

CLST/ROST 276: *The World of Classical Rome*

Loyola University Chicago

John Felice Rome Center

Autumn Semester 2019

Wednesdays | 2:30-5:30pm

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Office Hours: Wed, 12:00pm-01:00pm, or by appointment

Course Description

Rome – *Umbilicus Mundi*, the navel of the world, the centre of civilisation, by far the greatest city in Antiquity. The “most splendid of splendid cities” counted approximately one million inhabitants in its hey-day. Lavish provisions of food and wine, as well as spectacles and various forms of urban decoration, magnificent temples and public buildings were pretty much the norm. Public baths, gardens, libraries, circuses, theatres and amphitheatres gave access to all the citizens of Rome. An elaborate network of roads and aqueducts, well-maintained throughout the centuries, all led to the Eternal City. It must have appeared at the time that Rome would never end!

The World of Classical Rome takes us on a journey – a journey through time. If you always thought space to be the final frontier, then you’re wrong: time is! This course investigates the historical development of the Roman people through study of their history, politics, society, and culture – especially in the 1st centuries BC and AD, the turning point of Republican into Imperial Rome. Actually, speaking of turning points, the last phrase of the previous, first paragraph, might be a bit misleading... At least to a contemporary Roman at the time... Because to some of those old chaps, the Roman Republic seemed to be in grave danger... And with the Republic, Rome... With Rome, the world... Think Star Wars: the Republic, the Empire that strikes back... Chaos: political, social, economic, cultural, religious chaos... Wars, both external and civil, corruption, violence... Rome could have ended, at least according to some, right then, right there... Classical Rome, and the journey that it is, takes us right back to some of the major characters of Roman history: to the Scipio clan, the Gracchi, Marius, Sulla, Pompeius, the big Julius Caesar himself, and the rather short Octavian, who became *Augustus* in 27 BC – august, elevated, perhaps because he was sporting some impressive platform heels?

This course intends to demonstrate that the period concerned was indeed a time of chaos, but also one of gradual transformation and even a certain degree of continuity. Both literary sources and the archaeology and epigraphy shall be combined to show how classical Rome took shape, was modified, but at the same time was carried further by the likes of *Augustus*. Throughout this course, some of the major issues in the study of the city of Rome in this transitory period are more closely examined. History is never a single-minded and uniform matter. The various contributions of numerous scholars, along with the use of our main textbook, are all intended to stimulate the mind to ask further questions, and to start thinking into possible directions, towards possible answers – or hypotheses. Primary sources, as well as secondary literature, from a variety of disciplinary perspectives, reveal the drama of the history, society, politics, and culture of Classical Rome and its empire. This course is focused on evaluating the validity of various theories, research findings, and attitudes related to issues such as “the fall of the Republic”, “continuity and change”, *et cetera*.

The key objective of this course is to survey the history of Rome in the period of the 1st century BC and the 1st century AD, with some flirtations to earlier and later periods. Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age. One of the main problems concerning the studies of Rome and of the Ancient World in general is always one of evidence. Also in this particular case one has to rely on biased, and often fragmented literary sources. Archaeology and epigraphy supplement the literary evidence, but also provide information that partly stands completely on its own. All the evidence has to be weighed with extreme care and consideration. At the end of this course, students are expected to be aware of all the problems and debates concerning a few key themes taken from this time span, and the

sensitivities regarding the evidence at hand. They need to demonstrate an understanding of the working of historical mechanisms. They need to be able to evaluate and critically analyse this historical period, having acquired a set of skills to scrutinise the available source material. They need to demonstrate that they are able to comprehend, paraphrase, summarise, and contextualise both the primary sources and the discussions around them.

Learning Outcomes

On completion of the course students should be able to:

- develop their skills in critical thinking, and their ability to express their ideas and opinions!
- determine the importance of history – no matter how ancient!
- assess the relevance of events and people in ancient times to their own lives!
- identify the authenticity and value of primary sources!
- read, analyse, and interpret secondary literature and scholarly debate – and present the full spectrum of ideas and opinions, including their own, either in the written or spoken word!
- remember all the important dates of historical events and individuals – forever and ever!

