

ANCH 0102 920

ANCIENT ROME

Summer 2024
07/05 – 08/09
MWF 12:00-2:00 PM
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COURSE DESCRIPTION

At its furthest extent during the second century CE, the Roman Empire was truly a "world empire", stretching from northern Britain to North Africa and Egypt, encompassing the whole of Asia Minor, and bordering the Danube in its route from the Black Forest region of Germany to the Black Sea. But in its earliest history it comprised a few small hamlets on a collection of hills adjacent to the Tiber River in central Italy. Over a period of nearly 1500 years, the Roman state transformed from a mythical Kingdom to a Republic dominated by a heterogeneous, competitive aristocracy to an Empire ruled, at least notionally, by one man. It developed complex legal and administrative structures, supported a sophisticated and highly successful military machine, and sustained elaborate systems of economic production and exchange. It was, above all, a society characterized both by a willingness to include newly conquered peoples in the project of empire, and by fundamental, deep-seated practices of social exclusion and domination. This course focuses

in particular upon the history of the Roman state between the fifth century BCE and the third century CE, exploring its religious and cultural practices, political, social and economic structures. It also scrutinizes the fundamental tensions and enduring conflicts that characterized this society throughout this 800-year period.

GRADING AND EXPECTATIONS

Participation 20%

Class discussion will be a crucial part of this course, helping us to generate insights and to strengthen our understanding of the material. Your participation grade will measure your willingness to contribute to discussion and the overall thoughtfulness of your contributions. In order to accommodate everyone's learning styles, we will engage with a variety of participation modes.

Quizzes 30 %

Beginning on 07/15, **each week** you will be asked to complete a 15-minutes quiz **before the beginning of Monday's class**. These quizzes will be available on Canvas from Sunday at noon, and they will be based on materials **from both the lectures and the readings** for the previous week. First, you will be provided with a passage/artefact/piece of evidence chosen from among those read/discussed in class in the previous week, and you will be asked to identify it and briefly comment on its historical relevance (5 points). Second, you will be asked to give a concise definition for five items/words which you will be able to choose from a list of 8 (5 points). The worst of your four quiz grades will be dropped.

Presentations 20%

You will give two short (10-20 min) presentations for this class.

1. First, you will present on **one piece of PRIMARY SOURCE** which you will be able to choose from a list provided for each class (textual source, coin, inscription, monument, site, building, assemblage of materials). In your presentation you should:
 - a) describe your text/object. This should include where the passage/artifact comes from (author, work, context, material etc.), its form and general content.

- b) consider its relevance for our understanding of the ancient Roman world or certain aspects thereof (What are some of the challenges, what some of the advantages of using this piece of evidence to write Roman history? Is your primary source unique and/or representative of a particular type/format/genre? And does it reveal something unique and/or representative of a particular phenomenon/time period/tendency?).
- c) provide a comprehensive interpretation of the source (stay close to the text/material and be as explicit as possible in your interpretation, identifying specific phrases, aspects, and components to support your argument).
- d) Pose one discussion question for the class.

2. Second, you will present on a **TOPIC of your choice** from a list provided for each class.

In your presentation you should:

- a) give a *general overview* of your topic.
- b) Introduce at least one primary source which relates to your topic and explain how it enhances our understanding of it.
- c) Pose one discussion question for the class.

You will meet up with me a few days in advance of your presentation so that we can discuss your ideas. The **deadline to sign up for presentations is Sunday, 07/07**. Sign-up sheets will be available on Canvas.

NB: Length and number of presentations per class will be adjusted based on the number of enrolled students. While I will provide you with a list of primary sources and topics you can pick from, if you have a text/object/site/assemblage of materials/topic you would like to present on instead, please let me know and I will do my best to second your interests and accommodate your requests.

Final Assignments 30%

There are two final assignments for this class (15+15):

1. **A 5-8 pages close reading of the PRIMARY SOURCE** you have presented on (or, if you prefer, of another primary source of your choice).
2. **Annotated bibliography** on the **TOPIC** you presented on (or a different one if you prefer). Your annotated bibliography should consist of **five entries**: in each one of these entries, you will analyze a piece of secondary evidence (that is, an article, a book, or a chapter from a book or an edited volume written by a modern scholar) on your topic of choice. For each entry, you will: 1. provide a summary of the main argument made by the author of the article/chapter; 2. identify any underlying assumptions (implicitly and explicitly) made by the author(s); 3. evaluate their use of the evidence (which types of evidence are considered? Which are left out? How well are they used?); 4. Consider how this piece of secondary

evidence contributes to the scholarly debate(s) surrounding your Topic of your choice; 5. Provide an overall assessment of the item.

