

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



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SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS STUDIES

VICTORIA UNIVERSITY OF WELLINGTON

CLAS 105: ROMAN HISTORY (CRN 801)

Trimester 2 – 2011

11 July – 12 November 2011

Trimester dates:

Teaching dates: 11 July to 14 October

Mid-term break: 22 August to 2 September

Study week: 17 to 21 October

Examination/ Assessment period: 24 October to 12 November

Names and contact details:

Lecturer: Prof. Jeff Tatum (course co-ordinator)

OK515, phone: 463 5846

jeff.tatum@vuw.ac.nz (please entitle emails: Roman History)

Tutors: Jess Casbolt, Tania Hayes, Dan Knox, Debora Marini

Class Times and Locations:

There will be THREE (3) lectures per week and approximately one tutorial per week.

(i) Lectures:

- | | | |
|--------------|----------------------------|-------|
| 1. Monday | 1:10-2 pm – Hugh MacKenzie | LT105 |
| 2. Wednesday | 1:10-2 pm – Hugh MacKenzie | LT105 |
| 3. Thursday | 1:10-2 pm – Hugh MacKenzie | LT105 |

(ii) Tutorials:

These will start in the second week of the course and will be held on most weeks in the Classics Museum (OK526). Tutorial groups will be arranged during the first week of the course. **You must sign up for a tutorial on Scubed.** You can do this from after the first lecture in Week 1 until Sunday evening (17th July). After that you must see Hannah in OK508 if you need to make a change. To sign onto Scubed, please go to

<http://signups.victoria.ac.nz>

Any problems or questions, please see Hannah in OK508

Monday	11 – 11:50am in OK523	with Tania
Monday	12 – 12:50pm in OK523	with Tania
Monday	1:10 – 2pm in OK524	with Dan
Monday	3:10 – 4pm in OK524	with Dan
Tuesday	1:10 – 2pm in OK523	with Jess
Wednesday	12 – 12:50pm in OK523	with Debora
Wednesday	3:10 – 4pm in OK523	with Debora
Thursday	10 – 10:50am in OK523	with Jess
Thursday	12 – 12:50pm in OK523	with Debora

There will not be a tutorial in the first week. (Check the **Lecture Programme** below for other tutorials and weeks when there is no tutorial).

Essential Texts:

M.T. Boatwright, D.J. Gargola & R.J.A. Talbert, *The Romans: From Village to Empire* (OUP 2004). [abbrev. *Romans*]

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

M. Grant, *Tacitus: The Annals of Imperial Rome* (Penguin 1989). [abbrev. *Tacitus*]

M. Grant, *Suetonius: The Twelve Caesars* (Penguin 1979). [abbrev. *Suetonius*]

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

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

Student Notes [abbrev. *Materials*]

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

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 during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Communication of additional information:

Any additional 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 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.*

Withdrawal from the Course:

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefund.s.aspx>

Learning Objectives:

The course is intended to introduce students to historical studies by giving them an overview of the changes in the Roman governmental system in the late Republic and early Empire. The reasons for this will be examined in terms of developments in social structures and political and economic changes. A basic outline of events and social and political systems will be presented in lectures. In tutorials, students will apply techniques of historical analysis (source criticism and the application of theory) to selected material.

Students who successfully complete this course should have a basic knowledge of the major events of the late Roman Republic and early Imperial periods. They should have a simple vocabulary of Roman political institutions

and social relationships. When presented with a particular case study, they should also be able to analyze various reports of events and be able to distinguish between them and posit reasons for the differences. They will be able to apply simple theories of causation to historical events, taking into account the cultural specifics of late Republican and early Imperial Rome, and be able to contrast the Roman governmental and social systems with those operating in New Zealand at the present. They will also be able to present their arguments in a logically coherent form, progressing from simple description to complex exposition.

Relationship between assessment and course objectives:

In the two essays, students will be able to choose from a variety of topics that will be answered by the application of the techniques noted above. The final examination will require the application of these techniques over a variety of chronological periods and topics to prevent undue specialization in any area and to indicate knowledge of the developments over time. It will also test the student's ability to apply techniques of source criticism and their knowledge of the basic cultural values of Roman society to specific pieces of evidence ("gobbets").

