

**HISTORY 422**  
**ANCIENT ROME**  
TuTh 9:30-10:45  
MJ 101

Art Marmorstein  
TC 363  
Phone:626-2608  
marmorsa@northern.edu

### **INTRODUCTION:**

The people of ancient Rome established one of the most successful societies of all time. In many ways, their society was very much like our own, with many of the same strengths and many of the same problems.

This course will include a survey of Roman history from the time of the Roman monarchy through the reign of Constantine. It will include also a discussion of many of the greatest works of Latin literature, including the histories of Tacitus, Suetonius, and Sallust, the plays of Plautus, and the poems of Catullus, Ovid, Virgil and Horace.

### **ON-LINE MATERIALS AND CONTACT INFORMATION:**

You will find most of the materials for this course on D2L. You can find there study guides for the exams and readings, outlines for every lecture, and links for many ID terms and topics discussed in class. I also include links to online versions of most of the readings.

Often, D2L will just give you links to my regular Web page ([www.marmorstein.website](http://www.marmorstein.website)). On some occasions, you might find it helpful to go directly to the website rather than through the D2L interface. I will try to keep both D2L and the website updated.

You can contact me by e-mail ([art.marmorstein@northern.edu](mailto:art.marmorstein@northern.edu)) or by phone (626-2608). My office hours will be 11-11:50 on Tuesdays and Thursdays, 3-5 on Monday and Wednesday from 1-2 and 3-4. You may drop by in person or set up a Zoom conference at those times.

### **REQUIRED TEXTS:**

The Immense Majesty (Africa)  
The Pot of Gold and Other Plays (Plautus)

### **BLOG:**

For each class day that includes a “primary source” reading assignment (almost every day the class meets!), please add an entry to the class blog (<http://romankeylineblog2023.blogspot.com>).

Since part of the goal here is to make sure you are prepared for class discussion, late blog entries won't earn as many points. There will be extra credit blogs here and there throughout the semester, and, for many students, doing these blogs is a great way, not just to earn extra credit points, but also to deepen their understanding of Roman history.

If for some reason you have trouble posting or do not have easy internet access, please see me right away. The selections posted on the blog should be of use to you as you prepare the potential

exam essay questions. You should also find useful the comments/insights of other students. Do remember that your blog comments are public. Use appropriate academic diction, and remember that that wonderful gal or guy who sits next to you in class will be reading your comments.

### **SCHEDULE OF CLASSES AND READINGS:**

- 8/22 Introduction (Africa I)  
8/24 The Roman Monarchy (Africa II, Selections from Livy)
- 8/29 The Struggle of Orders (Africa III, Selections from Livy)  
8/31 The Punic Wars (Africa IV, Selections from Livy)
- 9/5 The Gracchi (Africa V, Selections from Plutarch)  
9/7 The War with Jugurtha (Selections from Sallust)
- 9/12 Marius (Africa VI, Selections from Plutarch)  
9/14 Sulla (Selections from Plutarch)
- 9/19 Plautus: The Swaggering Soldier  
9/21 More Plautus: The Prisoners
- 9/22 \*\*\* EXAM I \*\*\*  
9/24 Pompey and Crassus (Selections from Plutarch)
- 10/3 Cicero (Selections from Cicero and Sallust)  
10/5 Caesar (Selections from Caesar and Plutarch)
- 10/10 The 2nd Triumvirate (Selections from Plutarch)  
10/12 Augustus (Selections from Suetonius)
- 10/17 The Julio-Claudians I (Africa VII, Selections from Suetonius)  
10/19 The Julio-Claudians II (Selections from Tacitus)
- 10/24 Roman Poetry: Catullus and Horace  
10/26 Roman Poetry: Virgil and Ovid
- 10/31 \*\*\* Assessment Day—No Class \*\*\*  
11/2 \*\*\* EXAM II \*\*\*
- 11/7 The Flavians/Five Good Emperors  
11/9 Severans/ Soldier Emperors (Africa VIII, Herodian of Antioch)
- 11/14 Diocletian and Galerius  
11/16 Constantine (Selections from Eusebius)
- 11/21 Rome in the 4<sup>th</sup> Century

11/23 \*\*\* Thanksgiving Day: No Class \*\*\*

11/23 Rome in the 5<sup>th</sup> and 16 Centuries

11/30 Conclusion: The Legacy of Rome (Selections from Procopius)

12/5 \*\*\* Catch Up Day \*\*\*

## **FINAL EXAMS**

The final exam for this class will be Friday, December 8, from 12:15-4:15 pm in MJ 101

## **GRADING:**

Your grade for this course will be based primarily on your three major exams and your blog entries, each of which will count approximately 20% when I determine your final grade. In addition, I will take into account attendance and participation.

