

**CLASSICS (SACR)****CLAS 105: ROMAN HISTORY**

(CRN 801)

**COURSE ORGANIZATION – 2007**

(Trimester 2)

This course aims to give students an introduction to Roman history through the study of selected topics illustrating Roman constitutional and social developments in the late Republic and early Empire.

**1. CLASS COMMITMENTS:**

There will be THREE (3) lectures per week and approximately one tutorial per week.

## 1.1 Lectures times:

|             |        |   |          |
|-------------|--------|---|----------|
| 1. Monday   | 4-5 pm | - | HMLT 105 |
| 2. Tuesday  | 4-5 pm | - | HMLT 105 |
| 3. Thursday | 4-5 pm | - | HMLT 105 |

Course Organiser: Ass/Prof A Pomeroy, OK 515 x 6781, Arthur.Pomeroy@vuw.ac.nz

**1.2 TUTORIAL TIMES**

Students should enroll in a tutorial by adding their names to the lists posted outside OK 512 as soon as possible.

*There will not be a tutorial in the first week.*

**2. WORKLOAD**

Students should expect to commit about 12 hours per week to this course: 4 hours in attending lectures and tutorials, 4 hours in preparation for these classes, and 4 hours a week working on essays.

**3. (a) ASSESSMENT:**

|  |   |     |
|--|---|-----|
| 1. Final Examination (3 hours)   | — | 60% |
| 2. One internally assessed essay to be submitted by <b>Thursday 16 August</b>  | — | 20% |
| 3. One internally assessed essay to be submitted by <b>Thursday 11 October</b> | — | 20% |

**(b) MANDATORY COURSE REQUIREMENTS:**

- (a) **Attend at least 7 tutorial classes,** and
- (b) **Complete assessment components.**

The tutorial requirement can only be waived if

- 1. Medical certificates are produced **or**
- 2. Other circumstances make attendance at scheduled class times impossible.

In either case students should consult first with Assoc. Prof. Pomeroy - room OK 515.

**4. LECTURES:**

It is not the aim of the lectures to provide a complete narrative and chronological coverage of the period. Rather it is the aim of lectures to provide an introduction to a number of selected topics focusing on (a) sources of information, and (b) associated problems of analysis and interpretation.

**5. TUTORIALS:**

Tutorials are considered to be an integral part of the teaching programme with much of the material covered in tutorials not being covered in lectures. As such they should not be taken lightly as "optional extras". The tutorial programme is designed to:

- 1. provide the opportunity for the discussion of specific topics and problems in some depth,
- 2. provide for small group study and analysis of primary source material,
- 3. introduce students to the technique of essay writing for history courses.

**6. ESSAYS:**

6.1. Students will be required to submit TWO essays each of 1500-2000 words (6-8 pages) in length. Topic lists for essays are attached to this Course Handout. Essays will test the student's understanding of the basic skills of Roman history, particularly the handling of primary and secondary sources, by their application to specific topics.

It is recommended that students produce *typed* essays, for the mental health of the markers. Students are also likely to find helpful the **Classics Study Guide** (available from Student Notes, cost \$3.70).

- 6.2. **Due dates:**
- 1. No later than **Thursday 16 August**
  - 2. No later than **Thursday 11 October**

**6.3. Submission of Essays:**

Written work submitted as part of the internal assessment of this course should be handed in to the Assignment Box (next to OK 515) along with the cover sheet provided. Written work should *not* be placed in lecturers' pigeonholes or under people's doors (where it may be recycled by cleaners!). Work is due by 6 pm on the due date.

Work that exceeds the word limit may, at the marker's discretion, be marked only up to the word limit. While the word limit is a suggested maximum, it is likely that work that falls short of this limit by a substantial amount will be judged inadequate and receive a reduced mark.

Plagiarized work will not be accepted (see note below).

**6.4. Extensions:**

Extensions for assignments will only be granted if permission is promptly sought from the course coordinator (Arthur Pomeroy, OK 515 x 6781: **Office hours:** generally 9 am - 7 pm, Mon-Fri [exceptions posted on OK 515 door]).

Extensions are usually only granted for illness (on production of a medical certificate) or for family bereavement (where production of evidence may be required). Students should note the granting of an extension and its date on their written work to avoid the possibility of being penalized for late submission.

**6.5. Late Submissions:**

Assignments submitted after the due date or the date of an approved extension will be penalized. A half mark (out of 20) will be deducted for each day (including weekends) or part thereof that the assignment is overdue. Late assignments may also be awarded a grade only, without comments, and there is no guarantee that late assignments will be handed back before the final examination.

