

Classics 255: Roman History
Spring 2019, Block 6
Athens, Thomas Commons

Instructor: Nathan Kish (nkish@cornellcollege.edu)

Office Hours: T, R 3:30-5:00 and by appointment, College Hall 310

Required Texts:

- Livy. *The Rise of Rome*. Trans. T. J. Luce. Oxford University Press, 2009. ISBN-13: 978-0199540044
- Cicero, *Political Speeches*. Trans. D. H. Berry. Oxford University Press, 2009. ISBN-13: 978-0199540136
- Sallust, *Catiline's Conspiracy, The Jugurthine War, Histories*. Trans. W. W. Batstone. Oxford University Press. (2010) ISBN-13: 978-0192823458
- Suetonius, *Lives of the Caesars*. Trans. Catharine Edwards. Oxford University Press. (2009) ISBN-13: 978-0199537563
- Tacitus, *Annals*. Trans. Cynthia Damon. Penguin. (2013) ISBN-13: 978-0140455649
- J.-A. Shelton, *As the Romans Did: A Sourcebook in Roman Social History*. Second Edition. Oxford University Press, 1998; ISBN-13: 978-0195089745

Course Goals:

- Students will explore the political, social, and cultural histories of Ancient Roman civilization and evaluate its pervasive and ubiquitous influence upon the modern world;
- Students will be introduced to some of the major figures and events of Roman history through critical engagement with ancient texts and material objects;
- Students will investigate how the past is and has been constructed through the careful study of various literary forms (e.g. historiography, biography, oratory, letters, poetry) and material artefacts (art, architecture, inscriptions).
- Students will learn to analyze, evaluate, and critique different kinds of sources and communicate their findings effectively in discussion, writing, and oral presentations;
- Students will learn how to find, use effectively, and evaluate information (print and electronic resources) in order to answer their own research questions;
- Students will become more familiar with the resources available for studying the ancient world and the humanities in general, on campus and beyond.

This course supports the Educational Priorities and Outcomes (EPOs) of Cornell College and places an emphasis upon knowledge, inquiry, reasoning, communication, and intercultural literacy.

Course Requirements:

Preparation, Attendance, and Participation: Class attendance and active participation in discussion are vital to gaining mastery of the course material. Part of attendance and participation is preparation for class—come with questions and be prepared to share your observations of the previous night's reading assignments. Making connections between

materials studied throughout the course is key to discovering and reflecting on the broader themes of Roman history.

Quizzes: To ensure that you are keeping up with the reading (which can be especially demanding in history courses, since they often require a significant amount of reading), there will occasionally be short (5 minutes) quizzes based on the readings assigned for the day. We will go over the various forms that these can take in the course of the class. The types of question that appear on these quizzes will prepare you for the exams.

Exams: There will be three exams during the course of the block. One will be a short “Intro Exam” which will focus on the geographic and temporal categories that are fundamental for the course. The other two will be 60-minute exams, one at the end of Week 2 (Friday, February 22) and one on the final day of the block (Wednesday, March 6). These exams will include writing identifications for key terms, identifying images and passages and discussing their significance, and answering a short essay question. We will practice each of these types of exercises in class. While these exams will be written for 60 minutes, you will have 90 minutes to complete them.

Tumblr Blog: You will create a Tumblr blog and throughout the course you will blog about the readings, class discussions, etc. You are highly encouraged to include different kinds of media in your blog (e.g. images, videos, texts). You are required to write ten entries (**roughly 250 words per entry**) over the course of the block, with no fewer than three entries in each of the first three weeks of the block. Your blogs can function in part as stepping-stones for our in-class discussions (so feel free to blog about the readings before we discuss them in class). And they are meant to be low-stake writing assignments: I encourage you to write in a style that you think will be accessible and engaging to a more popular audience (in contrast to your papers, which should be written in an academic style). You are welcome to make your blog accessible to the rest of the class. **Your blog must be finalized by 5:00 pm on Tuesday, March 5. Please follow me on Tumblr (donatusfrutexparvus).**

