

## **CLASSICS 20: Discovering the Romans**

INSTRUCTOR: Andre Matlock

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Office hours: MW 12:00 - 1:00pm and by appointment in Dodd 2

### **Course Description and Objectives:**

This course offers an introduction to ancient Rome from its beginnings (c. 800 B.C.E.) to the rule of the emperor Constantine (3rd century C.E.). We will examine key historical phenomena including military expansion, class conflict, the transition from Republican to Imperial government, religion, philosophy, ethnicity, and gender/sexuality. We will also seek to contextualize Rome within the wider Mediterranean, broadening our understanding of cultural interaction in antiquity. At the same time, however, this is not a history course; our focus will not be on an exhaustive survey of every important figure and moment from this period of time. Rather, this course aims to provide a synthetic and dense understanding of Roman culture—the daily experiences that defined Roman life for different types of people in different times and places, the military and political achievements and failures that defined the development of this small central Italian town into a global imperial power, and the various ways in which Roman history continues to exert its influence on modern life and culture.

The scope and breadth of the course will require us to examine a variety of primary sources from antiquity. We will spend time developing the specific skills that are needed to analyze and interpret ancient texts, visual and plastic arts, architecture, and other material remains. Additionally, students will be required to strengthen their communicative skills in two written assignments, which will be the focal point of our class work. By the end of the course, therefore, students will have: 1. acquired considerable knowledge of this significant ancient culture; 2. gained a firm grounding in how to approach and interpret primary sources from antiquity; and, 3. exercised the ability to communicate and develop this knowledge into arguments about the significance of ancient Rome.

**GE Foundation Areas:** Arts and Humanities (Literary and Cultural Analysis) OR Society and Culture (Historical Analysis).

**Required Texts:** (*Please be sure to get the exact translation and edition, because translations can vary widely*):

### **TEXTBOOK:**

Antony Kamm and Abigail Graham, *The Romans: An Introduction*, 3rd edition. Routledge, 2014. ISBN 9781138776685

### **PRIMARY SOURCES:**

LIVY. *The Rise of Rome*. Translated by T.J. Luce. Oxford University Press, 2009. ISBN 9780199540044.

PETRONIUS. *The Satyricon*. Translated by P.G. Walsh. Oxford University Press, 2009. ISBN 9780199539215.

PLAUTUS. *Four Comedies*. Translated by Erich Segal. Oxford University Press, 2008. ISBN 9780199540563.

VIRGIL. *Aeneid*. Translated by Sarah Ruden. Yale University Press, 2009. ISBN 9780300151411.

### **Assessment:**

#### Participation (20%)

In class, you should be asking questions, presenting your own interpretations and actively listening and responding to what your classmates have to say. Students are expected not only to be present in class, but also to contribute regularly to the class discussion.

#### Response Papers (2) (30%)

- Two 5 page essays that analyze one or more primary sources; prompts/guidelines to be distributed in weeks 2 and 4.
- Optional 'bust' project in lieu of second paper – guidelines in week 4.

#### Quiz (2) (20%)

Two short 'close reading' quizzes, which will focus on material from previous readings and lectures.

#### Final Exam (30%)

### **Rules & Regulations:**

- Readings should be done before the class meeting for which they are assigned.
- Please make every effort to attend class as absences will seriously impede your understanding of course material and affect your participation grade.
- Late work will be accepted only with prior permission.

### **Academic Misconduct:**

Plagiarism of any kind, as well as giving or receiving unauthorized assistance on examinations, will not be tolerated in any way. You can familiarize yourself with the University's policies on academic integrity at [deanofstudents.ucla.edu/Academic-Integrity/conduct](http://deanofstudents.ucla.edu/Academic-Integrity/conduct).

### **Accessible Education:**

The Center for Accessible Education (CAE) coordinates accommodations and services for all UCLA students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted CAE, please do so as soon as possible. Their office is located in A255 Murphy Hall; their phone number is (310) 825-1501. Information about their services can be found at <http://www.cae.ucla.edu/>.

## Course Schedule

\*All reading assignments are to be completed *before* class for the day they are listed.

