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21H.302 The Ancient World: Rome
Spring 2005

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21H.302
THE ANCIENT WORLD: ROME

Spring 2005
TR 12:00-1 + Recitation

Prof. Will Broadhead
History Faculty

Prof. Steven Ostrow
History Faculty

Carolyn Cohen
Writing Tutor

READINGS AND RESOURCES

Books for the course (available at MIT Bookstore):

Our main textbook for the course will be the following, abbreviated to *Rome* on the schedule of readings below:

- M. Le Glay et al., *A History of Rome*, 3rd edition (Blackwell 2004).

The following translations of Greek and Latin masterpieces will be consulted frequently. If you choose not to purchase your own copy of each, please remember that you will be expected to have some version of the text with you when you come to lectures and recitations.

- Apuleius, *The Golden Ass*, translated with Introduction and Notes by P.G. Walsh (Oxford World's Classics 1999).
- Livy, *The Rise of Rome, Books 1-5*, translated with Introduction and Notes by T.J. Luce (Oxford World's Classics 1999).
- Plutarch, *Roman Lives*, translated by R. Waterfield with Introduction and Notes by P.A. Stadter (Oxford World's Classics 2000).
- Suetonius, *Lives of the Caesars*, translated with Introduction and Notes by C. Edwards (Oxford World's Classics 2001)
- Tacitus, *The Annals of Imperial Rome*, translated by M. Grant (Penguin Classics 1956).

Additional readings on class web-site:

Further reading material will be made available on the web-site for this subject. Such material is clearly distinguished as such on the schedule below.

Useful web-sites:

Forum Romanum www.forumromanum.org
A range of ancient sources in translation; a few articles on life in ancient Rome.

JSTOR www.jstor.org
The Scholarly Journal Archive.

Lacus Curtius penelope.uchicago.edu/Thayer/E/Roman/home
More ancient sources in translation; useful collections of photos of Latin inscriptions and theatres *inter alia*; a few old secondary works on ancient Rome.

Perseus Digital Library www.perseus.tufts.edu
A wealth of information: plenty of translations of Latin and Greek sources; lots of photographs of Roman sites; much other useful material.

The Stoa Consortium www.stoa.org
Several ongoing open access online projects.

ASSESSMENT

CLASS PARTICIPATION

20%

Your grade for class participation will be based on the following:

1. Attendance

You are required to attend both the Tuesday and Thursday lectures and your weekly recitation.

2. Reading

You are required to complete all reading assignments in time for the meeting with which they are associated, as indicated on the schedule. You are also required to bring with you to lecture/recitation a copy of any reading that has been assigned.

3. Active participation

You are expected to arrive at your weekly recitations having completed all the reading and prepared to pose questions and *actively* to contribute to the discussion of the material covered that week.

WRITING ASSIGNMENTS

60%

There are FOUR required writing assignments for this subject: THREE papers of 7 pages, ONE of which must be revised and resubmitted, in accordance with the guidelines for CI subjects. Each paper will make up **20%** of your final grade. Please note: in the case of the paper you choose to revise, your grade for the 20% in question will be the average of the grade on your original version and the grade on your revised version.

In order to catch any early problems as well as to allow time for thoughtful revision, you will be required to revise and resubmit one of the first two papers due. Students who receive a grade lower than B on Paper #1 will be required to revise that paper; all others may choose which of their first two papers they would prefer to revise. As part of the revision process, ***all*** students will be required to attend a 30-minute tutorial with the writing tutor for this course, Carolyn Cohen, at which you will have the opportunity to discuss strategies for improving the quality of your writing.

Due dates for the four writing assignments are as follows

- | | |
|-------------------------------|-------------------|
| 1. Paper #1 | Thursday, Feb. 24 |
| 2. Paper #2 | Tuesday, March 29 |
| 3. Revision of Paper #1 or #2 | Tuesday, April 26 |
| 4. Paper #3 | Thursday, May 5th |

FINAL EXAM

20%

A final exam of 1½ hours will be given during the regular examination period. Full details of the expectations for the exam will be circulated in due course.

CRITERIA & GUIDELINES FOR PAPERS

Papers receiving high grades will excel in each of the following:

Argument and Structure

Your paper should seek to convince its reader of an argument, a thesis, offered in answer to one of the questions set. The thesis should be clearly stated in the introduction to the paper. The body of the paper should then seek to support your thesis by marshalling an abundance of evidence from the ancient sources in a clearly structured, coherent, and linear argument. Finally, a conclusion should remind your reader of the thesis you have been supporting and show how that thesis is relevant to a wider historical context. Remember throughout that your paper should be a work of critical analysis.

Knowledge and Understanding

Your paper should display a close knowledge of the ancient source(s) on which your argument rests: knowledge both of the details of relevant passages as well as of the work as a whole. Your ability to subject the sources to critical analysis and to come to your own understanding of their significance should also emerge clearly from your paper.