Bibliography due by: Sunday, 07/14 at 11:59 PM.

Drafts due by: Sunday, 07/28 at 11:59 PM.

Final Deadline: Friday, 08/09 at 11:59 PM.

CLASS SESSIONS

12:00-1:00 PM: Lecture

1:00-1:10 PM: *Break*

1:10-1:50 PM: Primary Sources Presentation(s) & Discussion

1:50-2:30 PM: Topic Presentation(s) & Discussions

The number and length of presentations per class will depend on the number of students enrolled in the class.

OFFICE HOURS

Office hours should be renamed as “Student hours”: this is time I allocate to chat with students outside of class time to help you with your presentations and assignments, answer questions you might be left with at the end of a class session, or you might want to investigate further. I will make a Calendly link available at the beginning of class which you can use to sign up for 20 min time slots. If none of the time slots on Calendly work for your schedule, please let me know and we will find a time that works for both of us.

COURSE POLICIES

Attendance: In a condensed summer course like this one, each class we will go over the equivalent of one week's worth of material during a regular semester. As such, **regular attendance is crucial** to ensure you have a positive and effective learning experience in this class. Should unavoidable circumstances prevent you from attending one class session, I expect you to reach out to me *before* class so that we can coordinate make-up work and make sure you stay on track. Two unexcused absences will result in the lowering of your final grade by a full letter, three in failing the class, unless due to a health or personal emergency verifiable with a doctor's note or a letter from the university dean. If any of these circumstances should occur, please do not hesitate to reach out to me.

Zoom: In this online course, we will keep **cameras on** when on Zoom. This is meant to both provide a safe environment for everyone and help you stay focused during class sessions. You can momentarily turn your camera off if you need to move/change room or similar (you don't want to be a source of distraction to your classmates!), but I do expect you will be a visible and active participant when in class.

Chat GPT: **Chat GPT can be a useful tool to help you improve your writing skills.** If you decide to employ it for this purpose for your written assignments, I expect you will flag this in an end note. In this note, I'd like you to report the original sentence(s) you entered in the chat and comment on the changes made by Chat GPT: how is the phrasing it generated better than your original sentence? Can you derive a general rule from such ameliorations which you can autonomously apply to improve your writing in the future? **Any other use of chat GPT is highly discouraged in this class**: written assignments are meant to stimulate your thinking, help digest and sediment what you learned in class and in your readings, and offer you a chance to develop new analytical skills. Were you to feel overwhelmed by any of the assignments at any point, please reach out to me. We will work together to give you all the tools you need to successfully (and profitably!) complete this course. Additional guidelines are available here: <https://www.isc.upenn.edu/security/AI-guidance>

READINGS

All the readings will be made **available on Canvas**, including the textbook of reference for this class, Boatwright, M.T., Gargola, D.J. and Talbert, R.J.A. (2004) *The Romans: from village to empire*. New York: Oxford University Press. While I encourage you to purchase a paperback copy of book as I think it makes it easier to study on it, please be aware that the book is freely available [online](#), and I will be posting pdf copies of the relevant chapter assigned for each class.

All readings assigned for the day (textbook & **primary sources) **are to be completed *before* class.**

NB (= abbreviation of *Nota Bene*, a Latin sentence which indicates you should pay close attention to what follows): If there are topics/authors/works/readings you would like to see included in the syllabus, please let me know and I will do my best to accommodate your requests. As such, the current list of readings ***might be subject to changes.***

Week 1

Fri, 07/05 **Introduction. Ancient Rome, between myth and history**

** Livy 1, 1-16

** Dionysius of Halicarnassus, 1.72-76

Boatwright et al. *Ch.1*, pp. 1-31

SUN, 07/07: Sign up for TWO presentations on Canvas (1 Primary Source + 1 Topic)

Week 2

Mon, 07/08 **Early Rome (1). The Regal Period**

** Livy 1.17-60;

** *Lapis Niger*; *Lapis Satricanus*

Boatright et al. *Ch.2*, pp. 32-57.

