

WILFRID LAURIER UNIVERSITY

FACULTY OF ARTS

**DEPARTMENTS OF HISTORY
& CLASSICAL STUDIES**

CL/HI 226

HISTORY OF ANCIENT ROME

(0.5 Credit)

Winter 2010

Mon-Wed-Fri 11:30a.m. - 12:20p.m.
202 Regina Street, Room R137

Instructor:

Dr. L. Trentin [ltrentin@wlu.ca]

202 Regina Street, R106P

Office Hours: Monday 12:30 – 2:30p.m., or by appointment.

CL 102A: ROMAN CIVILIZATION

Please note that the information contained in this course booklet does not repeat information given in the Undergraduate Academic Calendar; everything in that document relevant to this course should be deemed to form part of this booklet, unless explicitly superseded below. Students are expected to be aware of and abide by University regulations and policies, as outlined in the current on-line Undergraduate Calendar (see <http://www.wlu.ca/calendars>).

Course Description

This course surveys the historical development of Rome from its earliest beginnings in the eighth century BCE to the fall of the Western Empire in the fifth century CE. Although a broad timeframe will be presented, emphasis will be placed on Rome during the late Republic and the early Empire, ca. 100 BCE – CE 100. The course will focus more closely than CL102 on the ‘politico-military’ history of Rome, but overlap with CL102 will be inevitable, especially in the first half of the term. Topics to be covered include: the founding of Rome; the development and growth of Rome’s political institutions; Roman expansion in Italy and abroad; Roman military developments, and the achievements of the emperors.

Learning Outcomes

Upon successful completion of this course, the student should be able to:

- demonstrate a familiarity with the events and concepts important for understanding Roman history;
- demonstrate a firm grasp of the distinguishing characteristics of each phase of Roman history;
- describe and discuss Roman politics, including the effects upon Roman culture and the major participants in historical events;
- demonstrate a knowledge of the literary sources that relate to Roman history;
- acknowledge and appreciate the social, political, and economic contributions of the Romans to Western civilization;
- demonstrate an ability to critically evaluate both primary and secondary evidence;
- discuss current issues in written work with coherent and logical arguments, clearly and correctly expressed.

ACCESSIBLE LEARNING

Students with disabilities or special needs are advised to contact Laurier's Accessible Learning for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

TEACHING

Teaching for this course will consist of (36) thirty-six, 50-minute lectures.

The **PROVISIONAL LECTURE TIMETABLE** is as follows:

WEEK	DATE	TOPIC
1	JAN 4	Italy Before Rome The Etruscans and Greeks. • TEXTBOOK, Chapter 1: pp.1-14.
2	JAN 11	The Origins of Rome: Myth vs. History Rome's Mythical Foundation; Rome's Archaeological Record; The Roman Monarchy. • TEXTBOOK, Chapter 2: pp.15-25. • SELECTIONS: Livy, <i>The Early History of Rome</i> ; Virgil, <i>Aeneid</i> .
3	JAN 18	The Roman Republic The Roman Constitution; the Conflict of the Orders. • TEXTBOOK, Chapter 2: pp. 25-31; Chapter 3: pp. 32-44. • SELECTIONS: Livy, <i>The Early History of Rome</i> ; Polybius, <i>Histories</i> .
4	JAN 25	Roman Expansion in Italy & Abroad Wars in Italy, Wars with Carthage. • TEXTBOOK, Chapter 3: 44-53; Chapter 4: 54-77; Chapter 5: 78-90. • SELECTIONS: Livy, <i>The Early History of Rome</i> .
5	FEB 5	Civil War in Rome The Gracchi Brothers; Marius; Sulla. • TEXTBOOK, Chapter 5: 90-98; Chapter 6: 99-118; Chapter 7: 119-124.
6	FEB 8 * essay 1	The Death of the Republic The First Triumvirate; Julius Caesar. • TEXTBOOK, Chapter 7: 124-141; Chapter 8: 142-166. • SELECTIONS: Livy, <i>The Early History of Rome</i> ; Sallust, <i>The Cataline Conspiracy</i> .
	FEB 15	***** READING WEEK *****
7	FEB 22	Augustus: Rome's First Emperor From Octavian to Augustus; 'From Brick to Marble'. • TEXTBOOK, Chapter 9: 167-200. • SELECTIONS: Suetonius, <i>Augustus</i> ; Augustus, <i>Res Gestae</i> ; Virgil, <i>Aeneid</i> .
8	MAR 1 * essay 2	The Julio-Claudian Dynasty The Roman Emperor; The "bad" Emperors; Suetonius and the <i>Lives of the Twelve Caesars</i> . • TEXTBOOK, Chapter 10: 201-221. • SELECTIONS: Suetonius, <i>Lives of the Twelve Caesars</i> ; Tacitus, <i>Annals</i> .
9	MAR 8	The Flavian Dynasty The Colosseum; Pompeii and Herculaneum. • TEXTBOOK, Chapter 11: 222-227. • SELECTIONS: Suetonius, <i>Lives of the Twelve Caesars</i> .
10	MAR 15 * essay 3	The Adoptive Emperors Trajan, Hadrian, the Antonines. • TEXTBOOK: Chapter 11: 227-246; Chapter 12: 247-254. • SELECTIONS: SHA, <i>Lives of the Later Caesars</i> .
11	MAR 22	Italy and the Crisis of the Third Century The Severans, the Soldier Emperors. • TEXTBOOK: Chapter 12: 254-267.
12	MAR 29	Diocletian, Constantine & the Fall of Rome Diocletian to Constantine; the Rise of Christianity. • TEXTBOOK: Chapter 12: 268-272; Chapter 13: 273-297. • SELECTIONS: Eusebius, <i>Life of Constantine</i> .
13	APR 5	REVIEW SESSION