*In no circumstances can written work for CLAS 105 be accepted after **October 18.***

**6.6 Return of Essays**

The first essay will initially be returned at the first lecture after marking is complete; unclaimed essays may be collected from the Hannah Webling, Admin. Assistant, Classics, OK 508. Marked second essays will be available from the Admin Assistant, Classics, after marking. Generally expect to wait two weeks after the due date for marking to be completed.

**7. NOTICES AND ADDITIONAL INFORMATION**

Tutorial lists, lists of students who have not completed course requirements, and unofficial results will be posted on the Classics Notice Board, 5th floor, Old Kirk building.

The Classics WWW page (<http://www.vuw.ac.nz/classics>) also contains useful information on this course and Classics in general.

**8. SET TEXTS:**

H.H. Scullard, **From the Gracchi to Nero** (Routledge pb.)  
 Plutarch **The Fall of the Roman Republic** (Penguin);  
 Suetonius, **Lives of the Twelve Caesars** (Oxford World Classics);  
 Tacitus, **Annals** (Penguin)

**Course Materials.**

*Please note* - the **Course Materials** will be available from the Student Notes Shop.

**9. COURSE AIMS**

The course is intended to introduce students to historical studies by giving them an overview of the changes in the Roman governmental system in the late Republic and early Empire. The reasons for this will be examined in terms of developments in social structures and political and economic changes. A basic outline of events and social and political systems will be presented in lectures. In tutorials, students will apply techniques of historical analysis (source criticism and the application of theory) to selected material.

**10. COURSE OBJECTIVES**

By the completion of this course, students should have a basic knowledge of the major events of the late Roman Republic and early Imperial periods. They should have a simple vocabulary of Roman political institutions and social relationships. When presented with a particular case study, they should also be able to analyze various reports of events and be able to distinguish between them and posit reasons for the differences. They will be able to apply simple theories of causation to historical events, taking into account the cultural specifics of late Republican and early Imperial Rome, and be able to contrast the Roman governmental and social systems with those operating in New Zealand at the present. They will also be able to present their arguments in a logically coherent form, progressing from simple description to complex exposition.

**11. RELATIONSHIP BETWEEN COURSE OBJECTIVES AND ASSESSMENT**

In the two essays, students will be able to choose from a variety of topics that will be answered by the application of the techniques noted above. The final examination will require the application of these techniques over a variety of chronological periods and topics to prevent undue specialization in any area and to indicate knowledge of the developments over time. It will also test the student's ability to apply techniques of source criticism to specific pieces of evidence ("gobbets") and their knowledge of the basic cultural values of Roman society ("terms" for explanation).

### General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.victoria.ac.nz](http://www.victoria.ac.nz).

### Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.victoria.ac.nz/policy/studentconduct](http://www.victoria.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.victoria.ac.nz/policy/staffconduct](http://www.victoria.ac.nz/policy/staffconduct)

### Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.victoria.ac.nz/policy/academicgrievances](http://www.victoria.ac.nz/policy/academicgrievances)

### Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your

ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

### ***Manaaki Pihipihinga Programme***

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

### ***Student Services***

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.victoria.ac.nz/st\\_services/](http://www.victoria.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

## **BLACKBOARD**

This course is part of the Victoria Blackboard — Online Learning system.

You can access it by the following URL:

<http://www.blackboard.vuw.ac.nz>

then login by putting your SCS username in the Username field and your student ID in the Password field. Under My Courses, choose this course.

Information on this handout, announcements, course material (including ohps for lectures), online chat sessions, and other goodies will be available.

**CLAS 105: ROMAN HISTORY  
LECTURE PROGRAMME 2007**

| <b>Text</b>                             | <b>Date</b> | <b>Subject</b>   | <b>Readings</b>         |
|---|-------------|--|-------------------------|
| Scullard: <i>Gracchi to Nero</i>        |             |  |                         |
| <b>No Tutorial</b>                      |             |  |                         |
|   | July 9      | Introduction: Rome as a civilisation   |                         |
| ch.1                                    | July 10     | Early Rome: Origin till the Carthaginian Wars<br>Materials 9-10              |                         |
|   | July 12     | Roman Constitution I: Assemblies   | Materials 11-16         |
| <b>Tutorial 1: Evaluation of Cicero</b> |             |  | Materials 187-9         |
|   | July 16     | Roman Constitution II: Officers of State                                     |                         |
|   | July 17     | Rome as Imperial Power: Conquest of Carthage and Greece                      | Materials 17-19         |
|   | July 19     | Roman Aristocratic Values  | Materials 20-23         |
| <b>Tutorial 2: Death of Cicero</b>      |             |  | Materials 190-194       |
| ch. 2                                   | July 23     | Constitutional Crisis I: Tiberius Gracchus                                   | Materials 24-39         |
|   | July 24     | Constitutional Crisis II: Gaius Gracchus                                     | Materials 40-53         |
|   | July 26     | The military option: Marius and the Roman Army<br>Plutarch: <i>Marius</i>    |                         |
| <b>Tutorial 3: Essay Planning</b>       |             |  | Materials 195           |
| ch. 4                                   | July 30     | The extension of Roman Citizenship: the Social War<br>Plutarch: <i>Sulla</i> |                         |
|   | July 31     | Sulla and the Sullan Constitution  | Materials 54-61         |
| ch. 5                                   | August 2    | Imperial Expansion: Pompey   | Plutarch: <i>Pompey</i> |