Quality of Writing

Your argument should be expressed in clear, concise, and readable English. There should be no errors of grammar, syntax, or spelling. Precision and elegance of expression will be rewarded.

Referencing

You must always acknowledge your sources. **Please note:** Every time you either quote directly from a source or even simply refer to a source, you must provide a full citation. Since your papers are intended to be written largely from ancient sources, your citations will most frequently be to the likes of Suetonius or Tacitus. It is conventional in the field of ancient history to cite ancient authors in the text of an essay, not in footnotes or endnotes; so, for example: 'Suetonius here suggests.....(Suetonius, *Nero* 23)' or 'Tacitus records that.....(Tacitus, *Annals* 1.10)'. Since your paper should include an abundance of ancient evidence in support of your argument, there should be many such citations along the way.

Should you choose to consult modern sources in addition to ancient (highly recommended), you must be sure to provide full references here also. Such references should usually be provided in footnotes.

Continued...

Plagiarism

Full referencing is the only way to avoid plagiarism. Any unacknowledged borrowing of ideas, arguments, or direct quotes – whether intentional or not – is plagiarism and must be avoided. If you are not sure what plagiarism is, go to the *MIT Online Writing Communication Center* and follow the 'Citing and Using Sources' link or see the Humanities Library's publication, *Plagiarism and How to Avoid It*.

Using the Internet:

There is much of use to the ancient historian on the internet. There is also a lot of nonsense. Feel free to use the internet; but be aware that you are responsible for being critical of the material you encounter there and will be penalized for making use of sites that spout nonsense. As with any source, you must provide full references to material you consult on the internet, including the title and author of the page in question, the date on which it was written or last updated, the URL, and the date on which you accessed the site.

Formal Presentation:

All papers must comply with the following presentational guidelines:

- Papers must be 7 pages in length.
- Papers must be typed in 12-point Arial font, with 1½ line spacing.
- Standard margins (1.25" left and right, 1" top and bottom) must be used.
- Papers must be held together with a paperclip (NOT stapled: all papers will be photocopied after initial grading for reference of the writing tutor).

Penalty for Late Submission

Papers are due at the *beginning* of the lecture on the scheduled due date. Any paper submitted *after* the beginning of the relevant lecture will be considered late by one day. Any paper submitted on the day after the due date will be considered late by two days, and so on. Unexcused late submissions will incur a penalty of one partial grade step (e.g. from A- to B+) for each day late. Only serious and documented circumstances will be accepted as excuses (e.g. serious matters of health or other personal emergencies). Late papers should be submitted to Prof. Broadhead's mailbox in the History Office.

Provisional Schedule of Meetings

WEEK 1

2/1 **Introduction**

2/3 **Foundation Myths**

Reading:

- *Rome*, ch.1, 'Italy before Rome', pp. 3-16.
- Livy 1.1-16 (pp. 5-22).

2/4 NO RECITATION

WEEK 2

2/8 **Monarchy to Republic**

Reading:

- *Rome*, ch.2, 'The Formation of Rome', pp. 17-36.
- Livy 1.17-60 (pp. 22-70).

2/10 **Social Conflict in the Early Republic**

Reading:

- *Rome*, ch.3, 'The Young Republic', pp. 37-51.
- 'The 12 Tables' on Class website*

2/11 **Discussion 1: Livy's Early Rome**

Reading:

- Review Livy 1.1-70 (pp. 5-70).
- Livy 2.1, 2.9-14, 2.23-40, 3.32-34, and 5.32-55 (pp. 71-72, 79-86, 93-113, 173-175, and 316-341).
- T.J. Luce, Introduction to Livy, *The Rise of Rome*, pp. ix-xxvii.

WEEK 3

2/15 **The Roman Constitution I**

Reading:

- *Rome*, ch.3, 'The Young Republic', pp. 51-55.
- Polybius, Book 6, on Class website*

2/17 **Rome's Republican Empire (4th to 2nd c.)**

Reading:

- *Rome*, ch.4, 'The Growth of the Republic', pp. 57-83.

2/18 **Discussion 2: Roman Imperialism**

Reading:

- Plutarch, *Cato* (pp. 3-35).
- 'Imperialism' source selections on Class website*

WEEK 4

2/22 NO LECTURE

2/24 **Consequences of Empire I: the élites**

Reading:

- o *Rome*, ch.5, 'Consequences of Conquest', pp. 85-122.

→ PAPER #1 DUE ←

2/25 **Discussion 3: Administration and Exploitation of the Provinces**

Reading:

- o Cicero, *Speech against Verres*, excerpts on Class website*

WEEK 5

3/1 **Consequences of Empire II: arming and farming (Gracchi to Marius)**

Reading:

- o Plutarch, *Tiberius and Gaius Gracchus* (pp. 77-115).