## **ELECTRONIC DEVICE POLICY:**

Please make sure all electronic devices are turned off and put away before class begins. Cell phones, laptop computers, MP3 players, and similar devices are all distracting to other students. I do *\*not\** allow the use of electronic dictionaries during exams.

## **EXAM FORMAT:**

All exams: 8 ID's, 1 essay

ID's will be selected from the terms put on the board at the beginning of each lecture. You will be asked not only to identify the terms, but also to explain their historical significance. I am impressed when students can include plenty of detailed information, but I am even more impressed when students can show how the ID terms relate to important themes discussed in this class.

Essay questions will deal with major themes discussed in the lectures. Most often, the exam question will be a generalization I have made in class with the additional word, "comment."

A student who studies hard and does the required reading should have plenty to say in response to each of these questions. You will be given 75 minutes for each midterm and two hours for the final exam. Most students will need the full time to do a good job.

What is a good job? A good essay consists of a series of good generalizations based on the exam question and backed up with specific support from the lectures and the readings. I am particularly impressed when students include in their essays references to primary source material.

## **IMPORTANT NSU POLICIES THAT MAY AFFECT YOU. PLEASE READ!!!**

### **1. NSU DISABILITY POLICY:**

*Northern State University strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Student Accessibility office.*

### **2. BOARD OF REGENTS ACADEMIC FREEDOM POLICY:**

*Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.*

### **3. ACADEMIC INTEGRITY STATEMENT**

*Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education. Cheating includes the use of any notes during the midterm or final exam. Please place no marks of any kind on or in your blue book before I give the signal to begin taking the exam. All exams must be taken on blank bluebooks. On at least one exam, bluebooks will be checked before the exam. Bluebooks that have not been checked, have missing pages, or pages with large erasures will not be accepted.*

*Northern State University's official policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook applies to this course. Students caught cheating will receive a zero for the assignment, and, since zeros are worse than F's, they are likely to fail the course as a whole.*

## **MIDTERM I--STUDY GUIDE**

### ***POTENTIAL ID'S:***

LIVY, AENEAS, ROMULUS, LUCRETIA, HORATIUS, ETRUSCANS

FASCES, CONSULS, PATRICIANS, PLEBIANS, STRUGGLE OF ORDERS, TWELVE TABLES, SECESSIO, LEX HORTENSIA, TRIBUNES, CAMILLUS, GAULS, FIRST PUNIC WAR, SECOND PUNIC WAR, HANNIBAL, FABIUS MAXIMUS, THIRD PUNIC WAR

EQUESTRIANS, PROLETARIAT, TIBERIUS GRACCHUS, GAIUS GRACCHUS, MARCUS LIVIUS DRUSUS, SENATUS CONSULTUM ULTIMUM

SALLUST, JUGURTHA, POPULARES, OPTIMATES, MASINISSA, MARIUS, SULLA

MARIUS, SULLA, CIMBRI AND TEUTONES, SATURNINUS AND GLAUCIA, MARCUS LIVIUS DRUSUS, SOCIAL WAR, MITHRIDATES OF PONTUS, CINNA, PROSCRIPTION

PLAUTUS, THE SWAGGERING SOLDIER, THE PRISONERS, PSEUDOLOS, POT OF GOLD,  
BROTHERS MENECHMI

**POTENTIAL ESSAYS:**

A. Only a very little can be said with any certainty about the earliest period of Roman history. Still, the little we do know is very important in helping us to understand subsequent history. Comment.

B. The growth of Rome from a small city state into a great empire during the period of the Roman Republic is one of the most amazing success stories in all history. In some ways, it is surprising that Rome even managed to survive during this period. On the other hand, close examination shows that Roman success in the days of the Republic was no accident. Comment.

C. The Roman Revolution was largely the indirect product of Rome's many wars, particularly the Punic Wars. Yet there was another cause as well: the selfishness and short-sightedness of the ruling class of Rome, the senators. Perhaps one of the best examples of this is the story of the Gracchi brothers. Comment.

D. Though in some respects a relatively unimportant war, the War with Jugurtha was an important turning point in Roman history. In addition, the Jugurthine War is one of the most fascinating stories in Roman history. Comment.