**Tutorial 4: Essay Problems**

Materials 196

|                |                                      |                                  |
|----------------|--------------------------------------|----------------------------------|
| August 6       | Catilinarian Conspiracy              | Materials 62-77                  |
| August 7       | Civil careers: Cicero & Crassus      | Plutarch: <i>Cicero, Crassus</i> |
| ch. 6 August 9 | Political trading: First Triumvirate |                                  |

**Tutorial 5: Campaigning in Rome**

Materials 197-201

|                 |                                     |                            |
|-----------------|-------------------------------------|----------------------------|
| August 13       | The ultimate politician: Caesar     | Plutarch: <i>Caesar</i>    |
| ch. 7 August 14 | Civil War and Caesar's Triumph      |                            |
| ch. 8 August 16 | Antony and Octavian: the Civil Wars | Suetonius: <i>Augustus</i> |

**VACATION****No Tutorial: Time to Mark your Essays!**

|             |                        |                  |
|-------------|------------------------|------------------|
| ch. 11,12   |                        |                  |
| September 3 | The Augustan Revival   | Materials 78-87  |
| September 4 | Augustan Settlement    | Materials 94-103 |
| September 6 | Succession to Augustus |                  |

**Tutorial 6: Augustus**

Materials 202

|                     |                      |  |
|---------------------|----------------------|--|
| ch. 13 September 10 | Tiberius and Sejanus | Suetonius, <i>Tiberius</i> ; Tacitus, <i>Annals 1</i> ;<br>Materials 88-93,104-124 |
| ch. 14 September 11 | Caligula             | Suetonius: <i>Caligula</i> ;<br>Materials 125-129                                  |
| September 13        | Claudius             | Tacitus, <i>Annals 11, 12</i> ;<br>Materials 203-215; Suetonius, <i>Claudius</i>   |

**Tutorial 7: Piso**

|                     |                       |                        |
|---------------------|-----------------------|------------------------|
| ch. 15 September 17 | Nero                  | Suetonius: <i>Nero</i> |
| September 18        | Imperial Freedmen     |                        |
| September 20        | Slavery in the Empire |                        |



|  |                   |
|--|-------------------|
| <b>Tutorial 8: Claudius</b>                    | Materials 203-215 |
| September 24 Provincial Administration         | Materials 108-110 |
| September 25 Pro and Anti-Roman Sentiment      | Materials 110-118 |
| September 27 Women at Rome                     | Materials 173-179 |
| .....  |                   |
| <b>Tutorial 9: Administrative Careers</b>      | Materials 216-221 |
| October 1 Four Emperors and the Flavians       |                   |
| October 2 Senate and the Principate: Domitian  | Materials 130-137 |
| October 4 Trajan and Roman Imperialism         |                   |
| .....  |                   |
| <b>Tutorial 10: Exam &amp; Gobbet Practice</b> | Materials 223-4   |
| October 8 Racial Prejudice in the Roman World  | Materials 142-151 |
| October 9 Urban Living Conditions              | Materials 152-166 |
| October 11 Roman Frontier Policy               | Materials 5-8     |

N.B. First essay is due **Thursday 16 August**  
 Second essay is due **Thursday 11 October**

**Each essay will be worth 20% of the final grade; the final examination will be worth 60% of final grade.**

## CLAS 105: ROMAN HISTORY

## READING LIST 2007

The following books are located in Study Hall (Rankine Brown Floor 3)

