christians from 303 – 311 under emperor **Diocletian** succeeded in ending the spread of Christianity.

Christian Catacombs

Christians believed in resurrection, the idea that the body would one day reunite with the soul. For this reason, they would not allow their dead bodies to be burned, which was the Roman custom. Also, Roman law did not allow bodies to be buried aboveground. Therefore, starting in the A.D. 100s, Christians buried their dead beneath the city of Rome in a series of dark, cold, stench-filled tunnels called catacombs.

Each tunnel was about 8 feet high and less than 3 feet wide. Bodies were stacked in slots along the sides of the tunnels. The catacomb walls were painted with images from the Bible or from Greek or Roman mythology.

More than five million bodies were buried under Roman streets and buildings. Many of the Christians buried there were martyrs who had been killed for their beliefs.



San Callisto Catacombs in Rome



Galleria - Area A
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Commissione di
Archeologia Sacra

The Crypt of Saint Cecilia
© Pontificia Commissione di
Archeologia Sacra

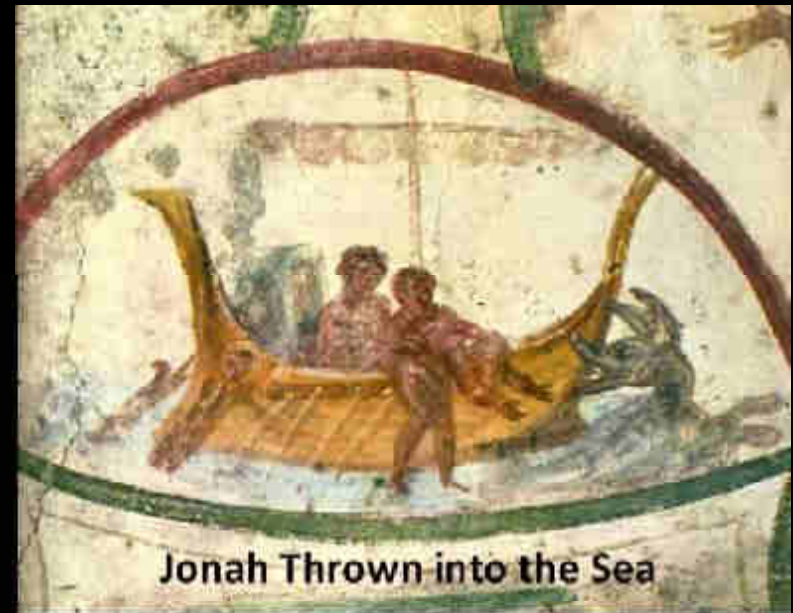


The Cubicles of the Confession
© Pontificia Commissione di Archeologia Sacra

Early Christians Took Refuge from Persecutions in the Roman Catacombs



Fiery Furnace



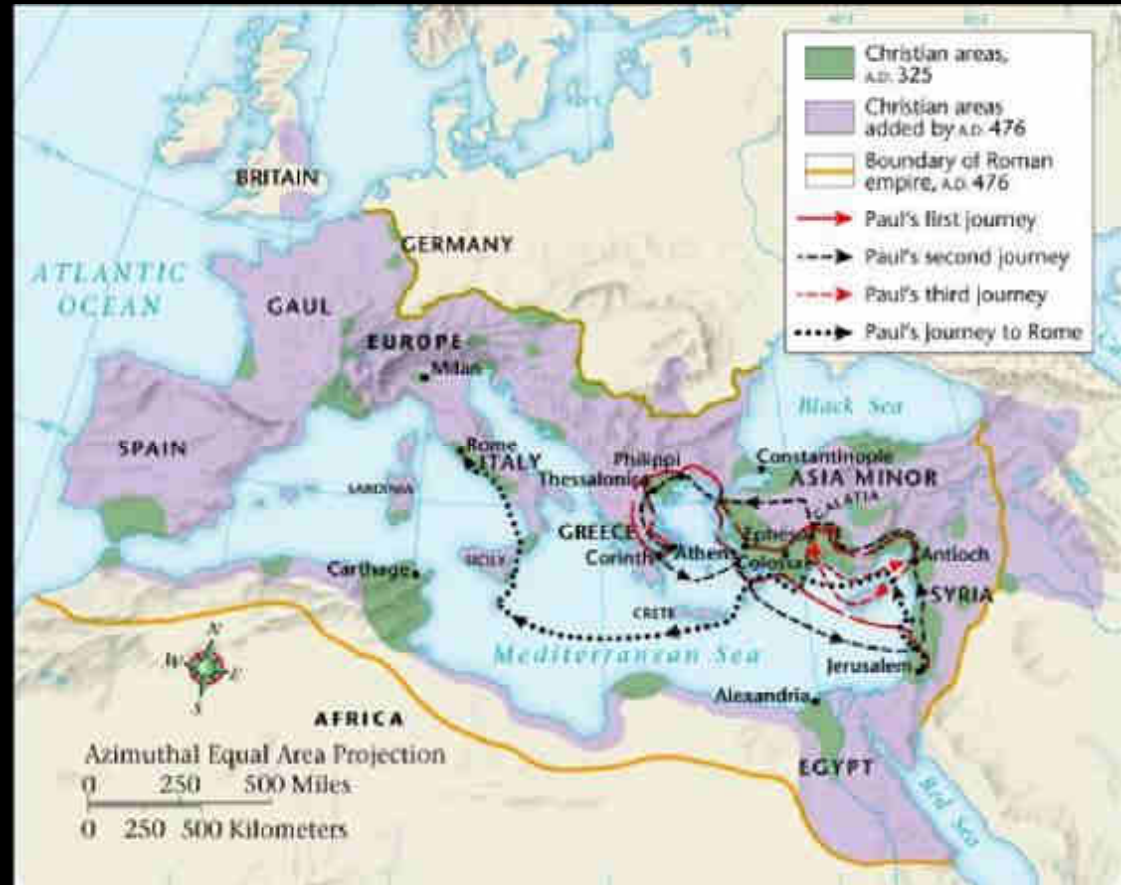
Jonah Thrown into the Sea



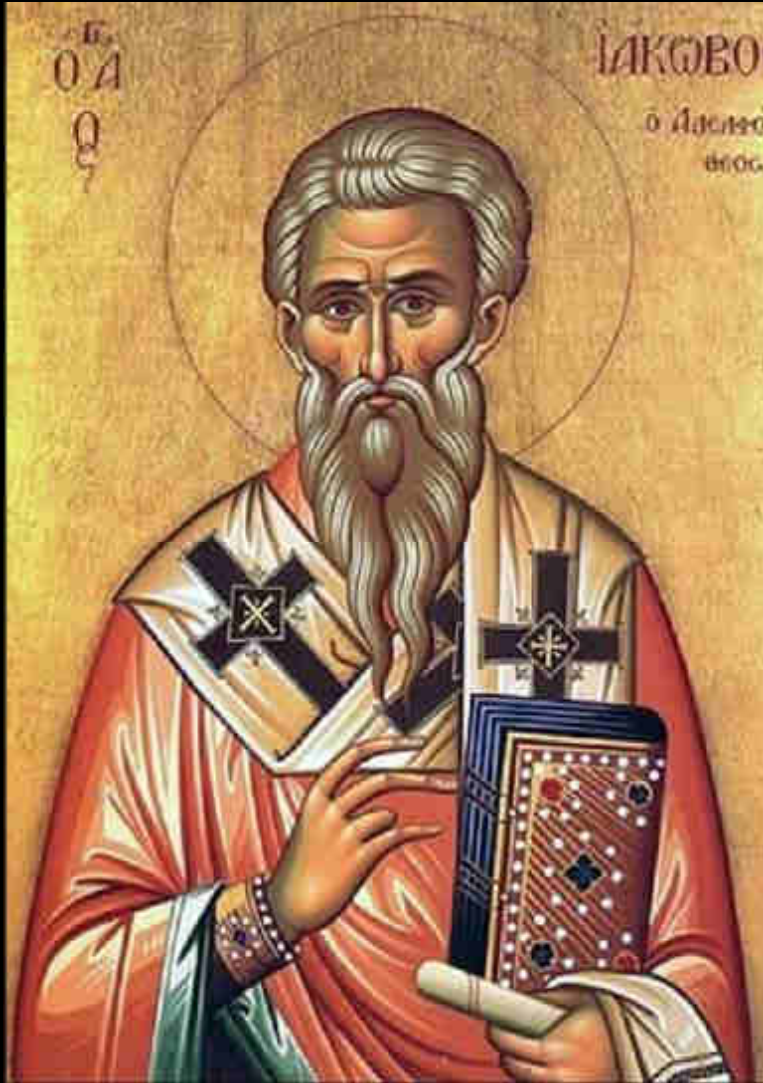
Virgen e Niño

The Spread of Christianity

- At first, the **apostles** and disciples preached only in Judea.
- Disciples began to preach in Jewish communities throughout the Roman world. Jews who accepted the beliefs of Jesus became the first Christians.
- Paul spread Christianity beyond the Jewish communities, to non-Jews