E. Marius and Sulla were both true patriots, and it is clear that each man saved Rome from horrible disaster. Nevertheless, both men also brought disaster on the Roman people. Comment.

F. While the plays of Plautus (and Terrence) are entertaining, they are not nearly as profound or significant as the plays of the great Greek playwrights. However, they are an immensely valuable historical source--though a source that must be used with some caution. Comment.

## STUDY GUIDE--MIDTERM II

### **POTENTIAL ID'S:**

POMPEY, CRASSUS, CAESAR, CICERO, CATILINE, SERTORIUS, MITHRIDATES OF PONTUS, SPARTACUS, CLODIUS, FIRST TRIUMVIRATE

CAESAR, GALLIC WARS, CIVIL WARS, PHARSALUS, CLEOPATRA, NICOMEDES OF BITHYNIA, BRUTUS, CASSIUS, PLUTARCH

ANTONY, CLEOPATRA, BRUTUS, LEPIDUS, OCTAVIUS, ACTIUM

PRINCIPATE, PRAETORIAN GUARD, AGRIPPA, JULIA, TIBERIUS, RES GESTAE DIVI AUGUSTI, SEJANUS, CALIGULA, CLAUDIUS, NERO

CATULLUS, LESBIA, AVE ATQUE VALE, VIRGIL, AENEID, ECLOGUES, OVID, METAMORPHOSES, ART OF LOVE, HORACE

### **POTENTIAL ESSAYS:**

A. The conservative reforms of Sulla might have guaranteed senatorial hegemony for years to come, but a series of threats to the security of the Roman state in the 70's and 60's B.C. gave ambitious young men all the excuse they needed to subvert Sulla's constitution and bring senatorial control of Rome's affairs to an end. Comment.

B. Gaius Julius Caesar was certainly capable and talented, but the Optimates had good reason for viewing him as a threat to republican government. But ultimately, perhaps, the Optimates themselves were every bit as much to blame for the end of the Roman Republic. Comment.

C. The story of the Second Triumvirate has the makings of a great drama: suspense, adventure, and romance. But it also has something of a "game show" quality. Comment.

D. In some ways, Augustus and the Julio-Claudian emperors who succeeded him were rather successful rulers. But the stories of these rulers have elements of tragedy--tragedy both for the rulers themselves and for the people of Rome. Comment.

E. Though Roman poetry is largely an imitation of that of the Greeks, the best of the Roman poets are all strikingly original--not so much in the forms they employ, but in their insights into the human condition. Comment.

## FINAL EXAM STUDY GUIDE:

### POTENTIAL ID'S

YEAR OF THE FOUR EMPERORS, (GALBA), (OTHO), (VITELLIUS), VESPASIAN, (TITUS), DOMITIAN, (NERVA), TRAJAN, HADRIAN, (ANTONINUS PIUS), MARCUS AURELIUS

COMMODUS, SEPTIMIUS SEVERUS, PARTHIANS, CARACALLA, JULIA MAMEA, PHILIP THE ARAB, DECIUS, VALERIAN, SASSANIDS, GOTHS

DIOCLETIAN, GALERIUS, EDICT OF TOLERATION, CONSTANTINE, EDICT OF MILAN, CONSTANTINOPLE, ARIANS, NICAEA

CONSTANTIUS, JULIAN THE APOSTATE, THEODOSIUS, ATTLA, ARIANS, NICAEA, NESTORIANS, MONOPHYSITES, ZENO, ALARIC, STILICHO, JEROME, ST. AUGUSTINE, JUSTINIAN

### POTENTIAL ESSAYS:

A. During the year following Nero's death, it began to look like the governmental arrangement made by Augustus was going to be no more effective than republican government had been. However, the events of the next 111 years (69 A.D.-180 A.D.) showed that the principate could be an effective form of government--if only a way could be found to insure that the right type of man became emperor. Comment.

B. The century following the death of Marcus Aurelius was a time of nearly constant crisis. The problems facing the empire during this period were far too great for even the most competent of emperors to solve, especially the problems created by the fickle (yet essential) Roman army. And it certainly didn't help matters that the emperors couldn't quite figure out what to do with Christianity. Comment.

C. In some ways, Diocletian earned for himself the title he claimed, "restorer of the world." However, the real turning point in Roman (and world) history was the reign of Constantine. Comment.

D. The Roman emperors of the 4th, 5th, and 6th centuries were probably right in seeing unity as essential to the success and perhaps even the survival of Rome. Ironically, however, their attempts to create unity often created as many problems as they solved. Comment.