- APPIAN OF ALEXANDRIA. *Appian's Roman history*. Trans. Horace White. (Vol 3 & 4)  
 No of copies: 1 THREE-DAY LOAN PA3873 A25 W5
- AUGUET, R. *Cruelty and Civilisation: the Roman Games*  
 No of copies: 3 THREE-DAY LOAN DG95 A922 C E 1994
- BALSDON, J.P.V.D. *Emperor Gaius*.  
 No of copies: 1 THREE-DAY LOAN DG283 B196 E
- BALSDON, J.P.V.D. *Roman women*.  
 No of copies: 7 THREE-DAY LOAN DG91 B196 R
- BALSDON, J.P.V.D. *Romans and aliens*.  
 No of copies: 2 THREE-DAY LOAN DG77 B178 R
- BARRETT, A. *Agrippina, Mother of Nero*  
 No of copies: 1 THREE-DAY LOAN DG284 B274 A
- BARRETT, A. *Caligula : the corruption of power*  
 No of copies: 1 THREE-DAY LOAN DG283 B274 C
- BRAUND, D.C. *Augustus to Nero: a source book on Roman History 31 BC-AD 68*  
 No of copies: 2 THREE-DAY LOAN DG281 B825 A
- BRUNT, P. A. *Roman imperial themes*  
 No of copies: 1 THREE-DAY LOAN DG271 B894 R
- BRUNT, P.A. *Social conflicts in the Roman Republic*.  
 No of copies: 2 THREE-DAY LOAN DG231 B911 S
- BRUNT, P.A. *Social conflicts in the Roman Republic*.  
 No of copies: 4 THREE-DAY LOAN DG231 B911 S 1986
- BURN, A.R. *Government of the Roman Empire from Augustus to the Antonines*.  
 No of copies: 2 THREE-DAY LOAN DG273 B963 G
- CARY, M. *History of Rome*.  
 No of copies: 1 THREE-DAY LOAN DG210 C333 H 3ed.
- CASSIUS DIO *Roman history: the reign of Augustus*  
 No of copies: 5 THREE-DAY LOAN DG279 C345 R
- CASSIUS DIO COCCEIANUS *Dio's Roman history, Vols 5,6,7*.  
 No of copies: 7 THREE-DAY LOAN PA3947 A49 C3
- Chisholm, Kitty *ROME, THE AUGUSTAN AGE; A SOURCE BOOK*.  
 No of copies: 2 THREE-DAY LOAN DG279 R763
- CHRIST, Karl *Romans*.  
 No of copies: 3 THREE-DAY LOAN DG77 C554 R E
- CORNELL, Tim *The Beginnings of Rome*  
 No of copies: 2 THREE-DAY LOAN DG233 C814 B
- DAVID, J-M. *The Roman Conquest of Italy*  
 No of copies: 1 THREE-DAY LOAN DG250.5 D249 R E
- DYSON, S. L. *The creation of the Roman frontier*  
 No of copies: 2 THREE-DAY LOAN DG59 A2 D998 C
- ELTON, Hugh *Frontiers of the Roman Empire*.  
 No of copies: 1 THREE-DAY LOAN DG59 A2 E51 F