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigour, all courses adhere to the following absence policy. Prompt attendance, preparation, and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

The World of Classical Rome meets **once** a week, on Wednesdays from 02:30pm until 05:30pm, and thus a total of **one unexcused absence(s)** will be permitted. Unexcused absences beyond these will result in a **1% lowering of your final course grade, for every absence after the ‘approved’ limit.**

It is expected of students to contribute a significant part. They are responsible for completing all of the assigned readings, according to the schedule in this syllabus. Class discussions and activities (including **on-site meetings in the centre of the City of Rome**) encourage students to generate their own ideas, hypotheses, opinions, theories, questions, and proposals; and develop strategies for seeking and synthesising information to support an argument, make a decision, or resolve a problem. This course has no prerequisites and assumes no prior knowledge of ancient Roman history, or indeed of the ancient Latin language. It is intended that students acquire a basic knowledge and understanding of the historical background and facts of ancient Rome in the Classical Period, as well as that of the working of historical mechanisms.

It is strongly recommended to take notes, both when reading and listening. These notes are an indispensable part of studying and learning, often the best means to anchor your thoughts with true understanding, transform opinion into knowledge, and establish comprehension rooted in memory. Writing is learning – with half as much effort.

Exams and Final Essay

There will be **2 (TWO)** exams, as a test of your acquired knowledge and understanding of our textbook, and part of the additional literature. The textbook provides an extensive outline of the developments of classical Roman history, society, and culture. The facts and the various backgrounds of events, both in time and throughout the classical Roman world, are the framework of any basic historical understanding and mode of thinking.

You are also required to write an essay, which needs to be submitted one week before the end of the semester. It is strongly recommended to start thinking of a suitable topic, including (some of) the appropriate material, right at the beginning of the course. You will in any case be summoned for a consult half way through the course, in order to establish an outline of the final essay. **Essays count 10-15 pages.**

Information MUST under all circumstances be cited. **Plagiarism of any sort will result in a grade of “F” for the assignment, or, depending on the level, perhaps even for the entire course.** See below on university policy regarding Academic Honesty.

Essay Grading

Written work such as essay assignments, and to a certain extent also the midterm and final exams, meriting the grade of “A” (excellent) must:

- address the central question or topic directly and intelligently;
- demonstrate a careful and considered reading of the texts at hand;
- present a lucid thesis and a persuasive argument in its defense;
- use correct grammar, punctuation, and sentence construction;
- make ample and appropriate use of quotations from the texts;
- weave together thesis and argument, quotations and interpretations;
- reveal thoughtfulness, originality, and insight.

Written work and examinations awarded the grade of “B” (good) adequately fulfil a majority of these criteria, with areas of improvement indicated by grading remarks and comments.

The grade of “C” (average) is given when written work and examinations fail to meet most criteria, therefore indicating to the student that an appointment *should* be made with the professor, before the next essay assignment, to discuss methods for improvement.

Finally, the grade of “D” is assigned to written work and examinations that are simply unacceptable, according to the criteria outlined above, in which case an appointment *must* be made with the professor and arrangements determined for re-submitting the assignments in an acceptable form.

Assessment Components

- Participation 10%
- Midterm Exam 30%
- Final Exam 30%
- Final Paper 30%

Grading

- 94-100: A
- 90-93: A-
- 87-89: B+
- 84-86: B
- 80-83: B-
- 77-79: C+
- 74-76: C
- 70-73: C-
- 67-69: D+
- 60-66: D
- 59 or lower: F

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarise yourself with Loyola's standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorisation of the instructor.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Academic Dean at the John Felice Rome Center, the first week of classes.

Required Text / Materials

- Christopher S. Mackay, *The Breakdown of the Roman Republic. From Oligarchy to Empire* (Cambridge, 2014).
- Assigned readings posted on Sakai.

Course Schedule

Week 1 *Ab Vrbe condita... From the beginning!*
Wednesday, 4 September 2019

Week 2 **Hannibal and the Elephants... Devastating Effects of the Second Punic War?**
Wednesday, 11 September 2019

Primary Sources

- Polybius
- Livy
- Appian

Secondary Literature

- Mackay 2014, chapter 1.
- John W. Rich, 'The origins of the Second Punic War', in Tim J. Cornell, Boris Rankov, and Philip Sabin (eds.), *The Second Punic War: a Reappraisal* (London, 1996), pp. 1-37.
- Tim J. Cornell, 'Hannibal's Legacy: the effects of the Hannibalic War on Italy', in Tim J. Cornell, Boris Rankov, and Philip Sabin (eds.), *The Second Punic War: a Reappraisal* (London, 1996), pp. 97-117.
- Stephen L. Dyson, *Community and Society in Roman Italy* (Baltimore/London, 1992), pp. 23-55.