PRIMARY SOURCES

Livy 1

Lapis Niger & Volcanal

Lapis Satricanus

TOPICS

Vestal Virgins

Early Rome: an archaeological perspective

Lupercalia/ Roman calendars

Wed, 07/10 **Early Rome (2). The Early Republic.**

** Livy 2

** Polybius 6.2, 11-42;
** Plautus' *Poenulus* (excerpts)
Boatwright et al. *Ch.3*, pp. 58-96.

PRIMARY SOURCES

Livy 2

Polybius

Plautus

TOPICS

Roman Augury

Roman Divination and Diviners

Twelve Tables

Roman Portraits

Fri, 07/12 Beyond Italy. Punic Wars and the First Roman Provinces

** Livy 30.12-15
** Polybius 14.4-9
** Plutarch, *Life of Aemilius Paullus*; *Life of Titus Flaminius*
Boatwright et al. *Ch.4*, pp. 97-135.

PRIMARY SOURCES

Livy

Plutarch, *Life of Aemilius Paullus*

Plutarch, *Life of Titus Flaminius*

TOPICS

Roman Sumptuary Laws: *Lex Oppia*

Cult of the Magna Mater

Roman Calendars / Elephants

Bibliographical Selection for the Annotated Bibliography due by Sunday, 07/14 at 11:59 PM.

Week 3

QUIZ 1 due on by Mon, 07/15 at 11:59 AM

Mon, 07/15 Culture War & Elite Competition: Scipio and Cato, Cornelia and the Gracchi

** Appian, *Civil Wars* 1.7-17
** Plutarch's *Life of Tiberius Graccus*, *Life of Gaius Graccus* (excerpts)

** Cato *De Agri Cultura* (excerpts)

Boatwright et al. *Ch. 5*, pp. 136-165.

PRIMARY SOURCES

Sarcophagi of the Scipiones

Plutarch's *Life of Tiberius and Gaius Gracchus*

Cato *De Agri Cultura*

TOPICS

Senatus Consultum De Bacchanalibus

Mos Maiorum

Cornelia, mother of the Gracchi

Wed, 07/17 **The Late Republic & Civil Wars (1): War with Jugurtha, Marius, Social War, Sulla**

**Plutarch, *Life of Marius*

** Plutarch, *Life of Sulla*

Boatwright et al. *Ch. 6-7*, pp. 166-221.

PRIMARY SOURCES

Sulla's coinage

Social War's coinage

Plutarch's *Life of Marius/Sulla*

TOPICS

The Roman Army

Lares

Kingdom of Numidia

Fri, 07/19 **The Late Republic & Civil Wars (2): Pompey, Crassus, Caesar**

** Plutarch's *Life of Julius Caesar*

** Caesar, *Gallic War* 1.30-54

Boatwright et al. *Ch. 7-8*, pp. 225-261.

PRIMARY SOURCES

Caesar's *Gallic War*

Portraits of Caesar

TOPICS

Cleopatra & Roman Egypt

Slave Revolts

Plutarch's *Life of Caesar*

Pirates, Bandits and Brigands

Week 4

QUIZ 2 due on by Mon, 07/22 at 11:59 AM

Mon, 07/22 **The End of the Republic**

** Proscriptions: *Laudatio Turiae*; Valerius Maximus 6.7.1-3; Cicero, *Epistulae ad Familiares* 14

** Fulvia: Cicero, *Phil.* 6; Plutarch, *Ant.* 10; Dio 47.8.

** Marc Anthony and Cleopatra: Plutarch, *Life of Antony* 25-37

Boatwright et al. *Ch. 9, pp. 267-315*

PRIMARY SOURCES

Laudatio Turiae

Bullets from Perugia

Plutarch's *Life of Antony*

TOPICS

Roman Triumph

Veterans & Roman Military Diplomas

Bread Distributions

Livia

Wed, 07/24 **From Republic to Empire: the *Pax Augustea***

** *Res Gestae Divi Augusti* + *Ara Pacis*

** Tacitus, *Annales* 1.1-15, 12-14.13;

** Virgil's *Aeneid*, Book 6 (excerpts)

PRIMARY SOURCES

Res Gestae

Augusto di Prima Porta

Ara Pacis

Virgil's *Aeneid* 6

TOPICS

Games and Festivals

Women & Labor

Roman Roads

Fri, 07/26 Early Empire: The Julio-Claudians

** Suet., *Life of Tiberius, Life of Claudius, Life of Caligula, Life of Nero* (Choose TWO lives)

Boatwright et al. *Ch. 10*, pp. 317-50

PRIMARY SOURCES

Lyon Tablet

Seneca's *Pumpkinification of (the Divine) Claudius*

Suet. *Life of Tiberius/Claudius/Caligula/Nero*

TOPICS

The Revolt of Boudica

Magic & Witchcraft

Freedmen & Freedwomen

Drafts of your Final Assignments due by: Sunday, 07/28 at 11:59 PM.

