

The Roman Republic

CLS 257/HIS 257

MWF 8:00-8:50 A.M.

Room: HSSC N3118

Instructor: Regina Loehr (she/her)

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Office Hours: M 11:00-12:00, T 11:00-12:00, W 9:00-9:50 and by appointment

Course Description

Today the ancient Roman Republic is standardized as 509 BCE to 31 BCE, from the overthrow of the last king of Rome, Tarquinius Superbus, to the defeat of Marcus Antonius and Cleopatra VII at Actium by the forces of Octavian, who thus solidified his position as the “first citizen” (*princeps*) of Rome. In this course we investigate the defining features of the Republic – including its temporal bounds – and take a critical approach to the sources for this period. How do we know about ancient Rome? What perspectives, cultural frameworks, and cultural contexts do the ancient sources bring and how do these affect their relationship with the past? Students also investigate how the Romans fashioned their own sense of identity, the anxieties which both were influenced by and influenced this sense of identity, and the idea and practice of political balance for which the Republic is so renowned.

Course Objectives

- To have a grasp of the course of major military and political events, persons, places, and topics throughout the period of the Roman Republic,
- To practice historical inquiry by employing a variety of historical methodologies appropriately and effectively,
- To discern and evaluate different types of ancient sources and to practice using and analyzing these sources appropriately and effectively,
- To evaluate the perspectives, frames, and practices of ancient historians,
- To be able to distinguish between historical and historiographical modes of thought and analysis,
- To have a sense of major scholarly debates in the field of ancient Roman history.

Required Textbooks

Livy: The Early History of Rome, Books I-V. 2002. Trans. Aubrey de Sélincourt. Penguin Classics. ISBN-13: 978-0140448092.

Polybius: The Rise of the Roman Empire. 1979. Trans. Ian Scott-Kilvert. Penguin Classics. ISBN-13: 978-0140443622.

Plutarch: Romans Lives. 2009 (1999). Trans. Robin Waterfield. Oxford UP. ISBN-13: 978-0199537389

Sallust: Catiline's Conspiracy, The Jugurthine War, Histories. 2010. Trans. William W. Batstone. Oxford UP. ISBN-13: 978-0192823458.

Cicero: Political Speeches. 2006. Trans. D.H. Berry. Oxford UP. ISBN-13: 978-0199540136.

Julius Caesar: The Civil War. 2008 (1997). Trans. John Carter. Oxford UP. ISBN-13: 978-0199540624.

Evaluation

Assignments	5%
Participation	10%
3 Examinations:	
Take Home Assessment	5%
Midterm Exam	10%
Final Exam	25%
1 Literary Response	5%
4 Projects: epigraphy, numismatics, prosopography; and portfolio, 5% each	20%
2 Projects: event, scholarly analysis, 10% each	20%

Participation

Class participation is the gateway to fuller understanding and analysis of the texts. Your active participation in class discussions helps all of us explore, critique, and enjoy the course material and hones your ability to express your thoughts eloquently. By reading the texts and sharing your responses to and questions of these texts, you develop the critical skills applicable to any analysis of written (and other) material. I will evaluate you on how well-prepared you are for each class period and on how you engage in the discussions.

Everyone has an off day. One absence will not affect your grade. However, for this course, 3 unexcused absences result in a drop of your grade by a letter (i.e., from A to A-, A- to B+, etc.).

Readings

Ancient texts form the backbone for this course. Careful reading of all texts is essential for success in this course. Read the assigned texts, take thoughtful notes on anything significant or confusing, and then re-read those sections which cause difficulty. Be able to distinguish the most important ideas, characters, and events in order to engage fully in the course discussions and projects.

Assignments

Throughout the course there will be small assignments, mostly in class. These will help you engage with the readings, sources, and discussions.

Literary Response

Please respond in 1-2 pages to a prompt on Blackboard about an assigned reading for a class period. This requires you to reflect more deeply upon the reading. Your literary response paper will be due via Blackboard by the start of the Midterm Examination on Friday, October 14th. You only need to submit one literary response paper.

Project Series

The main assignments for this course consist of a series of projects which practice specific modes of historical inquiry and engage both with the material discussed within class and assigned readings. These include the epigraphic, numismatic, prosopographic, event, and scholarly analysis projects. A project guideline will be distributed and discussed in class on the day listed on the syllabus for each project. Please consult the project guidelines for further information, and consult the course schedule for exact due dates of each project.

