

Fall 2007, TR 1:15-2:30, Room TBA

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 to reach a satisfactory definition of "decadence" in Roman society, history, literature, and culture. A consideration of various contexts in which Roman decadence is portrayed or discussed will lead us to a consideration of various related conceptions decline, morality, and human nature. In the end, I hope you all will have both a broader understanding of what it means to evaluate Roman culture in particular and an appreciation for what is at stake in making such an evaluation of any culture.

Course Plan: This is a discussion course, the starting point for which is the selection of texts (primarily ancient writers) you will be reading. I have divided the texts up according to several general (and, perhaps, artificial) themes as a way to orient discussion in a general way. In each instance we will consider the ancient writers' views on decadence (such as they are) and decline. Because of the focus on discussion it is necessary for you to come to each session prepared with questions, observations, and arguments to contribute to the conversation. You will also be asked to write several papers in which you develop your ideas in more detail.

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

- Cicero, *Political Speeches*. Translated by D. H. Berry. Oxford.
- Horace and Persius, *The Satires of Horace and Persius*. Translated by N. Rudd. Penguin.
- Juvenal, *The Satires*. Translated by N. Rudd. Oxford.
- Livy, *The Rise of Rome: Books One to Five*. Translated by T. J. Luce. Oxford.
- Lucan, *Civil War*. Translated by S. Braund. Oxford.
- Petronius, *Satyricon*. Translated by S. Ruden. Hackett.
- Tacitus, *The Annals*. Translated by A. J. Woodman. Hackett.
- Vergil, *The Aeneid of Virgil*. Translated by A. Mandelbaum. Bantam.

NB: I will supply an online course pack 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): 50% --OR--

Essays (2) and Research paper (1): 50%

Responses and discussion posts: 25%

In-class participation and attendance: 25%

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 40-50 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 help in citing the ancient writers see: <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. Works marked with an asterisk (*) will be found in the online coursepack.

Week 1

T Sept 4: Introduction

In class: Policies and General Introduction

R Sept 6: The History of Decline

Prepare: Edward Gibbon, *History of the Decline and Fall of the Roman Empire* (selections)*; Hesiod, *Works and Days* 106-201*; Sallust, *Catiline* 1-13*; Livy, *History of Rome* Preface; Tacitus, *Annals* 1.1

In class: Discussion of texts; Roman history

Week 2

T Sept 11: The Decline of History?

Prepare: Livy, *History of Rome* 1.1-41

In class: Roman history, cont.; Discussion of texts

R Sept 13

Prepare: Livy, *History of Rome* 1.42-60, 2.8-15, 2.33-40, 3.31-35, 3.44-49

In class: Discussion of texts

Week 3

T Sept 18

Prepare: Livy, *History of Rome* 3.26-29, 4.19-20, 5.32-55

In class: Discussion of texts; The Roman empire

R Sept 20

Prepare: Tacitus, *Annals* 1.2-15, Book 4

In class: *I, Claudius* (1976); Discussion of texts

Week 4

T Sept 25

Prepare: Tacitus, *Annals* Books 5 and 6 (Optional: Cassius Dio, *Roman History* 58.5-14* on Sejanus' fate)

In class: *I, Claudius* (1976); Discussion of texts

R Sept 27

Prepare: Suetonius, *Gaius (Caligula)**; Tacitus, *Annals* Book 11

In class: *Demetrius and the Gladiators* (1954, clips); Discussion of texts

Week 5

T Oct 2

PAPER 1 DUE

In class: Review Discussion; Roman politics and oratory

R Oct 4: Decadent Words

Prepare: Velleius Paterculus, *Roman History* 1.16-18*; Quintilian, *Institutes of Oratory* 1.1.105-131*; Tacitus, *Dialogue on Oratory* 1-2, 14-35*

In class: Discussion of texts

Week 6

T Oct 9

Prepare: Cicero, *On the Command of Gnaeus Pompeius, Against Catiline I & IV*

In class: Discussion of texts

R Oct 11

Prepare: Cicero, *For Marcellus*; Pliny the Younger, *Panegyric* (selections)*

In class: *The Fall of the Roman Empire* (1964, clips); *Gladiator* (2000, clips); Discussion of texts

Week 7**T Oct 16: The Degeneration of Poetry I--Satire**

Prepare: Horace, *Satires* 1.1, 1.2, 1.4, 1.9, 1.10, 2.6, 2.8; Persius, *Satires* 1, 2, 3, 4
In class: Roman literature; Discussion of texts

