

## History 302 – Classical Rome



**George Mason University**  
**Spring 2012**  
T/TR 3:00-4:15 – Robinson B 222

**Dr. Michael Quinn**  
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Office – Robinson B 377D

**Office Hours** – T/TR by  
appointment only

### **Course Description & Goals**

This course examines the history of the Roman Republic from Rome's foundation through the wars with Carthage to the creation of the Principate under Augustus Caesar. During the first half of the semester, we shall pay particular attention to the conquest of Rome's empire in the second century BCE, and the social, economic, and cultural effects of these conquests. The final weeks of the course will focus on the Late Republic (ca. 133-30 BCE), where we will consider the land-army problem, the plight of those dispossessed by the political and military struggles between Rome's elites, the eruption of civil war, and the question of cultural/political decadence. We will also gain some familiarity with the variety of sources – both material and literary – from which historians construct interpretations of the past. More importantly, we will learn how to evaluate, analyze, and interpret those historical sources. There are no prerequisites for this course, although an interest in ancient Roman history, healthy curiosity, and a willingness to think carefully about this society and its culture would be a great advantage. Regular attendance, participation in classroom discussion and a commitment to complete each reading assignment, paper assignment, and the exams is essential.

### **Course Objectives**

This course is intended to meet the following objectives:

- Provide an opportunity for in-depth study of Classical Roman History
- Develop and practice historical methodology and historiography
- Develop and enhance skills of active participation, clear and concise argumentation, critical analysis, and problem solving
- Introduce historical research techniques
- Enhance writing and analytical skills
- Promote an appreciation for the importance of understanding how the interpretation of the past contributes to a better understanding of the present and the future.

### **Required Texts**

Mary Boatwright, et. al., *The Romans: From Village to Empire* (2<sup>nd</sup> edition) – ISBN: 978-0-19 973057-5

Ronald Mellor, ed., *The Historians of Ancient Rome* (2<sup>nd</sup> Edition) – ISBN: 0-415-97108-X

I will also occasionally distribute other readings via Blackboard.

Both of these texts are available for purchase in the GMU Bookstore, or via any other online bookseller.

## Course Requirements & Policies

### Attendance and Participation = 10%

- Regular attendance is vital to your success in this class. Bear in mind that perfect attendance will not guarantee a perfect grade. Rather, in order to obtain a good attendance and participation grade, you must also demonstrate an understanding of the concepts presented in the readings and lectures by answering knowledgeably the questions posed by me in class or by asking thoughtful questions of your own. I will be carefully evaluating your participation throughout the semester.
- I usually do not call on students who are not volunteering, so you will have to take responsibility for contributing to the class discussions yourself.
- Please bring assigned readings with you to class every time we meet. We will often look at documents together and discuss them.
- If you must miss a class for an unavoidable reason, you are responsible for making up all material covered. At a minimum, you should obtain good notes from a classmate, but you also should come to see me in my office hours.
- Please be seated and ready for lecture or class discussion by the start of class, and do not expect or prepare to leave before the full class time has expired. If for some unavoidable reason you must arrive late or depart early, please let me know in advance.
- During class, you must turn off or silence all cell phones and other electronic devices.
- Taking notes on a laptop computer or other devices is permitted, but you must sit in the back row of the classroom so as not to distract other students.
- Video and/or audio recording of class is prohibited without my prior permission.

### Analytical Essays = 40%

- Throughout the semester, according to the course schedule below, you will write four short essays (2-3 pages, single-spaced each) that respond to specific questions about the readings. See below for more information on these papers.

### Midterm Exam = 20%

The midterm exam will help me to assess your mastery of the knowledge of the material presented in class and in the readings. The exam will consist of a series of short essays.

### Final Exam = 30%

The final exam will have a format similar to the midterm, but will be longer and will cover material from the entire course, so it is cumulative.

## Policies on Grading, Extensions, & Late Assignments

- You must complete all of the papers and take both exams in order to pass the course. Failing to complete any one of these assignments means you will automatically fail the course, irrespective of your grades on the other assignments.
- Completed, printed papers or assignments should be handed to me at the beginning of class on the due date. **I do not accept papers sent electronically (via email attachment or fax) without my prior permission.**
- Papers placed in my mailbox or slipped under my office door will be considered late.
- Papers turned in late will receive a penalty of 5 points (out of 100) per calendar day late, and may be graded and returned later than on-time papers.
- Late penalties are calculated according to when *I receive the paper*, so this means, for example, if you slip a paper in my mailbox on Tuesday and I happen not to check my mail until Friday, the late penalty will be calculated as if you turned it in on Friday (i.e. -15%).
- Unless approved by me in advance, there will be no make-up exams or extensions of due dates for any of the assignments
- **In the event of a true emergency, we can work things out, but you have to come see me or call.**
- Plagiarism and Cheating - It should be understood that I will not tolerate cheating or plagiarism of any kind in this course. George Mason University maintains high academic standards regarding the submission of original work, thus any instances of academic dishonesty (such as using un-cited materials, or copying information from web-sites) will be met with severe sanction.

