

History 323
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Office Hours: MWF 9-10, 11-12, and by appointment

Spring 2007

IMPERIAL ROME

Reading List:

Apuleius, *The Golden Ass*
Marcus Aurelius, *Meditations*
Lives of the Later Caesars
Petronius and Seneca, *Satyricon and Apocolocyntosis*
Pliny, *Letters*
Suetonius, *The Twelve Caesars*
Tacitus, *Complete Works*
Virgil, *Aeneid*
Scarre, Chris, *The Penguin Historical Atlas of Ancient Rome*

Examinations and Papers:

Mid-Term Examination: Feb. 26 (25%)
Essay: April 16 (20%) (see last page of syllabus for details)
Final Examination: May 25, 8:00-10:30 (55%)

Reading List--Electronic Reserve [password: actium]:

Cicero, *Civil War Letters*
Cicero, *Assassination and Triumvirate Letters*

[The letters of Cicero are cited in the syllabus as *A* or *F* for *Letters to Atticus* or *Letters to his Friends*. You can access and print out sources from the Library's Electronic Reserve either at home or at the History Department's computer lab. You can get to it on the Web through <http://eres.sfsu.edu> or through the Library's website on the www.sfsu.edu webpage In order to access and print it out at home you will need Acrobat reader; you can borrow the CD from the Library in order to install it on your home computer. The readings are under our course number and/or my name: the password is actium.]



Reading and Lecture Schedule:

PART I: THE ROMAN REVOLUTION

1. Jan. 24-Feb. 2: **The Old Order and the Dictatorship of Julius Caesar**
Scarre, pp. 12-33
Suetonius, *Twelve Caesars*, "Julius Caesar"
Tacitus, *Annals*, 1.1-2; 3.26-28; *Histories* 2.38 [all reading in Tacitus follows the traditional notational system; these passages concern the republic and its collapse]
Cicero, *Civil War Letters* (*A*, letters 124-136, 145-148, 152-153, 161D, 183; *F*, letters 91, 94, 97, 183)
2. Feb. 3-12: **The Triumvirate**
Scarre, pp. 34-35
Cicero, *Assassination/Triumvirate Letters* (*A*, letters 359, 360, 363-368, 374, 390, 418, 420, 426; *F*, letters 344, 347, 364, 365, 373, 377, 378, 380, 385, 388, 428)
Suetonius, *Twelve Caesars*, "Octavius Augustus"
Virgil, *Aeneid*, book 1
3. Feb. 13-16: **Augustus Caesar and the New Order**
Scarre, pp. 38-42, 46-47
Tacitus, *Annals* 1.3-4; 3.24-29; and *Dialogue on Oratory* 41
Pliny, *Letters* 1.23; 4.15; 6.31; 10.6, 7, 94, 95
Virgil, *Aeneid*, books 2, 4, and 6

4. Feb. 17-23: **Golden Age Augustan Civilization**
Scarre, pp. 36-37, 48-49
Virgil, *Aeneid*, books 7, 8, and 12
Pliny, *Letters* 3.7