The Early Christian Church



- Early Christian communities shared a common faith and a common way of worship.
- A **bishop** was responsible for all Christians in a particular area called a **diocese**.
- Gradually, some bishops became **patriarchs**, with authority over other bishops in their area.
- The Christian Church thus developed a hierarchy.

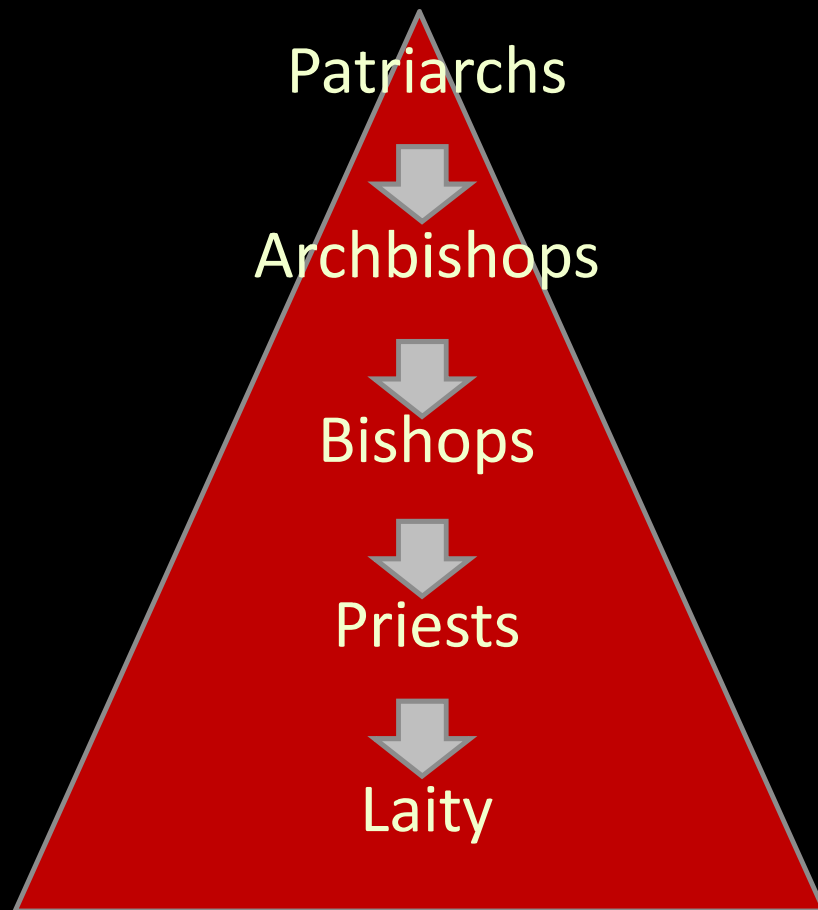
St. James the Just, Brother of Jesus

Early Christians met to worship in homes and later in the catacombs in Rome to escape persecution.



Believed to be the House of Ananias, an early Christian in Jerusalem

Early Church Hierarchy



- The **patriarch** of Rome became known as the Pope.
- The **Pope** claimed supremacy over the other patriarchs.
- Councils were convened to combat **heresies** as they arose.
- Problems developed between the Eastern and Western churches.

How was the Greco-Roman Civilization Formed?

