

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

5 credits






22.5 h

Q2



This biannual learning unit is not being organized in 2019-2020 !

Teacher(s)	Van Haepere Françoise ;
Language :	French
Place of the course	Louvain-la-Neuve
Aims	<i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Evaluation methods	Due to the COVID-19 crisis, the information in this section is particularly likely to change. The evaluation is in the form of a written exam with two questions either about the subject matter of the course or about several scientific articles dealing with this (the reference will be given to the students at the beginning of the course).
Teaching methods	Due to the COVID-19 crisis, the information in this section is particularly likely to change. The lecture, in which external researchers or professors will occasionally take part, is completed by a syllabus, which will be at the students' disposal in April.
Content	From Republic to Empire: an approach to the institutional, social and ideological aspects of a political metamorphosis On January 16 th , 27 B.C., the heir of Julius Caesar, who for more than ten years was named Imperator Caesar, was granted the cognomen Augustus by the Senate. Having put an end to the civil war, he presented himself as the restorer of the traditional res publica, but in fact, a monarchy was then being established, with the consent and support of the Senate and the people. How could the Roman Republic, which always claimed to be fiercely opposed to the kingship, change into a monarchical regime, the Principate? This course intends to provide some answers to this question, focusing primarily on the institutional, social, ideological and religious aspects of this political metamorphosis, which was initiated in the aftermath of the second punic war (ca. 200 B.C.).
Bibliography	La bibliographie relative à ce problème central de l'histoire romaine est surabondante. Ne sont cités ici que quelques ouvrages francophones de référence : <ul style="list-style-type: none"> • J. Cels Saint-Hilaire, La République romaine. 133-44 av. J.-C. (Cursus), Paris, 2005. • Fr. Jacques, J. Scheid, Rome et l'intégration de l'Empire (44 av. J.-C. - 260 ap. J.-C.). Tome I. Les structures de l'Empire romain, Paris, 1990. • M. Le Glay, J.-L. Voisin, Y. Le Bohec, Histoire romaine (Collection Premier Cycle), Paris, 1991. Cl. Nicolet, Rome et la conquête du monde méditerranéen. Tome 1. Les structures de l'Italie romaine (Nouvelle Clío), Paris, 2001 ¹⁰ .
Faculty or entity in charge	HIST

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Ancient and Modern Languages and Literatures	LAFR2M	5		
Master [60] in History	HIST2M1	5		
Master [120] in History of Art and Archaeology : General	ARKE2M	5		
Certificat universitaire en langue, littérature et civilisation latines	ELAT9CE	5		
Master [120] in History	HIST2M	5		
Master [120] in Ancient Languages and Literatures: Classics	CLAS2M	5		