|   |                    |
|---|--------------------|
| FERRILL, A. <i>Caligula : Emperor of Rome</i><br>No of copies: 1 THREE-DAY LOAN                             | DG283 F391 C       |
| Finley, M.I. <i>CLASSICAL SLAVERY</i><br>No of copies: 4 THREE-DAY LOAN                                     | HT863 C614         |
| GARNSEY, P.D.A. <i>Early principate.</i><br>No of copies: 5 THREE-DAY LOAN                                  | HN10 R7 G236 E     |
| GARZETTI, A. <i>From Tiberius to the Antonines.</i><br>No of copies: 1 THREE-DAY LOAN                       | DG276 G245 I E     |
| GELZER, M. <i>Caesar.</i><br>No of copies: 3 THREE-DAY LOAN   | DG261 G321 C 6ed   |
| GOODMAN, M. <i>The Roman World</i><br>No of copies: 1 THREE-DAY LOAN  | DG254.G653.R       |
| GRANT, M. <i>Nero.</i><br>No of copies: 3 THREE-DAY LOAN  | DG285 G762 N       |
| GRIFFIN, Miriam T. <i>Nero: the end of a dynasty</i><br>No of copies: 1 THREE-DAY LOAN                      | DG285 G852 N       |
| GRIFFIN, Miriam T. <i>Nero: the end of a dynasty</i><br>No of copies: 2 THREE-DAY LOAN                      | DG285 G852 N 1985  |
| GRUEN, E.S. <i>Last generation of the Roman Republic.</i><br>No of copies: 4 THREE-DAY LOAN                 | DG254 G886 L       |
| HAMMOND, M. <i>Augustan Principate.</i><br>No of copies: 1 THREE-DAY LOAN                                   | DG285.7 H3 A       |
| HARDY, E.G. <i>Catilinarian Conspiracy</i><br>No of copies: 1 THREE-DAY LOAN                                | DG259 H268         |
| HOPKINS, Keith <i>Conquerors and Slaves</i><br>No of copies: 3 THREE-DAY LOAN                               | HT863 H794 C       |
| HUZAR, Eleanor G. <i>Mark Antony</i><br>No of copies: 4 THREE-DAY LOAN                                      | DG260 A6 H989 M    |
| JONES, Brian <i>The Emperor Domitian</i><br>No of copies: 1 THREE-DAY LOAN                                  | DG291 J76 E        |
| KEAVENEY, A. <i>Rome and the unification of Italy</i><br>No of copies: 1 THREE-DAY LOAN                     |                    |
| KEAVENEY, A. <i>Sulla, the last republican.</i><br>No of copies: 1 THREE-DAY LOAN                           | DG256.7 K25 S      |
| KEAVENEY, A. <i>Sulla, the last republican.</i><br>No of copies: 4 THREE-DAY LOAN                           | DG256.7 K25 S 1986 |
| KUNKEL, W. <i>Introduction to Roman legal and constitutional history.</i><br>No of copies: 1 THREE-DAY LOAN | DG88 K96 I 2ed     |
| LACEY, W.K. <i>Cicero and the end of the Roman Republic.</i><br>No of copies: 1 THREE-DAY LOAN              | DG260 C5 L131 C    |
| Le Glay, M. <i>A History of Rome</i><br>No of copies: 3 THREE-DAY LOAN                                      | DG209 L514 H E     |
| Lefkowitz, Mary R. <i>WOMEN IN GREECE AND ROME.</i><br>No of copies: 1 THREE-DAY LOAN                       | HQ1127 W872        |
| Lefkowitz, Mary R. <i>WOMEN'S LIFE IN GREECE AND ROME.</i><br>No of copies: 1 THREE-DAY LOAN                | HQ1127 W872 1982   |
| LEVICK, B.M. <i>Tiberius, the politician.</i><br>No of copies: 1 THREE-DAY LOAN                             | DG282 L664 T       |

- LEVICK, B.M. *Tiberius, the politician.*  
No of copies: 4 THREE-DAY LOAN DG282 L664 T 1986
- LEVICK, B.M. *Claudius.*  
No of copies: 3 THREE-DAY LOAN DG284 L664 C
- LEWIS, N. *Roman Civilisation: selected readings (Vol 1) The Republic.*  
No of copies: 1 THREE-DAY LOAN DG13 L675 R 1
- LEWIS, N. *Roman Civilisation: selected readings (Vol 2) The Empire.*  
No of copies: 1 THREE-DAY LOAN DG13 L675 R 2
- LEWIS, N. *Roman principate 27BC-285AD.*  
No of copies: 1 THREE-DAY LOAN DG275 L675 R
- MacMULLEN, Ramsay *Enemies of the Roman Order*  
No of copies: 1 THREE-DAY LOAN DG78 M168 R
- MARSHALL, B.A. *Crassus: a political biography*  
No of copies: 1 THREE-DAY LOAN DG260 C7 M367 C
- MATTERN, S.P. *Rome and the Enemy*  
No of copies: 1 THREE-DAY LOAN DG271 M435 R
- Millar, F. *CAESAR AUGUSTUS: SEVEN ASPECTS*  
No of copies: 3 THREE-DAY LOAN JC85 E5 M645 E
- MILLAR, F. *Emperor and the Roman world.*  
No of copies: 3 THREE-DAY LOAN JC85 E5 M645 E
- MILLAR, F. *Roman Empire and its neighbours.*  
No of copies: 3 THREE-DAY LOAN DG270 M645 R
- MITCHELL, Thomas N. *Cicero; the ascending years.*  
No of copies: 2 THREE-DAY LOAN DG260 C5 M682 C
- MOMIGLIANO, A. *Claudius: the emperor and his achievement.*  
No of copies: 1 THREE-DAY LOAN DG284 M732 C 1961
- Peradotto, J. *WOMEN IN THE ANCIENT WORLD.*  
No of copies: 2 THREE-DAY LOAN HQ1134 W872
- PETIT, Paul *Pax Romana*  
No of copies: 1 THREE-DAY LOAN DG276.5 P489 P E
- PLUTARCH *Makers of Rome.*  
No of copies: 1 THREE-DAY LOAN PA4374 V81 S431 M
- POLLARD, N. *Soldiers, cities, and civilians in Roman Syria*  
No of copies: 1 THREE-DAY LOAN DS62.2 P772 S
- POTTER, T.W. *Roman Italy*  
No of copies: 3 THREE-DAY LOAN DG77 P869 R
- RAWSON, B. *Politics of friendship.*  
No of copies: 1 THREE-DAY LOAN DG258 R262 P
- RAWSON, E. *Roman culture and society.*  
No of copies: 1 THREE-DAY LOAN DG254 R262 R
- ROUSELLE, Aline *Porneia*  
No of copies: 1 THREE-DAY LOAN HQ13 R866 P E
- SALMON, E.T. *History of the Roman world from 30BC to AD138.*  
No of copies: 4 THREE-DAY LOAN DG270 S172 H 6ed
- SCRAMUZZA, V.M. *Emperor Claudius.*  
No of copies: 1 THREE-DAY LOAN DG284 S433 E
- SCULLARD, H.H. *From Gracchi to Nero.*  
No of copies: 1 THREE-DAY LOAN DG254 S437 F 4ed
- SCULLARD, H.H. *From Gracchi to Nero.*