- The Romans borrowed heavily from Greek culture after they conquered Greece.
- At the same time, Roman generals carried achievements of Roman civilization to conquered lands.
- The blending of Roman, Hellenistic, and Greek traditions produced Greco-Roman civilization.
- Trade and travel during the Pax Romana helped spread this new civilization.



Roman Advances in Literature, History, and Philosophy

History

Historians wrote about the rise and fall of Roman power.

Poetry

Writers imitated Greek styles in prose and poetry.

Virgil praised Rome's heroic past in the *Aeneid*.

Poets used verse to **satirize**, or make fun of, Roman society.

Philosophy

Roman philosophers borrowed heavily from the Greeks.

Stoics emphasized acceptance of one's fate and concern for the well-being of others.

Roman Law

During the Roman empire, these principles of law fostered unity and stability:

- An accused person was presumed to be innocent until proven guilty.
- The accused was permitted to face the accuser and offer a defense.
- Guilt had to be established through evidence.
- Judges were expected to interpret the laws and make fair decisions.

Centuries later, these principles would become the basis for legal systems in Europe and the Americas.

Roman Advances in Art and Science

Technology	Science
<ul style="list-style-type: none">▪ Built roads, bridges, and harbors throughout empire▪ Built many aqueducts	<ul style="list-style-type: none">▪ Romans left scientific research to the Greeks.▪ Ptolemy proposed that Earth was the center of the universe.▪ Galen used experiments to prove a conclusion.
Art	Architecture
<ul style="list-style-type: none">▪ Sculptors stressed realism.▪ Artists depicted life scenes in frescoes and mosaics.	<ul style="list-style-type: none">▪ Emphasized grandeur▪ Improved column and arch▪ Developed rounded dome



Roman Aqueduct

Aqueducts carried water from the mountains to the cities, spilling out into numerous fountains, allowing the cities to grow.

The Pantheon



The interior of the Pantheon in the 18th century, painted by Giovanni Paolo Panini.



The Empire in Crisis

Political Problems	Economic & Social Problems
<p>Emperors were repeatedly overthrown or assassinated.</p> <p>In one 50-year period, 26 emperors ruled, and only one died of natural causes.</p>	<p>High taxes to support the army burdened business people and farmers.</p> <p>Poor farmers were forced to work and live on wealthy estates.</p> <p>Over-cultivated farmland lost its productivity.</p>

The Decline of Rome

- **Diocletian** (284-305) came to the throne after 100 years of disorganization, internal dissent, economic collapse, & foreign invasions.
- A tough and practical soldier, he had one ambition: to retire from the imperiate alive.
- He succeeded, retiring in 305 to farm cabbages.
- **Constantine** (306-337) succeeded to the throne of one half of the empire and in 324 took control of the other half to rule a united Roman Empire.
- He was the first emperor to convert to Christianity.



Two Reformers

Diocletian

- Divided the empire into two parts to make it easier to govern
- Tried to increase the prestige of the emperor
- Fixed prices to slow **inflation**, or the rapid rise of prices
- Established laws to ensure steady production of food and goods