R Oct 18

Prepare: Juvenal, *Satires* 1, 3, 6, 7, 10
In class: Discussion of texts

Week 8**T Oct 23**

NO CLASS

R Oct 25

PAPER 2 DUE

In class: Review Discussion; Introduction to epic

Week 9**T Oct 30: The Degeneration of Poetry II--Epic**

Prepare: Vergil, *Aeneid* Books 1 & 2
In class: Discussion of texts

R Nov 1

Prepare: Vergil, *Aeneid* Book 4
In class: Discussion of texts

Week 10**T Nov 6**

Prepare: Vergil, *Aeneid* Book 6
In class: *Cleopatra* (1963, clips); Discussion of texts

R Nov 8

Prepare: Vergil, *Aeneid* 8.121-484, 10.1-168, 10.424-738, 10.943-1248, 12.1-152, 12.928-1271
In class: Discussion of texts

Week 11**T Nov 13**

Prepare: Lucan, *Civil War* Book 1, 3.1-45, Book 5
In class: Discussion of texts

R Nov 15

Prepare: Lucan, *Civil War* 6.413-830, Book 7, 8.560-872
In class: *Spartacus* (1960, clips); Discussion of texts

Week 12**T Nov 20**

PAPER 3 DUE

In class: Review Discussion; Rome on the big/little screen

R Nov 22

NO CLASS

Week 13**T Nov 27: Decadent Romans**

Prepare: Petronius, *Satyricon* 1-60
In class: Discussion of texts

R Nov 29

Prepare: Petronius, *Satyricon* 61-114
In class: Discussion of texts

Week 14**T Dec 4**

Prepare: Petronius, *Satyricon* 115-141

In class: Discussion of texts; Preview of Fellini

R Dec 6

Prepare: ---

In class: *Fellini Satyricon* (1969)

Week 15**T Dec 11**

Prepare: ---

In class: *Fellini Satyricon* (1969)

R Dec 13

PAPER 4 DUE

NO CLASS

Bibliography: Here are some modern works on the authors we'll be reading.

Cicero

Dorey, Thomas A. (ed.). 1965. *Cicero*. New York: Basic Books..

Douglas, A. E. 1979. *Cicero*. 2nd edition. Oxford: Oxford University Press.

Fuhrmann, Manfred. 1992. *Cicero and the Roman Republic*. Translated by W. E. Yuill. Oxford: Blackwell.

May, James M. 2002. *Brill's companion to Cicero: oratory and rhetoric*. Leiden: Brill.

Mitchell, Thomas N. 1979. *Cicero: the ascending years*. New Haven: Yale University Press.

-----, 1991. *Cicero: the senior statesman*. New Haven: Yale University Press.

Rawson, Elizabeth. 1975. *Cicero: a portrait*. London: Allen Lane.

Stockton, David. 1971. *Cicero: a political biography*. London: Oxford University Press.

Wiedemann, Thomas. 1994. *Cicero and the end of the Roman republic*. London: Bristol.

Satire, Horace, Persius, Juvenal

Anderson, William S. 1982. *Essays on Roman Satire*. Princeton: Princeton University Press.

Bramble, J. C. 1974. *Persius and the Programmatic Satire*. Cambridge: Cambridge University Press.

Coffey, Michael. 1976. *Roman Satire*. London: Methuen.

Hight, Gilbert. 1954. *Juvenal the Satirist*. Oxford: Oxford University Press.

Freudenburg, Kirk. 2001 *Satires of Rome: Threatening Poses from Lucilius to Juvenal*. Cambridge: Cambridge University Press.

-----, 1993. *The Walking Muse*. Princeton: Princeton University Press.

Morford, Mark. 1984. *Persius*. Boston: Twayne.

Livy

Chaplin, Jane D. 2000. *Livy's exemplary history*. Oxford: Oxford University Press.

Jaeger, Mary. 1997. *Livy's written Rome*. Ann Arbor: University of Michigan Press.

Luce, T. J. 1977. *Livy: The composition of his history*. Princeton: Princeton University Press.

Miles, Gary B. 1995. *Livy: reconstructing early Rome*. Ithaca, NY: Cornell University Press.

Walsh, P. G. 1963. *Livy: his historical aims and methods*. Cambridge: Cambridge University Press.

Lucan

Ahl, Frederick M. 1976. *Lucan. An introduction*. Ithaca and London: Cornell UP.

