

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix: HST	Number: 302	Title: Studies in History (Ancient Law and Society)	Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Humanities, Arts and Design - HU*

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 10/23/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
X		1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus
X		2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus
		3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
		4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
X		a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
		b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
		c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
		d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	

ASU - [HU] CRITERIA		
	<ul style="list-style-type: none">• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
	<ul style="list-style-type: none">• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
HST	302	Ancient Law and Society	HU

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	The course consistently examines ethically challenging topics, for instance the varieties of ancient slavery, in their legal historical contexts. Students also explore, for example, the relationship between religion and law, the differing valorization of property, and the changing conceptions of political authority that emerged during the period under study.	In Module Four, Lecture 4B and the study materials related to it, students are asked to consider the institution of slavery at Athens and contemporary legal historical attitudes toward that institution. In one particularly compelling document, a selection from an Athenian law court speech, students read about an Athenian citizen who was himself sold into slavery, later freed, but deeply traumatized by his experience. Nevertheless, and inexplicably, never once is the institution of slavery questioned, either here in this speech or anywhere else in extant Athenian historical sources. In Module 5, students explore the theory of kingship and the relation of political authority to empire; in Module 8, students explore the value placed on punishment of crimes under Roman law;
2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	The emphasis throughout is on the independent and critical analysis of the relevant primary source documents in their many forms, including the art historical appreciation of e.g., monuments and coins. The historical development of textual traditions is also tracked, with attention given to the development of rhetorical styles as well as to the content of philosophical arguments.	Each module requires students to interpret and analyze texts, usually written and often including visual materials. As two examples: Students critically evaluate in Module Three, Lecture 3A the primary sources from the Pentateuch (Torah), including the discrete law collections therein, the Covenant Code and the Deuteronomistic Code. They are challenged to see these codes in the light of the Yahweh religion of the Israelites. However, even most professional historians view ancient religion as static and unchanging. By contrast, students are asked to view these law collections in relation to a changing Yahweh religion, in which monotheism and aniconic worship were only relatively late developments. Students are able to appreciate these phenomena by studying how the text of the Hebrew Bible changed over time and constituted an interweaving of several distinct traditions. In Module 4, students explore the Homeric poems, in order to interpret

		<p>ideas of legitimate and illegitimate conflict and authority, as well as to ponder the role of beauty and fate in human society.</p>
<p>4a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</p>	<p>Students throughout grapple with theoretical questions that attend the ethical and evaluative aspects of law, and are likewise invited to see law as a shaper of contemporary ethics. This involvement includes not only confrontation with ethically difficult questions of substantive law, like the traditional ancient tolerance of infanticide, but also the most challenging aspects of the Greek theoretical complex on law. Throughout the course, students are required to investigate the relationships among philosophy, religion, and law.</p>	<p>Each module engages the development of law broadly defined, and requires students to explore documents that capture people of the past contemplating and often debating such themes as slavery, liberty, authority, and divinity. As students learn, the Roman jurist Ulpianus himself says of his profession that: “Anyone may properly call us the priests of this art, for we cultivate justice and profess to know what is good and equitable, dividing right from wrong. . . . aiming (if I am not mistaken) at a true, and not a pretended philosophy.” As one example: In Module Seven, Lecture 7A, students observe and evaluate how Roman attitudes toward the legal treatment of slaves liberalized over time, but confront the reality that the Romans—like the Athenians—never seriously questioned the institution of slavery itself. In Module Five, students involve themselves in the intricacies of Greek theoretical writing on law, for example, the question of sovereignty and kingship. Here they learn that the origins of modern theorizing about the “exceptional case” stem directly from Aristotle’s thinking about such cases, and the effects of such cases on sovereignty.</p>

Ancient Law and Society
HST 302
Arizona State University
Fall Semester 2020, Session A
Dr. Benjamin M. Sullivan
benjamin.m.sullivan@asu.edu



General

Your enrollment in this course represents an agreement on your part to complete all the course obligations, according to the deadlines set by the instructor, and in agreement

both with this document and with the rules of Arizona State University. We reserve the right to assign a failing grade to any student who does not complete each of these obligations. By taking this course, you agree that you have read this syllabus and that you will abide by its rules

Office and office hours

4547 Coor Hall; office hours arranged by email (benjamin.m.sullivan@asu.edu)

Course description

This course introduces students to the shape of ancient law in its social, political, cultural and intellectual historical contexts