Week 3 **Brothers in Arms... The Gracchi... And Caius Marius**
Wednesday, 18 September 2019

Primary Sources

- Plutarch, *Lives. Tiberius & Caius Gracchus*
- Plutarch, *Lives. Caius Marius*.

Secondary Literature

- Mackay 2014, chs. 2; 4.
- David Stockton, *The Gracchi* (Oxford, 1979), pp. 1-5; 58-86.
- Peter A. Brunt, 'The army and the land in the Roman revolution', in Peter A. Brunt, *The Fall of the Roman Republic and Related Essays* (Oxford, 1988), pp. 240-280.

Week 4: **The Social War and the 'Great Dictator'**
Wednesday, 25 September 2019

Primary Sources

- Plutarch, *Lives. Sulla*.
- Pliny the Elder, *Natural History* VII, XLIV.
- Appian, *The Civil Wars*.

Secondary Literature

- Mackay 2014, chs. 7; 11.

- Peter A. Brunt, 'Italian aims at the time of the Social War', in Peter A. Brunt, *The Fall of the Roman Republic and Related Essays* (Oxford, 1988), pp. 93-143.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 10-27.
- Erich S. Gruen, *The Last Generation of the Roman Republic* (Berkeley and London, 1974), pp. 6-46.

Week 5: Pirates of the Mediterranean... The rise and fall of Gnaeus Pompeius Magnus
Wednesday, 2 October 2019

Primary Sources

- Plutarch, *Lives. Pompey*.
- Cassius Dio, *Roman History*.
- Appian, *The Civil Wars*.

Secondary Literature

- Mackay 2014, chs. 12-13.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 28-46.
- Erich S. Gruen, *The Last Generation of the Roman Republic* (Berkeley and London, 1974), pp. 83-120.
- Federico Santangelo, 'Roman politics in the 70s B.C.: a story of realignments?', *Journal of Roman Studies* 104 (2014), pp. 1-27.

Week 6 Mid-Term Exam
Wednesday, 9 October 2019

Week 7 FALL BREAK!!!
Friday, 11 October – Sunday, 20 October 2019

Week 8: Democracy 'alla Romana'
Wednesday, 23 October 2019

Primary Sources

- Quintus Tullius Cicero, *Commentariolum Petitionis/Handbook on Campaigning for Office*, transl. David Cherry, in: David Cherry (ed.), *The Roman World. A Sourcebook* (Oxford, 2001), pp. 107-18.

Secondary Literature

- Mackay 2009, pp. 229-51.
- Christian Habicht, *Cicero the Politician* (Baltimore and London, 1990), pp. 16-52.
- Fergus G.B. Millar, 'Popular politics at Rome in the Late Republic', in Irad Malkin and Zeev W. Rubinsohn (eds.), *Leaders and Masses in the Roman World: Studies in Honor of Zvi Yavetz* (Leiden, 1995), pp. 91-113. Reprinted in Fergus G.B. Millar, *Rome, the Greek World, and the East*, vol. 1, *The Roman Republic and the Augustan Revolution*. Edited by Hannah M. Cotton and Guy M. Rogers (Chapel Hill and London, 2002), pp. 162-182.
- Andrew J.E. Bell, 'Cicero and the spectacle of power', *Journal of Roman Studies* 87 (1997), pp. 1-22.
- Karl-Joachim Hölkeskamp, 'The Roman Republic: government of the people, by the people, for the people?', *Scripta Classica Israelica* 19 (2000), pp. 203-233.

