

Spring 2008, TR 1:15-2:30, CR 210

Instructor: Christopher Chinn

Office: Crookshank 213

Office Hours: MW 1:00-1:50 or by appointment. I have an open-door policy and am in my office quite a bit, but it's always best to let me know ahead of time if you intend to drop in.

Course Objective: The goal of this course is for the student to gain an appreciation of the civilization of ancient Rome. Using available evidence (both literary and material) and scholarly techniques we will examine the human experience of Rome, Italy, and the Mediterranean world from about 800 BCE to about 300 CE.

Course Plan: 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" (the family, urban and rural life, education, spectacles, religion, etc.) and to a brief survey of Roman literature. In the first half of the course on Tuesdays I will generally present a 45 minute lecture, with the remaining time devoted to discussion. Thursdays will generally be devoted entirely to discussion. In the second half the course I will usually present each day a shorter lecture (ca. 25 minutes) with the remainder of time devoted to discussion. About once a week you'll be asked to participate in a pre-class discussion thread on Sakai.

Texts: Please obtain the following texts. Since translations can vary greatly, please be sure to acquire the specific editions listed below.

- Adkins, Lesley and Roy. *Handbook to life in ancient Rome*. Oxford, 1998.
- Boatwright, Mary, et al. *A brief history of the Romans*. Oxford, 2006.

NB: I will supply an online course reader of additional texts.

Academic responsibility: I take the issues of cheating and plagiarism seriously. Please familiarize yourself with Pomona's policies and procedures regarding appropriate and inappropriate academic behavior by reading the following document:

<http://www.pomona.edu/studentaffairs/policies/AcademicHonestyPolicy.pdf>

It is your responsibility to be aware of what constitutes academic misconduct, plagiarism, and other violations of academic honesty.

Academic accommodations: Pomona offers various means of support for students with documented disabilities. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

Grading: Here is the breakdown of assignments. For my views on grading, participation, and classroom etiquette, please read this: <http://pages.pomona.edu/~cmc24747/policies.htm>.

Essays (4): 40%

Exams (2): 25%

Daily responses and discussion posts: 20%

In-class participation and attendance: 15%

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

I. Reading: Expect to engage in critical reading of about 40 pages per class session. The texts we will be examining are translations of ancient Greek and Roman writers. Because of cultural and linguistic difference these are sometimes difficult to understand right at first.

- Write down any questions or observations you have while reading. Analyze these questions and observations for patterns before coming to class and make sure to bring them up.
- Don't worry about all the details. Keep track of the thread of the plot, the main characters, and any features of the text that strike you as interesting or unusual. Write down your ideas and bring them to class. We'll work out the minor details in class.
- Try to find solutions to problems or confusions you may have by briefly reviewing an assigned reading. Often you will be able to answer your questions yourself this way.

II. Writing: For all papers I expect good writing and complete documentation (see my "Writing guidelines" sheet: http://pages.pomona.edu/~cmc24747/writing_guidelines.htm). Paper assignments will be graduated to reflect your increased experience with the texts.

- Your papers should propose an interesting thesis, and should support this thesis with evidence from the text.
- Don't mess around with cute introductions or flowery terminology. Just state your case as simply and forcefully as you can.
- Provide citation of all evidence used. NB that modern scholarship does not in most cases constitute evidence (though if you follow a modern scholar's argument you should cite it). For a guide to citing the ancient writers go to: <http://pages.pomona.edu/~cmc24747/citation.htm>.
- Do not use internet sources of any kind. I know this is a draconian stricture, but it seems necessary in order to cut down on plagiarism, both intentional and unintentional.
- The Writing Center (Smith Campus Center 216, above the Coop Fountain) offers students free, one-on-one consultations at any stage of the writing process—from generating a thesis and structuring an argument to fine-tuning a draft. The Writing Fellows—Pomona students majoring in subjects including Biology, History, Politics, and Religious Studies—will work with you on an assignment from any discipline. Consultations are available by appointment, which you can make online: <http://writing.pomona.edu/writingcenter>.

III. Participation: Active participation in class is an extremely important part of this course. You are asked to contribute to all discussions.

- Come to class prepared to talk about the assigned texts. This means having questions, observations, and arguments *written down ahead of time*. It also means you have to bring up what you've written down during class discussion.
- If you're shy, come talk to me about strategies for you to participate. I will also try to get you involved at appropriate times during class.
- Make sure you pull your weight in group work. Collaboration with others is an important skill in the real world, so you might as well start practicing it now.
- I will also be making use of the discussion feature of Sakai. Your contribution to these discussions will also be figured in your participation grade.