Course scope

This is a historical course, so throughout the emphasis will be on law as a part of history, and as a human cultural phenomenon that is subject to diachronic change, rather than on legal reasoning or the strictly synchronic approach that might be taken in a course designed for or by legal professionals. However, while it is concerned with diachronic change, it also clusters ancient legal history thematically. Such themes will include: sovereignty and the law; legal authority and the sources of law (divinity, tradition, legislation, kingship, etc.); "constitutions," legal collections and law codes; law as a reflector and shaper of social values; women and children in the law; procedure, lawyers and litigants; international law; and ideal legal systems. It aims to be global and trans-regional in its scope. That is, rather than covering merely the usual ground of ancient history, namely the civilizations of classical Greece and Rome, it analyzes besides Greece and Rome the legal historical traditions of ancient Egypt and the ancient Near East. Chronologically it is wide ranging as well. It begins with Early Dynastic Sumer ca. 2900 BCE and ends with the reign of the eastern Roman emperor Justinian in the sixth century CE

Required texts

- **Roth**=M.T. Roth, *Law Collections from Mesopotamia and Asia Minor*, 2nd edition (Scholars Press, paperback) (ISBN-10 0788503782)
 - **please note that *this book is available online through the ASU Library***
- **MacDowell**=D. M. MacDowell, *The Law in Classical Athens* (Cornell University Press paperback) (ISBN-10 080149365X; ISBN-13: 978-0801493652)
- **Du Plessis**=P. Du Plessis, *Borkowski's Textbook on Roman Law*, 5th edition (Oxford University Press, paperback) (ISBN-10 0198736223; ISBN-13: 9780198736226)
 - **please observe the online resource modules created by Oxford University Press to accompany this book, which can be found [here](#)**
- **Robinson**=O.F. Robinson, *The Criminal Law of Ancient Rome* (Johns Hopkins University Press, paperback) (ISBN-10 0801867576; ISBN-13 9780801867576)
- **CR=Course Readings** these are representative readings of primary and secondary sources that will be supplied by the instructor in various formats

Grading

- Exams** (60% of grade) There will be one midterm Exam (25% of grade) and one final Exam (35% of grade). The Exams will be held as indicated on the schedule below. The final Exam is comprehensive. The Exams will consist of Short IDs and an Essay. More information about the nature of the Exams will follow at the appropriate time
- Quizzes** (30% of grade) There will be two Quizzes (each worth 15% of the total grade) as indicated on the schedule below. These Quizzes will consist of Short IDs only. More information about the nature of the Quizzes will follow at the appropriate time
- Discussion Assignments** (10% of grade) During two of the Modules for which there is no other assessment, there will be a brief Discussion Assignment on Canvas. More information about the nature of these Discussion Assignments will follow at the appropriate time

Course evaluations

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available

Academic honesty

Any work submitted by a student in this course for academic credit will be the student's own work. Academic malfeasance of any kind will be vigorously prosecuted. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, please see [this page](#)

Appropriate online behavior

Appropriate online behavior is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor. The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct

About the lectures and readings

It is advisable to do the assigned readings before the lecture in question since the lectures and readings are closely linked

Course schedule

The assigned readings are listed in the course schedule below; they follow a color-coded scheme. Readings from the assigned course books ([Roth](#), [MacDowell](#), [Du Plessis](#), [Robinson](#)) should be straightforward. Course Readings ([CR](#)) are additional selected primary and secondary sources: those in [red](#) will be posted by the instructor with plenty of time before lectures. Readings in [this color](#) are linked to online sources

Every effort will be made to avoid changing the course schedule but unforeseen events will sometimes make changes to the course schedule necessary. The schedule is therefore subject to revision at any time. Please remember to check your ASU email and the course site daily

MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
MODULE ONE Lecture 1 August 20	Introduction. Defining law and ancient history <ul style="list-style-type: none"> • the chronological and geographical scope and the nature of the course • an introduction to ancient history and to periodization • what is law? • the world historical legacy of Roman law 	<ul style="list-style-type: none"> • gain an understanding of the long-lasting and world-historically important legacy of ancient law 	<ul style="list-style-type: none"> • no readings
MODULE TWO Lecture 2A August 24	An introduction to the ancient Near East. Sumer and Sumerian Law <ul style="list-style-type: none"> • Mesopotamia and its environs • the shape of Near Eastern law • the Sumerians: “history begins at Sumer” • law and writing • Ur-namma and his laws 	<ul style="list-style-type: none"> • appreciate the chronological depth of the earliest legal history • comprehend both the distinct cultural qualities, and the historical connectedness, of the ancient regions we will study 	<ul style="list-style-type: none"> • CR B. Wells “Law and Practice” from the Blackwell Companion to the Ancient Near East • Roth 1-10, 13-22, 23-35

MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
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MODULE TWO
Lecture 2B
August 26

Hammurabi and Hammurabi's Code

- Mesopotamia in the Middle Bronze Age
- legal forerunners to Hammurabi's Code
- Hammurabi's Code as social history

• [Roth 71-142](#)