MID-TERM EXAMINATION: February 26

PART II: THE EARLY EMPIRE

1. Feb. 28-Mar. 5: **Tiberius: "Savior of the World"**
Suetonius, *Twelve Caesars*, "Tiberius"
Tacitus, *Annals* 1.5-17, 28-31, 44-46, 52-54, 72-81; 2.26-34, 43, 47, 82-7; 3.2-3, 49-75
Pliny, *Letter* 5.3
2. Mar. 6-16: **The Julio-Claudians: Madness or Brilliance?**
Scarre, pp. 43-45, 50-51, 54-55, 104-106
Tacitus, *Annals* 4.1-14, 32-33, 39-41, 54-9; 11.23-38; 12.1-9, 23-7, 66-9
Suetonius, *Twelve Caesars*, "Gaius Caligula" and "Claudius"
Seneca, *Apocolocyntosis*
Pliny, *Letters* 3.16; 7.9; 8.6
3. Mar. 17-20: **Nero and the End of a Dynasty**
Scarre, pp. 52-53, 58-59
Suetonius, *Twelve Caesars*, "Nero," "Galba," and "Vitellius"
Pliny, *Letters* 2.1; 3.7; 5.5; 6.10; 9.19
Tacitus, *Annals* 13.1-8, 13-6, 26-33; 14.1-2, 51-7; 15.32-74; 16.1-19
History 1.1-41, 49-55, 71-74
4. Mar. 21-26: **The Flavians: The Triumph of the *Municipium***
Scarre, pp. 82-85
Suetonius, *Twelve Caesars*, "Vespasian," "Titus," and "Domitian"
Tacitus, *History* 2.1-7, 55-101; 4.1-11
Pliny, *Letters* 1.5, 12, 14, 23; 2.1; 3.4, 9, 11; 4.9, 11, 22; 6.16, 20, 29; 7.27, 33; 9.13; 10.58
5. Mar. 27-April 6: **Urban Life and Letters in the Early Empire**
Scarre, pp. 56-57
Tacitus, *Agricola*
Petronius, *Satyricon*
Pliny, *Letters* 3.5; 6.34; 9.6

[Spring Recess: April 9-13]

ESSAY DUE: April 16

PART III: THE HIGH EMPIRE

1. Apr. 16-23: The Good Emperors

Scarre, pp. 60-66, 72-73, 86-87

Lives of the Later Caesars, "Nerva," "Trajan," "Hadrian"

Pliny, *Letters*, 1.8, 23; 2.7, 9, 11, 12, 14; 3.8, 9, 18, 20; 4.3, 8, 9, 17, 25; 5.9, 13, 14 20; 6.5, 13, 19, 22, 27, 31; 8.6, 14, 24; 9.13; 10.1, 3a, 3b

Marcus Aurelius, *Meditations*, books 1, 2, and 4

2. Apr. 24-30: The Age of the Antonines: Health or Decay? I—Politics

Scarre, pp. 67-68

Lives of the Later Caesars, "Antoninus Pius," "Marcus Aurelius," and "Commodus"

Pliny, *Letters* 8.22; 10.5-11, 17a-32, 43-48, 54-57, 77-80, 108-121

Marcus Aurelius, *Meditations*, books 7 and 11

3. May 1-6: The Age of the Antonines: II--Society and Culture

Scarre, pp. 69-71, 74-81, 102-103, 128-129

a. **Leisure:** Pliny, *Letters* 1.15; 2.6, 8, 17; 3.1; 4.22; 5.2, 6; 6.34; 9.6, 16, 17, 36, 40; 10.37-42, 61-62, 70-71

b. **Society:** Pliny, *Letters* 1.8, 22; 2.1, 13; 3.1, 2, 14; 4.2, 7, 15; 5.19; 7.11, 18; 8.8, 16, 18, 22, 23, 24; 9.5, 6, 12, 37; 10.2, 4, 65-66, 72-73, 93-95, 106-107
Apuleius, *The Golden Ass* (first third)

c. **Women:** Pliny, *Letters* 1.14; 2.4; 3.16; 4.10, 19, 21; 5.16; 6.10, 3-4, 7, 24, 26, 32; 7.5, 19, 24; 8.5, 11; 9.28

d. **Literature and the Arts:** Marcus Aurelius, *Meditations*, books 5, 8, and 9

Pliny, *Letters* 1.3, 6, 10, 13, 16, 20, 24; 2.3, 5, 18; 3.5, 6, 7, 15, 21; 4.13, 14, 16, 28; 5.3, 5, 10, 17; 6.6, 17, 21; 7.4, 9, 17, 20, 25; 8.4, 19, 21; 9.22, 26, 27, 34

4. May 7-12: Collapse in the Third Century

e. **Religion:** Pliny, *Letters* 8.22; 9.39; 10.33-34, 49-50, 96-97

Apuleius, *The Golden Ass* (middle third)

Marcus Aurelius, *Meditations*, books 6 and 12

Scarre, pp. 88-101, 108-113

Lives of the Later Caesars, "Pertinax," "Didius Julianus," and "Severus"

5. May 13-16: The Last Restoration and the Final Revolution

Scarre, pp. 114-127, 130-135

Apuleius, *The Golden Ass* (last third)

Lives of the Later Caesars, "Caracalla," and "Heliogabalus"

FINAL EXAMINATION: May 25, 8:00-10:30 a.m.

