

ROMAN HISTORY

罗马史

Second semester 2023–2024

Syllabus

OUTLINE

Survey modules have their virtues. They enable uninitiated students to get familiar with the basic contexts, tenets and research skills in a given field. Upon successful completion of such a course, students are, ideally, well positioned for further explorations into the subject to which they have been introduced. This core principle also applies to the current module in Roman History. It provides you, in the first place, with an overview of the chief events and historical developments of Rome's ancient past. In the second place, it intends to introduce you to the sources that underlie our knowledge of the past. You will practice with the analysis and interpretation of the extant source material. Thirdly, this module will cover the organisation of the field so that you can explore it further in the coming years.

PURPOSE

The intended learning outcomes of this course for the students are:

- To have an awareness of the chief events, and major developments in the history of ancient Rome
- To understand how political, constitutional, socio-cultural, and economic developments are interrelated
- To understand what kinds of sources underlie our knowledge of Rome's ancient past
- To possess the vital skills to locate sources and research literature, including the ability to use the most important databases
- To possess a basic aptitude to analyse and interpret ancient sources for studying the history of ancient Rome
- To have the ability to reflect on matters of categorisation and delimitation as applied by historians to make sense of the past

- To have the ability to express your views and arguments on historical questions clearly both orally and in writing.

STRUCTURE

- The structure of this course will be predominantly chronological.
- The schedule below will clarify how to prepare for the weekly classes.
- The material that you are asked to read and to consult for the weekly classes will be taken from the textbook (details below), and from other publications that can be accessed on the 教学网 or the PKU Cloud.

ASSESSMENT

You will be assessed on your performance in three ways:

- General attendance and participation in the course, including exercises and homework (30%).
- A written commentary on one of four sources due to be submitted in **week 13 on Friday the 17th of May 2024** (30%).
- A written examination on **Monday the 3rd of June 2024 (week 16)** from 18:40 to 20:30 (40%). The examination tests your knowledge of the history of ancient Rome as well as your ability to use sources for historical research. The questions in the exam are based on **everything** that has been brought to your attention during class (including the Ppt presentations) as well as on **David Potter, *Rome in the Ancient World: From Romulus to Justinian* (3rd ed. London: Thames & Hudson, 2018) pp. 10–323**. A Chinese translation of this textbook has been published; feel free to read it, but keep in mind that I shall be using the third edition published in English.

MATERIAL

- The textbook used for this course is: David Potter, *Rome in the Ancient World: From Romulus to Justinian* (3rd ed. London: Thames & Hudson, 2018).
- Additional source material that you are asked to read or to consult for our weekly classes has been uploaded onto the PKU Cloud or can be found in the university

library (follow the syllabus and the directions of the teacher).

- The Ppt presentations for each class will be uploaded onto the 教学网.
- The sources for the written commentary can be found on the 教学网 in the folder “Written Commentary”. Limited additional material for the commentaries has been uploaded into the PKU Cloud.
- Recommended reading in addition to what is provided you within the framework of this module can be found in Potter, pp.363–364.

Access to the PKU Cloud:

<https://disk.pku.edu.cn/link/AA3D1456915C6D4983874471A6AB4F4DCD>

Folder Name: PKU Roman History 2023-2024 S2

Expires: 2024-03-13 10:41

SCHEDULE

Classes take place every Monday, 18:40 – 20:30 in 二教 304.

WEEK 1: INTRODUCTION AND SOURCES

Contents/Aims

- Outline of the course
- Assessment of the course
- Writing commentaries
- History of scholarship on ancient Rome
- Locating sources and literature: explanation of exercise

WEEK 2: RESEARCH METHODS AND RESOURCES

Contents/Aims

- Different types of sources and their analysis
- Reflecting on the categorisation of ancient sources
- Auxiliary disciplines
- Presentation on locating sources and literature
- Online resources

Preparation

- Read Potter, pp. 10–17 (**obligatory for final exam**).

