



CLAS 105
ROMAN HISTORY
TRIMESTER 2 2014
14 JULY TO 16 NOVEMBER



FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS STUDIES
PROGRAMME IN CLASSICS

CLAS 105: ROMAN HISTORY AND SOCIETY
(CRN 801)
20 POINTS
TRIMESTER 2 2014

IMPORTANT DATES

Trimester dates: 14 July to 16 November 2014

Teaching dates: 14 July to 17 October 2014

Mid-trimester break: 25 August to 7 September 2014

Study week: 20–24 October 2014

Examination/Assessment Period: 24 October to 15 November 2014

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

CLASS TIMES AND LOCATIONS

Lectures for this class take place three times each week: MTW 4:10 – 5:00 in HM 205

Tutorials will start in the *second* week of the course and will be held on most weeks. Check the **Programme of Lectures and Tutorials** below for detailed information. Tutorial groups will be arranged during the first week of the course. **You must sign up for a tutorial on Scubed** (<http://signups.victoria.ac.nz>). You can do this from after the first lecture in Week 1 until Sunday evening (20 July). After that you must see Tania Hayes in OK508 if you need to make a change. Any problems or questions, please see Tania in OK508.

The times and locations for tutorials are: *Wednesdays* at 10am & 12pm in VZ509 (with James); at 2:10pm & 3:10pm in VZ510 (with Connie); *Thursdays* at 9am & 4:10pm in OK526 (with Tim); *Fridays* at 2:10pm & 3:10pm in OK523 (with Julia).

NAMES AND CONTACT DETAILS

Course coordinator: Prof. Jeffrey Tatum

Office and hours: OK 515 at 3:00pm on Mondays or (gladly) by appointment

Telephone & email: 04-463-5846 / jeff.tatum@vuw.ac.nz

Tutors:

Julia Simons	juliasimons01@gmail.com
James McBurney	james.mcburney@vuw.ac.nz
Connie Mailer	cnmlr@gmail.com
Tim Smith	smithtimo495@gmail.com

COMMUNICATION OF ADDITIONAL INFORMATION

Any additional information will be posted on the Programme notice board on the FIFTH floor of OLD KIRK. A notice giving examination times and places for all courses taught in the Classics Programme will also be posted there when this information is available. Other communications will be by way of Blackboard's email service: consequently it is a responsibility of each student to check his or her university email address regularly.

PRESCRIPTION

The history of Rome from its origins to its fall – by way of a fast moving survey concentrating on Roman imperialism, republican ideologies, the overthrow of the republic by Caesar and Augustus, and the difficulties of coping with emperors. Special attention is given to ancient literary sources and the problems they throw up.

COURSE CONTENT

This is the story of Rome – and of Roman society – from its origins to its fall. The realities of life in ancient Rome, the ideology of Roman imperialism, and the nature of Roman political culture are all explored. We focus on the crises and conflicts of the late republic, which led to the rise of Marius, Sulla, and Caesar, to the failure of Mark Antony and to the ultimate elevation of Augustus as Rome's first emperor. Imperial society then becomes our subject: its nostalgia, its innovation, and its obsession with cultural identity in a Greco-Roman world. And, finally, Rome's collapse, and its crucial legacy in the European ideal and in Europe's international influence, for better or worse. This comes by way of a close analysis of ancient texts, literary and documentary, and the cultivation of sound techniques for their interpretation as historical sources.

COURSE LEARNING OBJECTIVES (CLOs)

Students who successfully complete this course should:

1. possess a basic knowledge of the major events of the late Roman Republic and early Imperial periods
2. possess and understand the fundamental vocabulary of Roman political institutions and social relationships
3. be able, when presented with particular case studies, to analyse varying ancient sources and be able to distinguish between them and posit reasons for the differences
4. be able to apply theories of causation to historical events, taking into account the cultural specifics of late Republican and early Imperial Rome
5. be able to contrast Roman governmental and social systems with those operating in New Zealand at the present
6. be able to present their arguments in a logically coherent and literate form, progressing from simple description to complex exposition.

TEACHING FORMAT

The course will be taught by way of a mixture of lectures and tutorials, the latter of which will involve discussion, sometimes in small groups, and regular quizzes.

MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must: sit at least four tutorial quizzes, submit an essay, and sit the final examination.

WORKLOAD

Students are expected to spend, at a minimum, an average of 12 hours per week on this course, including preparing for classes and tutorials and attending them. In other words, students should expect to attend 3 hours each week in lectures and 1 hour each week in a tutorial – supplemented with 8 hours or reading or writing or other suitable preparations. This workload will naturally increase somewhat when students are preparing for the final examination or completing the essay assignment. Over the course of the term each student should expect to devote approximately 200 hours of work to this course.

ASSESSMENT

This course is assessed by a combination of internal assessment (40%) and a final examination (60%).

Assessment items and workload per item	%	CLOs	Due date
<p>1 Tutorial quizzes: each tutorial will commence with a brief quiz (consisting of four questions requiring short, objective answers), of which the four highest marks will count toward the final mark (each quiz that is counted is therefore worth 5% of the final mark). Each quiz will last 10 minutes.</p>	20	1, 2, 5	Last quiz during week of October 13 th (tutorials meet at varying times throughout the week)
<p>2 Essay: Each student must submit an essay of 1500-2000 words (including references). The particulars of the essay project are explained on the Blackboard Website (go to <i>Course Resources</i> and read the item entitled <i>Essay Assignment</i>): there you will find the instructions for the assignment as well as the primary and secondary sources you will need in order to complete it. You will also find guidance in citing ancient and modern evidence. <i>Read these instructions carefully – and follow them closely.</i> The essay project is designed to help you to learn how to interpret ancient sources of various kinds, how to read and engage with modern scholarship, and how to construct a sound and literate argument.</p> <p>All students must submit an essay by September 12. This essay will be marked very closely for content and for style, with copious annotation. Students will then have the option of either accepting their initial mark or revising their essays, most effectively by taking advantage of the detailed comments accompanying their initial drafts. Revised essays must be turned in by October 3. Students who revise their essays will receive the higher of the two marks. The original annotated draft of the essay must be turned in along with the revised version.</p> <p>It is recommended that students produce <i>typed</i> essays, for the mental health of the markers. Students should consult the <i>Classics Study Guide</i> (available on the Blackboard site) for further guidance on the correct format for an essay in Classics.</p>	20	1, 2, 3, 4, 5, 6	Sept 12 th & Oct 3 rd
<p>3 Final examination: a two-hour examination to be held at a time determined by the FHSS. The exam will consist of two parts: (i) short answers to objective questions and IDs and (ii) two essays. Sample essay questions will be distributed at the final tutorial so that students can organise their preparation around the central themes and issues of the course.</p>	60	1,2,3, 4, 5, 6	24 Oct through 15 Nov

Criteria for marking: for quizzes and for the short answer section of the final exam, answers are simply correct or incorrect (e.g. in what year was Caesar assassinated? Only *44 BC* is an acceptable answer; or, what is the highest annual magistracy in the Rome? Only *consul* or *the consulship* are acceptable answers, and so forth). As for essays, the following *general* expectations will be applied when marking:

A to A+ Outstanding work which displays wide knowledge, awareness of the current state of thinking on the subject, critical analysis, independence of mind, initiative, and intellectual rigour. Clearly prepared, with a well-structured argument, avoiding irrelevance. Originality is rewarded, but is not a necessary requirement.

B+ to A- Well-organised, detailed and logical work, showing a thorough understanding of the subject as taught, with evidence of additional study. There should be no significant deficiencies in competence in the subject.

C- to B Work which displays overall competence and an understanding of the basics of the subject. The answer contains reasonably good information, but there may be only limited evidence of additional, independent study. There may be insufficient discussion, and conclusions may not always be adequately supported.

D Work which displays poor and barely adequate comprehension of basic facts and principles, with significant gaps or errors of detail, some irrelevance, and poorly constructed argument; it may be largely descriptive, rather than arguing a case; or it may fail to focus properly on the question set.

E Work which displays largely inadequate understanding of basic facts and principles, with significant errors, omissions or irrelevance, and which shows a lack of grasp of the essentials of the subject.

SUBMISSION AND RETURN OF WORK

Tutorial quizzes will be collected from students on the day. They will be marked and returned at the next tutorial.