Week 9 ‘Beware of the Ides of March’... That’s What He Said!
Wednesday, 30 October 2019

Primary Sources

- C. Iulius Caesar, *De Bello Gallico*
- C. Iulius Caesar, *De Bello Civili*
- Suetonius, *The Lives of the Twelve Caesars*

Secondary Literature

- Mackay 2014, chs. 19-20.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 47-77.
- Stefan G. Chrissanthos, ‘Caesar and the mutiny of 47 B.C.’, *Journal of Roman Studies* 91 (2001), pp. 63-75.
- Llewelyn Morgan, “‘Levi quidem de re...’ Julius Caesar as tyrant and pedant’, *Journal of Roman Studies* 87 (1997), pp. 23-40.
- Andrew Lintott, ‘The assassination’, in Miriam Griffin (ed.), *A Companion to Julius Caesar* (Chichester, 2009), pp. 72-82.
- Elizabeth Rawson, ‘Caesar’s heritage: Hellenistic kings and their Roman equals’, *Journal of Roman Studies* 65 (1975), pp. 148-159.

Week 10 Three Men... And a Little Empire!
Wednesday, 6 November 2019

Primary Sources

- Plutarch, *Lives. Mark Antony*.
- Suetonius, *The Lives of the Twelve Caesars*.

Secondary Literature

- Mackay 2014, chs. 21-22.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 227-258.
- Paul Zanker, *The Power of Images in the Age of Augustus*. Transl. by A. Shapiro (Ann Arbor, 1988), pp. 33-77.
- John E. Lendon, *Empire of Honour. The Art of Government in the Roman World* (Oxford, 1997; reprinted in 2001), pp. 160-172.

Week 11 Platform Heels... Augustus!
Wednesday, 13 November 2019

Primary Sources

- Plutarch, *Lives. Augustus*.
- Suetonius, *The Lives of the Twelve Caesars*,
- Cassius Dio, *Roman History*.
- Ovid, *Metamorphoses* 8.616ff.

Secondary Literature

- Mackay 2014, ch. 23.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 313-330; 349-368.

- Erich S. Gruen, 'Augustus and the making of the Principate', in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 33-51.
- Diana E.E. Kleiner, 'Semblance and storytelling in Augustan Rome', in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 197-231.
- Karl Galinsky, 'Vergil's *Aeneid* and Ovid's *Metamorphoses* as world literature', in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 340-358.

Week 12 "I found a city in brick..." Augustus, part deux!

Wednesday, 20 November 2019

Secondary Literature

- Mackay 2014, ch. 24.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 369-386.
- Diane Favro, 'Making Rome a world city', in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 234-263.
- Paul Zanker, *The Power of Images in the Age of Augustus*. Transl. by A. Shapiro (Ann Arbor, 1988), pp. 101-165.

Week 13 RES GESTAE DIVI AUGUSTI... Augustus, one more time! Sorry!

Wednesday, 27 November 2019

Primary Sources

- *Res gestae divi Augusti. Text, Translation, and Commentary* by Alison E. Cooley (Cambridge, 2009), pp. 58-101.

Secondary Literature

- Fergus G.B. Millar, 'State and subject: the impact of monarchy', in Fergus G.B. Millar and Erich Segal (eds.), *Caesar Augustus. Seven Aspects* (Oxford, 1984), pp. 37-60.
- Greg Woolf, 'Provincial perspectives', in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 106-129.
- Susan Treggiari, 'Women in the time of Augustus', in Karl Galinsky (ed.), *The Cambridge Companion to the Age of Augustus* (Cambridge, 2005), pp. 130-147.
- Andrew Wallace Hadrill, 'Family and inheritance in the Augustan marriage laws', *Proceedings of the Cambridge Philological Society*, n.s. 27 (1981), pp. 58-80.

Week 14: It's all in the family... After Augustus!

Wednesday, 4 December 2019

Primary Sources

- Suetonius, *The Lives of the Twelve Caesars*.
- Tacitus, *The Annals*.

Secondary Literature

- Mackay 2014, 'Epilogue'.
- Ronald Syme, *The Roman Revolution* (Oxford, 1939), pp. 419-439.
- Barbara Levick, *Claudius* (London, 1990), pp. 81-114.



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- Anthony A. Barrett, *Agrippina: Sex, Power, and Politics in the Early Empire* (London, 1999), pp. 143-180.

Final Essay Due: Wednesday, 4 December 2019

Final Exams: Saturday, 7 December – Thursday, 12 December 2019