WEEK 3: ARCHAIC ROME

- Sources for the study of archaic Rome
- Some understanding of the earliest settlements in Rome
- Some awareness on the challenges of understanding the history of archaic Rome
- Major developments in archaic Rome
- The role of the famous stories on Rome's origin in research

Preparation

- Read Potter, pp. 20–46 (**obligatory for final exam**).
- Read Livy, *History of Rome*, Book 1 preface – 9.16 (this text can be accessed on the online edition of the Loeb Classical Library to which PKU Library is subscribed).
- Have a look at the sources in the file “Sources Week 3” in the PKU Cloud.

WEEK 4: EARLY REPUBLIC

Contents/Aims

- Sources for the study of the early Republic
- Most important historical developments and processes in the period from c. 500 to 350 BC
- Some understanding of the relations between Rome, the Latins and other Italic ethnic groups
- Institutions of the Roman Republic
- Law of the Twelve Tables

Preparation

- Read Potter, pp. 46–61 (**obligatory for final exam**).
- Read Livy, *History of Rome*, Book 1.57–60 (this text can be accessed on the online edition of the Loeb Classical Library to which PKU Library is subscribed).
- Have a look at a reconstruction of the law of the Twelve Tables in M.H. Crawford, *Roman Statutes II* (London 1996) no. 40. To be accessed here: <https://droitromain.univ-grenoble-alpes.fr/> (click “18 Lingua Anglica on the left > click on the 4th option (“Cr.”) at the item “Twelve Tables”, which is the 4th item from the top of the list).

WEEK 5: CONFLICT, CONQUEST, CARTHAGE

Contents/Aims

- Sources for the study of the period between c. 350 and 241 during which Rome conquered Italy and acquired Sicily as a result of its success in the First Punic War
- Most important historical developments and processes in the period from c. 350 to 241
- Latins
- Roman citizenship without vote
- Factors that played a role in Roman expansion throughout Italy
- Main developments in the First Punic War
- Early Republican army

Preparation

- Read Potter, pp. 61–69 (**obligatory for final exam**).
- Read several passages taken from Polybius, *Histories*, to be accessed on the PKU Cloud in the file entitled “Sources Week 5”
- Have a look at the inscription commemorating Duillius’ victory (<https://www.livius.org/articles/place/rome/rome-photos/rome-forum-romanum/rome-rostra/>)

WEEK 6: ROMAN IMPERIALISM, 220s TO 133 BC

Contents/Aims

- Sources for the study of the period between the 220s and 133 BC
- Second Punic War
- Roman expansion in the second century BC
- Debate on Roman imperialism
- Elements of empire: provinces and allies
- Patronage
- Taxation
- Emergence of Latin literature

Preparation

- Read Read Potter, pp. 69–98 (**obligatory for final exam**).

WEEK 7: CRISIS OF THE ROMAN REPUBLIC, 133–78 BC

Contents/Aims

- Sources for the study of the period between 133 to 78 BC
- Defining the crisis of the Roman Republic
- Factors contributing to the crisis of the Roman Republic
- Major historical actors: the Gracchi, Marius Sulla
- People's assemblies and the senate
- Social War and civil war
- Army reform

Preparation

- Read Potter, pp. 98–135 (**obligatory for final exam**).
- Have a look at the *lex Latina Tabulae Bantinae*: <https://droitromain.univ-grenoble-alpes.fr/> (click “18 Lingua Anglica” > “133–100 Latin law of Bantia... Crawford”).