Portfolio

The portfolio, due on the final day of class, Friday, December 9th, provides a synthesis of all your projects from the course and includes your reflection on your work. You will need to complete two tasks: First, revise according to the feedback you will have received for each of your projects. Collect them and resubmit them together. Second, write a reflection on your work throughout the course. Specific guidelines will be provided on Friday, December 2nd.

Examinations

There are three total examinations in this course. The first is a take home assessment, to be distributed at the end of the class period on Friday, September 16th and due at the beginning of the class period on Monday, September 19th. You may use resources available to you to complete this assessment. This assessment will both introduce you to the format for the examinations and provide me with a check on your progress in the course.

The second is an in-class examination, of the same format as the take home assessment, but which must be completed within the class period on Friday, October 14th. Yes, this exam occurs on the class day before Fall Break. It is a mandatory examination.

The third, final examination occurs at 9:00-12:00 on Thursday, December 15th. This exam will contain the same (one-hour) form as the previous exams but will add an essay portion. I will distribute three essay prompts during the final week of classes. Two of these prompts will appear on the examination. You will be required to write one essay. These prompts will center on topics discussed throughout the entirety of the course. Further instructions will be given with the prompts.

Policies

Inclusion

This course is an open space for everyone to learn. Please respect your colleagues and me so that we can create an inclusive, supportive, and respectful learning community. I encourage you to get to know your colleagues and become a network of support for each other.

Academic Honesty

The college has a clear policy on academic honesty:

[http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)

If in this course you feel overwhelmed, inadequate, or constantly behind and do not know what to do, please come see me. We can discuss and create a strategy to help you. Let us meet and form a plan which can work for you and your other commitments.

Academic Preparation

If you need assistance with any kind of academic skillset, from notetaking to time management and beyond, please consult with the Academic Advising office, on the upper level of Steiner Hall, advising@grinnell.edu

Accommodations

If you require accommodation for any diagnosed disability, please contact the Accessibility and Disability Services, which are located on the 3rd floor of the Rosenfield Center. You can also contact Jae Hirschman directly, by phone at 641-269-3710. I want our class to be a welcoming and encouraging learning environment. If you find yourself struggling with the material or with anything else, please do come and talk to me. I can help guide you in the right direction to the rich resources available at Grinnell, and we can make a plan to help you succeed in the course.

Wellness

For any health needs, physical, mental, or both, please consult with Student Health and Wellness (SHAW) (641-269-3230), which is located in the lower level of the Forum. SHAW will help you coordinate absences from class due to illness, so please notify them as well as me if you will miss class due to illness.

Religious Observances

Please consult the course schedule at the beginning of the semester if you foresee celebrating an important religious holiday during the course of the semester. It is important that you communicate with me in the first two full weeks of the semester if a course requirement will conflict with a religious observance.

Technology

Electronic devices provide distraction. I strongly discourage use of computers in our classroom. Empirical studies demonstrate that notetaking on electronic devices compromises student learning when compared to notetaking by hand.¹ I want you to get the most out of this class and to engage with, comprehend, and synthesize the material. Therefore, I strongly encourage you not to use a computer in the classroom. (The exception is days when we engage with digital projects or texts, which I will announce ahead of time.) However, because I understand that, for some people, taking notes by hand may not be a viable option, you may still choose to bring your computer to class for course purposes only. Please be respectful of your fellow students, me, and yourself by disabling all other distractions.

Cell phones, however, are not acceptable in the classroom. Please keep them stowed away completely for the duration of the class period.

¹ Mueller, P.A. and Oppenheimer, D.M. 2014. "The pen is mightier than the keyboard: Advantages of longhand over laptop note taking." *Psychological Science*. 25.6. 1159-1168. Reference is from Ann E. Ellis, Psychology 233 – Developmental Psychology syllabus, Spring 2020.

