

## Ancient Rome

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**Course Description:** Who were the Romans? And why should someone living in the 21st century care about them? On the one hand the elements from Roman society - legal systems, political structures, engineering abilities - that have been incorporated into the modern Western tradition make them seem very familiar, but on the other hand we are separated from them by two thousand years of history and infinite technological change. Despite these changes, the issues that the Romans encountered are indeed similar to those that we ourselves still encounter today: Who are we? How did we get to where we are? And where do we go from here? The best way to learn about any people is to let them speak for themselves, and that is what we will do for the next fifteen weeks: we will read what the Romans themselves wrote and we will analyze the material remains that the Romans left behind. It is only through a combination of sources that we will be able to reconstruct some hypothetical answers to our questions. We will follow the city of Rome from a small village on the banks of the Tiber River to the dominant power in the Mediterranean basin and from a monarchy to an aristocratic republic and back to a monarchy, and we will observe how these changes affected Roman life and how the Romans affected the lives of all those they encountered. By the end of our work together, dedicated study will give you a firm grasp of the outlines of Roman history, the differences between the Romans and ourselves, and a deeper appreciation of what ancient Roman culture has contributed, for better or for worse, to our own civilization today.

### Course Objectives

Students in this class will build on the skills of critical reading, writing, and thinking that they have developed in other courses, with an emphasis on the following specific skills:

- To engage in **close reading** in order to wring as much information as possible from a limited data set
- To perceive and if necessary critique **historical theses** in primary and secondary sources, and even in textbooks
- To understand that **written works have authors** whose particular viewpoint (“bias”) does not make them useless but requires careful analysis to use properly
- To state and defend one’s own **historical thesis** on the basis of critically considered evidence and to support it against the arguments of others
- To recognize the **contingency of history** in understanding that events did not have to turn out as they did

**Required Texts:** The following texts are available at the bookstore.

Potter, D., *Ancient Rome*

Mellor, R., *The Historians of Ancient Rome* (= **M** on the schedule)

Plutarch, *Roman Lives* (Assignments listed by chapter number within each *Life*.)

Coursepack (Items in the Coursepack are indicated by a **CP** on the schedule below.)

## Course Format and Requirements:

The course is organized around guided discussions and panels. On Mondays and Wednesdays I will lead discussion based on the readings and study questions in the syllabus; Fridays will be devoted to panels led by students. On days when I lead we may not necessarily discuss all of study questions in class, and indeed I much prefer to discuss questions that you yourselves have created and brought to class. On Fridays, student panelists do not need to make formal presentations, but rather to serve as exceptionally well informed discussion leaders of the discussion. Panelists are encouraged to use handouts, PowerPoints or materials and/or to summarize on the blackboard. Their task is to ensure that the rest of the class gets the benefit of the extra reading they have done for the panel. Organization of the work is up to you: members of a panel may choose to cooperate among themselves by partitioning the topic, or not. Each student will serve on 2 panels over the course of the semester, which includes writing a 750-word paper to be submitted on the Monday following the panel, addressing a question that emerges from the material presented.

Partway through the term, as we approach the end of the Roman Republic and transition to one-man rule, we will engage in a role-simulation exercise on the crisis of Catiline. Students will be expected to deliver at least one speech in the “Roman Senate” as part of this exercise, and to submit a paper more fully explaining their position. If you wish, you may substitute a “do-it-yourself” project, to be presented at the *Ludi Classici* on April 1, for the written paper.

Students will have the opportunity towards the end of the term to focus on a topic of their choosing for a short research paper that is due at the end of the term. You are encouraged, but not required, to base your paper on one of your panel presentations.

### Grading

- *Collegiality*: In essence, this part of your grade is determined by how good a colleague you are to your fellow students. Among other things, collegiality may be demonstrated by: your on-time arrival and attendance *throughout* class; preparation of the assigned readings prior to class; bringing the assigned readings with you to class each day; active participation in all class activities; and your ability and willingness to master the course material in a creative and sophisticated manner. More than two absences will negatively impact your collegiality grade.
- *Quizzes*: We will have a handful of quizzes during the term that will consist of a combination of the identification of important names or terms, map questions, and chronologies.
- *Panels*: Students will be graded as a group on the oral part of their panel, and individually on the papers they submit after the panel. The overall panel grade will be the average of the two components.
- *Crisis of Catiline*: In addition to the minimum of one speech required, each student is expected to actively contribute to all activities, both *before*, *during*, and *after* class.