WEEK 8: THE DYNASTS AND THE END OF THE REPUBLIC

Contents/Aims

- Sources for the study of the period between 133 to 78 BC
- Major developments in the period from 78 to 30 BC
- Constitutional anomalies and political strife
- Civil wars

Preparation

- Read Potter, pp. 135–174 (**obligatory for final exam**).
- Read Sallust, *War against Catiline*, 5.9–13.5 to be accessed on the PKU Cloud in the file entitled “Sources Week 8”

WEEK 9: AUGUSTUS AND HIS REGIME

Contents/Aims

- Sources for the study of the period of Augustus' reign
- Main historical developments and processes during Augustus' reign
- Constitutional reforms
- Culture and literature
- Succession

Preparation

- Read Potter, pp. 174–191 (**obligatory for final exam**).
- Have a look at the *Res Gestae Divi Augusti* (*The Achievements of the Deified Augustus*) to be accessed on the PKU Cloud

WEEK 10: THE JULIO–CLAUDIAN EMPERORS

Contents/Aims

- Sources for the study of the period between AD 14 and 68
- Main historical developments and processes during the Julio-Claudian dynasty

Preparation

- Read Potter, pp. 191–207 (**obligatory for final exam**).

WEEK 11: THE FLAVIAN DYNASTY

Contents/Aims

- Sources for the study of the period between AD 69 and 96
- Main historical developments and processes during the Flavian dynasty
- Year of the Four Emperors

Preparation

- Read Potter, pp. 208–217 (**obligatory for final exam**).

WEEK 12: THE ADOPTIVE EMPERORS AND ANTONINES

Contents/Aims

- Sources for the study of the period between AD 96 and 192
- Main historical developments and processes during the age of the Adoptive Emperors and the Antonines

Preparation

- Read Potter, pp. 213–260 (**obligatory for final exam**).

WEEK 13: THE SEVERAN DYNASTY

Contents/Aims

- Sources for the study of the period between AD 192–235
- Main historical developments and processes during the Severan dynasty

Preparation

- Read Potter, pp. 260–271 (**obligatory for final exam**).

WEEK 14: THE THIRD CENTURY

Contents/Aims

- Sources for the study of the period between AD 235 and 284
- Main historical developments and processes during the period between 235 and 284
- Political crises

Preparation

- Read Potter, pp. 272–290 (**obligatory for final exam**).

WEEK 15: THE TETRARCHY AND THE END OF THE ROMAN EMPIRE

Special Lecture given by Prof. Dr Peng Xiaoyu

Preparation

- Read Potter, pp. 290–323 (**obligatory for final exam**).

WEEK 16: FINAL EXAM

WRITTEN COMMENTARY

Write a commentary of maximum 1,000 words (including footnotes, excluding bibliography) in English on one of the four ancient sources that have been uploaded onto 教学网 (see folder “written commentary”). Submission date: **Friday the 17th of May 2024 (week 13)**.

- 1) *Res Gestae Divi Augusti*, 34
- 2) Sallust, *War against Catiline*, 37.
- 3) Suetonius, *Life of Augustus*, 48.
- 4) Pliny, *Letters*, 10.94–95.

Your commentary should treat the *context*, *content* and *significance* of the source. It is essential that you make everything you say relevant to the passage in question. If you are going to include information from other reading, you must clarify as to how and why it is relevant.

Context

- Give the context of the work or the larger text from which the passage is taken. Who was the author? From what work or larger text has the passage taken? When was it written? To what type of text does the passage belong? If a literary text, what is the genre of the work from which the passage is taken (e.g. historiography, biography, epistolography, oratory)? Who is / are the intended audience(s)? How has the text been transmitted to us (e.g. manuscript tradition, inscription, papyrus etc.)? If relevant, you could also consider the author’s social or political background.
- Give an accurate indication of the immediate context of the passage, but do not let yourself get carried away from the passage into a general discussion of the larger work from which it comes unless relevant to understanding the content or significance of the passage.

Content

- Explain the extract as a whole. What is the argumentation? What are the main themes of the passage?
- Talk about the passage in detail. You should try to deal with significant names, factual references. Mention relevant passages from other texts, but do so briefly. Talk about allusions to other texts if important.

Significance

- Focus on how the passage can shed light on the past. What does the excerpt tell us about the society that produced the document / text? What does the text tell us about the author? In what way does the extract inform us about the subject it discusses?