Comparative Essay: This assignment is designed to allow you to practice analyzing and articulating how authors construct the past differently. As it is due at the end of Week 1 (Friday, February 15), it will give me an opportunity to provide you with feedback about your writing at an early stage of the course. For this assignment, you will compare a passage from an author with a passage on the same event or topic by Livy. You are required to include a stated thesis as well as evidence and argumentation to support it. You do not need to consult secondary resources for this paper, for it is meant to be an exercise in close-reading and textual analysis. Prompts for this paper will be provided, from which you will select one. Papers should be 3-4 pages double-spaced, 1” margins, 12-point Times New Roman font.

Final Project: The final project of this course gives you the opportunity to showcase the skills of historical and rhetorical interpretation that you will be practicing over the course of the block as well as to conduct independent research on an author, work, or topic that you are personally interested in. Each student will choose a primary textual source (a list of possible sources will be provided) which contributes to the broad project that we call “Roman History.” Your task is to learn about your text from multiple angles and to analyze its relationship to one of the major themes of this course. As part of this, you are required to consider to take into account at least

one work of scholarship on your text. This project will culminate in Week 4 in an **In-Class Presentation** (10 min.) and a **Final Paper** (6-8 pages, double-spaced, 1" margins, 12-point Times New Roman font). Your Presentation is your opportunity to share with your peers the ideas that you are addressing in your Final Paper, which must consist of a thesis statement and original research.

Grading:

- Class Preparation, Attendance, Participation 10%
- Quizzes 5%
- Tumblr blog 10%
 - 10 posts throughout the block, with no fewer than 3 in each of the first 3 weeks
 - Must be finalized by 5:00 pm on Tuesday, March 5
- Three exams 25%
 - Intro Exam 5% (Wednesday, February 13, 9:00-9:30 am)
 - Exam 1 10 % (Friday, February 22, 9:30-11:00 pm)
 - Exam 2 10% (Wednesday, March 6, 10:30 am-12:00 pm)
- Comparative Essay 10%
 - 3-4 pages (due Friday, February 15, 1:00 pm)
- Final project 40%
 - Outline 5% (due Thursday, February 21, 9:00 am)
 - Abstract and bibliography 5% (due Wednesday, February 27, 1:00 pm)
 - Presentation 5% (Monday, March 4 or Tuesday, March 5)
 - Final paper 25% (due Wednesday, March 6, 5:00 pm)

Letter grades will be assigned as follows:

A 100-93	B+ 89-87	C+ 79-77	D+ 69-67	F below 60
	B 86-83	C 76-73	D 66-63	
A- 92-90	B- 82-80	C- 72-70	D- 62-60	

Policies:

Attendance and Participation: Since the class format, as well as a significant portion of the final grade, depends largely on discussion, attendance and participation are vital for successful completion of the course. Failure to attend class sessions will impact your final grade. Given the nature of the block system, it is particularly important to resolve any questions as quickly as possible. Illness and unforeseen circumstances do arise. Please let me know as soon as possible if you will not be able to attend a morning or afternoon session. Using your cellphone in class will result in the reduction of your participation grade.

Deadlines: Assignments are due in class as described in the Weekly Schedule below or as announced in class or via email. Please consult with me in advance if circumstances arise that will prevent you from timely completion of an assignment.

Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty" and [here](#).

Accommodations: Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see <http://cornellcollege.edu/disabilities/documentation/index.shtml>. Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the block of any accommodations needed for the duration of the course.

Weekly Schedule

**The instructor reserves the right to change the syllabus as the course progresses. Any changes will be announced in class or over email.

Week 1: Roman Myths and Ideals; Foundation, Growth, Conquest, and Expansion

1) Monday, February 11

9:00-11:00: Introduction, sources for Roman history, geographic and temporal parameters

1:00-3:00: **Archaic Italy, Regal Period;** Livy, *Ab Urbe Condita*, Preface, 1.1-2

2) Tuesday, February 12

Regal period, Early Republic

9:00-10:00: The Regal Period and Transition to the Republic

10:00-11:00 Livy 1.4-26 (26 pp.), 1.40-60 (22 pp.)

