AH2020 Politics and Society in the Late Roman Republic.

Academic Year: 2009-2010
Semester: 2
Time and location: 11.00-13.00 Tuesday CW 801
First meeting: Tuesday 26th January
Module coordinator: Elly Cowan
e-mail: erc5@le.ac.uk
Room: Archaeology and Ancient History 025
Office hours: Tuesday 10.00-11.00
Tuesday 13.00-14.00

Your individual appointments (e.g. tutorials, seminars):


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AH2020 Politics and Society in the Late Roman Republic. The Fall of the Republic.

Weighting: 20 credits
Coordinator: Elly Cowan

Module outline: The late Republic is one of the most exciting periods of Roman history both in terms of events and evidence. This module examines both what happened in these years and, just as importantly, what people living at the time thought about it (by reading texts in translation). Topics covered will include politics, constitutional history (assemblies and elections), the impact of empire and relations between Rome and Italy. The module concentrates on the idea of the ‘fall of the Republic’ in ancient and modern literature and scholarship. By looking at some key texts and inscriptions, we will explore the nature of the Roman constitution, the impact of the ‘military dynasts’ and the expansion of the empire on the ‘Republic’. What was the ‘Republic’ and what do we mean when we say that it ‘fell’?

Aims:
- to examine the fall of the Republic using a variety of evidence (literary, epigraphic, archaeological).
- to engage with and assess critically modern approaches to the ancient material.

Intended learning outcomes: On completion of the module, students will be able to:
- demonstrate a critical awareness of the relevant ancient evidence and modern literature.
- research an essay topic (including constructing a bibliography), formulate a rigorous argument on the basis of primary and secondary sources, and present it in the form of a well structured, word-processed essay.
- research and present a detailed commentary on a primary literary source.
- present research in a scholarly and lucid manner.
- demonstrate a familiarity with the techniques and skills of an ancient historian.
- participate effectively in group discussions, demonstrating clarity, fluency and coherence in oral expression.

Method(s) of teaching: Lectures and Seminars.

Method of assessment:
- Essay (2,500 words). 70%.
- Source Commentary (1,500 words). 30%.
### Teaching schedule

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You are **required** to attend the first seminar and **at least one other seminar**.
Assignments and deadlines

Source Commentary: (30%) The source commentary is a short piece (1,500 words) on one of the sources which we will cover in seminars. You should present your work in accordance with the essay guidelines set out in the Handbook.


Sources for comment (bibliographies for these sources are available on Blackboard):
1. Cicero, Ad. Fam. X.28 (SB - Loeb 364)
2. Cicero, Ad. Fam. XII.10 (SB – Loeb 425)
4. Cicero, Ad. Att. XVI.15 (SB – 426 n.b. you should also look at APPENDIX III)

PLEASE NOTE:
1. Only a limited number of people will be able to do each source. You must sign up on the list outside my office.
2. You should attend the first seminar since this is the class in which your source will be discussed! The better prepared you come to this class, the more helpful you will find it. Ideally, it would be good to have your paper written or planned and bring it with you to class. Then you can just ‘tinker’ with it before handing it in.

THE TASK:
This task has two elements. First, you must demonstrate your ability to analyze the primary source (see below) and second, you must demonstrate your ability to construct and use a scholarly bibliography. Obviously the two tasks are closely related! The key to this task is to be detailed and specific. Focus on your source, its context, language and ideas.

In writing your analysis, you need to consider the following:

1. The context in which the source was produced. This means the specific context of your letter, not the letters in general. Think about, the specific point in Cicero’s life and career at which he produced the letter as well as the political and social context in which he was writing.
2. The content of your letter, including the purpose of the latter and the ideas used in it. You should also explain to whom it was sent and why.
3. You should look at the language of your letter. How is Cicero using language to try to get his ideas across (e.g. look for emotive language, persuasive language etc). HELP: your letter will have been translated from the Latin. You should look at the Latin for your letter either in the LOEB edition or online via the Latin Library. If you think that there are words in the translation which are really interesting, or powerful, or emotional, try to find the Latin used. You should then look this word up in your Latin dictionary and see whether your word had a particular meaning to a Roman audience which will help you understand what Cicero is trying to say or, as importantly, how he is trying to say it.

4. Your should consider how you, as an historian can make use of your letter when trying to understand the history of the Late Republic. How important is your letter? What other evidence supports or adds to its usefulness?

NB: follow Handbook conventions for referencing modern scholarship and ancient sources.