General remarks

- It is important that your commentary shows how the context, content and significance of the passage under discussion are related.
- The commentary is not an essay. For example, if you are asked to comment on the following passage – “Kings of the Parthians, Tiridates, and later Phraates, the son of King Phraates, took refuge with me as suppliants” (*Res Gestae Divi Augusti* 20) – you should not offer a long and general disquisition on the history of Parthia.
- Some of the four passages above require you to provide more historical context than others.
- Attention for detail and specificity are commendable properties.
- The entire ancient texts from which the four passages are selected can be found (in the original Greek/Latin with English translation), among other places, in the Loeb Classical Library series, which can be accessed in a number of libraries, but also online through our library website.
- Some literature on the four passages will be uploaded on the PKU Cloud in due course. Further resources can be found in the the *Oxford Classical Dictionary* (*OCD*), *Brill's New Pauly* (<http://referenceworks.brillonline.com/browse/brill-s-new-pauly>), our own university library, *JSTOR*, *Année philologique* (to be accessed through our library website), and *ProQuest*. Articles in academic journals can sometimes also be found by using a good online search engine.

Select bibliography source 1

- Cooley, Alison E., *Res Gestae Divi Augusti: text Translation, and Commentary* (Cambridge 2009).
- Scheid, John, *Hauts faits du divin Auguste* (Paris 2007).
- Brunt, P.A., J.M. Moore, *Res Gestae Divi Augusti: The Achievements of the Divine Augustus* (London 1967).

Select bibliography source 2

- Ramsey, J.T., *Sallust's Bellum Catilinae* (2nd ed. Oxford 2007). **In PKU Cloud**
- Syme, Ronald, *Sallust* (Berkeley [CA] 1964).
- Arena, Valentina (ed.), *A Companion to the Political Culture of the Roman Republic* (Malden [MA] 2022).
- Lange, C.H., F.J. Vervaeke (eds), *The Historiography of Late Republican Civil War* (Leiden 2019).
- Shaw, E.H., *Sallust and the Fall of the Republic: Historiography and Intellectual Life at Rome* (Leiden 2022).

Select bibliography source 3

- Kaizer, Ted, Margherita Facella, 'Introduction,' in: idem (eds), *Kingdoms and Principalities in the Roman Near East, Oriens et Occidens* 19 (Stuttgart 2010) 15–42.
- Wardle, D., *Suetonius: Life of Augustus* (Oxford 2014).
- Duchêne, Pauline, *Comment écrire sur les empereurs ? Les procédés historiographiques de Tacite et Suétone* (Bordeaux 2020).

Select bibliography source 4

- Sherwin-White, A.N., *The Letters of Pliny: A Historical and Social Commentary* (Oxford 1966).
- Wallace-Hadrill, Andrew, 'Family and inheritance in the Augustan marriage laws,' *Proceedings of the Cambridge Philological Society* 27 (1981) 58–80. **JSTOR**
- Berger, Adolf, *Encyclopedic Dictionary of Roman Law* (Philadelphia 1953) s.v. 'Ius liberorum. **PKU Cloud**
- Gibson, Roy K., *Man of High Empire: The Life of Pliny the Younger* (Oxford 2020).
- Williams, Wynne, *Correspondence with Trajan from Bithynia (Epistles X)* (Warminster 1990).
- Power, Tristan, *Collected Papers on Suetonius* (London 2021).

Assessment of the commentaries

The following elements of your commentary will be assessed:

- Structure;
- Accuracy;
- Balance of information;
- Level of engagement with the source;
- Consistency in citation of sources and publications in footnotes and in bibliography.

CITATIONS

Academics commonly present the results of their research in articles (published in peer-reviewed journals or in edited volumes) or in monographs. It is important that the arguments used by scholars to substantiate their views in such publications are verifiable. For that reason, citations are used. Citations indicate the source of claims made in a work (including quotations). It is important that you, as future historians, familiarise yourselves with the practice of properly referring to the sources of the views you put forward in your work. It is important that you begin to train yourselves in doing this now.