Week 5

QUIZ 3 due on by Mon, 07/29 at 11:59 AM

Mon, 07/29 The Flavians and the Principate

** Josephus *Jewish War* (excerpts) OR ** Pliny, *Letters* 6.16, 6.20

** Suet. *Life of Vespasian, Titus, Domitian*

Boatwright et al. *Ch. 11*, pp. 353-92.

PRIMARY SOURCES

Lex de Imperio Vespasiani

The Flavian Amphitheater

Arch of Titus

Flavian Coinage

TOPICS

Graffiti from Pompeii

Bodily Experiences: Sex Work & Exploitation

Baths & Bathing

Imperial Cult

Wed, 07/31 The Five Good Emperors

**Cassius Dio (excerpts)

**Historia Augusta, *Life of Hadrian*
Boatwright et al. *Ch. 12*, pp. 393-430.

PRIMARY SOURCES

Trajan's Column

The Vindolanda Tablets

Historia Augusta

TOPICS

Antonine Coinage/ Faustina I and II

Limes, Valli, Borders

Bodily Experiences: childbirth, abortion,
exposure, children mortality

Fri, 08/02 **The Severans and the Third Century "Crisis"**

**Cassius Dio (excerpts)

**Historia Augusta, *Life of Septimius Severus*

Boatwright et al. *Ch. 12-13*, pp. 406-437.

PRIMARY SOURCES

The Severan Tondo

Severan Coinage

Historia Augusta

TOPICS

The Reign of Zenobia

Julia Domna & Julia Mamea

Mithraism

The Mysteries of Isis

Week 6

QUIZ 4 due on by Mon, 08/05 at 11:59 AM

Mon, 08/05 **The Dominate: Diocletian and Constantine.**

** Eusebius, *Life of Constantine* (excerpts)

** Anonymous Valesianus on Constantine

PRIMARY SOURCES

Passio Perpetuae et Felicitatis

TOPICS

Helena Augusta

Anti-Pagan Writers

Hypatia of Alexandria

Anti-Christian Writers

Augustine of Hippo

Wed, 08/07 **A New Empire?**

** Procopius, *The Secret History*

Final Assignments: Workshop

Fri, 08/09 **History from below: alternative narratives.**

Virtual Museum Scavenger Hunt

Final Review

Final Assignments due by Friday, 08/09 at 11:59 PM.

CODE OF ACADEMIC INTEGRITY

Collaboration and exchange of ideas both in and outside of class are strongly encouraged in this course. Yet I expect your work to be the result of your own efforts. Please revise the University of Pennsylvania Code of Academic Integrity here: <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/> . If you have any question about it, do not hesitate to contact me.

COLLEGIALITY

As one of my favorite professors once told me: “Bring the best part of yourself to class, the self that listens without prejudice, that criticizes humanely, and that assumes that others are trying their best to do the same”. This also means that we will all accept gentle correction from anyone of our group who feels marginalized or sidelined by any of our conversations.

PSYCHOLOGICAL SUPPORT & WELLNESS

Navigating college can be a challenging experience and taking good care of yourself and staying healthy, both physically and mentally, is your priority. Our university offers a variety of resources to help you do so, including free counselling services, support groups, wellness programs and accessible sport facilities. You can find out more here: <https://caps.wellness.upenn.edu> and here: <https://recreation.upenn.edu/facilities> . If you need any support navigating these resources, reach out to me.

DISABILITIES AND ACCOMMODATIONS

The University of Pennsylvania is committed to providing the same exceptional opportunities to all Penn students. Policies and procedures have been developed to ensure students who self-identify with a disability with equal access to all University programs, activities and services with as much independence as possible. If you self-identify with a disability, you should approach the Office of Student Disability Services, where you will find information about the services available to you as well as procedures for requesting accommodations. More details can be followed here: <https://wlrc.vpul.upenn.edu/sds/>

For questions or inquiries about the class, please reach out to me at mscarp@sas.upenn.edu.