1:00-2:00: The Structure of Roman Society: *As the Romans Did* (pp. 4-15), Families: *As the Romans Did* (pp. 16-36) (33 pp.)

2:00-3:00: Early Republic: Roman Ideals: 2.1-14 (14.5 pp.), 3.26-29 (4 pp.), *As the Romans Did* (pp. 1-3) [102.5]

3) Wednesday, February 13

Early Republic

9:00-9:30: Intro Exam

9:30-10:00: Women in Roman Society: *As the Romans Did* (pp. 288-306) (19 pp.)

10:00-11:00: Livy 3.32-58 (29 pp.); Joshel, S. 1992. "The Body Female and the Body Politic: Livy's Lucretia and Verginia" (19 pp.)

1:00-2:00: Government and Politics, Part I: *As the Romans Did* (pp. 203-225) (23 pp.)

2:00-3:00: Conflict of the Orders (494-287 BC) and the Conquest of Italy (499, Battle of Lake Regillus – 272, Surrender of Tarentum)

[90]

4) Thursday, February 14

Middle Republic

9:00-11:00: No class

1:00-2:00: Punic Wars: First Punic War (264-241 BC) and Second Punic War (218-201 BC); Polybius (selections), Livy (selections)

2:00-3:00: Slaves: *As the Romans Did* (pp. 163-185) (23 pp.), Freedmen and Freedwomen: *As the Romans Did* (pp. 186-202) (17 pp.) (40 pp.)

[42+selections of Livy and Polybius TBA]

5) Friday, February 15

Middle Republic

9:00-11:00: No class

Comparative Essay due 1:00 pm in class

1:00-2:00: Rapid Expansion of the Roman Empire (201-146 BC); Provinces: *As the Romans Did*, pp. 268-287 (20 pp.)

2:00-3:00: Cato the Elder: Plutarch, *Cato the Elder* (28 pp.), Livy 34.1-21 (20 pp.), 39.40-44 (5 pp.)

[73]

Week 2: The Late Republic and Civil Wars

6) Monday, February 18

Late Republic

9:00-10:00: 146-78 BC: The Gracchi; Marius, Sulla, and Civil War

10:00-11:00: Appian *The Civil Wars* 1.7-33 (16 pp.), 1.55-107 (30 pp.), 1.116-2.1 (3.5 pp.) [49.5];

Plutarch, selections from *Tiberius and Gaius Gracchus* (*Tiberius*: 1-4, 8-10, 13-14, 18-20; *Gaius*: 3-6, 9-11, 13, 15-19) (21.5 pp.), Lucan *On the Civil War*, 2.1-233 (7 pp.)

[78]

12:00-5:00: **Individual meetings (4 students per hour)**

7) Tuesday, February 19

Late Republic

9:00-11:00: No class

1:00-1:30: Education: *As the Romans Did*, pp. 100-122 (23 pp.)

1:30-2:00: 78-63 BC: The aftermath of Sulla; the career of Cicero

2:00-3:00: The Catilinarian Conspiracy: Cicero, *Catilinarians* (46 pp.)

[69]

8) Wednesday, February 20

Late Republic

9:00-11:00: No class

1:00-2:00: The Catilinarian Conspiracy: Sallust, *Bellum Catilinae* (37 pp.)

2:00-3:00: Domestic and Personal Concerns: *As the Romans Did*, pp. 79-99 (21 pp.); The Roman Army: *As the Romans Did* (pp. 243-267) (25 pp.)
[83]

9) Thursday, February 21

Late Republic

Outline due at 9:00 am

9:00-11:00: The First Triumvirate, Caesar, and Civil War: 62-44 BC

10:00-11:00: Suetonius, *Divus Iulius Caesar* (42 pp.)

