

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS STUDIES  
PROGRAMME IN CLASSICS**

**CLAS 105: ROMAN HISTORY AND SOCIETY**

**20 POINTS**

**TRIMESTER 2 2015**



## Important dates

**Trimester dates:** 13 July to 15 November 2015

**Teaching dates:** 13 July to 16 October 2015

**Mid-trimester break:** 24 August to 6 September 2015

**Study period:** 19–23 October 2015

**Examination/Assessment Period:** 23 October to 14 November 2015

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

## Class times and locations

Lectures for this course take place MWF from 11:00-11:50 in KK 301.

Tutorials will start in the second week of the course and will be held most weeks. Check the Programme of Lectures and Tutorials on the Blackboard site for detailed information. Tutorial groups will be assigned during the first week of the course. You must sign up for a tutorial by way of MyAllocator (<https://student-sa.victoria.ac.nz>). Any problems or questions, please contact Hannah in OK508.

The times & places for tutorials are:

Monday 12pm in KP14 101 – Julia  
Monday 2:10pm in Museum - Julia  
Tuesday 9am in Museum – Tim  
Tuesday 11am in Museum – Tim  
Tuesday 1:10pm in KP14 101 – Viki  
Tuesday 2:10pm in KP14 101 – Campbell  
Wednesday 2:10pm in KP24 103 – Campbell  
Friday 12pm in KP14 101 - Viki

## Names and contact details

Course coordinator: Prof. Jeffrey Tatum

Office & hours: OK515 at noon on Mondays or (gladly) by appointment.

Telephone & email: 04-463-5846 / [jeff.tatum@vuw.ac.nz](mailto:jeff.tatum@vuw.ac.nz)

Tutors: Viki Krausz ([viki0623@hotmail.com](mailto:viki0623@hotmail.com));

Julia Simons ([juliasimons01@gmail.com](mailto:juliasimons01@gmail.com));

Tim Smith ([smithtimo495@gmail.com](mailto:smithtimo495@gmail.com));

Stacey Wellington ([swellington1@live.com](mailto:swellington1@live.com))

## **Communication of additional information**

Any additional information 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 Programme will also be posted when this information is available. Other communication will be by way of Blackboard's email service: consequently it is a responsibility of each student to check his or her university email account regularly.

## **Prescription**

The history of Rome from its origins to its fall – by way of a fast moving survey concentrating on Roman imperialism, republican ideologies, the overthrow of the republic by Caesar and Augustus, and the difficulties of coping with emperors. Special attention is given to ancient literary sources and the problems they throw up.

## **Course learning objectives (CLOs)**

Students who successfully complete this course should be able to:

1. possess a basic knowledge of the major events of the late Roman Republic and early Imperial periods
2. possess and understand the fundamental vocabulary of Roman political institutions and social relationships
3. when presented with particular case studies, analyse varying ancient sources and be able to distinguish between them and posit reasons for the differences
4. apply theories of causation to historical events, taking into account the cultural specifics of late Republican and early Imperial Rome
5. contrast Roman governmental and social systems with those operating in New Zealand at the present
6. present their arguments in a logically coherent and literate form, progressing from simple description to complex exposition.

## **Teaching format**

The course will be taught by way of a mixture of lectures and tutorials, the latter of which will involve discussion, sometimes in small groups, and regular quizzes.

## **Mandatory course requirements**

There are no mandatory course requirements for this course.

## **Workload**

Students are expected to spend, at a minimum, an average of 12 hours per week on this course, including preparing for classes and tutorials and attending them. In other words, students should expect to attend 3 hours each week in lectures and 1 hour each week in a tutorial – supplemented with 8 hours or reading or writing or other suitable preparations. This workload will naturally increase somewhat when students are preparing for the final examination or completing the essay assignment. Over the course of the term each student should expect to devote approximately 200 hours.

## Assessment

This course is assessed by a combination of internal assessment (40%) and a final examination (60%).

Assessment items and workload per item	%	CLO(s)	Due date
<p><b>1</b> <b>Tutorial quizzes:</b> each tutorial will commence with a brief quiz (consisting of four questions requiring short, objective answers), of which the four highest marks will count toward the final mark (each quiz that is counted is therefore worth 5% of the final mark). Each quiz will last 10 minutes.</p>	20	1, 2, 5	final tutorial during week ending 16 Oct
<p><b>2</b> <b>Essay:</b> Each student must submit an essay of 1500-2000 words (including references). The particulars of the essay project are explained on the Blackboard Website (go to Course Resources and read the item entitled Essay Assignment): there you will find the instructions for the assignment as well as the primary and secondary sources you will need in order to complete it. You will also find guidance in citing ancient and modern evidence. Read these instructions carefully – and follow them closely. The essay project is designed to help you to learn how to interpret ancient sources of various kinds, how to read and engage with modern scholarship, and how to construct a sound and literate argument.</p> <p>All students must submit an essay by September 12. This essay will be marked very closely for content and for style, with copious annotation. Students will then have the option of either accepting their initial mark or revising their essays, most effectively by taking advantage of the detailed comments accompanying their initial drafts. Revised essays must be turned in by October 2.</p> <p>Students who revise their essays will receive the higher of the two marks. The original annotated draft of the essay must be turned in along with the revised version.</p> <p>It is recommended that students produce typed essays, for the mental health of the markers. Students should consult the Classics Study Guide (available on the Blackboard site) for further guidance on the correct format for an essay in Classics.</p>	20	1, 2, 3, 4, 5, 6	11 Sept & 2 Oct
<p><b>3</b> <b>Final examination:</b> a two-hour examination to be held at a time determined by the University. The exam will consist of two parts: (i) short answers to objective questions and IDs and (ii) two essays. Sample essay questions will be distributed at the final tutorial so that students can organise their preparation around the central themes and issues of the course.</p>	60	1, 2, 3, 4, 5, 6	TBA