Course Delivery:

The course will be taught by way of a mixture 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 Scullard provides a fulsome narrative of the period most important for this survey).

(ii) Tutorials:

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

1. provide the opportunity for the discussion of specific topics and problems in some depth,
2. provide for small group study and analysis of primary source material,
3. introduce students to the technique of essay writing for history courses.

Course Prescription:

A survey of Roman political and social history from 150 BC to AD 114, the emphasis of which, however, is placed on the decline and fall of the Roman republic and the formation of the imperial system of government. Special attention will be given to our ancient sources and our difficulties in using them.

Course Content:

Herewith the programme of lectures and tutorials.

**CLAS 105: ROMAN HISTORY
LECTURE PROGRAMME 2011**

References to Scullard will be by chapter or page numbers, to Plutarch and Suetonius by the title of the relevant biography, to Tacitus by the book (and page) numbers in the *Annals*, to the course materials by page numbers.

Date	Subject	Readings
No Tutorial		
July 11	Meet the Romans	Materials 1-2; <i>Romans</i> 1-31
July 13	Making history: a brief introduction	Materials 3-22
July 14	The problem of early Rome	<i>Romans</i> 32-58
Tutorial 1: The senate & the cult of Bacchus in Italy		Materials 59-60
July 18	Imperialism: the rise of Rome and the 'unification' of Italy	Materials 23-25; <i>Romans</i> 75-96
July 20	Daily life in ancient Rome	Materials 26
July 21	The shape of Roman society	Materials 27-29; <i>Romans</i> 59-74; 140-53
Tutorial 2: Declaring war on Philip of Macedon		Materials 61-63
July 25	SPQR: the Roman constitution I	Materials 30-32; <i>Romans</i> 136-53
July 27	SPQR: the Roman constitution II	
July 28	Popular power and senatorial authority	Materials 33-39; <i>Romans</i> 98-104
Tutorial 3: Want to be Roman? Go Greek!		Materials 64-65
August 1	Imperialism: the conquest of Carthage and Greece	<i>Romans</i> 97-135

August 3 Crisis in Rome: Tiberius Gracchus *Romans* 153-59;
Pelling

August 4 Crisis in Rome: Gaius Gracchus *Romans* 160-65
Pelling

Tutorial 4: Essay Problems

August 8 *Novus Homo*: Gaius Marius *Romans* 166-78;
Plutarch 3-55

August 10 The Social War *Romans* 179-82

August 11 NO CLASS

No Tutorial: Write Your Essay!

August 15 Deadly reformer: L. Cornelius Sulla *Romans* 183-203;
Plutarch 56-109

August 17 Pompey the Great *Romans* 204-18;
Plutarch 160-253;
Cicero 102-33

August 18 Oratory & power: Cicero *Romans* 219-23;
Cicero xi-xxx;
134-203;
Plutarch 323-78

VACATION!

No Tutorial: Time to Mark your Essays!

September 5 The rise of Caesar *Romans* 227-35;
Suetonius 13-53;
Plutarch 254-322

September 7 The three-headed monster Plutarch 110-59

September 8 Rome in the fifties *Romans* 236-41

Tutorial 6: Empresses and princesses and other problems *Materials* 66-78

September 12 Crossing the Rubicon: civil war *Romans* 242-47;
251-53; **Pelling**

September 14	The dictatorship of Caesar	<i>Romans</i> 254-66; Cicero 204-21
September 15	Antony, Octavian & the end of the Roman republic	<i>Romans</i> 267-83; Suetonius 54-112 Pelling
Tutorial 7: Augustus and the ideology of the principate		Materials 79-91
September 19	<i>Nunc est bibendum</i> : the battle of Actium	<i>Romans</i> 267-83; Pelling
September 21	The invention of Augustus	<i>Romans</i> 290-93
September 22	NO CLASS	
Tutorial 8: The fall of Piso		Materials 92-99
September 26	Strong man and saviour	<i>Romans</i> 299-93; 313-16
September 28	<i>Res publica restituta</i>	
September 29	The Julio-Claudians I	<i>Romans</i> 317-49; Tacitus 31-227; Suetonius 113-184
Tutorial 9: Exam & Gobbet Practice		
October 3	The Julio-Claudians II	Tacitus 231-397; Suetonius 185-246
October 5	Vespasian and the Flavian restoration	Materials 40-41; <i>Romans</i> 353-63; Suetonius 247-314; Pelling
October 6	Imperial perfection: Trajan & Hadrian	Materials 42-51; <i>Romans</i> 364-80
No tutorial: write your essay!		
October 10	'most happy & prosperous': the Roman empire	<i>Romans</i> 393-404
October 12	Being Greek under Rome	Materials 52-58; <i>Romans</i> 390-92;