### Requirements summary:

Collegiality	10%
Quizzes	5%
Panels	20%
“Crisis of Catiline”	10%
Short Research Paper	15%
Midterm Exam	15%
Final Exam:	25%

**Course Policies:**

- If you have a physical, psychological, medical or learning disability that may impact your course work, please contact **Peggy Perno**, Director of the Office of Accessibility and Accommodation, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate, and will inform me of those accommodations. All information and documentation discussed with her office is confidential.
- Upon approval from the Dean of Students' Office, students who experience a **death in the family**, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.
- Otherwise, **due dates of the assignments given on the class schedule are firm**. My philosophy is to create an even playing field for all students, and thus to give each student an equal opportunity at achieving a good grade. To ensure fairness, I do enforce deadlines: a missed quiz is scored zero, and a late paper is penalized five points for every 24 hours it is late. After two weeks, papers will no longer be accepted and will be scored zero. Due dates for all assignments can be found on the syllabus; plan accordingly - travel plans or work in other classes are not reasons for an extension.
- Disasters often happen at the worst possible time; **tell me about these as soon as you can**, and I can help minimize the impact on your learning and your grade. These disruptions happen to all of us: they are unfortunate, but they are a part life. What matters here and elsewhere, is how you deal with your responsibilities at such times. For this course, that means that you should make sure I am notified as soon as an event occurs which will impact your work. If we communicate as soon as you know about a problem either inside or outside of class, we will have a good chance of working out a solution. If, on the other hand, you wait until the last minute, there is much less I can do to help.
- **Come talk to me at anytime**. My office hours are for you and I am always happy to schedule appointments at other times. I strongly encourage you to talk to me outside of class – come to my office, meet me in the coffee shop, make a lunch appointment with me. I want to know what you are thinking about as we work through the material: what bothers or interests you, what you would like to explore further, etc. Talking to me is the best way to help me know what you are thinking, and believe it or not I am always interested in what you are thinking.
- As noted above, attendance is important, **but being “present” might be just as important**. It matters who has prepared for class (*good*), who comes in late (*bad*), who checks their phone in class (*bad*), who is clearly following the discussion in class even if they do not speak (*good*), who gets up and walks out in the middle of class (*bad*), who participates actively in the class activity (*good*), who starts packing up their bag even before class is over (*bad*). My practice is not to call you out for doing any of these things, but I do notice and your behavior will have an impact on your grade. If I can get here on time, having stopped in the restroom and filled a water bottle if necessary, I expect you to do so as well.

## University Policies:

- Students are expected to be aware of and to abide by the university's *Academic Integrity Policy*. Violations of academic integrity can take many forms, including but not limited to the following categories:
  - **Plagiarism**, which is appropriating and representing as one's own someone else's words, ideas, research, images, music, video, or computer programs. This includes copying or using material from public sources, including material from the Internet, without proper citation, even if the material appears not to have an author.
  - **Misrepresenting one's own work**, which includes submitting the same paper or parts of one for credit in more than once course without the prior permission of the instructors for all of the courses; and misrepresenting one's attendance in class or at events required of students enrolled in a course (e.g. viewing films, attending concerts, or visiting museums).
  - **Unauthorized collaboration** with other students on course work, which includes working together on projects designed to be independent work; copying another student's work; and seeking inappropriate oral or written assistance.

The full policy is available at [www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academicintegrity/](http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academicintegrity/). If you have any questions about it, ASK.

- Please review university **emergency preparedness** and response procedures posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**Class Schedule:** Though I will make every effort to stick to the schedule below, it is subject to change, especially if weather or other unusual conditions intervene.