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 pay attention for email updates! Please have the assignments read BEFORE the date indicated. BHR=*Brief history of the Romans*; HLR=*Handbook of life in ancient Rome*. CR=Course Reader

Week 1**T Jan 22: Introduction**

In class: Policies and General Introduction; Scope

R Jan 24

In class: Sources and resources; Roman names; Roman clothing

Week 2**T Jan 29:**

Prepare: BHR 15-31

In class: Geography & topography; Themes in Roman history

R Jan 31

Prepare: CR # 1 (Livy)

In class: The Regal Period—myth or history?

Week 3**T Feb 5**

Prepare: BHR 32-33; 44-52

In class: The Early Republic

R Feb 7

Prepare: CR #2 (The Twelve Tables, Livy)

In class: The Conflict of the Orders—class struggle or elite infighting?

Week 4**T Feb 12**

Prepare: BHR 59-77; CR #3 (Livy, Polybius)

In class: The Imperial Power

R Feb 14

Prepare: BHR 33-41; 54-58; 78-82; CR #4 (Polybius)

In class: The Republican Government—an ideal system?

PAPER 1 DUE SUNDAY FEBRUARY 17 AT 5 PM

Week 5**T Feb 19**

Prepare: BHR 82-118

In class: The Late Republic I

R Feb 21

Prepare: CR #5 (Appian, Plutarch)

In class: The Gracchi—reformers or revolutionaries?

Week 6**T Feb 26**

Prepare: BHR 119-129; 132-166

In class: The Late Republic II

R Feb 28

Prepare: CR #6 (Sallust, Cicero)

In class: What to make of the Catilinarian conspiracy?

Week 7

T Mar 4

Prepare: BHR 167-187; 201-213; 222-237; 247-253
In class: The Roman Revolution

R Mar 6

Prepare: CR #7 (Tacitus)
In class: Evaluation of the Imperial system

PAPER 2 DUE SUNDAY MAR 9 AT 5 PM

Week 8

T Mar 11

Prepare: BHR 256-262; 273-280; 284-291
In class: The reforms of Diocletian and Constantine

R Mar 13

In class: EXAM 1

Week 9

T Mar 25

Prepare: HLAR 37-38; 305-333; CR #8 (Pliny, Cicero, Gellius)
In class: Social structure and economy

R Mar 27

Prepare: HLAR 49-100
In class: The Roman military

Week 10

T Apr 1

Prepare: HLAR 129-164; CR #9 (Juvenal)
In class: Urban and rural life

R Apr 3

Prepare: HLAR 339-346; CR #10 (Pliny, Petronius, Juvenal, etc.)
In class: The Roman family

Week 11

T Apr 8

Prepare: HLAR 347-350; BHR 239-243; Selections: CR #11 (Cicero, Seneca, Pliny, Tertullian, Perpetua)
In class: Spectacles

R Apr 10

Prepare: HLAR 206-214; CR #12 (Quintilian, Juvenal)
In class: Education

PAPER 3 DUE SUNDAY APRIL 13 AT 5 PM

Week 12

T Apr 15

Prepare: CR #13 (Plautus)
In class: Roman drama

R Apr 17

Prepare: CR #14 (Vergil)
In class: Roman epic I

Week 13

T Apr 22

Prepare: CR #15 (Vergil)
In class: Roman epic II

R Apr 24

Prepare: Selections CR #16 (Catullus, Horace)
In class: Roman lyric and elegy

Week 14

T Apr 29

Prepare: CR #17 (Horace, Juvenal)
In class: Roman satire

R May 1

Prepare: HLAR 249-301 (skip lists)
In class: Religion

Week 15

T May 6

Prepare: CR #18 (Lucretius, Seneca)
In class: Philosophy

R May 8

NO CLASS

PAPER 4 DUE FRIDAY MAY 9 AT 5 PM

EXAM 2 WILL TAKE PLACE DURING THE SCHEDULED FINAL EXAM PERIOD

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.
- Johnston, H. W. 1932. *The private life of the Romans*. Revised by Mary Johnston. New York: Scott, Foresman & Co.
- 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.
- Shelton, Jo-Ann. 1997. *As the Romans did: a sourcebook in Roman social history*. Oxford: Oxford University Press.

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>