Description

A study of Rome's rise, maturity and decline, stressing the political and military organization of Italy, the conquest of the Mediterranean, the Roman revolution, the Augustan age, the *Pax Romana* and *Imperium Romanum*, the rise of Christianity, the decline and fall of the empire, the transition to the Byzantine Empire and Medieval Europe, and Rome's legacy to later history.

The mode of the class will be a combination of lectures, student/faculty-led discussions of primary reading (selections from Shelton, Livy, Sallust, Tacitus,), and presentations of research papers. Impromptu discussions, questions and observations relevant to the scheduled topic are always welcome.

Required Texts


Lectures

Monday's class session and part or all of some Wednesday sessions will be devoted to lecture on the weekly topics scheduled below. You will find the lectures most beneficial if you do the assigned reading from Cary and Scullard prior to Monday of the week in which it is scheduled.

Class Discussions

Most Friday classes will be devoted to discussion of topics or study questions on the week's readings from one of the major primary sources to be read in the course (Livy, Sallust, Tacitus). Discussion of a variety of topics based on readings in Shelton will occupy part or all of some Wednesday sessions. These conversations will be based mainly the scheduled readings from
Shelton. Students assigned to lead the discussions will prepare the topics and distribute them to the class one week ahead of time. Please see "Appendix to the Syllabus," the section on Class Discussions, for guidance in authoring questions for discussion. You may get some good ideas for your questions/topics from reading the Introduction and notes to your author and text. Thorough reading and preparation are crucial for effective leadership and participation in class discussions. Please see the same "Appendix to the Syllabus," for preparation for participation in the discussions.

The required readings will occupy most of your class preparation. Burlings Library's holdings on Roman history are too large to allow even a properly selective bibliography here. Nevertheless, I would encourage you to begin to forage early in the library for a potential topic and bibliography for your term paper and presentation. As these term projects appear on the horizon, I will distribute a schedule of the stages of the papers and their presentations. I will require you to consult with me about topic, bibliography, and avenues and methods of research, but I welcome your seeing about this at any time beforehand.

**Papers and Class Presentations**

In the last two or three weeks of class each member will submit a research paper of 8-10 pages and give a spoken presentation of the results of the research. The paper may deal with any area of Roman history, but it must be on a subject of tighter focus than matters covered in the class lectures or discussions. The first step is to consult with me about the feasibility of the topic and potential bibliography. Finding a topic that fits the criteria is part of the assignment, but I welcome and encourage inquiries ahead of the deadlines, and I will be glad to discuss your work at any point. Your subject must be limited enough in scope to allow for depth of treatment, and this in turn will require that the research be thorough enough to do justice to all aspects of the topic. This means that the paper will entail considerable forethought and work so as not to result in vagueness, oversimplification, or reliance on evidence that is too limited. The paper must have a thesis, which may be your own, but need not be. Your argument of a thesis may consist of concise, original and thoughtful synthesis of the views of earlier scholars on the subject, to which, if you wish, you may add some critique or elaboration of your own. Papers will be judged on their content and also on their form, i.e. argument and organization, coherence, style, grammar, spelling, etc (but I will not read papers that have not been thoroughly proofread before submission). The individual deadlines for the finished versions of the papers will be the class periods when the presentation is given. I will submit a table of the deadlines for all four stages of the individual papers, according to the following scheme: 1) The topic and thesis are to be discussed with me and approved by four weeks before the date of presentation. 2) A statement of the thesis, a complete bibliography, and a detailed outline (not a short prospectus, but detailed retrospective outline that shows that the research is finished except for fine tuning and corrections and that you are ready to write the paper) are due two weeks before the presentation. The outline should include the steps of your argument; the paper is an argument of your thesis, and this stage is an outline of that argument. 3) A first draft--not a
rough draft, but the best you can write--is due a week later, i.e., a week before your presentation. 4) The final draft must be submitted by the class period in which the presentation is made. In order for this schedule to work, I as you to do all stages of the paper by the assigned date, and I will return to you the submitted stages with critique as soon as I reasonably can. All stages of the paper must be submitted in complete form in the order assigned, so that each stage can benefit from the critique of the preceding state. The dates for the individual presentations will be spread over the final three weeks of the semester and will be assigned well in advance. At all of these stages I may suggest ways of improving the paper, I may confer with you about it, and I may have you make an appointment at the Writing Lab, where this assignment will be on file. Because the presentations are given near the end of the semester, it will not be feasible to give extensions. The grade for this assignment will be a composite of grades for the first draft, the final draft, and the presentation and will reflect improvement made over the various stages of writing. The standard complete bibliographical reference work for all areas of classical studies is Marouzeau, *L'Année Philologique*, which in annual volumes lists practically all modern scholarship about Greece and Rome arranged according to ancient author and various topics, and is thoroughly cross-referenced and indexed. Beyond that, I can usually suggest other ways of tracking down material for your paper, but please ask me soon enough for you to follow through with it.