**All readings not in your textbook will be posted on WebCT.

CLASS POLICY

READINGS:

YOU are responsible for all of the required readings for this course. This includes all of your textbook readings and any additional primary and secondary source readings that I post weekly in-class and on WebCT.

If there are concepts or ideas that you feel need clarification in order for you to succeed in this class and on your final exam, please do not hesitate to email me or make an appointment so that we can discuss these challenges.

CLASS ETIQUETTE:

NO talking:



Students are asked to kindly refrain from talking with their peers during lectures, unless explicitly instructed to do so for group activities. Any disruptive behaviour will be addressed in-class by the instructor.

NO cell-phones:



Please avoid the use of cell-phones during lectures. There will be no tolerance for talking on the phone OR texting. In case of emergency, please excuse yourself from class with as little disruption as possible.

NO laptops:



Please be advised that the use of laptops in class is strictly prohibited. Although I would like to think that students use laptops purely for note-taking purposes, the fact of the matter is that many students browse facebook, msn and surf the Internet rather than concentrating on the lectures.

ASSESSMENT

Assessment will be based on the following:

- a) an essay (50% of overall mark)
- b) a final 2 ½ hour examination (50% of overall mark)

a) ESSAY

Students are required to compose an argumentative essay, no more and no less than **2,500** words in length, on their choice of topics listed below. Each essay has a different submission due-date, please see below for details. Essays should be submitted in-class to the instructor on the date specified. Essays submitted after this date will be penalized with a deduction of 5% per day, up to 1 week. Essays submitted after 1 week will not be marked and a mark of zero will be returned.

Essay Topics:

Your essay should be written on **ONE** of the following topics:

1. Discuss "the evolution of the Roman Constitution" (from the Monarchy to the end of the Republic) as outlined by Livy in his *Early History of Rome*. Critically evaluate the effects of Rome's military activity on the development of Roman politics.
DUE FRIDAY, FEBRUARY 12th, 2010.
2. Discuss the achievements of Augustus based on close analysis of his *Res Gestae*. Critically evaluate the enduring legacy of Augustus and how his "biography" has affected our perception and reception of him. Consider whether Augustus was an exemplary *princeps* or *rex*.
DUE FRIDAY, MARCH 5th, 2010.
3. Based on the *Lives of the Caesars* in Suetonius and the SHA, who were the 5 "good" Roman emperors and who were the 5 "bad" Roman emperors? Why are these men characterized as good vs. bad, and how do the ancient sources affect our perception and reception of these men? Critically evaluate the use of "biography" as "history".
DUE FRIDAY, MARCH 19th, 2010.

Sign-up for essay topics will take place in-class on **Friday, January 15th 2010**.

Specific Essay Requirements:

- **Title Page** – Include a creative, but relevant, title page, with the title of your essay, your full name, your instructor's name, the course code, and the date of submission.
- **Formatting** – Essays must be typed in Arial or Times New Roman font, size 12, with 1.5 line spacing.
- **Word Count** – Students must declare a word count at the end of the essay. The 2,500 word limit includes footnotes but excludes the title page and bibliography. Students will be penalized 5% if they are significantly below or above the word count (+/- 250 words).
- **Sources** – You must have 10 scholarly sources, only 2 of which can be Internet sources.
- **Bibliography** – Include as the last page of your essay. Please see the Department website under "Essay Style Writing" for proper bibliographic formatting, or "Further Reading" below.

