Course Description: This Course at BYU and in the Classical Studies Major:

According to the university document "The Aims of a BYU Education," your experience at this university and in this classroom should be spiritually strengthening, intellectually enlarging, character building, and should lead to lifelong learning and service. While the subject matter of the course focuses largely on secular knowledge, I am committed to creating and maintaining an environment that will foster excitement about learning generally and will be conducive to the expression of gospel principles.

Generally, this course should promote and develop sound thinking and reasoning, effective communication, historical perspective, and cultural appreciation.

Specific to the course as it fits within the study of Classics, the class aims to help you develop the skills that will lead (in conjunction with other courses in the major) to critical learning outcomes. Below are listed those intended learning outcomes with an explanation of how this course contributes to them:

1. **Read Greek and Latin literature with a high degree of understanding.** While this is a history course, the student will certainly be exposed to selections of Greek and Roman literature and discuss how to evaluate those texts as sources for Roman history. All selections will be read in translation and, while the critical skills of the student should be improved by the treatment of the chosen texts, the student will not be required to translate or grammatically analyze any text in the original language.

2. **Understand the history of Rome from the Regal Period through the Republic to the decline of the Empire and apply principles of historiography and historical evaluation.** This course is designed to provide a comprehensive survey of the history of Rome from its earliest beginnings through the late fourth century AD. The course will be broadly divided into three sections: the first covering the rise of Rome and the transition from monarchy to Republic; the second treating the period known as the Roman Revolution; the third considering Imperial Rome to Late Antiquity. In each of the divisions, we will consider available primary sources of information and how to evaluate the reliability of those sources. In short, we will apply to the broad sweep of Roman history the principles of historiography and historical evaluation.

3. **Understand and apply the principles and practice of ancient critical theory.** To the extent that we can, we will discuss critical theories that are relevant to the texts treated in class, investigating the rhetorical complexities facing the various authors discussed as they composed their historical narratives.

4. **Demonstrate an understanding of the literary history of Classical antiquity.** While the course does not focus on the ancient sources we treat as literature, we will, nevertheless, locate the texts in the context of Classical literature generally and of ancient historiography specifically.

5. **Evaluate a text through close reading in the original language.** Not applicable.

6. **Integrate knowledge of history, literature, philosophy, art, architecture, and rhetoric.** The course content will certainly help the student to integrate knowledge of history, literature, and other cultural achievements of the Roman component of the ancient Classical equation. The vast scope of the topics makes it impossible to discuss all issues exhaustively. We are required to treat matters with enough brevity to allow access to a general view of the ancient Roman world. Exceptions will be made of those periods and people considered decisive for the direction of Western Civilization.

7. **Compose Latin and/or Greek prose with proficiency.** Not applicable.
Required Texts:


Course Requirements and Assessment Tools:

1. **Attendance and Preparation**
   Students are responsible for material presented in the reading assignments and in class lectures. They are expected to be present and prepared at each class meeting. Assignments should be read prior to the day scheduled for their discussion to facilitate lively and interesting class discussions.

2. **Examinations and Papers**
   The student's grade will be determined by performance on three examinations and two short papers. 
   
   **Examinations:**
   Two "midterm" examinations will cover material discussed in the preceding segments of the course. The final examination will strongly emphasize material discussed since the last midterm, although the student may be expected to analyze issues that draw partly from knowledge gained throughout the semester. The format of the examinations is short answer and essay. No make-up examinations will be allowed except in documented cases of illness or family emergency.

   **Papers:**
   Two “source analyses” (about 3-5 pages each) will treat an extended quotation, passage, or document from a primary historical source, such as the documents in Lewis and Reinhold or the excerpts of literary histories in Mellor. The source analysis should provide the historical and literary context of the document, seek to identify its author’s bias or perspective, and evaluate its usefulness for understanding a historical event or problem. Specific instructions forthcoming.

   The papers must be handed in on the dates assigned; exceptions to be made, as with exams, only in documented cases of illness or family emergency.

   As part of these writing assignments, students may be asked to upload their final versions to the College of Humanities Archive, a website where student work is collected for use in assessment of courses taught in the college. This submission, which is anonymous, is entirely separate from the instructor's assessment of students' performance in the course.

3. **Final Grade**
   The final grade will be determined according to the following percentages:

   Examinations = 75% (25% each)
   Papers = 25% (12.5% each)

   The following grade scale will be used to calculate the final grade: 100-94 =A; 93-90 = A-;
   89-86 = B+; 85-83 = B; 82-80 = B-; 79-76 = C+; etc.

   Students are responsible for the grades that they earn; if one needs a certain grade for academic reasons, then he or she should plan accordingly. There will be no extra credit. If students have disabilities that may impair their ability to complete this course successfully, they are encouraged to inform the instructor and to contact the Services for Students with Disabilities Office (422-2767) for additional assistance.
Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor, contact the Equal Employment Office at 422-5895 or 367-5689 (24-hour), or contact the Honor Code Office at 422-2847.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office at 422-5895, D-282 ASB.
Schedule of Topics and Readings
(subject to change)

Unit 1: Rise of Rome:

PREHISTORIC AND LEGENDARY ROME
T04Jan  Introduction to course; review of syllabus and class requirements.
Sources for Roman history: Italy Before Rome.
Readings: Mellor\(^2\), 1–14; Ward, 1–11.