|   |                    |
|---|--------------------|
| No of copies: 4 THREE-DAY LOAN  | DG254 S437 F 5ed   |
| SCULLARD, H.H. <i>History of the Roman world 753-146BC.</i>                           |                    |
| No of copies: 1 THREE-DAY LOAN  | DG231 S437 H 3ed   |
| SCULLARD, H.H. <i>Roman Politics, 220-150 BC.</i>                                     |                    |
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| SEAGER, R. <i>Pompey.</i>   |                    |
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| SEAGER, R. <i>Tiberius.</i>   |                    |
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| Sherk, Robert K. <i>ROMAN EMPIRE: AUGUSTUS TO HADRIAN</i>                             |                    |
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| SHERWIN-WHITE, Adrian N. <i>Roman citizenship</i>                                     |                    |
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| SHOTTER, D. C. A. <i>Tiberius Caesar</i>  |                    |
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| SMITH, Richard Edwin <i>Cicero the statesman.</i>                                     |                    |
| No of copies: 1 THREE-DAY LOAN  | DG260 C5 S657 C    |
| STARR, Chester G. <i>The Roman Empire, 27 BC-A.D. 476 : a study in survival.</i>      |                    |
| No of copies: 1 THREE-DAY LOAN  | DG270 S796 R       |
| STOCKTON, D. <i>Cicero: a political biography.</i>                                    |                    |
| No of copies: 2 THREE-DAY LOAN  | DG260 C5 S866 C    |
| STOCKTON, D. <i>Gracchi.</i>  |                    |
| No of copies: 3 THREE-DAY LOAN  | DG254.5 S866 G     |
| SYME, R. <i>Roman revolution.</i>   |                    |
| No of copies: 3 THREE-DAY LOAN  | DG254 S986 R 1960  |
| TALBERT, Richard J.A. <i>Senate of imperial Rome.</i>                                 |                    |
| No of copies: 6 THREE-DAY LOAN  | JC85 S4 T137 S     |
| VEYNE, P. <i>Bread and Circuses: historical sociology and political pluralism</i>     |                    |
| No of copies: 3 THREE-DAY LOAN  | DG83.3 V595 P E    |
| VOGT, J. <i>Ancient slavery and the ideal of man.</i>                                 |                    |
| No of copies: 1 THREE-DAY LOAN  | HT863 V886 A       |
| WACHER, John <i>Roman Empire</i>  |                    |
| No of copies: 1 THREE-DAY LOAN  | DG270 W113 R       |
| Wacher, John <i>ROMAN WORLD (2 VOLS)</i>  |                    |
| No of copies: 1 THREE-DAY LOAN  | DG77 R758 W        |
| WARD, A.M. <i>Marcus Crassus and the late Roman Empire.</i>                           |                    |
| No of copies: 1 THREE-DAY LOAN  | DG260 C7 W256 M    |
| WARMINGTON, B.H. <i>Nero.</i>   |                    |
| No of copies: 1 THREE-DAY LOAN  | DG285 W277 N       |
| WATSON, Alan <i>Roman Slave Law</i>   |                    |
| No of copies: 2 THREE-DAY LOAN  | KJA2198 W337 R     |
| WEAVER, P.R.C. <i>Familia Caesaris; a study of the Emperor's freedmen and slaves.</i> |                    |
| No of copies: 1 THREE-DAY LOAN  | HT863 W363 F       |
| Wiedemann, Thomas <i>GREEK AND ROMAN SLAVERY.</i>                                     |                    |
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| WILKINSON, L.P. <i>Roman experience.</i>  |                    |
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| WILKINSON, L.P. <i>Roman experience.</i>  |                    |

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DG77 W686 R 1974

WISEMAN, T. P. *Roman political life 90 BC-A.D. 69*

No of copies: 4 THREE-DAY LOAN

DG81 R758

YAVETZ, Z. *Plebs and princeps.*

No of copies: 1 THREE-DAY LOAN

DG83.3 Y35 P

ZANKER, PAUL. *The power of images in the Age of Augustus*

No of copies: 2 THREE-DAY LOAN

N5760 Z31 P

### Prescribed Books

H.H. Scullard, *From the Gracchi to Nero* (Methuen pb.)