Date	Topic and Readings	Study Questions
18-Jan	Introduction & Overview	
20-Jan	Rome and Her History Potter, pp. 8-18 Livy, Preface (= M, 118-121)	Be prepared to discuss the PAPER questions in class as we approach Livy's text.
23-Jan	The Origins of Rome Potter, 20-33 Livy, Book I (= M, 118-151)  <b>Maps and Dates Quiz</b>	What are the stories that Livy records telling us about early Roman society? In what ways was Rome like/unlike other ancient societies? In what ways might the geography of Italy have impacted early developments?
25-Jan	Social Structures in Early Rome Potter, pp. 32-41 Beard, North, Price, <i>Religions of Rome</i>	What kinds of social relationships existed in early Rome? Did religious practices reflect or enforce these relationships?
27-Jan	The Republic Potter, pp. 41-56 Livy, Book III, excerpts (=M, 151-167) The Twelve Tables (=M, 1-4)	How do we reconstruct Roman society from the Twelve Tables? What is the relationship of the story told by the Twelve Tables themselves to the story told by Livy?
30-Jan	The Roman System of Government Quintus Cicero, "Advice on Running an Election Campaign" (CP) Polybius, Bk. VI (=M, 30-49)	What are the key elements of the Roman political system? How did one achieve political success in Rome? How useful is the perspective of a Greek (Polybius) on the Roman system?
1-Feb	Roman Expansion Potter, 58-82 Livy, Book V.34-55 (=M, 167-185) Polybius, Books I-II (= M, 10-15)	What explains Rome's rapid military expansion and how did it affect the developing state? How was the military built into Roman society?
3-Feb	<b>Panel: The Second Punic War</b> Polybius, Book III.1, 4, 6-17, 20-30 (= M, 15-31) Livy, Book XXI.1-2 (= M, 185-86)	Panel Readings: Frank, <i>Roman Imperialism</i> Chaps. 6-7. Scullard, <i>Scipio Africanus</i> , p. 11-38, 140-161. Errington, <i>Dawn of Empire</i> 3-45, 84-101. Hoyos, <i>Mastering the West</i> Ch. 6 Beck, in <i>Companion to the Punic Wars</i>
6-Feb	Economic Changes Potter, 82-94 Plut., <i>Aemilius Paullus</i> 28-38 Livy, XXXIII.6-10, 30-33; XXXIV.1-8 (=M 227-241)	What do you feel is the most significant economic change during this period? Given what you know about the Romans already, how might you expect this change to make itself felt in other areas of Roman society?

Date	Topic and Readings	Study Questions
8-Feb	Cultural Changes Potter, 94-104 Plutarch, <i>Cato the Elder</i> Livy, Book 39.8-19 (=M 243-252) Senate decree on Bacchanalia (=M 4-5) “The Magna Mater in Rome” (CP)	What can we learn from Cato about what it meant to be a Roman in this period or about Roman attitudes toward Greek culture? Why did the Romans treat the cults of the Magna Mater and Bacchus in different ways?
10-Feb	<b>Panel: Roman Sexuality</b> D’Ambra, <i>Roman Women</i> (handout)	Panel Readings: Skinner, <i>Sexuality in Greek and Roman Culture</i> Ormand, <i>Controlling desires</i> Hubbard, <i>Companion to Greek and Roman Sexualities</i> Williams, <i>Roman Homosexuality</i>
13-Feb	The Tribune of Tiberius Gracchus Potter, 106-116 Appian, <i>Civil Wars</i> 1-26 (=M 478-90) Plutarch, <i>Tiberius Gracchus</i>	Was Tiberius a shameless demagogue seeking to overthrow Senatorial authority, a ruthless politician seeking personal rule, or a noble aristocrat trying to serve the best interests of the state? <b>Bring to class a 1-2 page typewritten answer that includes at least <u>three</u> specific pieces of evidence from the ancient sources to support your view.</b>
15-Feb	The Rise of the Generals Potter, 117-148 Plutarch, <i>Marius</i> 7-9, 33-35, 41-44 Plutarch, <i>Sulla</i> 6-10, 29-34 Plutarch, <i>Pompey</i> 9, 23-30,	Did Marius do anything that was unusual? Sulla? Why did violence become entrenched in Roman politics at this time?
17-Feb	The Crisis of Catiline Sallust, <i>Catiline</i> , 1-16 (= M, 50-57) Cicero, <i>1<sup>st</sup> Oration against Catiline</i> (handout) B. Mulligan, <i>The Crisis of Catiline</i> (handout)	What is the challenge posed by Catiline to the Roman system? How does Cicero want you to respond? How should you respond?
20-Feb	The Crisis of Catiline, Meeting 1	During the Senate debate, <b>each student must write one paper and deliver one speech in class in support of their position.</b> Students should do appropriate reading to enable them to make logical and well-supported arguments during the debate.
22-Feb	The Crisis of Catiline, Meeting 2	
24-Feb	The Crisis of Catiline, Meeting 3	
27-Feb	Julius Caesar and the 1 <sup>st</sup> Triumvirate Potter, 150-164 Plutarch, <i>Pompey</i> 42-59 Plutarch, <i>Julius Caesar</i> 12-14, 20-21 Suetonius, <i>Caesar</i> 1-27(=M,395-402)	How do the various accounts of this period differ? Can they be reconciled, and if so how? Do the sources have similar images of the different parties involved?