Th06Jan  Legendary Rome; foundation myths; Roman kingship; Roman religion
Etruscan Rome; from Tarquin Priscus to the Servian reforms

THE EARLY REPUBLIC (509–264 BC)
T11Jan  The Foundation of the Republic,
Readings: Liv. 1.55–60, (Mellor\(^2\), 200–205), 2.1–14 (online at The Latin Library); Pomp. in Dig. 1.2.2 (LR I no. 25); Dion. Hal. Ant. Rom. 7.59.2–8, 4.21 (LR I no. 27).

Th13Jan  Struggle of the Orders
Readings: Liv. 2.31–40; 3.33–37, 44–49, 56–58; 5.34–49 (Mellor\(^2\), 205–241); Dion. Hal. Ant. Rom. 6.89, Liv. 3.4.1–7 and 13–15, 4.1, 6.3–12 (LR I nos. 28, 33, and 35); Liv. 6.35, 10.6.3–11, 9.1–2; Gai. Inst. 1.3; Aul. Gell. NA 15.27.4 (LR I nos. 38, 41, and 42).

T18Jan  Forging a Roman Italy

THE MIDDLE REPUBLIC (264–133 BC)
Th20Jan  The Roman Republican Constitution
Readings: Polyb. 1.1–4; 6.1–9, 11–18, 56–57 (Mellor\(^2\), 17–20, 50–63); Pomp. in Dig. 1.2.2, 16–28 and Varro, Ling. 5.80–82 (LR I nos. 25–26).

T25Jan  The First Punic War

Th27Jan  The Second Punic War (part 1)
Readings: Polyb. 2.1–2, 3, and 7–12, 3.1, 6–17, 20–23 (Mellor\(^2\), 27–42; also Mellor\(^1\), 32–47); Liv. 21.1–48, 62–63, 22.3–7 and 44–51 (Mellor\(^2\), 242–277; also Mellor\(^1\), 292–4). Scarre, 16, 24–25; Ward, 107–111.

T01Feb  The Second Punic War (part 2)
(Source Analysis #1 Handout)

Th03Feb  Roman Expansion and Imperialism I
Readings: Liv. 31.1–9; 33.6–10, 30–33, 38–40; 34.1–8; 36.15–19; 38.37–38; 39.51 (Mellor\(^2\), 288–320). Ward, 115–121.

T08Feb  Roman Expansion and Imperialism II.
Readings: Ward, 121–130.

EXAMINATION 1 in the Testing Center, Wednesday, February 9—Friday, February 11
(Friday is a LATE FEE day!)
THE LATE REPUBLIC (133-27 BC)

Th10Feb
Tiberius Gracchus and the Roman Revolution

T15Feb
The End of Tiberius Gracchus and the Career of Gaius Gracchus.

Th17Feb
Marius—novus homo, homo militaris.

T22Feb
No Class. Monday Class Instruction.

Th24Feb
The Dictatorship of Sulla.
(Source Analysis #1 due at the beginning of class.)

T01Mar
The Ascent of Pompey.

Th03Mar
Cicero and Catiline.
Readings: Sall. Cat. 1–61 (Mellor², 81–115); Cic. Cat. I (posted on Blackboard). Ward, 189, 193–198; Cary and Scullard, 244–247 (posted on Blackboard).

T08Mar
The Rise of Julius Caesar; Civil Wars and Dictatorship

Th10Mar
Caesar’s Heirs; Renewed Civil Wars

EXAMINATION 2 in the Testing Center, Monday, March 14—Wednesday, March 16.
(Wednesday is a LATE FEE day!)

THE AUGUSTAN AGE, 27 B.C.—A.D.14

T15Mar
The Augustan Principate and the New Roman Order.

Th17Mar
Julio-Claudians I: Tiberius.

T22Mar
Julio-Claudians II: Gaius and Claudius.

Th24Mar
Julio-Claudians III: Nero and the Fall of a Dynasty; The Year of Four Emperors
(Source Analysis #2 Handout)
T29Mar
Flavians: Vespasian and Titus; Domitian and the Dynasty.
*Readings*: CIL 6.930 (posted on Blackboard = LR II no. 4); Ward, 327–332; Scarre, 56. Tac. Agr. (Mellor², 427–450); Ward, 332–334.

Th31Mar
The High Empire of the Good, or “Adoptive,” Emperors; Antonine Culture; Commodus and the End of an Era

T05Apr
Severans; Rome and Christianity

THE LATE EMPIRE, A.D. 235–476
Th07Apr
Third Century Chaos; Diocletian and the New Empire.
(Source Analysis #2 Due)

T12Apr
Constantine and His Sons; The End of Pagan Antiquity
*Readings*: Lactant. De mort. pers. 34 and Euseb. Hist. eccl. 8.27.6–10/ Lactant. De mort. pers. 48 and Euseb. Hist. eccl. 10.5.2–14 (posted on Blackboard = LR II no. 173); Euseb. Vit. Const. 3.6–10 abridged (posted on Blackboard = LR II no. 175); Ward, 430–444; Scarre, 116–118, 126–127; Amm. Marc. 25.1–4 (Mellor², 595–606); Ambrose, Ep. 7 A.D. 384, abridged; Symmachus, Relat. 3 abridged (posted on Blackboard = LR II no. 186); Zos. 4.59; Theodosian Code passim (posted on Blackboard = LR II no. 187); Ward, 444–448, 466–471; Scarre, 119–121, 130–135.

Sat16Apr
FINAL EXAMINATION, 8:00-10:00 pm, in B042 JFSB