

Fall 2006, 10:00-10:52 MWF, BIOL 101

Instructor: Christopher M. Chinn

Office: COLE 61

Office Hours: M 2:00-2:50, T 10:00-10:50 or by appointment. You can also try MWF 9-9:50, 12-12:50, or after 2:30 all week. It's always best to let me know ahead of time if you're going to drop by.

Contact: If you would like to make an appointment or would like help with the class, please feel free to get in touch with me by any of the following methods.

E-mail: cmc033@bucknell.edu

My office phone number: (570) 577-3728

Web site: <http://www.facstaff.bucknell.edu/cmc033>

My mail box: Coleman 60

Course objective: The goal of this course is for the student to gain an appreciation of the civilization of ancient Rome. Using available evidence and scholarly techniques we will examine the human experience of Rome, Italy, and the Mediterranean world from about 800 BCE to about 200 CE.

Course outline: The first part of the course is devoted to a survey of Roman political and military history from the founding of the city up to the upheavals of the 3rd century CE. During this section we will familiarize ourselves with the main periods and trends in Roman history, and examine Roman government, law, military organization, and social structure. The second part of the course is devoted to a detailed consideration of "daily life." We will look at such topics as family life, education, occupations, the role of women in Roman society, technology, city and country, the economy, etc.

Academic responsibility: I take the issues of cheating and plagiarism seriously. In order to familiarize yourself with Bucknell's policies and procedures regarding appropriate academic behavior, please read the following site: <http://www.bucknell.edu/AcademicResponsibility/>. It is your responsibility to be aware of what constitutes academic misconduct, plagiarism, and other violations of academic responsibility.

Course expectations: I expect you to engage in critical reading of the texts, active participation in class, and good writing. Below I have detailed my expectations of you.

- **Analytical essays:** There will be two short (3-5 page) essays due over the course of the term. Each essay will be written in response to a predetermined topic, using standard grammar, style, and argumentation. Topics will be distributed a few weeks before each due date.
- **Exams:** There will be two comprehensive exams. The first will test your understanding of the facts of Roman history, the second will test your understanding of the facts of Roman daily life. There will be definitions and short answer sections on each exam
- **In-class responses:** At several points in the term I will ask you to compose in class a response to a question posed during lecture/discussion. These responses will be turned in at the end of class.
- **Participation and attendance:** See below.

Grading: I don't believe in grade inflation. I also don't believe in arbitrary averages. It is perfectly possible for every student in my classes to get an A. Nevertheless it usually turns out that students tend to distribute themselves along a curve centered around a B- or so. I do not intentionally grade that way, however. I set standards, and then observe how students perform.

<u>Grade Breakdown</u>	<u>Grading Scale</u>			
Analytical essays (2): 40%	A	94-100%	C+	77-79%
Exams (2): 30%	A-	90-93%	C	73-76%
In-class responses (several): 15%	B+	87-89%	C-	70-72%
Participation and attendance: 15%	B	83-86%	D	60-69%
	B-	80-82%	F	0-59%

A=superior achievement; B=high pass; C=pass; D=low pass; F=failing work.

In-class etiquette and participation: Assignments and lectures often stimulate useful and perhaps intense class discussions. For this reason, all participants in the course are expected to honor the following guidelines for our discussion:

- Whenever possible, speak from your own experience, saying, for example, "I think..." or "In my experience, I have found..." rather than generalizing your experience to everyone.
- All class discussions should be considered confidential.
- Avoid overt or covert put-downs, either of other class members, religious groups, other types of communities, etc. This includes negative body language, such as eye-rolling or groaning while another person is speaking.
- Turn off all electronic devices before entering room. I.e. TURN OFF YOUR CELL PHONE!

Participation: Your participation grade will be based on the following scale.

A: The student arrives to class on time, has done her/his homework, participates actively, and takes initiative. S/he works well with the other students in pair and group work and engages in critical thinking with her/his peers by asking pertinent, challenging, and constructive questions. This student is not afraid to speak in front of the group or to answer questions even when s/he is not entirely confident of the answer/s.

B: The student arrives to class on time and has done her/his homework. S/he is present, takes notes, and seems engaged, but lacks initiative, speaking only when called upon.

C: The student arrives to class more or less on time but appear reluctant to be there. S/he may or may not have done the homework – it is difficult to tell because s/he does not really participate. The student sometimes speaks to other during class on issues not related to the course material.