*Criteria for marking:* for quizzes and for the short answer section of the final exam, answers are simply correct or incorrect (e.g. in what year was Caesar assassinated? Only 44 BC is an acceptable answer; or, what is the highest annual magistracy in the Rome? Only consul or the consulship are acceptable answers, and so forth).

As for essays, the following general expectations will be applied when marking:

**A to A+** Outstanding work which displays wide knowledge, awareness of the current state of thinking on the subject, critical analysis, independence of mind, initiative, and intellectual rigour. Clearly prepared, with a well-structured argument, avoiding irrelevance. Originality is rewarded, but is not a necessary requirement.

**B+ to A-** Well-organised, detailed and logical work, showing a thorough understanding of the subject as taught, with evidence of additional study. There should be no significant deficiencies in competence in the subject.

**C- to B** Work which displays overall competence and an understanding of the basics of the subject. The answer contains reasonably good information, but there may be only limited evidence of additional, independent study. There may be insufficient discussion, and conclusions may not always be adequately supported.

**D** Work which displays poor and barely adequate comprehension of basic facts and principles, with significant gaps or errors of detail, some irrelevance, and poorly constructed argument; it may be largely descriptive, rather than arguing a case; or it may fail to focus properly on the question set.

**E** Work which displays largely inadequate understanding of basic facts and principles, with significant errors, omissions or irrelevance, and which shows a lack of grasp of the essentials of the subject.

## **Submission and return of work**

Tutorial quizzes will be collected from students on the day. They will be marked and returned at the next tutorial.

Essays should be handed in by way of the Assignment Box (next to OK 512) along with the cover sheet provided. Written work should not be placed in the lecturer's pigeonhole or under his office door (where it may be recycled by cleaners!). The first draft of the essay is due by 5 pm on SEPTEMBER 11. The second draft is due by 5 pm on OCTOBER 2. Essays will be marked and returned as soon as possible, ordinarily in two to three weeks.

## **Extensions and penalties**

### **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. Students who miss the first due date for the first draft of the essay can hand in their essay at the second due date, but will lose the advantage of annotations that will help them in revising their essay.

## Penalties

While the word limit for essays is a suggested maximum, it should not be exceeded by more than 100 words. Essays that are too long will be returned for revision and will be marked down one letter grade. If an essay is too short by more than 500 words, its mark will be reduced by one letter grade.

Assignments submitted after the due date or the date of an approved extension will be penalised. A full mark (out of 20) will be deducted for each day (including weekends) or part thereof that the assignment is overdue. Again, students who miss the first due date for the first draft of the essay can hand in their essay at the second due date, but will lose the advantage of annotations that will help them in revising their essay.

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

## Materials and equipment

For all quizzes and the final examination, students are permitted to use pens, pencils, and paper only. No computer or calculator or any other electronic device is permitted.

## Set texts

M.T. Boatwright, D.J. Gargola, N. Lenski & R.J.A. Talbert, *The Romans: From Village to Empire*, 2nd ed. (OUP 2012). [**abbrev. Romans**]

C. Edwards, *Suetonius: Lives of the Caesars* (OUP 2000). [**abbrev. Suetonius**]

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

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

J. Tatum, *Plutarch: The Rise of Rome* (Penguin 2013). [**abbrev. Tatum**]

All undergraduate textbooks and student notes will be available from Vicbooks in the Hub (Kelburn Campus). Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

## Recommended reading

Additional readings will be made available on Blackboard.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

## Student feedback

Presently there is no student feedback on line for this course. However, changes are made continually to lectures and tutorials. In addition, the lecture outlines and synopses are now available on Blackboard. Towards the end of term, students will have the opportunity to provide assessment of the course itself as well as lecturing and tutorials.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## PROGRAMME 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 Boatwright et al. provides a fulsome narrative of the period covered in this survey).

At first blush, I realise, there is rather a lot reading in this course, but nearly all of it consists of readings from ancient sources: these are terrific works of literature – mostly (for this course) biographies of famous Romans, which I believe you'll find a pleasure. Some of our readings, by contrast, are strictly scholarly and, although they are crucial for understanding Roman history, will (it must be admitted) be less pleasurable. Reading ancient literature or modern scholarship is a skill that takes time to master, and you should feel free to contact your tutors or Jeff whenever you have any difficulties with the readings (which are an important part of the course).