Essays should be handed in by way of the Assignment Box (next to OK 512) along with the cover sheet provided. Written work should *not* be placed in the lecturer's pigeonhole or under his office door (where it may be recycled by cleaners!). The first draft of the essay is due by 5 pm on SEPTEMBER 12. The second draft is due by 5 pm on OCTOBER 3. Essays will be marked and returned as soon as possible, ordinarily in two to three weeks.

EXTENSIONS AND PENALTIES

Extensions

Extensions for assignments can only be granted if permission is **promptly** sought from the course coordinator.

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 penalised for late submission. Students who miss the first due date for the first draft of the essay can hand in their essay at the second due date, but will lose the advantage of annotations that will help them in revising their essay.

Penalties

While the word limit for essays is a suggested maximum, it should not be exceeded by more than 100 words. Essays that are too long will be returned for revision and will be marked down one letter grade. If an essay is too short by more than 500 words, its mark will be reduced by one letter grade.

Assignments submitted *after the due date or the date of an approved extension* will be penalised. A full mark (out of 20) will be deducted for each day (including weekends) or part thereof that the assignment is overdue. Again, students who miss the first due date for the first draft of the essay can hand in their essay at the second due date, but will lose the advantage of annotations that will help them in revising their essay.

Plagiarised work will not be accepted (see statement on plagiarism on the university website).

MATERIALS AND EQUIPMENT

For all quizzes and the final examination, students are permitted to use pens, pencils, and paper only. No computer or calculator or any other electronic device is permitted.

SET TEXTS

M.T. Boatwright, D.J. Gargola, N. Lenski & R.J.A. Talbert, *The Romans: From Village to Empire*, 2nd ed. (OUP 2012). [**abbrev. Romans**]

C. Edwards, *Suetonius: Lives of the Caesars* (OUP 2000). [**abbrev. Suetonius**]

C. Pelling, *Plutarch: Rome in Crisis* (Penguin 2010). [**abbrev. Pelling**]

R. Seager, *Plutarch: Fall of the Roman Republic* (Penguin 2005). [**abbrev. Seager**]

J. Tatum, *Plutarch: The Rise of Rome* (Penguin 2013). [**abbrev. Tatum**]

Strongly recommended: D.H. Berry, *Cicero: Political Speeches* (Oxford 2006). [**abbrev. Berry**]

All undergraduate textbooks and student notes will be available from Vicbooks in the Hub (Kelburn Campus).

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am–6.00 pm, Monday–Friday, and 10.00 am–5.00 pm on Saturdays during term time. Phone: 463 5515.

RECOMMENDED READING

Additional readings will be made available on Blackboard.

CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students

may like to write the Class Rep's name and details in this box (the name will also be posted on Blackboard):

Class Rep name and contact details:

STUDENT FEEDBACK

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

PROGRAMME OF LECTURES AND TUTORIALS

(i) 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. This is, of course, another way of saying that you must do the reading (the textbook by Boatwright et al. provides a fulsome narrative of the period covered in this survey). At first blush, I realise, there is considerable reading for this course, but nearly all of it consists of readings from ancient sources: these are terrific texts, mostly, for this course, biographies of famous Romans, which I believe you'll find a pleasure. Some of our readings, by contrast, are strictly scholarly and, although they are crucial for understanding Roman history, will admittedly be less of a treat to read. Reading ancient literature or modern scholarship is a skill that takes time to master, and you should feel free to contact your tutors or Jeff whenever you have any difficulties with the readings (this is an important part of the course).

(ii) Tutorials:

Tutorials are an integral part of the teaching programme. As such they should not be taken lightly as 'optional extras'. The tutorial programme is designed to:

1. provide for small group study and analysis of primary (and secondary) source material.
2. introduce students to the technique of essay writing for history courses.
3. provide opportunities for discussion and revision of key themes in the lectures.

Tutorials are also the occasion for the short quizzes, which are designed to assist you in staying up-to-date with the lectures and readings.

Schedule of Lectures and Tutorials

References to the readings are by way of the abbreviations cited above (under the rubric: 'Set Texts').