Schedule

F 8/26	Introduction	Read Livy, 1.1-27 (pp. 29-64) (Literature Response (LR))	
M 8/29	Regal	Read Livy, <i>Ab Urbe Condita</i> 1.28-60 (pp. 64-104) (LR)	
W 8/31	Regal	Read Livy, 2.1-32 (pp. 107-146) (LR)	
F 9/2	Regal	Read Livy, 2.32-65 (pp. 146-189) (LR)	
M 9/5	Early	Read Polybius, <i>Historiae</i> 6.2-58 (pp. 302-352) (LR)	
W 9/7	Early	Read Livy, 3.1-39 (pp. 193-242) (LR)	
F 9/9	Early	Read Livy, 3.40-72 (pp. 242-284) (LR)	
M 9/12	Early	Read Livy, 5.1-35 (pp. 367-410) (LR)	
W 9/14	Early	Read Livy, 5.36-55 (pp. 410-435) (LR)	
F 9/16	Early	Take Home Assessment	
M 9/19	Mid	Take Home Assessment DUE Read Polybius, 1.1-31 (pp. 41-76) (LR)	
W 9/21	Mid	Read Polybius, 1.32-64 (pp. 76-110) (LR)	
F 9/23	Mid	Read Polybius, 3.1-55 (pp. 178-228) (LR)	
M 9/26	Mid	Read Polybius, 3.56-118 (pp. 228-276) (LR)	
W 9/28	Mid	Read Polybius, 10.2-40, 15.1-19 (pp. 404-423, 464-493) (LR)	
F 9/30	Mid	Epigraphic Project assigned Read supplementary materials	
M 10/3	Mid	Read Polybius, 36.9-17, 38.1-22 (pp. 535-539, PDF) (LR)	
W 10/5	Mid	Reading TBD	
F 10/7	Mid	Epigraphic Project DUE Read Plutarch, <i>Life of the Gracchi</i> (pp. 83-115) (LR)	
M 10/10	Mid	Read Plutarch, <i>Life of Marius</i> (pp. 123-168) (LR)	
W 10/12	Mid	Study for exam.	
F 10/14		Literary Response DUE Midterm Examination	Read supplemental materials
- -	- -	- - - Fall Break - - - - -	- -
M 10/24	Late	Numismatic Project assigned Discuss Cultural Topic Read Sallust, <i>BJ</i> 1-61 (pp. 52-93)	

W 10/26	Late	Read Sallust, <i>Bellum Jugurthae</i> 62-114 (pp. 93-127)
F 10/28	Late	Read Plutarch, <i>Life of Sulla</i> (pp. 175-215)
M 10/31	Late	Numismatic Project DUE Read Plutarch, <i>Life of Pompey</i> 1-42 (pp. 223-261)
W 11/2	Late	Read Cicero, <i>Pro Imperio</i> (pp. 110-133)
F 11/4	Late	Prosopographic Project assigned Read Sallust, <i>Bellum Catilinae</i> (pp. 10-47) OR Cicero, <i>In Catilinam I-IV</i> (pp. 157-203)
M 11/7	Late	Read Cicero, select letters, selections from Plutarch and Appian (PDF)
W 11/9	Late	Read Cicero, <i>Pro Milone</i> (pp. 183-223 PDF)
F 11/11	Late	Prosopographic Project DUE Read Cicero, select letters, selections from Plutarch and Appian (PDF)
M 11/14	Late	Event Project assigned Read Plutarch, <i>Life of Pompey</i> 43-80 (pp. 261-296)
W 11/16	Late	Read Caesar, <i>Bellum Civile</i> 1 (pp. 3-49)
F 11/18	Late	Read Caesar, <i>Bellum Civile</i> 2 (pp. 50-75)
M 11/21	Late	Read Caesar, <i>Bellum Civile</i> 3 (pp. 76-110)
W 11/23	Late	Event Project DUE Scholarly Analysis Project assigned Read Cicero, <i>Pro Marcello</i> (pp. 212-221)
- - - - -		- - - - - Thanksgiving Break - - - - -
M 11/28	Late	Read Cicero, select letters, selections from Plutarch and Appian (PDF)
W 11/30	Late	Read Cicero, <i>2nd Philippic</i> (pp. 229-270)
F 12/2	Late	Scholarly Analysis Project DUE Portfolio Reflection assigned Read Plutarch, <i>Life of Antony</i> 1-48 (pp. 365-402)
M 12/5	Augustan	Read Plutarch, <i>Life of Antony</i> 49-87 (pp. 402-430)
W 12/7	Augustan	Read Augustus, <i>Res Gestae</i> ; Read Tacitus, <i>Annales</i> excerpts (PDF)
F 12/9	Conclusion	Portfolio DUE
R 12/16 9:00-12:00 PM		Final Examination