D: The student arrives late without explanation and is barely present in the class. S/he has forgotten the text, her/his notebook, etc. S/he shows very little interest in which is happening in class and considers group work and class discussion a "recess" of sorts. This student is often disruptive to the learning environment in the classroom.

F: The student is absent beyond three times.

Required texts: Please obtain the following texts. For the ancient authors do not substitute other translations, since chapter and line numbering can differ, as well as the translator's interpretation.

Boatwright, Mary, et al. *A brief history of the Romans*. Oxford, 2006.

Rudd, Niall (translator). *Juvenal: the satires*. Oxford, 1999.

Segal, Erich (translator). *Plautus: four comedies*. Oxford, 1998.

Shelton, Jo-Ann. *As the Romans did: a sourcebook in Roman social history*. Oxford, 1997.

Select Resources: Below is a very brief selection of research resources you may need to use during this class. Please consult the bibliography in Shelton (pp. 457-467) for a more complete list of reference and specialty works.

Books

Badian, Ernst. 1969. *Roman imperialism in the late Republic*. New York: Blackwell.

Broughton, T. R. S. 1952. *The magistrates of the Roman Republic*, 2 volumes. New York: APA.

Brunt, Peter. 1971. *Social conflicts in the Roman Republic*. New York: W. W. Norton.

Conte, Gian Biagio. 1994. *Latin Literature: A History*. Translated by Joseph B. Solodow.

Baltimore: Johns Hopkins University Press.

Hornblower, Simon and Anthony Spawforth, editors. 1996. *The Oxford classical dictionary*, 3rd edition. Oxford: Oxford University Press.

Lewis Naphtali and Meyer Reinhold, editors. 1990. *Roman civilization: selected readings*, 3rd edition, 2 volumes. New York: Columbia University Press.

Scullard, H. H. 1970. *From the Gracchi to Nero*, 3rd edition. London: Methuen.

Web

Ancient library: <http://www.ancientlibrary.com/bookshelf.php>

Ancient world mapping center: <http://www.unc.edu/awmc/>

Forum Romanum: <http://www.forumromanum.org/index2.html>

Internet ancient history sourcebook: <http://www.fordham.edu/halsall/ancient/asbook09.html>

Lacus Curtius: <http://www.forumromanum.org/index2.html>

Livius, articles on ancient Rome: <http://www.livius.org/rome.html>

Mommsen's *History of Rome*: <http://italian.classic-literature.co.uk/history-of-rome/>

Perseus Project: <http://www.perseus.tufts.edu/hopper?>

Roman emperors: <http://www.roman-emperors.org/>

VRoma articles: <http://www.vroma.org/~bmcmanus/romanpages.html>

Course Schedule: We will try to follow the course of readings below. This schedule is subject to change, depending upon the pace of our discussions. Please have the assignments read BEFORE the date indicated. BHR=*A brief history of the Romans*.

Week	Dates	In Class	Assignment
1	Aug 23	Course introduction	
	Aug 25	Scope, sources, and resources	
2	Aug 28	Early history of Rome	BHR pp. 15-31 <i>Livy Roman History</i> 1 (all)
	Aug 30	Early Republic	BHR pp. 32-33, pp. 44-52 <i>The Twelve Tables</i> <i>Livy Roman History</i> 2.23-33; 3.33-54
	Sept 1	Middle Republic	BHR pp. 59-77 Polybius <i>History</i> 3.6-15; 3.50-56; 3.77-86; 3.107-118; 9.22-26; 11.1-3; 15.1-16
3	Sept 4	Republican Government	BHR pp. 33-41; pp. 54-58; pp. 78-82 Polybius <i>History</i> 6.1-9; 6.11-18 Shelton #251-253, #255-258, #265, #278
	Sept 6	Late Republic I	BHR pp. 78-98 <i>Appian Civil War</i> 1.1-26 Plutarch <i>Tiberius Gracchus</i> ; <i>Gaius Gracchus</i>
	Sept 8	Late Republic II	BHR pp. 99-103, pp. 104-118 Sallust <i>Conspiracy of Catiline</i> 6-9 Sallust <i>The Jugurthine War</i> 20-77; 79-114
4	Sept 11	Republican Army	BHR 103-104 Polybius <i>History</i> 6.19-42 (cf. Shelton #291); 18.27-40 Sallust <i>The Jugurthine War</i> 86 Plutarch <i>Marius</i> 9 Plutarch <i>Aemilius Paullus</i> 32-34 Shelton #292-293
	Sept 13	Late Republic III	BHR pp. 119-129; pp. 132-141 Plutarch <i>Marius</i> ; <i>Sulla</i> Shelton #318-321
	Sept 15	Late Republic IV	BHR pp. 142-166 Plutarch <i>Cicero</i> Suetonius <i>Caesar</i> Caesar <i>Civil War</i> 84-99