1:00-3:00: Cicero, *Pro Marcello* (10 pp.), *Letters* (selections), *Second Philippic* 1-2 (1), 10-17 (2.5), 25-36 (4), 42-47 (2), 48-92 (16), 108-119 (4 pp.) [29.5]; Seneca the Elder and Plutarch on the death of Cicero; Appian *The Civil Wars* (selections)

[~87]

10) Friday, February 22

9:30-11:00: **Exam 1**

The Second Triumvirate

1:00-3:00: The Second Triumvirate, 43-31 BC; Triumviral and Augustan literature: Vergil, *Eclogues* 1, 2, 4, 10, Horace, *Satires* 1.5, *Epodes* 7 and 16, *Ode* 1.37, Propertius 1.21-22

[~10]

Week 3: Roman Empire

11) Monday, February 25

Augustus

9:00-10:00: Suetonius, *Divus Augustus* (55 pp.), Vergil, *Georgics* 1.1-42, 424-515, 3.1-50 (5.5 pp.); Horace, *Odes* 3.2-6, 30 (~11 pp.)

10:00-11:00: Government and Politics, Part II: *As the Romans Did*, pp. 226-242 (17 pp.)

[~88.5]

12:00-5:00: **Individual meetings (4 students per hour)**

12) Tuesday, February 26

Augustus

9:00-10:00: Vergil, *Aeneid* (selections from Books 1, 6, 8, 12); Roman elegy (selections)

10:00-11:00: Marriage: *As the Romans Did*, pp. 37-58 (22 pp.)

1:00-2:00: Augustus, *Res Gestae* (10 pp.); Tacitus, *Annales* 1.1-5 (3 pp.)

2:00-3:00: Religion and Philosophy: *As the Romans Did*, pp. 359-91 (33 pp.)

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13) Wednesday, February 27

Julio-Claudians

9:00-11:00: No class

Abstract and bibliography due at 1:00 pm

1:00-2:00: The Julio-Claudians: Tiberius; Tacitus, *Annales* 1.6-15 (7), 33-53 (11), 75-81 (3), 2.69-73 (2), 3.1-18 (8), 4.1-12 (7), 32-35 (2.5), 6.50-51 (1.5) [43 pp.]
2:00-3:00: The Julio-Claudians: Caligula; Suetonius, *Life of Caligula* (32 pp.) [75]

14) Thursday, February 28

Julio-Claudians and the Year of the Four Emperors

9:00-11:00: No class

1:00-2:00: Tacitus, *Annales* 11.23-38 (8), 12.64-13.10 (7), 14.1-19 (10), 15.33-47 (7), 16.14-20 (3.5) [35.5]; Tacitus, *Histories* 1.1-4 (2.5 pp.)
2:00-3:00: Religion and Philosophy: *As the Romans Did*, pp. 391-404, 421-30 (24) [62]

15) Friday, March 1

Civil War and Recovery

9:00-10:00: Flavians: Suetonius, selections from the lives of *Vespasian*, *Titus*, and *Domitian* (35 pp.); Leisure and Entertainment: *As the Romans Did*, pp. 307-58 (52 pp.)
10:00-11:00: Pompeii: Pliny the Younger, *Ep.* 6.16, 6.20 (4 pp.) [91]

12:00-5:00: **Individual meetings (4 students per hour)**

Week 4

16) Monday, March 4

9:00-10:00: The Five Good Emperors: Peace and Prosperity: Pliny the Younger, selections from *Letters* and the *Panegyricus*; *Historia Augusta*, *Life of Hadrian* (18 pp.)
10:00-11:00: Housing and City Life: *As the Romans Did*, pp. 59-78 (20 pp.) [38]

1:00-3:00: **Presentations**

17) Tuesday, March 5

9:00-11:00: Decline, Revival, Christianity, and the dissolution of the Western Empire: Saint Jerome, *Letters* (15 pp.); Saint Augustine; *As the Romans Did* pp. 404-20 (17 pp.) [32]

1:00-3:00: **Presentations**

18) Wednesday, March 6

10:30-12:00: **Exam 2**

Final Papers due 5:00 pm