3/3 **The Constitution II: Popular Politics and Sulla's Response**

Reading:

- o *Rome*, ch.6, 'Crisis of the Republic', pp. 123-160.

3/4 **Discussion 4: Sulla's Dictatorship**

Reading:

- o Plutarch, *Sulla* (pp. 169-215).

WEEK 6

3/8 **Pompey and the Special Command**

Reading:

- o Plutarch, *Pompey* (pp. 216-296).

3/10 **Dictatorship: Julius Caesar**

Reading:

- o Plutarch, *Julius Caesar* (pp. 297-359).

3/11 **Discussion 5: The Emergence of Monarchy**

Reading:

- o Review Plutarch, *Pompey* and *Sulla*
- o Cicero's *Letters*, selections on Class website*

WEEK 7

3/15 **The Constitution III: Augustus and the Principate**

Reading:

- *Rome*, ch.7, 'The Roman World in 31-28 BC', pp. 163-180 and ch.8, 'Augustus' pp. 181-214.

3/17 **The Hearts and Minds of Augustan Rome**

Reading:

- *Rome*, ch. 8, 'Augustus', pp. 214-227.

3/18 **Discussion 6: Views of Augustus**

Reading:

- Suetonius, *Augustus* (pp. 43-97).
- Tacitus, *Annals* 1.1-10 (pp. 31-39).
- 'Augustus' source selections on Class website*

3/22-3/25 **SPRING VACATION - NO LECTURES**

WEEK 8

3/29 **The Emperor and the Élites**

Reading:

- *Rome*, ch.9, 'The Julio-Claudians', pp. 229-254.
- Tacitus, *Annals* 15.48-16.35 (pp. 368-397).

→ PAPER #2 ←

3/31 **The Emperor and the Plebs**

Reading:

- Suetonius, *Nero* (pp. 195-227).
- *Rome*, pp. 345-357 on 'Spectacles and the Roman Empire'.

4/1 **Discussion 7: Views of Nero**

Reading:

- Review Suetonius, *Nero*, and Tacitus, *Annals* 15.48-16.35.
- Tacitus, *Annals* 14.1-65 (pp. 312-344).
- 'Nero' source selections on Class website*

WEEK 9

4/5 **High Politics from the Julio-Claudians to Commodus**

Reading:

- Rome, ch.10, 'The Flavians', pp. 255-274, and ch. 11, 'The Antonine Empire' pp. 283-311.

4/7 **Life in the Provinces**

Reading:

- Apuleius, *The Golden Ass*, pp. 31-141.

4/8 **Discussion 8: Apuleius**

Reading:

- Apuleius, *The Golden Ass* pp. 141-234.

WEEK 10

4/12 **The Roman Army**

Reading:

- *Rome*, pp. 339-345.
- 'Army' source selections on Class website*

4/14 **Daily Life in Imperial Rome**

Reading:

- 'Daily Life' source selections on Class website*

4/15 **Discussion 9: Roman Religion and the Imperial Cult**

- Apuleius, *The Golden Ass*, pp. 235-255.
- *Rome*, pp. 30-36, 221-225, 358-367.

WEEK 11

4/19 NO LECTURE

4/21 **The Mediterranean Economy**

Reading:

- *Rome*, pp. 312-339 and 369-393.
- K. Hopkins, 'Taxes and Trade in the Roman Empire (200 BC – AD 400)', *Journal of Roman Studies* 70 (1980) pp. 101-125 [available on JSTOR].

4/22 **Discussion 10: Roman Slavery**

Reading:

- *Rome*, all entries under 'slaves' in the index.
- 'Slavery' source selections on Class website*

WEEK 12

4/26 Third Century crisis

Reading:

- *Rome*, ch. 13, 'Equilibrium, AD 235', pp. 400-416, and ch.14, 'A Disintegrating Order, AD 235-284', pp. 417-430.
- 'Crisis' source selections on Class website*

→ REVISION OF PAPER #1 OR #2 DUE ←

4/28 Recovery: Diocletian & Constantine

Reading:

- *Rome*, ch. 15, 'A Different Order, AD 235-284', pp. 431-441; ch. 16, 'Different Institutions', pp. 443-460.

4/29 Discussion 11: MFA Roman Gallery (Optional)

WEEK 13

5/3 Economic Distress and Recovery

Reading:

- *Rome*, ch. 17, 'A Different Socio-Economic World', pp. 461-479.

5/5 The Impact of Christianity

Reading:

- *Rome*, ch. 18, 'A Different Civilization', pp. 481-500.

→ PAPER #3 DUE ←

5/6 Discussion 12: Christian persecution from Nero to Diocletian

Reading:

- Tacitus, *Annals* 15.32-47 (pp. 360-367).
- 'Persecution' source selections on Class website*

WEEK 14

5/10 Fall of Rome and Birth of Byzantium

Reading:

- *Rome*, ch.19, 'The End of the Roman World' pp. 501-512.

5/12 Ending Roman history