5	Sept 18	The Principate I	BHR pp. 167-189; pp. 194-200 Suetonius <i>Augustus</i>
	Sept 20	<i>I, Claudius</i>	
	Sept 22	<i>I, Claudius</i>	**ESSAY 1 DUE**
6	Sept 25	The Principate II	BHR pp. 201-216 Tacitus <i>Annals</i> 1
	Sept 27	Imperial Government and Army	BHR pp. 189-194 Shelton #294-316, #267-271; #274, #317, #322-324
	Sept 29	The "High Empire"	BHR pp. 222-239; pp. 247-262 Cassius Dio <i>Roman History</i> 68 (the reign of Trajan)
7	Oct 2	**EXAM 1**	
	Oct 4	Senators and equites	Shelton #2, #7-14, #266, #268 Pliny the Elder <i>Natural History</i> 33.32 Pliny the Younger <i>Letters</i> 3.1
	Oct 6	Plebs	Shelton #99-108
8	Oct 9	Slavery and the margins	Shelton #198-250 Petronius <i>Satyricon</i> 27-79
	Oct 11	The city of Rome, Pompeii	Shelton #79-96 Horace <i>Satire</i> 1.9, 2.6 Juvenal <i>Satire</i> 3
	Oct 13	Public spaces	Vitruvius 5
9	Oct 16	FALL RECESS, NO CLASS	
	Oct 18	Private spaces	Shelton #97-98 Cicero <i>On his house</i> Seneca <i>Moral Epistles</i> 86 Pliny the Younger <i>Letters</i> 5.6
	Oct 20	Technology	
10	Oct 23	Roman women and marriage	Shelton #325-347, #54-78 <i>CIL</i> 6.37965 (Allia Potestas) Juvenal <i>Satire</i> 6
	Oct 25	The Roman family	Shelton #15-53 Plautus <i>Pot of gold</i>
	Oct 27	Education	Shelton #134-160
11	Oct 30	Theater	Shelton #389-390 Plautus, <i>The braggart soldier</i>
	Nov 1	*Comedy excerpts	Terence, <i>The mother-in-law</i> Roman Mime
	Nov 3	Chariot racing	Shelton #377-388 Tertullian <i>On spectacles</i> 5-10, 16-17

12	Nov 6	<i>Ben Hur</i>	
	Nov 8	Gladiators	Shelton #390-401 Seneca <i>Moral Epistles</i> 18 Tertullian <i>On spectacles</i> 11, 19, 21, <i>The passion of Perpetua</i>
	Nov 10	<i>Spartacus and Gladiator</i>	
13	Nov 13	Roman epic I	Vergil <i>Aeneid</i> 1 & 2
	Nov 15	Roman epic II	Vergil, <i>Aeneid</i> 4& 6 Lucan, <i>Civil War</i> 1
	Nov 17	Elegy	Catullus <i>Poems</i> 72, 85, 101 Propertius <i>Elegies</i> 4.11 Tibullus <i>Elegies</i> 1.2 Ovid <i>Amores</i> 1.6, 2.6
14	Nov 20	Roman lyric	Catullus <i>Poems</i> 11, 51 Horace <i>Odes</i> 1.1, 1.3, 1.5, 1.9, 1.11, 1.14, 1.20, 1.37, 1.38, 2.10, 2.20, 3.13, 3.30 **ESSAY 2 DUE**
	Nov 22	THANKSGIVING, NO CLASS	
	Nov 24	THANKSGIVING, NO CLASS	
15	Nov 27	Satire	Horace <i>Satire</i> 1.1, 1.4, 1.10 Juvenal <i>Satire</i> 1, 7, 10
	Nov 29	Roman religion	Shelton #402-459
	Dec 1	Philosophy	Shelton #455-473
16	Dec 4	**EXAM 2**	