\*\*\* This syllabus is liable to change. Any changes will be announced in class and over email.\*\*\*

### ***Week 1: Rome in History and Myth***

AUG 5 M: *Discussion:* What is Rome?

*Reading:* Livy, preface (pgs 3-4)

Kamm pg. 1-2 “The Origins of Rome,” 148 “Traditional values and customs,” 193-196 “infrastructure,” 197 “Languages and Sources,” 245-248 “Roman Names and Nomenclature”

AUG 7 W: *Discussion:* The regal period: foundations in religion, culture and politics

*Reading:* Livy 1.1-1.17 (through death of Romulus and first interregnum; pgs 5-23)

Kamm pg. 2-18 (through section on Servius Tullius); 121-130 (Roman Religions and myth, through section on “Omens”)

AUG 9 F: *Discussion:* The early Republic

*Reading:* Livy 1.56-1.60 (pillar and snake to end of book 1; pgs 64-70); 2.1 (pgs 71-72); 2.9-13 (war with Porsenna; pgs 79-85); 2.31-33 (first secession of the plebs; pgs 102-105)

Kamm pg. 18-32 (refer also to Appendix 1)

### ***Week 2: Republican Rome***

AUG 12 M: *Discussion:* Expansion and the Origins of Empire

*Reading:* Kamm: 33-50; 220-223 (optional); get started on Plautus “The Braggart Soldier” (which we will discuss next class)

AUG 14 W: *Discussion:* Greece and the Beginnings of Roman literary culture

*Reading:* Plautus “The Braggart Soldier”; Kamm pg. 198-202

AUG 16 F: *Discussion:* Republic in Crisis (part I)

*Reading:* Cicero (selections from *Pro Caelio* and the letters with Caelius Rufus provided); Catullus (selection provided); Kamm pg. 50-61; 203-205

### ***Week 3: Augustan Rome***

AUG 19 M: *Discussion:* Crisis (part II)

*Reading:* Plutarch *Life of Julius Caesar* (excerpts provided); Kamm 61-74

AUG 21 W: *Discussion*: Augustus and the Julio-Claudians

*Reading*: Virgil, *Aeneid* bks 1, 6, 8; Kamm 74-87

AUG 23 F: Gender and Sexuality under Augustus

*Reading*: Virgil, *Aeneid* bk 4, Ovid *Ars Amatoria* (selection provided), Sulpicia (selection provided)

### **QUIZ # 1 in class**

#### ***Week 4: Imperial Society***

AUG 26 M: *Discussion*: Wealth and Poverty

*Reading*: Petronius “An Episode in the Market”; Suetonius *Life of Nero* 31, 33-34; Kamm pg. 87-90, 145-147, 149-153, 213-215

AUG 28 W: *Discussion*: Slaves and Freedmen

*Reading*: Petronius “Dinner at Trimalchio’s”; Kamm pg. 162-165, 212-213, 167-172

AUG 30 F: *Discussion*: Philosophy under Autocracy

*Reading*: Seneca *Letters* (selections provided); Lucian “On Salaried Posts” (provided); Kamm pg. 90-98, 166-167, 182-186, 215-219

#### ***Week 5: Mass Culture***

SEPT 2 M: **LABOR DAY. No class.**

SEPT 4 W: *Discussion*: Mass Entertainment and Pompeii

*Reading*: Pliny on Pompeii (provided); article on Pompeian graffiti (provided); Seneca *Letters* (selection provided); Kamm 172-176, 180-182, 186-196

SEPT 6 F: *Discussion*: High Empire

*Reading*: Juvenal *Satires* (selection provided); *Life of Marcus Aurelius* from *Historia Augusta* (provided); Kamm 99-112; 227-231

### **QUIZ # 2 in class**

#### ***Week 6: Christianity and Constantine***

SEPT 9 M: *Discussion*: Outsider interactions (Mystery Cults, Christianity, Judaism)

*Reading*: *Passion of Perpetua* (provided), Tacitus *Histories* 5.2-5 (provided); Kamm 133-144

SEPT 12 W: *Discussion*: Third Century and Constantine

*Reading*: Kamm 112-120

**SEPT 13 F: FINAL EXAM in class**