MODULE TWO
First Canvas Discussion submissions due
August 28

MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
MODULE THREE Lecture 3A August 31	Historical Israel and Judah. The ancient Hebrew legal tradition <ul style="list-style-type: none"> • setting the historical stage • the sources of ancient Hebrew law • historicity: the Old Testament as a historical document • Yahweh and the State 	<ul style="list-style-type: none"> • discern that ancient religion was subject to change over time • grasp the unique nature of Hebrew law within the context of Yahweh worship, but also its relatedness to earlier Near Eastern systems • appreciate ancient Egyptian Law as distinct from, but related to, Near Eastern legal complexes 	<ul style="list-style-type: none"> • CR secondary source article “Law” from the Harper Collins Bible Dictionary • CR primary source selections from the Pentateuch/Torah, i.e. the first five books of the Old Testament— please read from the New International Version of the Bible’s Old Testament, which can be accessed here • please read the following from the Pentateuch/Torah: the Covenant Code (CC), which is in chapters 21 and 22 of Exodus, and the Deuteronomic Code (DC), which is scattered throughout chapters 15–25 of Deuteronomy, with the main concentration in chapters 21 and 22

MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
<p>MODULE THREE Lecture 3B September 2</p>	<p>Egypt and the Egyptian legal tradition</p> <ul style="list-style-type: none"> • the land of Egypt • periodization in Egyptian history • the shape of Egyptian Law • law and society in the Egyptian New Kingdom 		<ul style="list-style-type: none"> • CR secondary source article “The Second Intermediate Period and the New Kingdom” by L.D. Morenz and L. Popko, from <i>The Blackwell Companion to Ancient Egypt</i> • CR secondary source article “Administration and Law: Pharaonic” by B. Haring, from <i>The Blackwell Companion to Ancient Egypt</i>

MODULE THREE
First Quiz
September 4

MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
MODULE FOUR Lecture 4A September 8	The law in early Greece <ul style="list-style-type: none"> • Greece: land, language, and early history • the Homeric poems as historical evidence • legal contexts in “the Homeric world” • archaic Greek law and early “law codes” • the early historical development of Athenian law 	<ul style="list-style-type: none"> • comprehend the sophistication of Greek law, in its procedural aspects and in its legal reasoning • recognize the place of Athenian Law within the radical Athenian democracy 	<ul style="list-style-type: none"> • MacDowell 10-33, 41-43 • CR primary source materials: from the Homeric poem the <i>Iliad</i>, a translation of which can be found here • from the <i>Iliad</i>, please read Book 18
MODULE FOUR Lecture 4B September 9	Classical Athenian Law 1 <ul style="list-style-type: none"> • Athenian democracy and law • Athenian law court procedure • Athenian citizenship and slavery • women and the law at Athens • <i>Against Neaira</i> 		<ul style="list-style-type: none"> • MacDowell 33-40, 43-46, 53-62, 67-70, 73-98, 192-194, 235-259 • CR primary source materials: please read the law-court speech <i>Against Neaira</i> by Pseudo-Demosthenes, a translation of which can be found here

MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
MODULE FOUR Second Canvas Discussion submissions due September 11			
MODULE FIVE Lecture 5A September 14	Classical Athenian Law 2. Plato and the ideal State <ul style="list-style-type: none"> • homicide • ostracism • <i>graphē paranomōn</i> • Plato and the <i>Laws</i> 	<ul style="list-style-type: none"> • appreciate the Greek propensity for theoretical approaches to law • grasp the effects of Alexander's conquests on the history of western Eurasia • understand how theoretical approaches to law evolved during the Hellenistic period 	<ul style="list-style-type: none"> • MacDowell 50-52, 109-120, 175-191 • CR secondary source material, the article "Plato: the Laws" by N.R. Baima, from the <i>Internet Encyclopedia of Philosophy</i>, which can be found here
MODULE FIVE Lecture 5B September 16	Law in the Hellenistic world <ul style="list-style-type: none"> • Alexander the Great and world empire • the great Successor kingdoms • kingship and theory • kingship and legal practice • the Greco-Macedonian ruling class and indigenous populations 		<ul style="list-style-type: none"> • CR secondary source material: the <i>Encyclopedia Britannica</i> article "Hellenistic Age" by J. Ferguson • CR a document that collects various primary source materials related to Hellenistic law

MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
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MODULE FIVE
MIDTERM EXAM
September 18

