

**Classics 202**  
**THE ROMANS**

**Spring 2013**

Henry Bayerle

MoWeFr 1:15PM - 2:20PM Seney Hall 208

Office Hours: Language Hall 108, MWF 2:30PM – 3:30PM

“The Romans” is survey of ancient Rome from its origins in legend and myth to late antiquity, as seen through its principal literary texts in their historical, social, and cultural context. The time period covered is 753 BCE to the 4th century CE. Plastic art, material culture, and historical sources will be examined, but the primary focus of the course will be literature. Authors will include Livy, Sallust, Cicero, Julius Caesar, Suetonius, Catullus, Vergil, Horace, Propertius, Tibullus, Ovid, Seneca, Pliny, Plutarch, and Perpetua.

Students will write one short paper, a few two-page response papers, and a final paper on their service learning projects. There will be a midterm and a final exam, which will involve identifying names and concepts and doing close readings of passages from the course readings.

This is a TPSL class. Students will meet with local veterans six times to interview them about their experiences in war.

Course Goals: Students will

- learn about and develop an appreciation of the culture of ancient Rome.
- interpret primary sources from Ancient Rome in the cultural context of their production.
- analyze Roman literature as classicists do and critically evaluate traditional arguments about the ancient world.
- develop skills in communicating ideas orally and in writing.
- develop an appreciation of the value of the Classics in their own lives.

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

**SCHEDULE**

**WEEK 1: THE BEGINNINGS OF LATIN AND THE ROMAN PEOPLE**

Jan. 16 – 18

Readings: Livy, *Histories* (selections)

**WEEK 2: CRISES OF THE ROMAN REPUBLIC: THE EMPIRE AND INTERNAL RIVALRIES**

Jan. 21 – 25

Readings: *Penguin Historical Atlas of the Ancient Rome* pp. 12 – 35

Suetonius, *Life of Julius Caesar*

**WEEK 3: CRISES OF THE ROMAN REPUBLIC: RESISTANCE AND TRANSFORMATION**

Jan. 28 – Feb. 1

Readings: Julius Caesar, *Civil Wars* (selections)

Sallust, *Catiline* (selections)

Suetonius, *Life of Augustus*

WEEK 4: EARLY EMPIRE: A NEW GOLDEN AGE?

Feb. 4 – Feb. 8

Readings: Augustus, *Res Gestae*

Velleius Paterculus, *History of Rome* (selections)

Tacitus, *Annals* (selections)

Gibbon, *The History of the Decline and Fall of the Roman Empire*, Vol.1, Chapter 3

WEEK 5: LITERATURE OF THE EARLY REPUBLIC: TRADITIONAL ROME VS. GREEK CULTURE

Feb. 11 – 15

Readings: Cicero, *Pro Archia*

Selections from the lyric poetry of Sappho, Archilochus, Callimachus, and Catullus

Vergil, *Eclogues*; Horace, *Odes and Epodes* (selections)

WEEK 6: EPIC AND EMPIRE

Feb. 18 – 22

Readings: Vergil, *Aeneid* 1 – 6

WEEK 7: PYRRHIC VICTORY: PERSONAL LIFE AND THE ROMAN HERO

Feb. 25 – March 1

Readings: Vergil, *Aeneid* 7 – 12

WEEK 8: SERVICE LEARNING PROJECT DISCUSSIONS

March 4 – March 8

[Spring Break]

WEEK 9: MAKE LOVE, NOT WAR

March 18 – 22

Readings: Selections from the elegies of Propertius and Tibullus

Ovid, *Amores* (selections)

Ovid, *Art of Love* Book 1

WEEK 10: CHANGE AND TRADITION: 'TIS LIKE A CAMEL, INDEED

March 25 – 29

Readings: Ovid, *Metamorphoses* 1 – 7

WEEK 11: ART AND RESISTANCE

April 1 – April 5

Readings: Ovid, *Metamorphoses* 8 – 15

WEEK 12: GLADIATORS: THE POLITICS, PHILOSOPHY, AND BUSINESS OF ENTERTAINMENT

April 8 – 12

Readings: Suetonius, *Lives of Tiberius, Claudius, and Nero*

WEEK 13: ROME AND CHRISTIANITY

April 15 – 19

Readings: Pliny, *Letters* (selections)

*The Martyrdom of Perpetua and Felicitas*

Augustine, *Confessions* (selections)

WEEK 14: SERVICE LEARNING PROJECT DISCUSSIONS AND REFLECTION  
April 22 – 26

WEEK 15: CONSOLIDATION AND REVIEW  
April 30

### **Important dates**

Paper 1 due: Feb. 20  
Midterm Exam: March 4  
Final Paper due: April 22  
Final Exam: May 6

### **Your Tasks**

1. Reading all text assignments before class. By “reading” I mean not only reading all of the words on the pages but also underlining important passages, making marginal notes in the texts themselves, and/or taking notes on index cards or in a notebook. Think of this as “active reading.” By reviewing your notes before class you can more effectively participate in class discussion.
2. Participating actively in class discussions (you can do this only if you have read actively beforehand).
3. Preparing short presentations, based either on the weekly readings or a supplemental article.
4. Meeting with a local veteran six times to learn about experiences in war.
5. Writing one short paper (4 pages), several two-page response papers, and a final paper (6 pages) on your service learning project.
6. Taking a midterm and a final exam. These exams will involve identifying names and concepts and doing close readings of passages from your reading.

### **Attendance policy**

I expect you to attend every class. More than three unexcused absences will lower your final grade by one percentage point for every class you miss.

### **Grading Policy**

Participation in Class Discussions	20%
Papers	30%
Midterm Exam	20%
Final Exam	30%

### **Texts**

Ovid, <i>Metamorphoses</i> , trans. Rolfe Humphries	ISBN: 0253200016
Suetonius, <i>Lives of the Caesars</i> , trans. Catharine Edwards	ISBN: 0192832719
Virgil, <i>Aeneid</i> , trans. Allen Mandelbaum	ISBN: 0553210416