Date	Topic and Readings	Study Questions
1-Mar	Civil War & Dictatorship Potter, 164-168 Caesar, <i>Civil Wars</i> , 1-18 (CP) Cicero, <i>Letters</i> (=M, 74-77) Plutarch, <i>Julius Caesar</i> , 28-35, 42-46 Suetonius, <i>Caesar</i> 28-44 (= M, 404-409)	How does Caesar write about his decisions and actions? How do others write about him? What can we learn about his sources of support and opposition?
3-Mar	<b>Panel on Caesar's Assassination</b> Plutarch, <i>Julius Caesar</i> , 57-69 Suetonius, <i>Caesar</i> 72-89 (= M, 417-424)	Panel Readings: Syme, <i>Roman Revolution</i> 47-96 Gelzer, <i>Caesar</i> 272-333 Yavetz, <i>Plebs and princeps</i> 38-82 Billows, <i>Julius Caesar</i> Ch. 10 Canfora, <i>Julius Caesar</i>
6-Mar	Antony & Octavian Potter, 168-175 Cicero, <i>Letters</i> (=M, 77-80) Plutarch, <i>Antony</i> 1-4, 14-52	What was Cleopatra's role, if any, in the outbreak of hostilities between Antony and Octavian: is this a civil war or a war against a hostile foreign power?
8-Mar	The Triumph of Octavian Potter, 175-178 Plutarch, <i>Antony</i> 53-87 Suetonius, <i>Augustus</i> 5-18 (=M 424-430)	Can we figure out from the sources why Octavian won?
10-Mar	<b>MIDTERM EXAM</b>	
<b>SPRING BREAK</b>		
20-Mar	Augustus Potter, pp. 178-186 Augustus, <i>Res Gestae</i> (=M 254-262)	How does Augustus present himself and what he had accomplished?
22-Mar	The Augustan Program Suetonius, <i>Augustus</i> 26-69 (=M 431-447) Dio, Bk 52 (= M, 496-502) Horace, <i>Secular Hymn</i> (CP)	What do the various religious and culture activities of the Augustan period reveal about Roman society at this time? Is there a consistent aim behind the various activities?
24-Mar	<b>NO CLASS: Attend at least one activity for the inauguration of President Crawford.</b>	
27-Mar	Augustan Visual Imagery P. Zanker, <i>The Power of Images in the Age of Augustus</i> , 172-223 (CP) Architecture of Augustan Age (on Moodle)	How does this information change the way you think about the empire? How does the visual imagery relate to the themes of the Augustan period?
29-Mar	Augustan Literature Virgil, <i>Aeneid</i> , excerpts (CP)	How does history of this period affect how we read its literature? How does the literature relate to the history?