Plagiarism:

Please also note that Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

YOUR ESSAY ...and... Literary Analysis

What is Literary Analysis?

An analysis of a literary text explains what a work of literature means, and how it means it; it is essentially an articulation of and a defence of an interpretation which shows how the resources of literature are used to create meaningfulness in a text. There are several main reasons for analyzing literature, however, the ultimate end of analysis is, first and foremost, a deeper understanding and a fuller appreciation of the literature -- you learn to see more, to uncover or create richer, denser, more interesting meanings.



How to analyze a text?

1. Read or reread the text with specific questions in mind.
2. Marshal basic ideas, events and names. Depending on the complexity of book, this requires additional review of the text.
3. Think through your personal reaction to the book: identification, enjoyment, significance, application.
4. Identify and consider most important ideas (importance will depend on context of class, assignment, study guide).
5. Return to the text to locate specific evidence and passages related to the major ideas.

Your Task

Your objective is to answer your essay question by employing literary analysis of the specified text. You will first want to follow steps 1-5 above. The answers to some of these questions will be readily available from your secondary sources, but the point of this essay is not to simply regurgitate this information through direct quotes, but rather, to get you to start critically evaluating and analyzing what you read by asking various questions. With these answers you will be able to gain insight into what these sources tell us about the ancient Romans.

ESSAY STRATEGY

You must choose and sign up for your essay topic on **MONDAY, JANUARY 11th, 2010**. Once you choose your topic you are bound to it; you cannot submit an essay on a different topic or you will be penalized 3%.

This deadline is to ensure that you start to think about your essay SOONER rather than later as it accounts for 50% of your total mark. There is no room for late submissions or inadequately researched or written essays.

THE BEST ADVICE I CAN GIVE YOU is:

Start early! Do the necessary research and construct an essay plan.

You should plan your essay carefully, identifying what you see as the key issues and discussing them systematically, with constant reference to, and critical analysis of both primary and secondary evidence. Try to think carefully about what each paragraph of your essay is doing: ideally each should make one point and one point only, and take the reader one step closer to your conclusion without too large a logical jump.

Wilfrid Laurier University has a number of excellent resources that you can take advantage of for your essay. Please consult the following for help on anything from correct essay writing strategies, to bibliographic and citing procedures, to effective time-management skills:

Learning Services:

[Accessible Learning Centre](#)

The ALC is available to all students with physical or learning disabilities (either permanent or temporary) for learning support and accommodations.

[Central Academic Advising Office](#)

The Central Academic Advisor can assist students identify academic resources, understand academic rules and regulations, and prepare for graduate and professional schools.

[Study Skills & SI Centre](#)

The SSC assists students to further develop their study skills and learning strategies to assist in transition from secondary to university academics through various academic mentoring programs.

[Writing Centre](#)

The Writing Centre offers individual consultations and group workshops to aid students with their academic writing and critical thinking.

Counseling Services:

[Performance Coaching](#)

The Performance Coaching initiative offers individual consultation, workshops and related programs to enhance student performance in academics, athletics, music and other areas of student life.

REMEMBER...

Mark your essay due-date in your calendar because there will be no extensions given. There are strict rules applicable to EVERYONE for late submissions (5% per day) and anything submitted after 1 week will not be marked and a mark of zero will be returned.

ESSAY EVALUATION FORM

Name of student		
Course code and title		
Instructor		
Assessment topic / title		
Date due:	Date submitted, if later:	Penalty, if applicable:
Word limit:	Word count, if higher:	Penalty, if applicable:

Level D [50-59%]	Level C [60-69%]	Level B [70-79%]	Level A [80-100%]
Structure and argument			
Coverage and relevance			
Knowledge and understanding			
Use of ancient evidence			
Use of modern sources			
Referencing and bibliography			
Spelling, punctuation, English			
General comments			

Unpenalized mark, if applicable:

FINAL MARK:

b) FINAL EXAMINATION

The final examination will last **2 ½ hours** and is *cumulative*. It will consist of the following:

Multiple choice and/or true-false questions, definitions, short answer questions, one long answer question.

* Please note that anything from the class lectures, textbook readings and additional primary or secondary source readings from *the entire term* could be on the final exam.

A comprehensive **Review Session** for the final examination will be held in-class on **Monday, April 5th**. Attendance to this class is mandatory.

EXAMINATION PERIOD

Students must reserve the examination period of **April 10-22, 2010**. If you are considering registering for a special examination or event, you should select a time outside the examination period.

Students are advised to consult the Undergraduate Calendar for special circumstances for examination deferment. Please note, however, that under no circumstances are arrangements for employment or vacation considered a valid reason for a deferred exam.

