



Punishment of Tarpeia, Basilica Aemilia, ca. 179 BCE, J. Cummins

CLS / HIS 257: ROMAN REPUBLIC  
Fall 2018

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Office Hours: MWF 2:30–3:30 P.M.;  
by appointment; by chance

"History is a study of power in human systems: how it is managed, seized, lost, used, and occasionally even shared."

Gordon S. Shrimpton, *History and Memory in Ancient Greece*, McGill-Queen's UP, 1997, p. 3.

## **COURSE DESCRIPTION**

This course examines the rise of Rome from a village on the banks of the Tiber River to an imperial Mediterranean power governed by a republic (753 BCE to 14 CE). It focuses on Rome's expansion in Italy, its struggle with Carthage, the tumultuous "fall" of the republic, the Augustan settlement and the transition to empire. Attention is also given to Roman social and religious life. Students analyze both literary texts and archaeological evidence.

## **TEXTS**

Potter, David. *Ancient Rome: A New History*. Thames & Hudson, 2009.

### **Ancient Sources:**

Appian. *The Civil Wars*. Tr. J. Carter. Penguin, 1996.

Augustus. *Res Gestae*. Tr. Brunt and Moore. Oxford UP, 1967 (PDF).

Livy. *The Early History of Rome*. Tr. A. de Sélincourt. Penguin, 2002.

Plutarch. *Roman Lives*. Tr. Robin Waterfield. Oxford, 1999.

Polybius. *The Rise of the Roman Empire*. Tr. Ian Scott-Kilvert. Penguin, 1979.

Sallust. *The Jugurthine War and the Conspiracy of Catiline*. Tr. S. A. Hanford. Penguin,

1978.

Suetonius. *The Twelve Caesars*. Tr. Robert Graves. Rev. Michael Grant. Penguin, 2003  
(PDF).

## **COURSE OBJECTIVES and MEANS OF ASSESSMENT**

The Department of Classics regards the following list as the competencies which students should acquire in a 200-level course on ancient history:

- 1) Knowledge of chronological framework of events (quizzes and exams)
- 2) Knowledge of geographical context (quizzes)
- 3) Knowledge of significant military, political and social events and their causal connections (class discussion, exams and papers)
- 4) Knowledge of primary sources, whether material or literary; their nature, limitations, and synthesis (class discussion, exams and papers)
- 5) Limited knowledge of scholarship so that students are exposed to effective argumentation from evidence (class discussion, exams and papers)

In addition, students should improve academic skills through analytical reading, writing, and oral presentations.

## **COURSE REQUIREMENTS and GRADING**

Presence and Participation in Class	20%
Comments, Discussion, Oral Reports, Quizzes	
Short Papers (1-2 pgs.)	20%
Two longer Essays (4 pgs.)	30%
Mid-Term Exam ( <b>In class, Friday, October 19th, 8 AM</b> )	15%
Final Exam ( <b>Friday, December 21st, 9 AM</b> )	15%

## **ACCOMMODATIONS**

At times students require accommodations, often for extracurricular activities, for religious observances, or for disabilities. Please contact me early in the semester if you require accommodations, so that your documented needs can be appropriately met. If you have a disability, you will need to provide documentation of your disability to the Coordinator of Student Disability Resources, John Hirschman, whose office is on the 3rd floor of the Joe Rosenfield Center (x3089; [Hirsch]).

## **POLICIES**

*Workload.* The normal workload for this course is expected to be about three hours per class, but obviously there are individual differences. The reading load from class to class is not always uniform; it is your responsibility to plan ahead in order to handle uneven reading assignments and oral reports.

*Textbooks.* Required textbooks are available for purchase in the bookstore, or you may buy them online. **You must purchase the correct translation of the ancient texts since the English of different translations can vary greatly.** Print copies of most of these textbooks are available on reserve in Burling Library. Potter's *Ancient Rome* may be purchased as an e-book, and the *Res Gestae* of Augustus and the readings from Suetonius will be supplied in PDFs. All other texts should be purchased in paper format for ease of use in class discussions.

*Courtesy in the classroom.* As a matter of respect and consideration for other members of the class, students are expected to observe ordinary norms of courtesy, i.e., to arrive before the beginning of class and, except for necessity, not to leave the room during class and not to eat during class (drinks are fine). It is a good practice in general to arrive a few minutes before class, if possible, and to review your notes. Cellphones should be silenced and out of sight.

*Absences.* At times absence from class may be unavoidable: in cases of illness, injury, official college trips, observance of religious holydays, or other conflicts. I grant two absences without direct penalty, unless an absence occurs on a day on which you are assigned an oral report. More than two absences, because of the material that you will miss, are detrimental to your class performance and grade. You should notify me in advance of scheduled absences and, if possible, of unexpected absences due to illness or emergency (I do not need to know details, just to be informed of your absence). Email notification is fine. I also impose a penalty for tardiness.

*Penalties for late written work.* Detailed directions for papers will be provided separately. The normal penalty for late submission of any written assignment is one-third of a letter-grade per day (for example, A → A-; C+ → C), weekends included, up to a maximum of two full letter-grades (six days). Late papers should be submitted by email attachment with a doc or docx extension. Final essays **MUST** be turned in by the due date. There are no extensions for the final written assignment in the course.

*Missed oral reports.* There are no make-ups for missed recorder's reports or oral reports. If you miss class on a day on which you have a recorder's report or oral presentation due, you forfeit the opportunity to give that report or presentation.

*Academic honesty.* The college's academic honesty policy obviously applies to this course. In addition, students are expected to prepare for class on their own and not to collaborate with other students on any written assignments. Informal discussion, however, of the content of the course, outside of class, is fine.