ESSAY ASSIGNMENT: THE JULIO-CLAUDIAN EMPERORS

Write an *expository* essay on **ONE** of the following scholarly observations. Considering *all* of the sources that you have at your disposal, how valid do you think the observation is? Your essay should be six to seven typed pages in length (**eight to ten pages for graduate students**). Note that this is **not** a research paper, but an essay based on your understanding of the materials read in this course: be sure to *document* your details and data, and to *illustrate* your ideas and arguments with examples from the ancient sources. In general it is better to organize your paper **analytically** rather than **chronologically**. This paper covers all materials from Tiberius' accession to the death of Nero in A.D. 68. Try to include *as much of the reading as possible* in the course of your essay. To that end, read each scholarly observation carefully, and ask yourself what issues the observation raises. Organize your essay very carefully around your thesis, and be sure to develop your ideas in full, well focused paragraphs. Papers must be turned in on time—late papers will be penalized, and those over a week late will be accepted, but not for a grade; no late paper can receive an "A" grade.

1. "All of the Julio-Claudian emperors were a compound of good and evil—how good they were is totally dependent upon how old they were when they became First Citizen."
2. "The Julio-Claudian emperors not only treated the 'imperial office' as hereditary property, but they also regarded the Senate more as a servant than as a partner in governing."
3. "Despite the revolts in Gaul, Britain, and Judaea, the Julio-Claudians redefine empire from one of military subjugation, of ruler over the ruled, to one of partnership and citizenship."

Historical analysis, like all forms of analysis, consists of selecting and sorting documents and their data. At first the material seems to be a blur of details and unconnected pieces of information—and that is exactly what it is. You will, therefore, have to perform two tasks in the course of your reading, thinking, and writing. First, you will need to evaluate the sources to determine what is both accurate and useful. All documents contain a great deal of useful information, but it is often information that is organized in unhelpful or misleading ways. You need to extract and reorganize the information in ways meaningful to you. Furthermore, documents—our "witnesses" to the past—are not always accurate. Witnesses can be mistaken, or they can actually lie—our sources need to be examined judiciously. All documents, whether from antiquity or yesterday, are more or less reliable (or, if you will, unreliable). Since there is no such thing as the perfect document, we must treat all of them with great care. Second, you will need to present your analysis to the reader in the form of an expository essay. Thus, what you do in the course of writing an essay is to organize rationally what comes to you as raw material: **you** create unity, order, and purpose out of what is an unconnected mass of details. In organizing your material, two elements are essential for your final draft: a thesis and an essay map. The thesis of your essay, the actual point that you want to prove, gives focus to your work; the essay map, that brief outline of the organization of your essay, provides direction, structure, and cohesiveness to your finished product. Remember to keep in mind what it is that you want the reader to learn from your essay. When reading your essays, I will look equally at **three** critical elements: (1) **your prose**—your essay should be in good college expository prose; (2) **your argument**—your argument should be logical, systematic, and thorough in its development; and (3) **your use of the**

documents and evidence at your disposal—use as much of the assigned primary materials as you possibly can (be creative, imaginative, and innovative in drawing inferences and discovering connections among the data). One comment on footnotes. ***ALL OF YOUR DATA MUST BE DOCUMENTED***: you can use either footnotes **or** parenthetical references. While you always need to cite your sources, you do not necessarily have to provide quotations from them—be judicious in direct quoting, and generally opt in favor of a paraphrase (with citations). History is not a series of quotes strung together by occasional comments, but it is an analysis of the documents at your disposal, an analysis that is meant to prove (or demonstrate) your thesis. Remember too that when you give a quote or paraphrase you should discuss it—evidence never speaks for itself.