October 13 The fall of Rome

Romans 431-54

N.B. First essay is due
Second essay is due

Friday 19 August
Friday 14 October

Each essay will be worth 20% of the final grade; the final examination will be worth 60% of final grade.

Mandatory Course requirements:

To gain a pass in this course, a student must
(a) Attend at least 6 tutorial classes, and
(b) Complete assessment components.

The tutorial requirement can only be waived if

1. Medical certificates are produced **or**
2. Other circumstances make attendance at scheduled class times impossible.

In either case students should consult first with Prof. Tatum.

Assessment:

1. One internally assessed essay to be submitted by **Friday 19 August** —
20%
2. One internally assessed essay to be submitted by **Friday 14 October** —
20%
3. Final Examination (3 hours) within the period **21 October to 12 November**
— 60%

(i) Essays:

Students will be required to submit TWO essays each of 1500-2000 words (6-8 pages) in length. Topic lists for essays are attached to this Course Handout. Essays will test the student's understanding of the basic skills of Roman history, particularly the handling of primary and secondary sources, by their application to specific topics.

It is recommended that students produce *typed* essays, for the mental health of the markers. Students are also likely to find helpful the **Classics Study Guide** (available from Student Notes).

- Due dates for the essays:**
1. No later than **Friday 19 August**
 2. No later than **Friday 14 October**

Submission of Essays:

Written work submitted as part of the internal assessment of this course should be handed in to the Assignment Box (next to OK 512) along with the cover sheet provided. Written work should *not* be placed in lecturers' pigeonholes or under people's doors (where it may be recycled by cleaners!). Work is due by 6 pm on the due date.

Work that exceeds the word limit may, at the marker's discretion, be marked only up to the word limit. While the word limit is a suggested maximum, it is likely that work that falls short of this limit by a substantial amount will be judged inadequate and receive a reduced mark.

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

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.

Late Submissions:

Assignments submitted after the due date or the date of an approved extension will be penalized. A half mark (out of 20) will be deducted for each day (including weekends) or part thereof that the assignment is overdue. Late assignments may also be awarded a grade only, without comments, and there is no guarantee that late assignments will be handed back before the final examination.

*In no circumstances can written work for CLAS 105 be accepted after **October 21**.*

Return of Essays

The first essay will initially be returned at the first lecture after marking is complete; unclaimed essays may be collected from the Hannah Webling, Classics, OK 508. Marked second essays will be available from Hannah, after marking. You should expect to wait two weeks after the due date for marking to be completed.

(ii) Exam:

All students will sit a three-hour comprehensive examination. The particulars of the exam are described in an attachment at the end of this Course Handout.

Expected Workload:

Students should expect to commit about 12 hours per week to this course: 4 hours in attending lectures and tutorials, 4 hours in preparation for these classes, and 4 hours a week working on essays.

(FHSS guidelines suggest that total workload for this course should be 180 hours, although this may not be spread evenly throughout the period from first lecture to final examination.)

Statement on Legibility:

Students are expected to write clearly. Where work is deemed illegible, the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard within a specified time frame after which the penalty for a missed assessment will apply;
- if the student does not transcribe it to an acceptable standard, the work will not be marked and no credit will be awarded.

Class representative:

A class representative will be elected at the first class. The class representative provides a channel to liaise with the course coordinator in behalf of the students. The representative's contact details will thereafter be distributed to the whole of the class.

General University Statues and Policies:

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

Academic Integrity and Plagiarism:

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin:

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

Blackboard:

This course is part of the Victoria Blackboard — Online Learning system. You can access this via *MyVictoria*. Under *My Courses*, choose this course.

Information on this handout, announcements, and some course materials will be available. The email list on Blackboard will also be used to communicate news (and some handouts) to students in the class.