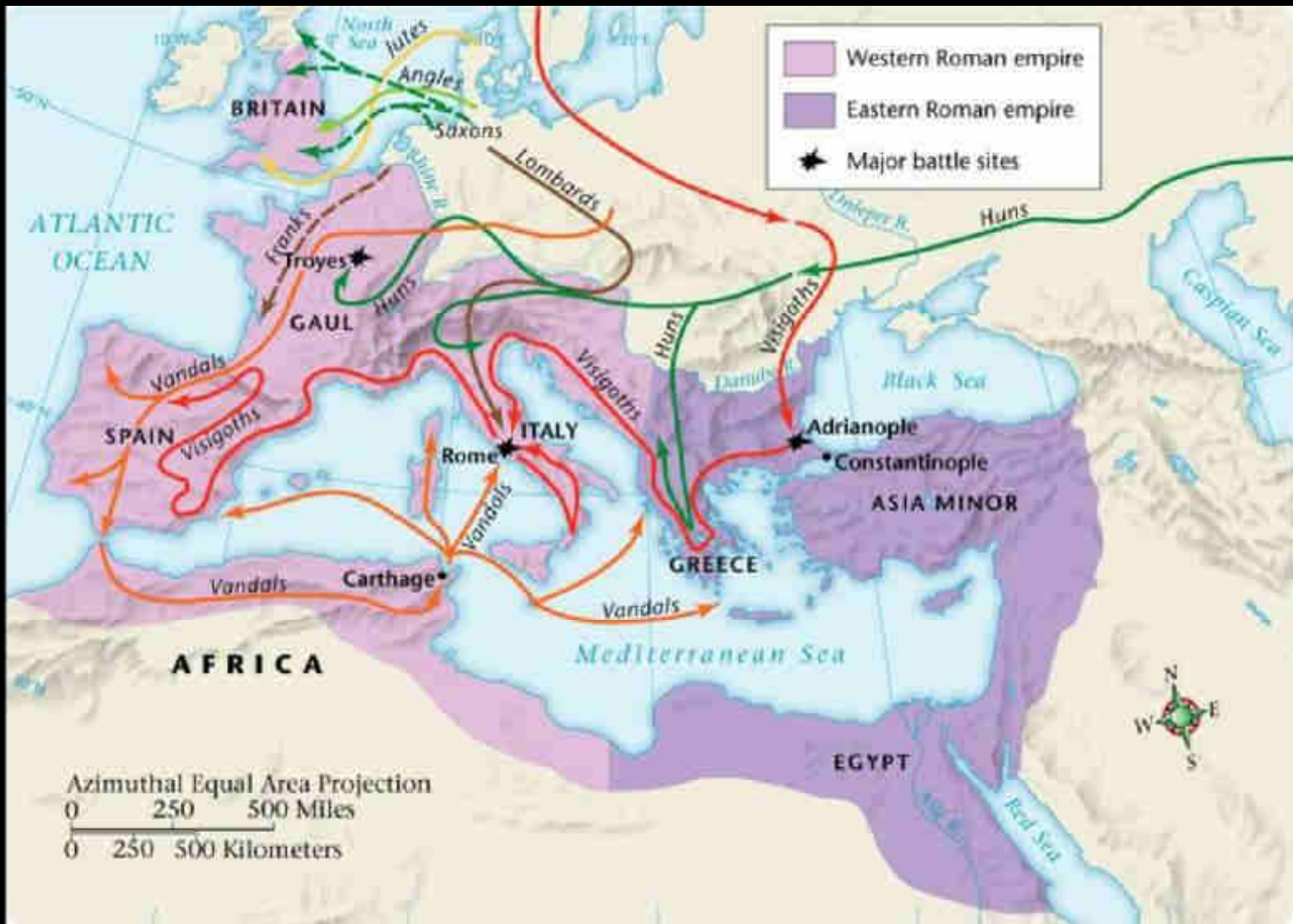
Constantine

- Continued Diocletian's reforms
- Granted toleration to Christians, in the **Edict of Milan**, which led to the rapid growth of Christianity
- Built a new capital at Constantinople, making the eastern part of the empire the center of power