MODULE SIX Lecture 6A September 21	Roman Law in the Republic 1 <ul style="list-style-type: none"> • definitions • chronological overview • the republican Roman polity • the Twelve Tables • early Roman Law and formalism 	<ul style="list-style-type: none"> • recognize Rome's historical position relative to the other regions we've studied, its early polity, and its rise to Mediterranean dominance • apprehend the rudimentary and formalist nature of early Roman Law • track the transformation of Roman Law into a more sophisticated and flexible system during the Republic 	<ul style="list-style-type: none"> • Du Plessis 1-37, 63-72 • CR primary source reading: the <i>Twelve Tables</i>, a translation of which can be found here
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MODULE SIX Lecture 6B September 23	Roman Law in the Republic 2 <ul style="list-style-type: none"> • the transformation to informal law • jurists • citizenship 	<ul style="list-style-type: none"> • Du Plessis 37-39 (on republican jurists), 72-79, 102-111
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MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
MODULE SEVEN Lecture 7A September 28	Roman Law in the Republic 3 <ul style="list-style-type: none"> • slavery and Roman Law • Roman family law: the <i>paterfamilias</i> 	<ul style="list-style-type: none"> • understand the social and legal historical significance of marginalized groups at Rome • fathom the world-historically important political and legal regime inaugurated by Augustus, the first Roman emperor 	<ul style="list-style-type: none"> • Du Plessis 87-102, 113-120
MODULE SEVEN Lecture 7B September 30	Roman Law in the Republic 4. Augustus <ul style="list-style-type: none"> • women's status • marriage • Augustus • imperial lawmaking 		<ul style="list-style-type: none"> • Du Plessis 120-136 • CR primary source material: Augustus' <i>Res Gestae Divi Augustae</i> (<i>The Deeds of the Divine Augustus</i>), a translation of which is available here
MODULE SEVEN Second Quiz October 2			

MODULE	TOPICS	MODULE LEARNING OBJECTIVES	READINGS
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MODULE EIGHT
Lecture 8A
October 5

Roman criminal procedure

- the *quaestiones*
- punishment

- **recognize** the importance, under the wider heading of Roman Law, of Roman criminal law
- **perceive** that through the legacy of Roman Law and its impact on modern Civil Law systems, ancient history directly affects the contemporary world

- **Robinson** 1-14, 74-78, 81-82 (on *res repetundae*), 95-98
- **Du Plessis** 325-326

MODULE EIGHT
Lecture 8B
October 7

Substantive Roman criminal law: emergency law + homicide. Justinian and the *Corpus Iuris Civilis*

- emergency law and *tumultus*
- homicide
- the divisions and character of the *Corpus Iuris Civilis*
- back to the beginning: the afterlife of the *Corpus Iuris Civilis*

- **Robinson** 41-53, 74-89
- **Du Plessis** 365-377
- **CR** primary source material: **Marcus Tullius Cicero's speech *For Rabirius*, a translation of which can be found [here](#)**

MODULE EIGHT
FINAL EXAM
October 9

Title IX Statement

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources [here](#). As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. **ASU Counseling Services** is available if you wish to discuss any concerns confidentially and privately

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. **Qualified students with disabilities may be eligible to receive academic support services and accommodations.** Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are **responsible for requesting accommodations and providing qualifying documentation** to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact the DRC by going [here](#), calling 480.965.1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU

University
602-496-4321 (Voice)

Center

Building,

Suite

Online

160

Tempe Campus

480-965-1234 (Voice)

- **List of required readings/books**

- **required books**

- M.T. Roth, *Law Collections from Mesopotamia and Asia Minor*
- D. M. MacDowell, *The Law in Classical Athens*
- P. Du Plessis, *Borkowski's Textbook on Roman Law*
- O.F. Robinson, *The Criminal Law of Ancient Rome*

- **required readings supplementary to books**

- primary source reading: from the Pentateuch/Torah, i.e. the first five books of the Old Testament
- primary source reading: from the Homeric poem the *Iliad*
- primary source reading: the law-court speech *Against Neaira* by Pseudo-Demosthenes
- primary source reading: a document that collects various primary source materials related to Hellenistic law
- primary source reading: the *Twelve Tables*
- primary source reading: Augustus' *Res Gestae Divi Augustae* (*The Deeds of the Divine Augustus*)
- primary source reading: Marcus Tullius Cicero's speech *For Rabirius*
- secondary source reading: B. Wells "Law and Practice" from the *Blackwell Companion to the Ancient Near East*
- secondary source reading: the entry "Law" from the Harper Collins *Bible Dictionary*
- secondary source reading: the article "The Second Intermediate Period and the New Kingdom" by L.D. Morenz and L. Popko, from *The Blackwell Companion to Ancient Egypt*
- secondary source reading: the article "Administration and Law: Pharaonic" by B. Haring, from *The Blackwell Companion to Ancient Egypt*
- secondary source reading: the article "Plato: the *Laws*" by N.R. Baima, from the *Internet Encyclopedia of Philosophy*
- secondary source reading: the *Encyclopedia Britannica* article "Hellenistic Age" by J. Ferguson

• Table of contents for textbook (*Borkowski's Textbook on Roman Law*)

Copyrighted Material

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