Plutarch *The Fall of the Roman Republic* (Penguin);

Suetonius, *Lives of the Twelve Caesars* (Oxford World Classics);

Tacitus, *Annals* (Penguin)

*Course Materials.*

**Course Materials** will be available from the Student Notes Shop. Other books and periodicals may be found on floors 1 (**DG** - Roman History) and 6 (**PA** - Roman Authors).

**CLAS 105: Roman History: Government and Society****ESSAY ONE (due: Thursday 16 August)**

Choose one of the following topics for an essay of 1500-2000 words (6-8 pages), exclusive of diagrams, maps, illustrations, and bibliography. Essays should not exceed the maximum word-limit. If the limit is exceeded, the excess may not be marked and the overall grade may be reduced. Students are recommended to consult the **Classics Study Guide** (available from Course Notes Shop).

1. Discuss the political efforts of Gaius Gracchus, indicating whether you think that he was mainly seeking to uphold his family's name and gain revenge for his brother's death or that he was attempting to reform the Roman political system. How were his enemies able to outmanoeuvre him?
2. Briefly outline the functions of the tribunate in Rome from the start of the Republic to the time of the Gracchi. Taking the cases of a significant tribune other than the Gracchi (Saturninus, Sulpicius Rufus, Gabinius, Clodius, for example), show how they exploited the possibilities of tribunician intervention to further their own political careers and agendas and how others were able to combat their efforts.
3. Gaius Marius is often portrayed in our sources as a country boy who made good. Is this a fair portrait of Marius, given his success in Roman politics? To what degree did he himself contribute to this image?
4. Outline the political measures taken by Sulla after his return to Rome in the late 80s. Do these show a consistent political pattern that he followed throughout his career or are they simply responses to the political difficulties that he faced at the time?
5. Is the expansion of the Roman empire in the first century bc down to Julius Caesar's supremacy the result of the pursuit of consistent policies or the outcome of individuals' desire for military success?
6. How did Julius Caesar succeed in building up his political allies and foiling his enemies in the late 50s and 40s BC? Is he charting a new path in Roman politics or simply following traditional patterns with greater success than his rivals?
7. Contrast the careers of a *novus homo*, a member of new nobility, and a member of a traditional noble family whose family has lacked recent political success. What difficulties would each face in trying to become significant political figures in Rome and how might they overcome these?
8. Given the background of Catiline and the other 'conspirators' is it likely that there was a plot that actually threatened the city of Rome or was this simply another clique trying to gain influence in the political climate of the 60s?
9. Briefly outline the advantages and disadvantages of gaining Roman citizenship for non-Roman Italians. Was the Social War really about gaining citizenship or did it have other purposes?
10. Outline the powers of the Roman Senate. Why was its power under constant challenge in the late Republic?

**CLAS 105: Roman History: Government and Society****ESSAY TWO (due: Thursday 11 October)**

Choose one of the following topics for an essay of 1500-2000 words (6-8 pages), exclusive of diagrams, maps, illustrations, and bibliography. Essays should not exceed the maximum word-limit. If the limit is exceeded, the excess may not be marked and the overall grade may be reduced. Students are recommended to consult the **Classics Study Guide** (available from Course Notes Shop).

1. Outline the relations between Antony and Octavian in the period 44-31 BC, indicating the reasons for cooperation and also for hostility between the two. What groups were associated with each and for what reasons?
2. Outline the resolutions of the Senate in the 20s BC that defined and regularized the position of Augustus. In what ways did they correspond to or vary from traditional Roman political behaviour? To what degree were these part of a political package or simply ad hoc responses to immediate difficulties?
3. Discuss the relationship between Tiberius and the Senate after the former became *princeps*. Why was Tiberius apparently less successful as an emperor than Augustus?
4. Briefly describe the changes from the Augustan style of the principate under Gaius or Nero, indicating the reasons for their innovations and the success or failure of these measures.
5. Explain the difficulties faced by the Flavian emperors in establishing their right to rule at Rome. How successful were they in creating an air of legitimacy around their power?
6. How did the Flavian dynasty seek to legitimate their rule at Rome? Was Domitian likely to have been the end of the dynasty or was his death an unfortunate event which hides his possible success as emperor?
7. Discuss the reliability of Tacitus through a close-examination of his account of the reign of one emperor. How does his narrative assess the performance of the emperor in question. Is he fair in his assessment or is the structure of his account designed to reflect badly on his subject?
8. Discuss the systems of provincial government in place in the first century AD with particular reference to one province. Considering other provinces as well, can we speak of a *system* of government or were there different methods for controlling different areas based on historical developments and the governors and other imperial agents involved?
9. Choosing *one* female member of the imperial family, indicate how her life illustrates the role of women within the imperial system. Did they really possess political power or were they mainly playing traditional female roles in a significantly more powerful family setting?
10. Outline the roles played by non-senatorial agents (e.g. freedmen, equestrians, local aristocrats) in the Roman imperial system. What advantages did the emperor gain by employing these people instead of or in combination with senators?