ACADEMIC INTEGRITY

The University has an established policy with respect to cheating on assignments and examinations, which the student is required to know. Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the University for cheating and the offence may appear on one's transcript, in which event the offence can have serious consequences for one's business or professional career. For more information refer to the current Undergraduate Calendar (University Undergraduate Regulations).

READINGS

REQUIRED TEXTBOOK:

M. Boatwright, D. Gargola and R. Talbert, *A Brief History of the Romans* (Oxford, 2006).

* This book is not a substitute for attendance and keeping good class notes. Some topics to be discussed in-class are not treated in detail in the textbook.

**All readings not in your textbook will be posted on WebCT. When using WebCT or similar programs students are to adhere to the *Principles in the Use of Information Technology*. These *Principles* and resulting actions for breaches are stated in the current Undergraduate Calendar.

LITERARY SOURCES

Livy, <i>History of Rome</i>	late C1 BC/early C1 AD	Oxford World's Classics
Polybius, <i>Histories</i>	Roman history by a Greek, mid-C2 BC	Penguin
Tacitus, <i>Annals & Histories</i>	early C2 AD	Penguin
Suetonius, <i>Lives of the Caesars</i>	biographies, early C2 AD	Penguin/Oxford
SHA, <i>Lives of the latter Caesars</i>	Biographies, late C4 AD	Penguin/Loeb

translations

Students may wish to consult some of the sources below to supplement your textbook readings.

HISTORICAL BACKGROUND

Alston, R., <i>Aspects of Roman History, AD 14–117</i> (London 1998)	DG276 .A44
Beard, M. & M. Crawford, <i>Rome in the Late Republic</i> (London 1985; 2nd ed. 1999)	DG254 .B37
Boardman, J., et al., O. <i>The Oxford History of the Roman World</i> (Oxford 1986)	DG231 .O94 1991
Brunt, P.A., <i>Social Conflicts in the Roman Republic</i> (London 1986)	HN10 .R7B7 1971
Cary, M. & H.H. Scullard, <i>A History of Rome</i> (3rd edition, London 1975)	DG210 .C3 197
Champion, C.B. (ed.), <i>Roman Imperialism: Readings and Sources</i> (Malden, Mass., 2004)	DG209 .R596
Eck, W., <i>The Age of Augustus</i> (Oxford 2003)	DG279 .E25
Flower, H. (ed.), <i>Cambridge Companion to the Roman Republic</i> (Cambridge 2004)	UWDG235 .C36 2003
Galinsky, K. (ed.), <i>Cambridge Companion to the Age of Augustus</i> (Cambridge 2005)	DG279 .C35
Millar, F. <i>The Roman Empire and its Neighbours</i> (London 1981)	DG276.5 .M5413 1981
Patterson, J., <i>Political Life in the City of Rome</i> (Bristol 2000)	JC88 .P38
Wells, C. <i>The Roman Empire</i> . (London 1992)	DG276.5 .M5413 1981

THE CITY OF ROME

Claridge, A., <i>Rome. Oxford Archaeological Guide</i> (Oxford 1998)	DG62 .C53
Coarelli, F., <i>Rome and Environs: An Archaeological Guide</i> (Berkeley 2007)	DG62 .C62313
Coulston, J.,H. Dodge (eds.), <i>Ancient Rome: Archaeology of the Eternal City</i> (Oxford 2000)	DG63 .A57
Haselberger, L. et al., <i>Mapping Augustan Rome. JRA Supp. 50</i> (Portsmouth 2002)	GA895.R7 M37
La Regina, A. et al., <i>Lexicon Topographicum Urbis Romae: Suburbium</i> (Rome 2001–)	DG63 .L49
McGregor, J.H.S., <i>Rome from the Ground Up</i> (Cambridge, MA, 2005)	UW DG806.2 .M4 2005
Patterson, J.R., 'The City of Rome: from Republic to Empire', <i>JRS</i> 82 (1992) 186–215	
Platner, S. & T. Ashby, <i>A Topographical Dictionary of Ancient Rome</i> (London 1929)	DG16 .P68
Richardson, L., <i>A New Topographical Dictionary of Ancient Rome</i> (Baltimore 1992)	REF. DG68 .R5
Robinson, O.F., <i>Ancient Rome: City Planning and Administration</i> (London 1992)	HT169 .R7R63
Steinby, E.M., <i>Lexicon Topographicum Urbis Romae</i> (5 vols, Rome 1993–1999)	DG63 .L49
Marble Plan of Rome (Digital <i>Forma Urbis</i> Project)	http://graphics.stanford.edu/projects/forma-urbis/ http://formaurbis.stanford.edu/docs/FURdb.html