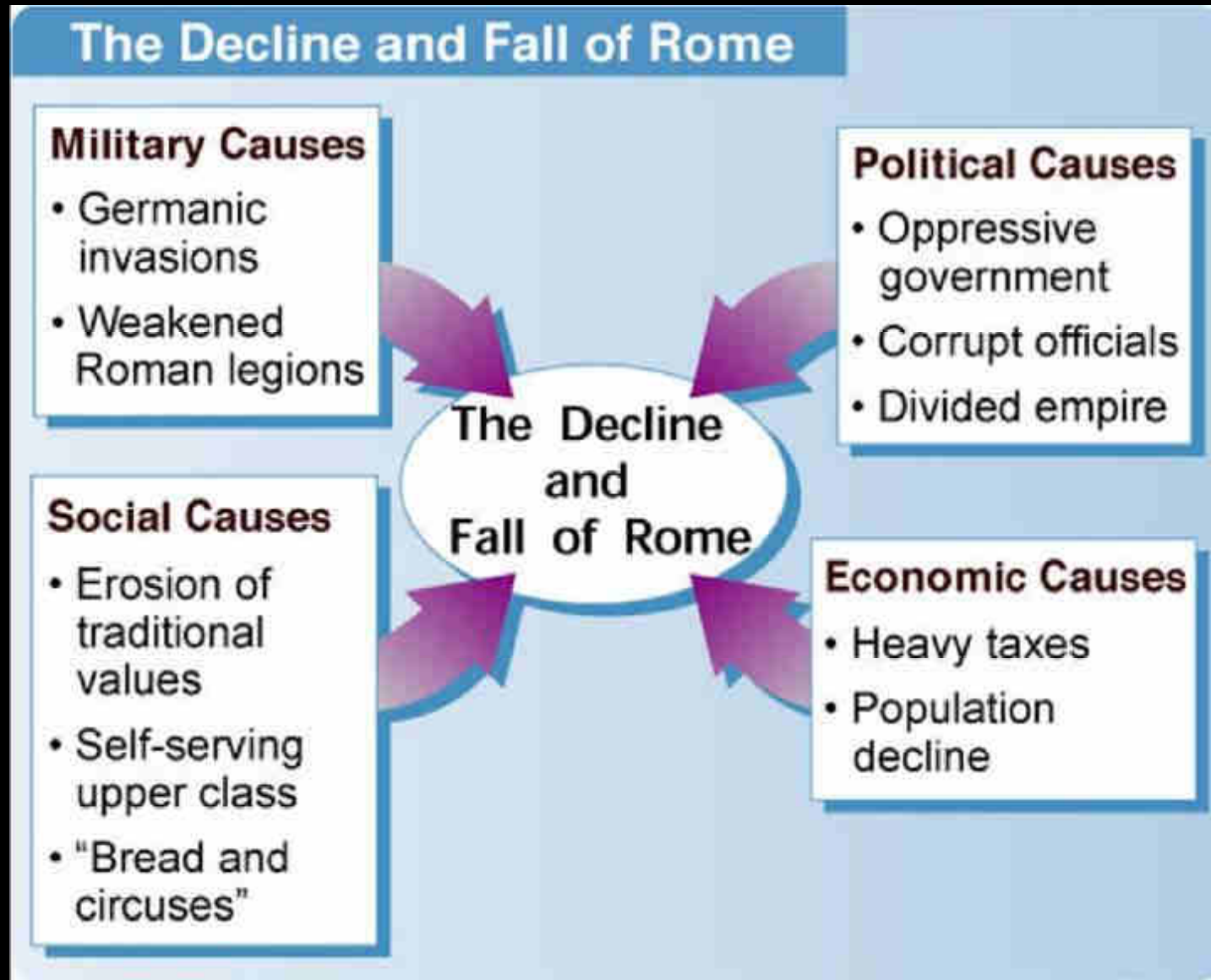
Foreign Invasions

- Constantine divided the empire for his three sons, upon his death.
- After much fighting the empire was again united under **Theodosius**, who made Christianity the state religion.
- Theodosius I divided the empire into east and west to be ruled by his two sons.
- A weakened Rome could not withstand the forces of Germanic invasions.
- The Huns dislodged other Germanic peoples and, little by little, conquered the Roman empire.
- In 410 B.C., the Visigoth leader, **Alaric**, sacks Rome further weakening the western empire.
- From 451 to 453 the Huns, under the leadership of **Attila**, overruns the western empire.
- Finally in 476 **Odoacer** deposed the Roman emperor and made himself emperor.

Foreign Invasions Map



The Fall of Rome



Comparing the Fall of Two Empires

The Fall of Rome

- Oppressive government
- Corrupt & weak officials
- Famine & disease
- Declining economy
- Heavy taxes on middle & lower classes
- Wealthy fail to pay taxes
- Government fails to keep order → revolts
- Divided empire (West & East)
- Germanic invasions

The Fall of the Han

- Oppressive government
- Corrupt & weak officials
- Floods and famine
- Declining economy
- Heavy taxes on middle and lower classes
- Wealthy fail to pay taxes
- Governments fail to keep order → revolts
- Divided empire (“Three Kingdoms”)
- Hun invasions