## Office Hours

I will not be able to hold regular office hours, but I will generally be available to meet by appointment on Tuesdays and Thursdays, especially prior to class. I strongly encourage you to come see me during the semester. I care deeply about helping you to succeed in this course, so please let me know if I can do anything to assist you. So too, if you have any complaints, concerns, or comments about the course, or feel that you might have been treated unfairly, please come to talk to me about it.

Email ([mquinn3@gmu.edu](mailto:mquinn3@gmu.edu)) is by far the easiest and most reliable way to contact me. I check it at least once a day and will respond as soon as possible. Please treat every email you send to me as a formal letter. Start with a proper salutation ("Dear Dr. Quinn" or "Hi Dr. Quinn" is fine) and clearly identify yourself in closing. Please be sure to acknowledge any email you receive from me.

### **Special Needs**

If you have a documented learning or other disability, you are entitled by law to appropriate and reasonable accommodation. I am happy to make suitable arrangements, but it is your responsibility, if you wish, to coordinate with the Office of Disability Services. For information, please see: <http://ods.gmu.edu/>.

I reserve the right to make changes to this syllabus at any point in the semester.

### **Course Schedule**

*Note: Additional documents may be added to the schedule and posted on Blackboard. Readings will be discussed in class on the days they are assigned, so be sure to bring the text(s) for that day. This schedule is subject to change, especially in the event of class cancellation due to weather.*

Abbreviations for the Readings:

**R = The Romans, HAR = Historians of Ancient Rome**

<b>Date</b>	<b>Topic</b>	<b>Reading Assignments</b>
Tuesday 1/24	NO CLASS	Read Syllabus (Blackboard)
Thursday 1/26	Course Introduction	Roman Epitaphs (Blackboard) <b>R: 1-42</b> <b>HAR: 1-14 (Introduction)</b>
Tuesday 1/31	The Roman Social Order	<b>R: 43-53</b> <b>HAR: 170-205 (Livy)</b>
Thursday 2/2	The Roman Republic: Offices, Assemblies & the Roman Senate	<b>R: 53-69; 87-94</b> <b>HAR: 50-63 (Polybius)</b>
Tuesday 2/7	Early Roman Expansion & the Roman Legion	<b>R: 69-86</b>
Thursday 2/9	The First Punic War <b>Paper # 1 Due</b>	<b>R: 94-100</b> <b>HAR: 16-32 (Polybius)</b>
Tuesday 2/14	The Second Punic War Part 1	<b>R: 100-109</b> <b>HAR: 32-50 (Polybius)</b>
Thursday 2/16	The Second Punic War Part 2	<b>HAR: 242-288 (Livy)</b>
Tuesday 2/21	Second Century Conquests	<b>R: 109-124</b> <b>HAR: 288-304; 312-319 (Livy)</b>
Thursday 2/23	Conquerors & Slaves	<b>R: 125-144</b>
Tuesday 2/28	The Acquisition of Empire & Social Change <b>Paper # 2 Due</b>	<b>R: 154-160</b> <b>HAR: 304-312 (Livy)</b>
Thursday 3/1	The Gracchi: Reformers or Revolutionaries?	<b>R: 144-153</b> <b>HAR: 65-79 (Appian)</b>
Tuesday 3/6	Gaius Marius: The New Man and the Client Army	<b>R: 160-171</b>