Date	Subject	Readings
No Tutorial during the first week of term		
July 14	Meet the Romans	Blackboard readings; <i>Romans</i> 1-31
July 15	Making history: a brief introduction	Blackboard readings
July 16	The problem of early Rome	Blackboard readings; <i>Romans</i> 31-53; Tatum xxx-xxxv; 5-53; 191-244 (optional reading: <i>Life of Publicola</i> , also in Tatum)

Tutorial 1: Reading Ancient Writers

Blackboard Readings;
Suetonius vii-
xxx; Pelling xv-
xlv; Tatum xiv-xxxv

July 21 Imperialism: the rise of Rome
and the 'unification' of Italy Blackboard Readings;
Romans 69-86

July 22 Daily life in ancient Rome Blackboard Readings

July 23 The shape of Roman society Blackboard Readings;
Romans 60-64; 125-41

Tutorial 2: Aristocracy & its Obligations

Blackboard Readings

July 28 SPQR: the Roman constitution I Blackboard Readings;
Romans 53-69;
141-42

July 29 SPQR: the Roman constitution II Blackboard Readings

July 30 Popular power and senatorial authority Blackboard Readings;
Romans 125-29

Tutorial 3: Revising the Roman Constitution

August 4 Imperialism: the conquest of
Carthage and Greece *Romans* 87-124; Tatum
47-344; 407-75; 533-83

August 5 Crisis in Rome: Tiberius Gracchus *Romans* 144-48;
Pelling 3-37

August 6 Crisis in Rome: Gaius Gracchus *Romans* 148-53
Pelling 38-60

Tutorial 4: Revising the Gracchi

August 11 Managing an Empire Blackboard Readings;
Romans 109-24;
167-70

August 12 *Novus Homo*: Gaius Marius *Romans* 163-67;
Seager 3-55

August 13 The Social War *Romans* 171-75

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Tutorial 5: Writing Your Essay

August 18	Deadly reformer: L. Cornelius Sulla	<i>Romans</i> 175-93; Seager 56-109
August 19	Pompey the Great	<i>Romans</i> 196-208; Seager 160-253;
August 20	Oratory & power: Cicero	<i>Romans</i> 209-16; Seager 323-78; Berry xi-xxx; 134-203

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August 25-September 5 MID-TERM BREAK

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No Tutorial: Time to Write Your Essays!

September 8	The rise of Caesar	<i>Romans</i> 217-26; Suetonius 3-42; Seager 254-322
September 9	The three-headed monster	Seager 110-59
September 10	Rome in the fifties	<i>Romans</i> 226-41

essays are due on Friday, September 12th

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No Tutorial: Time to Mark Your Essays!

September 15	Crossing the Rubicon: civil war	<i>Romans</i> 241-43; 251-53; Pelling 169-246
September 16	The dictatorship of Caesar	<i>Romans</i> 244-56; Pelling 247-312
September 17	Antony, Octavian & the end of the Roman republic	<i>Romans</i> 257-72; Suetonius 43-97

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Tutorial 6: Revising the Civil War

Blackboard Readings

September 22	<i>Nunc est bibendum</i> : the battle of Actium	<i>Romans</i> 272-76; Pelling 313-412; Blackboard Readings
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September 23	The invention of Augustus	<i>Romans</i> 276-308
September 24	<i>Res publica restituta</i>	Blackboard Readings

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No tutorial: Time to Revise Your Essays!

September 29-October 1 NO LECTURES

revised essays are due on Friday, October 3rd

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Tutorial 7: Revising the *Res Gestae Divi Augusti*

October 6	The Invention of Empire	<i>Romans</i> 309-46; Suetonius 98-227; Blackboard Readings
October 7	Vespasian and the Flavian restoration	Blackboard Readings; <i>Romans</i> 347-59; Suetonius 228-94; Pelling 413-69
October 8	Imperial perfection: Trajan & Hadrian	Blackboard Readings; <i>Romans</i> 359-75

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Tutorial 8: Sitting the Exam

October 13	Render unto Caesar: Emperor Worship	Blackboard Readings; <i>Romans</i> 391-2; 425-30.
October 14	'most happy & prosperous': the Roman empire	<i>Romans</i> 375-400; Tatum xxvii-xxx
October 15	The fall of Rome	<i>Romans</i> 401-11; 427-50