CLAS 105: Roman History: Government and Society

ESSAY ONE (due: Friday 19 August)

Choose one of the following topics for an essay of 1500-2000 words (6-8 pages), exclusive of diagrams, maps, illustrations, and bibliography. Essays should not exceed the maximum word-limit. If the limit is exceeded, the excess may not be marked and the overall grade may be reduced. Students are recommended to consult the **Classics Study Guide** (available from Course Notes Shop).

1. Briefly outline the role of the tribunes at Rome from its institution to the time of Tiberius Gracchus. Were Tiberius Gracchus' actions during his tribunate consistent with traditional practice or, as some suggested, a development of the office into a new and unintended instrument of government?
2. Following the Gracchi, the office of tribune became a battleground for the late Republic. Taking the cases of one or two significant tribunes other than the Gracchi (Saturninus, Sulpicius Rufus, Gabinius, Clodius, for example), indicate how their activities were indicative of political divisions within Roman society and how they and their opponents sought to gain the upper hand.
3. Gaius Marius is often seen as the model case of using a successful military career for political advancement in the late Republic. Indicate whether you think that he owed his rise to fame solely to military success or whether he is more multi-faceted than our sources sometimes suggest.
4. Briefly outline Sulla's political measures after he gained military control of Rome in the late 80s. How do these measures indicate the political divisions in Roman society? Did Sulla, by his legislation, have a realistic chance of establishing political stability in the Roman world?
5. By 50 BC Roman power stretched from the Rhine to the Euphrates. Much of this expansion had occurred within the last fifty years. Briefly outline this growth of the empire and indicate whether particular conquests occurred as a response to military problems (self-defence or accidental encounters) or as the result of deliberate aggression by individual Roman commanders.
6. Caesar is said to have begun the civil war to preserve his *dignitas*. Outline the importance of this prestige term for understanding his career. Do other political values (such as *clementia*) or political labels (such as *popularis*) help to explain his actions?
7. Discuss the rise of Pompey. What aspects of his career constituted a strain on the Sullan constitution? In what respects did Pompey's career prefigure that invention of Augustus?
8. What values motivated the political careers of the aristocracy? To what degree did these values and their actualizations lend stability or disorder to the republic?
9. Discuss the extension of the franchise in the period 150-40 BC. What advantages may have been seen in gaining Roman citizenship or in giving it to outsiders. Is this enough to explain the Social War or did it have other, deeper causes?

10. The tension between popular sovereignty and senatorial prestige lies behind the career of more than Roman politician. Select one and review his career from this perspective.

CLAS 105: Roman History: Government and Society

ESSAY TWO (due: Friday 14 October)

Choose one of the following topics for an essay of 1500-2000 words (6-8 pages), exclusive of diagrams, maps, illustrations, and bibliography. Essays should not exceed the maximum word-limit. If the limit is exceeded, the excess may not be marked and the overall grade may be reduced. Students are recommended to consult the **Classics Study Guide** (available from Course Notes Shop).

1. Using the sources for the reign of Augustus, can we discern a linear or teleological plan in his thinking and constitutional arrangements as to the position he eventually held as ruler of the Roman world in AD 14?
2. How popular was Augustus amongst the various different constituent groups within the empire? Was there much genuine dissent to his reign or was he seen by all as the saviour of Rome and its empire?
3. By reading Tacitus' *Annals* carefully, discuss the ways in which his portrayal of Tiberius represents a fictional literary creation rather than a real soldier-statesman?
4. Why and in what ways is the image we have of Nero so negative? Can you find any positive tradition buried within the ancient sources for his reign?
5. Discuss the ways in which the Flavian principate differed from the previous Julio-Claudian dynasty. Were these changes in style and governmental direction conscious choices or unavoidable political necessities?
6. Why were women from the imperial family important in the government of the early Roman empire, when women were almost completely excluded from Republican politics? Using one of Livia, Julia the Elder, Agrippina the Younger, and Messalina, indicate their significance in the Julio-Claudian period.
7. Plutarch composed what may have been the first sequence of imperial biographies in the Roman empire. He then turned to biographies that paired Greeks of the classical period with Romans of the republic (and monarchy). Look at one or two of Plutarch's biographies: what aspects of character does Plutarch emphasise? What motives can you suggest for pairing Greek and Roman subjects?
8. Taking one of Suetonius' biographies of the emperors, show how he structures his account of the life of an emperor. Does his method of portraying emperors in this way assist or hinder us in understanding imperial history?
9. Is it fair to suggest that Roman government was by and large successful in the period from 27 BC - AD 117? What evidence suggests otherwise and how did Roman elites manage such a large empire, *prima facie*, so well?
10. Why did the aristocracy assassinate Caesar? Caligula? Domitian? Do you discern changing motives and, if so, do these changes shed any light on societal changes over the course of the empire?