Date	Topic and Readings	Study Questions
31-Mar	<b>Panel on Augustan Social Legislation</b> The Augustan marriage laws (CP)	Panel Readings: Galinsky, <i>Augustan Culture</i> Cohen, in <i>The Family in Italy: from Antiquity to Present</i> McGinn, <i>Prostitution, Sexuality, and the Law</i> Milnor, <i>Gender, Domesticity, and the Age of Augustus</i> Severy, <i>Augustus and the Family</i>
3-Apr	Augustus's Successors Potter, 186-208 Suetonius, <i>Augustus</i> 97-101 (=M 457-460) Tacitus, <i>Annals</i> Bk 1 (=M 289-90, 306-15) <i>Law on the power of Vespasian</i> (= M, 8-9)	What challenges did succession pose for the Romans, and how did they solve them? What are the key elements of the Roman system as it evolved?
5-Apr	The Imperial System Potter, 241-269 "Reading Roman Inscriptions" (MOO) Roman inscriptions (CP)	How do the inscriptions contribute to a fuller understanding of the development of the imperial system? <b>Assignment on Inscriptions Due</b>
7-Apr	<b>Panel on Imperial Cult</b> Inscription honoring Augustus (MOO) Horace, <i>Ode</i> 3.6 (CP) Suetonius, <i>Augustus</i> 52, 59, 94, 100 (= M 441, 444, 455-57, 459-60) Tacitus, <i>Annals</i> 1.39 (=M 317-18)	Panel Readings: Liebeschuetz, <i>Continuity and Change</i> 65-78 Price, <i>Rituals and Power</i> 23-59, 203-248 Taylor, <i>Divinity of the Roman Emperor</i> Gradel, <i>Emperor worship and Roman religion</i> Fishwick, <i>Subject and ruler</i>
10-Apr	Romans and Subjects Speech of Emperor Claudius (= M, 6-8) Tacitus, <i>Agricola, Germania</i> (= M, 290-306)	What does the <i>Agricola</i> tell us about how Tacitus viewed the place of foreigners within the Roman Empire? How does it compare with Claudius' view?
12-Apr	Upper Classes and Lower Classes Sources on Slavery (CP) Petronius, "Dinner with Trimalchio" (CP)	What do these texts tell us about slavery and freedom and social mobility in the Roman Empire?
14-Apr	<b>Panel on Villa Culture</b> Potter, 227-233 Pliny, <i>Letters</i> 6.16 and 6.20 (= M, 388-92)	Panel Readings: Wallace Hadrill, <i>Houses and Society in Pompeii and Herculaneum</i> Zanker, <i>Pompeii: public and private life</i> Clarke, <i>Roman life : 100 B.C. to A.D. 200</i> Laurence, <i>Domestic Space in the Roman World</i>
17-Apr	The Third-Century Crisis Potter, 272-295 online <i>Directory of Roman Emperors</i>	Find an emperor online who ruled during the 3 <sup>rd</sup> century and be prepared to share your findings with the class. In what way(s) does your emperor exemplify aspects of the 3 <sup>rd</sup> century crisis?
19-Apr	Religion in the Empire Potter, 237-241 Lucius, <i>Metamorphoses</i> Bk 11(CP) Josephus, <i>Jewish War</i> 6.8-10 (= M, 273-76) Modern discussion of Mithraic mysteries (on Moodle)	What similarities and differences do you see in the "mystery religions"? What change do you see from Republican religion?

Date	Topic and Readings	Study Questions
21-Apr	Panel on Romans & Christians Tacitus, <i>Annals</i> XV.37-44 (=M, 360-63) Pliny, Letters X.97-98 (= M, 392-94)	Panel Readings: de Ste. Croix, "Why Were the Early Christians Persecuted?", <i>Past &amp; Present</i> (1963) Wilken, <i>The Christians as the Romans Saw Them</i> Frend, <i>Martyrdom and persecution in the early church</i> Moss, <i>The Myth of Persecution</i>
24-Apr	Christianizing the Empire Potter, 295-305 <i>The martyrdom of Perpetua</i> (CP) Lactantius, <i>On Persecutors</i> (= M 525-26) Eusebius, <i>Constantine</i> (= M, 527-543) Zosimus 28-30 (= M, 573-74)	What role might stories such as Perpetua's played in the development of Christianity in the Empire? How should we understand Eusebius' portrait of Constantine?
26-Apr	The Transformation of the Empire Potter, 305-320 Ammianus Marcellinus, Goth Invasion(CP) Priscus, "At the court of Attila" (CP)	How can one tell a barbarian from a Roman in the 4 <sup>th</sup> and 5 <sup>th</sup> centuries?
28-Apr	<b>Panel on Spectacle Entertainments</b> Potter, 233-237	Panel Readings: Futrell, <i>Blood in the arena</i> Wiedemann, <i>Emperors and Gladiators</i> Kyle, <i>Sport and Spectacle in the Ancient World</i> Dunkle, <i>Gladiators. Violence &amp; Spectacle in Ancient Rome</i> Coleman, "Public entertainments"
1-May	Recovery and Failings Potter, 322-351	What would you say is the key story of the 5 <sup>th</sup> century and beyond? Make a timeline of what seem to you the critical events.
3-May	Lessons from Empire Potter, 352-354 E. Gibbon, <i>General Observations on the Fall of the Roman Empire</i> (CP) Cavafy, "Waiting for the Barbarians" (CP)	When and why did the Roman Empire fall? What factors might have led different writers to reach different conclusions? What lessons are you personally willing to draw from Roman history?
15-May	FINAL EXAM: 8-10 a.m. Per University policy, the exam can only be taken at this time. Sorry about that.	