**CLAS 105 - ROMAN HISTORY: GOVERNMENT AND SOCIETY**

*Final Exam 2007*

**NOTE:** Students must achieve a mark of 40% or better on the final examination in order to pass the course, regardless of their marks on the internal essays.

1. Explanation of terms: 5 to be chosen from 12 examples  
e.g. censor; comitia centuriata 10%
  
2. 3 passages to be commented on from 5 sections (3-4 passages in each)
  - a) *Course Materials* - Republican history (pp.1-77)
  - b) *Course Materials* - Imperial history (pp.78ff.)
  - c) Plutarch, *Fall of the Roman Republic*
  - d) Suetonius
  - e) Tacitus

Passages for comment will be selected from the reading set in the course syllabus; they will be important evidence for some historical problems and so will have been discussed in the lectures. 30%

3. 3 essays from 6 sections (3-5 questions in each)
  - a) Republican Rome - general (e.g. constitution, citizenship, army, aristocratic values)
  - b) Gracchi, Marius, Sulla, the Social War (i.e. political struggles down to ca. 80 BC)
  - c) The last generation of the Roman Republic (Pompey, Crassus, Caesar, Cicero, the Triumvirate)
  - d) Augustus and his reforms
  - e) Imperial history, Tiberius to Trajan
  - f) Imperial social history (freedmen, women, imperial administration, the games, slavery, frontier policy, etc.) 60%

The final total of 100% will be reduced to 60%, to which 40% internal assessment will be added, producing a 100% total.

\* \* \* \* \*

Examples of answers:

- 1) *censor* - a government official at Rome, elected every 5 years for 18 months under the Republic in pairs. The two censors would conduct the *census*, the listing of all Roman citizens for army and political service. Hence the censors enrolled members of the Senate or demoted them. Also let public contracts. Under the empire, the emperor was sometimes censor by himself.

(This answer is probably too long - about half of this would earn full marks)

- 2) “As I mentioned above, Claudius fell so deeply under the influence of these freedmen and wives that he seemed to be their servant rather than their emperor; and distributed honours, army commands, indulgences or punishments according to their wishes, however capricious, seldom ever aware of what he was doing.”

An answer to this question would do well to comment on these points:

- the bias of Suetonius (and writers like him): they did not approve of the emperor Claudius because he appeared to be dominated by ex-slaves (freedmen) and women. If an emperor is to be influenced, it should be by the Senate.
- the truthfulness of the remarks. Perhaps Claudius was more aware of what he was doing than this passage suggests - that he did rely on freedmen heavily is true, but he may have intended to reform the imperial bureaucracy on these lines. His strained relations with the Senate (they did not elect him emperor) explain why he did not consult that body so frequently.

His wives, Messalina and Agrippina, seem very influential - they were politically important in their own right (e.g. Agrippina was Germanicus' daughter, Claudius' niece), and so it might be expected that they would have an affect on policy.

- the evidence this offers for Claudius' methods. In particular, this passage shows that Claudius *personally* intervened in public affairs more often than his predecessors. He had not been trained to become emperor and so his public image was often poor - he looked as though he did not know what he was doing, but was interfering under the influence of others. His involvement in legal matters was especially notorious.

Again, I would not expect any answer to cover all this and would give credit to other *relevant* information. The important thing to bear in mind is the historical significance of the passage (what does it tell us? what needs clarification? what historical problems does it raise? what are the problems with the nature of the evidence, e.g. author's bias, reliability of source?) *Do not simply paraphrase the passage.*

For the essay questions, I suggest "spotting" - select about six topics which you are interested in, from four sections (so you will have an alternative if a topic does not appear). Don't pick only three - you can find yourself in deep trouble if a question does not appear.

**HAVE FUN!**