CLAS 105 - ROMAN HISTORY: GOVERNMENT AND SOCIETY

Final Exam 2011

NOTE: Students must achieve a mark of 40% or better on the final examination in order to pass the course, regardless of their marks on the internal essays.

The final exam will consist in three parts. In the first you will be asked to identify a selection from a series of names, phrases and such. In the second, you will be asked to identify and comment on a selection from a series of excerpts ('gobbets') from the primary sources read during this course. In the third, you will be asked to compose two essays from a selection of essay topics.

Herewith some examples of each:

Items to identify: **nobility**. Your answer: the nobility were those aristocrats who descended from a consul (*nobilis* means 'famous' or 'well-known'); they were the most powerful and consequential of the aristocracy and these families tended to resist the success even of other aristocrats; nobility continued to be an important category of nobility into the empire, though by then the emperor had become the major factor in reaching and preserving nobility. This would be a nearly perfect answer. A terrible (though not false) answer would be: **nobility**: it was important in ancient Rome to be noble. Most answers will fall in-between, and you will be given credit for giving an answer that is sufficient to show us that you understand the item (you should not be shy about showing off your erudition!). Not all items will require a lengthy answer. For instance: **Philip V**. You could answer: Philip V was the king of Macedon in the second century BC. His attempts to expand his kingdom brought him into conflict with the Romans. He was defeated in the Second Macedonian War and became a Roman ally thereafter. That would be a perfectly satisfactory answer. You will not be required to answer every item: you will be allowed to make a selection. You will, however, be asked to answer items from every historical period covered by the course.

You will also be asked to comment on individual passages, or gobbets. You will be allowed to choose from a selection of passages. Nevertheless, you will be required to comment on passages from all three of our principal primary authors (Suetonius, Tacitus and Plutarch) as well as passages relevant to the entirety of the course's historical coverage.

Examples of answers to gobbets:

As I mentioned above, Claudius fell so deeply under the influence of these freedmen and wives that he seemed to be their servant rather than their emperor; and distributed honours, army commands, indulgences or punishments according to their wishes, however capricious, seldom ever aware of what he was doing.

An answer to this question would do well to comment on these points:
- the bias of Suetonius (and writers like him): they did not approve of the emperor Claudius because he appeared to be dominated by ex-slaves

(freedmen) and women. If an emperor is to be influenced, it should be by the Senate.

- the truthfulness of the remarks. Perhaps Claudius was more aware of what he was doing than this passage suggests - that he did rely on freedmen heavily is true, but he may have intended to reform the imperial bureaucracy on these lines. His strained relations with the Senate (they did not elect him emperor) explain why he did not consult that body so frequently.

His wives, Messalina and Agrippina, seem very influential - they were politically important in their own right (e.g. Agrippina was Germanicus' daughter, Claudius' niece), and so it might be expected that they would have an affect on policy.

- the evidence this offers for Claudius' methods. In particular, this passage shows that Claudius *personally* intervened in public affairs more often than his predecessors. He had not been trained to become emperor and so his public image was often poor - he looked as though he did not know what he was doing, but was interfering under the influence of others. His involvement in legal matters was especially notorious.

Again, I would not expect any answer to cover all this and would give credit to other *relevant* information. The important thing to bear in mind is the historical significance of the passage (what does it tell us? what needs clarification? what historical problems does it raise? what are the problems with the nature of the evidence, e.g. author's bias, reliability of source?) *Do not simply paraphrase the passage.*

You will be familiar with the expectations of a formal essay. Again, you will be allowed to choose from a range of essay topics, though you will be required to compose one essay on the republican period, another on the imperial period.

HAVE FUN!