Thursday 3/8	<b>Midterm Exam</b>	
Tuesday 3/13	<b>Spring Break – No Class</b>	
Thursday 3/15	<b>Spring Break – No Class</b>	
Tuesday 3/20	Cornelius Sulla: The Social War & the March on Rome	<b>R: 171-199</b>
Thursday 3/22	The Slave Wars: Spartacus & His Predecessors	<b>Blackboard Readings TBD</b>
Tuesday 3/27	Gnaeus Pompey: the “Young Butcher”	<b>R: 200-211</b>
Thursday 2/29	The Conspiracy of Cataline	<b>R: 211-216 HAR: 81-115 (Sallust); 117-133 (Cicero)</b>
Tuesday 4/3	Julius Caesar & the Conquest of Gaul <b>Paper # 3 Due</b>	<b>R: 217-236 HAR: 135-168 (Caesar); 347-381 (Suetonius)</b>
Thursday 4/5	The Civil War of Pompey & Caesar	<b>R: 236-256</b>
Tuesday 4/10	The Roman Revolution: Gaius Octavian & Marc Antony	<b>R: 257-272 HAR: 381-426 (Suetonius)</b>
Thursday 4/12	The Civil War – Octavian vs. Antony	<b>R: 272-276</b>
Tuesday 4/17	Octavian & the “Res Publica Restituta”	<b>R: 276-281</b>
Thursday 4/19	The Principate of Augustus	<b>R: 281-308 HAR: 321-330 (Augustus)</b>
Tuesday 4/24	Augustus’ Successors: Tiberius & Gaius	<b>R: 309-320 HAR: 451-490 (Tacitus)</b>
Thursday 4/26	Augustus’ Successors: Claudius & Nero <b>Paper # 4 Due</b>	<b>R: 320-327 HAR: 490-517 (Tacitus)</b>
Tuesday 5/1	The End of the Julio-Claudians: The Year of the Four Emperors (68-69 CE)	<b>R: 327-346 HAR: 517-530 (Tacitus)</b>
Thursday 5/3	Review & Catch Up	
Tuesday 5/15	<b>Final Exam – 1:30-4:15</b>	<b>Please Bring an Exam Booklet</b>

# HIST 302 – Classical Rome

## Analytical Paper Assignments

### Assignment

One of our goals for this course is to arrive at some understanding of what the Romans and their contemporaries thought about the world in which they lived. For each assignment below, you should read the relevant primary source(s) and write a two to three (2-3) page essay (**single-spaced, 12-point Times New Roman font**) in which you respond to the questions posed below. You can draw on any other readings (including those from past weeks), lectures, and class-discussions in formulating your responses. The papers will be due in class on as noted in the course schedule. **Late papers will be assessed a Draconian penalty of .5 per calendar day late, including weekends and holidays.** Please note that collectively, these writing assignments constitute 40% of your grade for the course (10% each), so you should take some care in their composition. Please remember: **YOU MUST COMPLETE ALL FOUR OF THE WRITTEN ASSIGNMENTS AND TAKE BOTH OF THE EXAMS IN ORDER TO PASS THE COURSE.** I will be taking note of how thoughtfully you are engaging the material, and like any formal writing, you should take time to proofread, re-draft, and cite your evidence.

### Guidelines

The point of these essays is to make the best use of the primary source evidence that you can in constructing a plausible response to the questions posed. Pay attention to the details of the texts. You will be evaluated on how much your essay reflects your knowledge of the primary source material.

You should provide parenthetical references for any evidence you use from the sources - whether you are quoting directly, paraphrasing, or simply pointing to a feature of the source. Your references can be parenthetical: cite by the name of the author (Polybius, Cicero, Sallust, etc.), and give the page number in the Mellor book. A general rule of thumb is that if you are in doubt about whether or not to provide a citation then err on the side of caution and put in the note! It is not necessary to cite lecture material. If you are still unsure as to how (or when) you need to provide proper citations, then please come to see me during my office hours.

### Paper Formats

Your paper should be no more than 2-3 typed pages in length, single-spaced, one-inch margins on all sides, and in a 12 point Times New Roman font. Please remember to number each page and staple them together in the upper left corner. No separate title pages are necessary, nor should you put your papers in any kind of binders or folders. Please be sure to include your name in the header of the first page.

#### Paper # 1 – The Roman Political Order

What is the nature of the Roman political order? Who holds power under the Republic and why? What specific social values propped up the political system? What specific features of the Roman political system does Polybius admire and why? How adaptable does the Republican system seem to be to external changes or internal problems?

#### Paper # 2 – The Causes of Roman Imperialism

What precipitated Roman expansion in the second century BCE? Did the Romans wage aggressive wars against Carthage, Macedonia, the Seleucid Empire, and others, were the Romans drawn into conflicts unwillingly, or both, depending on the circumstances? What do the accounts of Polybius and Livy seem to indicate about Roman intentions? Remember too that Polybius was himself a “victim” of Roman expansion, so you should evaluate whether or not this influences his perception of Roman expansion.

#### Paper # 3 – The Conspiracy of Cataline

What specific factors precipitated the political disorders that brought about the conspiracy of Cataline? What were Cataline’s intentions? Did they change over time? How did the rest of the Roman elite, especially men like Cicero, respond to his actions? What does Cataline’s conspiracy indicate about the changed nature of politics and competition amongst the Roman elite in the Late Republic?

#### Paper #4 – Octavian: Res Publica Restituta

What were the specific features of Octavian’s program for the consolidation of power after his defeat of Antony and Cleopatra? How/why was Octavian successful in the restoration of order after nearly a century of political violence? In other words, why did Octavian succeed in attaining sole power when whereas Julius Caesar failed? What new problems arose that ultimately challenged Octavian’s “settlement”?