This assignment should be submitted in the usual way both electronically and in hardcopy, with a cover sheet, and placed in the box in the Archaeology and Ancient History foyer.

Essay: (70%) you are required to write a 2,500 word essay for this course. Please read the section on essay writing in the Handbook. If you have any questions about your essay, please arrange to see your subject co-ordinator well before the essay is due.

All essays must be word-processed and properly referenced (consult the Handbook). Your essay bibliography must include at least twenty (20) items. Essays should be submitted to the second year box in the Archaeology Foyer by 5pm on the deadline, or lateness penalties will be incurred (see the Handbook).

Essays are expected to be well researched. You may start with the reading recommended on the Blackboard website but you must go further. Ancient sources are essential reading and should be studied closely; modern literature is there to help you identify and understand the key issues and the problems the ancient sources may present. More extensive essay bibliographies are available on Blackboard.

Essay Deadline: 5 p.m. Monday 10th May 2007

THE TASK:

The essay is the major piece of coursework for this module. It is intended to help you develop and demonstrate many of the key skills that will be involved in writing your dissertation next year. So, in addition to demonstrating that you can construct a scholarly bibliography and present a scholarly argument which is supported by primary sources you should also be concentrating on having your own argument! At this stage in your academic career you need to be moving away from providing a synthesis of other people’s ideas (although it is important to know what these ideas are) and presenting your own response to the issues raised by the questions supported by your own interpretation of the primary evidence.
Essay topic 1.

'Surviving ancient sources written during his lifetime are simply propaganda for Augustus, saying what he wanted them to say!'. How do we use primary evidence to construct the history of the Late Republic?

Primary sources:
Obviously, for this essay, you should look at one or more primary sources. These might include the sources that we have looked at in class already but **you may not focus on the same source that you wrote about in your source commentary essay.** You should make use of a commentary on the source(s) that you have selected.

Secondary reading:
You should aim to read generally on the topic as well as specifically on the particular source(s) that you have selected. Consult the general bibliography for the course.


J. Griffin, *Latin Poets and Roman Life* (Bristol, 1985)


**Essay topic 2.**

‘Augustus’ restoration of the res publica was all a shame, a façade behind which lurked monarchy’. Discuss.

Primary sources:

Obviously, for this essay, you should look at one or more primary sources. These might include the sources that we have looked at in class already but you may not focus on the same source that you wrote about in your source commentary essay. You should make use of a commentary on the source(s) that you have selected.

**You should read:** Augustus, Res Gestae 34.

Secondary reading:

You should aim to read generally on the topic as well as specifically on the particular source(s) that you have selected. Start with these key works and then consult the general bibliography for the course.


It is strongly recommended that you read the books on the bibliography and that you do further research.
Basic Reading

There is no textbook for this course. You may, however, find the following useful:

*Cambridge Ancient History* vol. 9-10.


Secondary Literature:

Primary Sources:

**Ancient Sources:** The list below is by no means complete, but details some of the main literary sources for this period of Roman history. All are available in Penguin translations and/or the Loeb Classical Library; almost all can be found online, e.g. at the Perseus website; links to many of the main sources of online translations can be found on the Blackboard site.

Appian, *Civil Wars*

Julius Caesar, *Civil War, Gallic War, Alexandrian war*

Cicero, *Orationes* (Speeches), *Epistulae* (Letters); also treatises such as *De re republica* (On the Republic), *De officiis* (‘On Duties’).

Dio Cassius, *Roman History*

Dionysius of Halicarnassus *History*

Horace, *Odes, Epodes, Satires*

Livy, *Ab urbe condita* (History of Rome)

Cornelius Nepos, *Life of Atticus*

Nicolaus of Damascus, *Life of Augustus*

Polybius, *History of Rome*

Plutarch, *Lives*

Sallust, *Catalina* (The Catiline Conspiracy), *Jugurtha* (The War against Jugurtha)

Suetonius, *Lives of the Emperors*

Tacitus, *Annals, Histories, Agricola, Germania*

Virgil, *Eclogues, Georgics, Aeneid*
Source Books:

General Bibliography


Some Key Reference Works


Note that this bibliography consists almost entirely of monographs. You will rapidly discover that there is a huge amount of very detailed discussion of specific areas of interest in journal articles. You should use these books to help you locate further information both in the ancient sources and other modern literature, such as journal articles (compare the essay reading lists, which have many journal articles in them).


This is a get-you-started reading list; you should feel free to read more than is listed here. Try to set yourself a realistic target of books and articles to read every week, factoring in when you know you will be busy with assignments.