In the class period at which your paper is due you will address the class for ten minutes from outline or notes--not reading from a text of the paper or marginal notes on the paper or extended prose notes--on the subject of the research. A period of five minutes for questions and discussion will follow each presentation. (Please study the "Appendix to the Syllabus," the section on Spoken Presentations, for help with this assignment.)

**Examinations and Grades**

On October 19, there will be a 50-minute mid-term exam consisting of 1) an essay on your choice of one of two topics and 2) short notes on the significance of certain persons, places and things in the history of ancient Rome.

There will be a final exam at the scheduled time. Its form and length will be like that of the mid-term and it will examine only matter covered after the mid-term.

Exams may cover any material treated in lectures, readings, discussions, and presentations.

Weighted criteria for grades in the course are: 1) Exams, 50%; 2) Paper and presentation, 25%; 3) Quality of leadership and participation in--*a fortiori*, attendance at--class discussions, 25%.

Completion of all written work is a prerequisite for credit in the course.

**Schedule of Lectures, Readings, and Discussions**
1) (Week ending) Sept. 7
ARCHAEOLOGY AND HISTORY OF ITALY AND EARLY ROME; THE MONARCHY (To 5th c. B.C.)

Readings
C&S (Cary & Scullard), Ch.1-6
Shelton, I. The Structure of Roman Society; II. Families
Livy, Early History, Intro. & Bk.1-2

2) Sept. 14
THE EARLY REPUBLIC: FROM CITY-STATE TO DOMINATION OF ITALY (Early 5th - 3rd c. B.C.)

C&S, Ch. 7-11
Shelton, III. Marriage (1 set of discussion questions)
Livy, Bks.3-5 (3 sets of discussion questions)

3) Sept. 21
ROME AND CARTHAGE (264 - 146 B.C.)
The initial and indecisive struggle. The Carthaginian empire in Spain. The Sardinian question. The Second Punic War. Hannibal's offensive in Italy and the defence of Rome. Scipio and the Roman offensive in Africa. Victory and the terms of peace. The Third Punic War. The remote and immediate causes of these wars.

C&S, Ch.12-14
Shelton. IV. Housing and City Life; V. Domestic and Personal Concerns (2 sets)

4) Sept. 28
CONQUEST OF THE MEDITERRANEAN (200 - 130 B.C.)

C&S, Ch.15-18
Shelton, VI. Education (2 sets)
5) Oct. 5
THE GRACCHI (133 -121 B.C.)

C&S, Ch. 20
Shelton, VII. Occupations
Sallust, Jugurthine War (2 sets)

6) Oct. 12
MARIUS, SULLA, AND THE ITALIAN WAR; POMPEY TO THE FIRST TRIUMVIRATE (120 - 49 B.C.)

C&S, Ch. 21-26
Shelton, VIII. Slaves; IX, Freedmen and Freedwomen (2 sets)
Sallust, Conspiracy of Catiline (2 sets)

7) Oct. 19
CAESAR TO AUGUSTUS; SOCIAL CHANGE IN THE LATE REPUBLIC (60- 29 B.C.)

C&S, Ch. 27-28

MID-TERM EXAM - October 19

8) Nov. 2
THE PRINCIPATES OF AUGUSTUS AND (27 B.C. - A.D. 14)

C&S, Ch. 30-31
Shelton, XIII. Women in Roman Society (1 set)
Res Gestae Augusti (handout)
Tacitus, Annals, Intro., Part One (3 sets)
9) Nov. 9
THE OTHER JULIO-CLAUDIANS TO THE SEVERI (A.D.14 - 235)
The other Julio-Claudian emperors (14 - 68: Tiberius, Gaius, Claudius, Nero). A.D. 69, the
year of the four emperors (Nero, Galba, Otho, Vitellius). The Flavian dynasty (69 - 96:
Vespasian, Titus, Domitian). The character of imperial strength and weakness. The five "Good
Emperors" (96 - 180: Nerva, Trajan, Hadrian, Antoninus Pius, Marcus Aurelius).

C&S, Ch.32, 33, 35-38, 40
Shelton, XIV. Leisure and Entertainment (1 set)
Tacitus, *Annals, Part Two* (3 sets)

10) Nov. 16
SOCIETY AND CULTURE IN THE HIGH ROMAN EMPIRE;
Education, literature and thought. Religion: the incursion Christianity and other eastern cults.

Shelton, XV. Religion and Philosophy (2 sets)
Tacitus, *The Agricola and The Germania* (2 sets)

11) Nov. 21
THE DECLINE OF THE EMPIRE; ITS EPILOGUES
The years of chaos (161-284). Causes of the decline. The reforms of Diocletian (284-305) and
Constantine (306-337). Partitioning of the Empire. Rome's legacy to the Byzantine Empire,
Medieval Europe, and later civilizations.

C&S, Ch. 41-44

PRESENTATION and DISCUSSION of TERM RESEARCH

FINAL EXAM - See official schedule for date and time.