(ii) *Tutorials*: Tutorials are an integral part of the teaching programme. As such they should not be taken lightly as 'optional extras'. The tutorial programme is designed to:

1. provide for small group study and analysis of primary (and secondary) source material.
2. introduce students to the techniques of essay writing for history courses.
3. provide opportunities for discussion and revision of key themes in the lectures.

Tutorials are also the occasion for the short quizzes, which are designed to assist you in staying up-to-date with the lectures and readings.



## Schedule of Lectures and Tutorials:

References to the readings are by way of the following abbreviations:

M.T. Boatwright, D.J. Gargola, N. Lenski & R.J.A. Talbert, *The Romans: From Village to Empire*, 2nd ed. (OUP 2012). [**abbrev. Romans**]

C. Edwards, *Suetonius: Lives of the Caesars* (OUP 2000). [**abbrev. Suetonius**]

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J. Tatum, *Plutarch: The Rise of Rome* (Penguin 2013). [**abbrev. Tatum**]

Date	Subject	Readings
<i>no tutorial during the first week of term</i>		
July 13	Meet the Romans	Blackboard readings; Romans 1-31
July 15	Making history: a brief Introduction	Blackboard readings
July 17	The problem of early Rome	Blackboard readings; Romans 31-53; Tatum xxx-xxxv; 5-53; 191-244 (optional reading: <i>Life of Publicola</i> , also in Tatum)
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Tutorial 1:	Reading Ancient Writers	Blackboard Readings; Suetonius viixxx; Pelling xvxlvi; Tatum xiv-xxxv
July 20	Imperialism: the rise of Rome and the 'unification' of Italy	Blackboard Readings; Romans 69-86
July 22	Daily life in ancient Rome	Blackboard Readings
July 24	The shape of Roman society	Blackboard Readings; Romans 60-64; 125-41
.....		
Tutorial 2:	Aristocracy & its Obligations	Blackboard Readings

July 27	SPQR: the Roman constitution I	Blackboard Readings; Romans 53-69; 141-42
July 29	SPQR: the Roman constitution II	Blackboard Readings
July 31	Popular power and senatorial authority	Blackboard Readings; Romans 125-29
.....		
Tutorial 3:	Revising the Roman Constitution	
August 3	Imperialism: the conquest of Carthage and Greece	Romans 87-124; Tatum 47-344; 407-75; 533-83
August 5	Crisis in Rome: Tiberius Gracchus	Romans 144-48; Pelling 3-37
August 7	Crisis in Rome: Gaius Gracchus	Romans 148-53; Pelling 38-60
.....		
Tutorial 4:	Revising the Gracchi	
August 10	Managing an Empire	Blackboard Readings; Romans 109-24; 167-70
August 12	Novus Homo: Gaius Marius	Romans 163-67; Seager 3-55
August 14	The Social War	Romans 171-75
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Tutorial 5:	Writing Your Essay	
August 17	Deadly reformer: Sulla	Romans 175-93; Seager 56-109
August 19	Pompey the Great	Romans 196-208; Seager 160-253
August 21	Oratory & power: Cicero	Romans 209-16; Seager 323-78
.....		
August 24-September 4 MID-TERM BREAK		
.....		
No Tutorial: Time to Write Your Essays!		
September 7	The rise of Caesar	Romans 217-26; Suetonius 3-42; Seager 254-322

September 9 The three-headed monster Seager 110-59

September 11 Rome in the fifties Romans 226-41

*essays are due on Friday, September 11th*

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No Tutorial: Time to Mark Your Essays!

September 14 Crossing the Rubicon: Romans 241-43;251-53; Pelling  
civil war 169-246

September 16 The dictatorship of Caesar Romans 244-56; Pelling 247-312

September 18 Antony, Octavian & the Romans 257-72; Suetonius 43-97  
end of the Roman republic

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Tutorial 6: Revising the Civil War Blackboard Readings

September 21 Nunc est bibendum: Romans 272-76; Pelling 313-412;  
The battle of Actium Blackboard Readings

September 23 The invention of Augustus Romans 276-308

September 25 Res publica restituta Blackboard Readings

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No tutorial: Time to Revise Your Essays!

September 28-October 2 NO LECTURES

*revised essays are due on Friday, October 2nd*

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Tutorial 7: Revising the Res Gestae Divi Augusti

October 5 The Invention of Empire Romans 309-46; Suetonius 98-  
227; Blackboard Readings

October 7 Vespasian and the Flavian Blackboard Readings;  
restoration Romans 347-59; Suetonius 228-  
94; Pelling 413-69

October 9 Imperial perfection: Blackboard Readings;

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Tutorial 8:	Sitting the Exam	
October 12	Render unto Caesar: Emperor Worship	Blackboard Readings; Romans 391-2; 425-30.
October 14	'most happy & prosperous': the Roman empire	Romans 375-400; Tatum xxvii-xxx
October 16	The fall of Rome	Romans 401-11; 427-50