There are various referencing or citation systems used by scholars. In the social sciences – including the discipline archaeology – parenthetical referencing is commonly used. The arts and humanities – including the field of history – more often use footnotes. I suggest you use footnotes as well.

How do you refer to publications and sources in footnotes? Numerous styles occur and it does not really matter which style you choose, as long as you are consistent. Below, you will find explained a system that I often use. Another one is the so-called Chicago-style published in *The Chicago Manual of Style* (1906). For a fuller overview of the actual Chicago style, see:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Book: one author

FT1 (footnote 1): F. Millar, *The Roman Near East, 31 BC – AD 337* (Cambridge [MA] / London 1993) 60–61.

FT2 (footnote 2): Millar, *Roman Near East*, 60–61.

Bibl.: (Bibliography) Millar, F., *The Roman Near East, 31 BC – AD 337* (Cambridge [MA] / London 1993).

Article in journal: one author

FT1: T. Rising, ‘Senatorial opposition to Pompey’s eastern settlement. A storm in a teacup?’, *Historia* 62 (2013) 196–221, at 197.

FT2: Rising, ‘Senatorial opposition’, 198.

Bibl.: Rising, T., ‘Senatorial opposition to Pompey’s eastern settlement. A storm in a teacup?’, *Historia* 62 (2013) 196–221.

Journals in the field of classics are often abbreviated according to the abbreviations used by the bibliographic database *L’Année philologique*. E.g. *JRS* is short for *The Journal of Roman Studies*.

Article in edited volume in series: one author

FT1: C. Williams, ‘Friends of the Roman people. Some remarks on the language of amicitia’, in: A. Coşkun (ed.), *Freundschaft und Gefolgschaft in den auswärtigen Beziehungen der Römer (2. Jahrhundert v.Chr. – 1. Jahrhundert n.Chr.)*, Inklusion/Exklusion. Studien zu Fremdheit und Armut von der Antike bis zur Gegenwart 9 (Frankfurt am Main 2010) 29–44, at 30.

FT2: Williams, ‘Friends’, 31.

Bibl.: Williams, C., ‘Friends of the Roman people. Some remarks on the language of amicitia’, in: A. Coşkun, *Freundschaft und Gefolgschaft in den auswärtigen Beziehungen der Römer (2. Jahrhundert v.Chr. – 1. Jahrhundert n.Chr.)*, Inklusion/Exklusion. Studien zu Fremdheit und Armut von der Antike bis zur Gegenwart 9 (Frankfurt am Main 2010) 29–44.

Article in edited volume: two authors

FT1: T. Kaizer and M. Facella, ‘Introduction’, in: T. Kaizer and M. Facella (eds), *Kingdoms and Principalities in the Roman Near East* (Stuttgart 2010) 15–42, at 20.

FT2: Kaizer and Facella, ‘Introduction’, 21.

Bibl.: Kaizer, T., and M. Facella, ‘Introduction’, in: T. Kaizer and M. Facella (eds), *Kingdoms and Principalities in the Roman Near East* (Stuttgart 2010) 15–42.

Translated modern work

See “Book: one author”. Add: “, trans. [name translator]” between title and place and date.

Ancient sources and translations of ancient sources

References follow the abbreviations given in the *Oxford Classical Dictionary* and/or in the Liddle/Scott/Jones *Greek Lexicon*. E.g. *Plut. Ant.* 36. When you have used a translation, you only need to mention this the first time that you refer to this source. E.g. *Plut. Ant.* 9.2, trans. B. Perrin, *Plutarch’s Lives in Eleven Volumes IX: Demetrius and Antony, Pyrrhus and Caius Marius* (London / New York [NY] 1920).

Bibliographies

How to refer to modern publications in a bibliography at the end of your work is explained in the previous section.

Please place the translations of ancient sources (including literary texts and inscriptions) under a different heading, not among the modern publications.

OFFICE HOURS

Wednesdays, 9:30 – 11:30 in 二十四楼 211.