Bartsch, Shadi. 1997. *Ideology in Cold Blood. A Reading of Lucan's Civil War*. Cambridge, MA: Harvard UP.

Henderson, John G.W. 1998. *Fighting for Rome: Poets and Caesars, History and Civil War*. Cambridge: CUP.

Leigh, Matthew. 1997. *Lucan: Spectacle and Engagement*. New York: OUP.

Masters, Jamie. 1992. *Poetry and Civil War in Lucan's Bellum Civile*. Cambridge: CUP.
 Morford, M.P.O. 1967. *The Poet Lucan*. New York: OUP.

Petronius

Connors, C. 1998. *Petronius the poet: verse and literary tradition in the Satyricon*. Cambridge: Cambridge University Press.
 Conte, Gian Biagio. 1996. *The Hidden Author: An Interpretation of Petronius' Satyricon*. Berkeley: University of California Press.
 Rimell, V. 2002. *Petronius and the anatomy of fiction*. Cambridge: Cambridge University Press.
 Slater, Niall W. 1990. *Reading Petronius*. Baltimore: Johns Hopkins University Press.
 Sullivan, J.P. 1968. *The Satyricon of Petronius: A Literary Study*. London: Faber.
 Walsh, P.G. 1970. *The Roman Novel: The Satyricon of Petronius and the Metamorphoses of Apuleius*. Cambridge: Cambridge University Press.

Quintilian

Kennedy, George A. 1969. *Quintilian*. Boston: Twayne.
 Tellegen-Couperus, Olga A. 2003. *Quintilian and the law: the art of persuasion in law and politics*. Leuven: Leuven University Press.

Suetonius

Baldwin, Barry. 1983. *Suetonius*. Amsterdam: Hakkert.
 Wallace-Hadrill, Andrew. 1983. *Suetonius: the scholar and his Caesars*. London: Duckworth.

Tacitus

Luce, T. J. and A. J. Woodman (eds.). 1993. *Tacitus and the Tacitean Tradition*. Princeton: Princeton University Press.
 O'Gorman, Ellen. 2000. *Irony and Misreading in the Annals of Tacitus*. Cambridge: Cambridge University Press.
 Martin, Richard. 1994. *Tacitus*. Revised Edition. London: Bristol.
 Mellor, Ronald. 1993. *Tacitus*. New York: Routledge.
 Sinclair, Patrick. 1995. *Tacitus the Sententious Historian. A Sociology of Rhetoric in Annales 1-6*. University Park: Pennsylvania State University Press.

Vergil

Adler, Eve. 2003. *Vergil's empire: political thought in the Aeneid*. Lanham, MD: Rowman and Littlefield.
 Anderson, W.S. 1969. *The Art of the Aeneid*. Englewood Cliffs, NJ: Prentice Hall.
 Cairns, Francis. 1989. *Virgil's Augustan Epic*. Cambridge: CUP.
 Clausen, Wendell. 2002. *Virgil's Aeneid: Decorum, Allusion and Ideology*. München-Leipzig: K.G. Saur.
 Hardie, Philip R. 1999. *Virgil. Critical Assessments*. London: Routledge.
 Horsfall, Nicholas. 1995. *A Companion to the Study of Vergil*. Leiden: Brill.
 Johnson, W.R. 1976. *Darkness Visible: A Study of Vergil's Aeneid*. Berkeley and Los Angeles: UC Press.
 Lyne, R.O.A.M. 1987. *Further Voices in Vergil's Aeneid*. Oxford: OUP.
 Mackie, C.J. 1988. *The Characterization of Aeneas*. Edinburgh: Scottish Academic Press.
 Martindale, Charles (ed.). 1997. *The Cambridge Companion to Vergil*. Cambridge: CUP.
 O'Hara, James. 1990. *Death and the Optimistic Prophecy in Vergil's Aeneid*. Princeton, NJ: Princeton UP.
 Perkell, Christine. 1999. *Reading Vergil's Aeneid: an interpretive Guide*. Norman, OK: University of Oklahoma Press.
 Putnam, Michael C.J. 1998. *Virgil's Epic Designs: Ekphrasis in the Aeneid*. New Haven, CT: Yale UP.
 Stahl, Hans-Peter (ed.). 1998. *Virgil's Aeneid. Augustan Epic and Political Context*. London: Duckworth.
 Thomas, Richard F. 2001. *Virgil and the Augustan Reception*. Cambridge: CUP.